Learner-Centred Syllabus Template

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Course Information

General Course Information

Course: BIOL102-ASO
Course title: Fundamentals of Biology: Molecular and Cell Biology
Pre-requisites: Recommended 4U Biology and Chemistry, or equivalent high school background.
Semester and year: Summer 2026
Number of credits: 3.0
Learning hours: 111
Modality (on campus, blended, or online): Online
Classroom accessibility: N/A

Course Description

The essential biochemistry, genetics, cell biology, and metabolic pathways underlying the survival and success of all living organisms. Themes and case studies could range from the application of genetic engineering in biotechnology to the role of cellular dysregulation in inheritable diseases.

Topics

Week	Module
1 - 4	Module I: From Macromolecules to Cellular Function
5 - 8	Module II: Cell Communication, Genes and Genomes
9- 12	Module III: Inheritance and Gene Regulation

Course Learning Outcomes

On successful completion of this course, students will be able to:

1. Explain how the biochemistry of molecules influences how they function in cells and apply these principles to novel scenarios.
2. Describe the parts of a cell and how they work on their own and in conjunction with other components to carry out complex cellular processes.
3. Understand how cells use reactions and metabolic pathways to produce ATP, sugars, and other compounds, and the roles of thermodynamics and enzymes in regulating metabolism.
4. Explain the similarities and differences between cellular respiration, fermentation and photosynthesis, considering the nature of the pathways, their roles in cells and how they are regulated.
5. Describe and distinguish between DNA, chromatin, genes, chromosomes and genomes, explaining how various features influence their structure, expression, and regulation; how they change with mitosis and meiosis; and how they vary over evolutionary time.
6. Understand how cells regulate genes to make mRNA and protein, identifying critical steps in the regulation of the processes of transcription and translation.
7. Describe the basic tools in cell biology and genetics and how they are used in biotechnology.

Important University Dates

Please visit the Faculty of Arts and Sciences Sessional Dates website for all academic deadlines.

Inclusion

Land Acknowledgement

Let us acknowledge that Queen's University occupies traditional Anishinaabe and Haudenosaunee territory. To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory's significance for the Indigenous Peoples who lived, and continue to live, upon it and whose practices and spiritualties are tied to the land and continue to develop in relationship to the territory and its other inhabitants today. Indigenous communities in Kingston/Katarokwi continue to reflect the area's Anishinaabe and Haudenosaunee roots. There is also a significant Métis community and First Peoples from other Nations across Turtle Island present here today. To read more about the history of the land, see the Queen's Encyclopedia and to learn more about land acknowledgements, see the Office of Indigenous Initiatives.

Equity, Diversity, and Inclusivity Statement

Queen's University recognizes that the values of equity and diversity are vital to and in harmony with its educational mission and standards of excellence. It acknowledges that direct, indirect, and systemic discrimination exists within our institutional structures, policies, and practices and in our community. These take many forms and work to differentially advantage and disadvantage persons across social identities such as race, ethnicity, disability, gender identity, sexual orientation, faith, and socioeconomic status, among other examples. In this class I will work to promote an anti-discriminatory, anti-racist and accountable environment where everyone feels welcome. Every member of this class is asked to show respect for every other member.

Building a Classroom Community

University is a place to share, question, and challenge ideas. Each student brings a different set of lived experiences. You can help to create a safer, more respectful classroom community for learners by following these guidelines:

- Make a personal commitment to learn about, understand, and support your peers.
- Assume the best of others and expect the best of them.
- Recognize and value the experiences, abilities, and knowledge each person brings to the course.
- Acknowledge the impact of oppression on other people's lives and make sure your words and tone are respectful and inclusive.
- Encourage others to develop and share their ideas.
- Pay close attention to what your peers say/write before you respond. Think through and re-read what you have written before you post online or send your comments to others.
- Be open to having your ideas challenged and challenge others with the intent of facilitating growth.
- Look for opportunities to agree with one another, building on and intentionally referencing peers' thoughts and ideas; disagree with ideas without making personal attacks, demeaning, or embarrassing others.

Fostering Accessibility

All of us have a shared responsibility for fostering accessibility and promoting meaningful inclusion of those with disabilities. The Accessibility Hub at Queen's University's Human Rights & Equity Office offer a host of tutorials that provide us all with practical tips for:

- creating accessible documents, e.g., to submit to your teaching team or share with peers in peer feedback activities/in a presentation,
- emails, e.g., while communicating with group members or your teaching team, and
- meeting practices (e.g., in tutorials/labs/seminars or virtual meetings.

Name/Pronoun

If, for whatever reason, you wish to change how your name appears in onQ and/or on class lists, please follow these steps. You may also use this process to add your pronouns to the appearance of your name.

1. Log into SOLUS.
2. Click on Personal Information tab.
3. Click on the Names tab
4. Click on the Add New Name tab
5. Choose Preferred from the Name Type drop down menu
6. Enter the name you would like to appear in onQ and/or on class lists.
7. Click Save.

Please allow 24 to 48 hours for your name to be registered within the system. If you have further questions or concerns, please contact ITS at Queen's University.

Course Materials & Technologies

Required Course Textbooks

Course Textbooks	Edition(s)	Publisher	For Purchase	Cost	At Queen's Library?
Campbell Biology with Mastering Biology	4th edition Canadian	Pearson Canada	Campus Bookstore	$121.99 (e-text with Mastering Biology) $61.99 (Mastering Biology alone – no e-text)	No

Other Required Materials

None

Supplemental Materials

None

Educational Technologies, Help, Privacy, and Accessibility

This course makes use of the following website(s), program(s), and/or application(s) for specific educational use/purposes.

Privacy: Be aware that your independent use of the website(s), programs, and/or application(s) used in this course*, beyond what is required,* is subject to their terms of use and privacy policy. You are encouraged to review the applicable privacy statements before using the site. Please see below.

Accessibility: Queen's University is committed to developing courses that are accessible. For further information on accessibility compliance of the website(s), program(s) application(s) used in the course, please consult the links below.

Software	Use	Support	Privacy	Accessibility
onQ	Online learning	Queen's ITS	Queen's ITS	Queen's ITS
FeedbackFruits	Peer learning	Queen's ITS	Queen's ITS	Queen's ITS

Copyright of Course Material

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor's course materials or to provide an instructor's course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor's express consent. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

Communication

Questions about the Course and Contacting the Teaching Team

Please see onQ page for information about contacting the teaching team.

Queen's Email

The university communicates with students via Queen's email. Please check your email regularly to ensure you do not miss important information related to your course.

Course Feedback

At various points during the course, you may be asked to take part in a variety of feedback activities, such as surveys and questionnaires. This feedback enables the teaching team to improve the course. All surveys are anonymous and are directly related to activities, assessments, and other course material.

Assessments

Weighting and Alignment with Course Learning Outcomes (CLOs)

Assessment	Alignment with CLOs	Weighting
Self-Study Quiz	CLO 1-7	3%
Module Quizzes (3 x 4.5%)	CLO 1-7	13.5%
Study Sessions (3 x 4.5%)	CLO 1-7	13.5%
Dynamic Study Modules (DSMs) (3 x 2.5%)	CLO 1-7	7.5%
Virtual Labs (3 x 10%)*	CLO 1-7	30%
Student Study Lecture	CLO 1-7	10%
Final Exam	CLO 1-7	22.5%
Total		100%

*Each lab has an individual component (weight 4%) and a group component (weight 6%).

Descriptions of Learning Activities and Assessments

Assessment 1 – Module Quizzes

The Module Quizzes give students some feedback on their understanding of the material covered in each Module (lectures). Students are encouraged to complete these quizzes independently, using their own resources and materials. Students are welcome to work with fellow students if this approach supports their learning. However, be mindful that simply obtaining the answers from other students will not help to improve understanding of the course content.

Assessment 2 – Study Sessions

A Study Session takes place before each Module Quiz. This is a group discussion forum around challenging questions related to the Module content to be assessed. Students are expected to comment on these threads and engage in discussion with their peers on the topics. Students are assessed based on their contributions during this two-day activity.

Assessment 3 – Dynamic Study Modules (DSMs)

The DSMs are available through MasteringBiology. They are adaptive learning, meaning that students receive additional questions in areas where they have been unable to arrive at the correct answers. These are important learning tools intended to help prepare students for tackling the content. Students must earn 100% on a quiz to be recognized as having completed that DSM. That means, if a student gets questions wrong the first time, they must answer the new questions to complete the quiz. For each module, there is a set of required DSMs to complete. Each DSM is associated with content from specific chapters of the textbook. To receive credit for a DSM set, each of the DSMs must be completed. If any of the DSMs associated with a particular chapter(s) required for a module are not complete, then no credit is given for that set of DSMs for that module.

Assessment 4 – Virtual Labs

The practical activities in this course are hybrids of labs, tutorials and group learning sessions. Through these activities, students will explore topics through a combination of individual and

group work. Students must ensure that they complete and submit all the required individual quizzes/assignments by the deadline so that they will be placed into a group for the Group Activity phase of the virtual labs. Students who do not complete all the required individual lab activities will not be placed in a group, thereby forfeiting these marks.

Assessment 5 – Student Study Lecture

This activity requires students to make connections between what they read in the popular press and the material in the course that would be most relevant. In groups, students will create short presentations that serve as an interesting tangent to the core course content.

Assessment 6 – Final Exam

The Final Exam is cumulative, covering the entire course. It is scheduled by the Exams Office.

Proctored Exams

Exam Centre Location, Eligibility, and Fees

Students are responsible for familiarizing themselves with the Faculty of Arts and Science and University Registrar's regulations regarding exams. Similarly, it is their responsibility to ensure that they attend their exam as scheduled. Please carefully read the Arts and Science Online (ASO) information about final proctored exams **here**.

Students enrolled exclusively in online courses may choose one of two options to write this course's proctored assessments:

1. You may choose to write the assessments online under supervision of ProctorU proctoring services by Meazure Learning. A $100 fee will be charged to your SOLUS account. This fee is known as the *Off Campus Exam Admin Fee* and is applied in SOLUS at the earlier of: term tuition posting date, or the date at which exam writing method is changed to online. The fee is assessed **once per course with proctored assessments**.
2. You may choose to write the assessments in-person on Queen's campus in Kingston at no additional charge.

Students enrolled in at least one on-campus course are expected to write this course's proctored assessments on campus during the scheduled exam time. They will not be permitted to write this course's proctored assessments online.

Students were prompted to indicate their preferred exam writing method when enrolling in the course in SOLUS. The exam writing method may be changed by contacting the ASO Exams Team at aso.exams@queensu.ca. A course instructor cannot change your exam writing method on your behalf.

Information for students writing online assessments using ProctorU

Selected assessments in this course will be administered in onQ using online proctoring provided by ProctorU, a third-party, cloud-based service. This proctoring solution was chosen to support our efforts in maintaining academic integrity when online proctoring is required. Queen's has conducted an extensive privacy and security review of ProctorU and has entered into a binding agreement with terms that address the appropriate collection, use and disclosure of personal information in accordance with

Ontario's privacy legislation. To learn more about online proctoring, please see the information provided by the Office of the University Registrar.

If you registered to write online with ProctorU, all information pertaining to the technical requirements and preparation for writing online will be posted in onQ well in advance of your exam.

The use of ProctorU as described is unique to courses offered by the Faculty of Arts and Science Online. Other Faculties use online proctoring solutions in different ways under different regulations. Students should contact the appropriate Faculty examination team if they have questions.

Timing of Final Examinations

The exam period dates for each Term are listed on the Faculty of Arts and Science webpage under "Important Dates". Student exam schedules for the Fall Term are posted to SOLUS immediately prior to the Thanksgiving holiday; for the Winter Term they are posted on the Friday before Reading Week, and for the Summer Term they are individually noted on the Arts and Science Online syllabi. Students should not make any travel plans until after the examination schedule has been posted. Exams will not be moved or deferred to accommodate employment, travel/holiday plans or flight reservations. Students experiencing extenuating circumstances preventing them from writing their exams as scheduled should review the information about the Academic Consideration process.

Assignment Submission Policy

The policies outlined below apply to those students who miss only a few of the course activities with valid accommodations or consideration. If a student's circumstances lead them to miss activities worth 35% or more, generally, reweighting of the course will not be offered; instead, the recommendations will be that the student apply for a late drop. Missing more than a third of the course makes it impossible to meet the Learning Objectives.

Dynamic Study Modules (DSM)

These are adaptive learning quizzes developed by the textbook publisher to assess your understanding of the material in each chapter. These activities are learning tools, intended to help students keep pace with the material and tackle them alongside their progress through the Module. These activities are open on the first day of classes, and they are most useful when they are completed before the module quizzes. DSMs have a recommended due date, which precedes the quiz for that Module. However, students are permitted to complete the DSMs at any time before the end of the classes to receive credit for these assessments.

- **Short-term (up to 3 days) Academic Consideration**. There are no options for extending the deadline for students with short-term academic consideration. These activities are open from the first day of classes.
- **Long-term (3 days to 4 months) Academic Consideration**. If you have longer-term issues (3 days to 4 months), please reach out to the Teaching Team to explain your circumstances, but extensions are not typically approved because they are activities intended to be completed over weeks, not on the due date and have been open from the first day of classes.
- **Extensions in relation to accommodations or academic considerations**. There are no options for extending the deadline for students with accommodations. These activities are open from the first day of classes.

Study Sessions

Study Sessions are two-day discussion forums around questions that help assess a student's understanding before the Module Quiz. If you are unable to participate over these two days, please ensure that your request for accommodation or consideration is submitted to the Teaching Team. If approved, you can make up these marks as follows:

- **Short-term (up to 3 days) Academic Consideration**. If you find yourself unlikely to participate in the Study Sessions, you MUST submit the paperwork for a Short Term (up to 3 days) extenuating circumstances via the Academic Consideration portal. For students with valid accommodations or consideration, the marks from the Module Quiz will be applied to the missed Study Session.
- **Long-term (3 days to 4 months) Academic Consideration**. If you have longer-term extenuating circumstances and approved academic consideration, please reach out to the Teaching Team to explain your circumstances, and any accommodations will be made on a case-by-case basis. Generally, if a student also cannot complete the corresponding Module Quiz, the weight of both assessments would be transferred to the Final Exam.
- **Extensions in relation to accommodations**. There are no options for extending the deadline for students with accommodations. The goal of this activity is to engage in a group to prepare for the Module Quizzes, so extensions are not feasible. If your condition will prevent you from participating in this activity, advise the Teaching Team. For students with valid accommodations, the marks from the Module Quiz will be applied to the missed Study Session.

Module Quizzes

Module Quizzes open on Thursdays and are due at the end of that day. However, there are an additional three days programmed in onQ for students who run into short-term extenuating circumstances.

- **Short-term (up to 3 days) Academic Consideration.** If you are unable to complete the Module Quiz on Thursday, note that all students have an additional three days to complete the activity. You DO NOT need to submit a request for a three-day extension: it is programmed in for all students. Students who run into short-term extenuating circumstances AFTER the due date, but before the end of the three-day extension, receive no additional extensions because the due date has passed.
- **Long-term (3 days to 4 months) Academic Consideration.** If you have longer-term issues, please ensure that your paperwork is submitted to the academic consideration portal, then reach out to the Teaching Team to explain your circumstances. Any accommodations are made on a case-by-case basis. Generally, the weight will be transferred to the Final Exam.
- **Extensions in relation to accommodations**. Once the deadline for the quiz passes, the results are posted to help students understand where they went wrong. As a result, there are no extensions to the deadlines for Module Quizzes. Note that there is an extra three-day period built into the activity. If you are unable to do so because of circumstances related to your accommodations, please reach out to the Teaching Team. The marks can be made up via the Final Exam.

Virtual Labs: Individual Activities

You must complete the Individual Activities by the due date. If you do not complete the Individual Activities, you will not be permitted to participate in the Group Activities. If you have approved accommodations for missing the Individual Activities (and therefore Group Activities), you will be entitled to make up those missing marks via the Final Exam.

- **Short-term (up to 3 days) Academic Consideration**. The activities are available for a week or more before the deadline. If you find yourself unlikely to complete these activities, you MUST

submit the paperwork for a Short Term (up to 3 days) Academic Consideration. Note that you will not be permitted to advance to the group work, and any makeup activities will apply to both the Individual and Group activities. The makeup for this activity is the Final Exam.

- **Long-term (3 days to 4 months) Academic Consideration**. If you have longer-term issues and you have approved academic consideration, please reach out to the Teaching Team to explain your circumstances, and any accommodations will be made on a case-by-case basis. Generally, the weight of the missed lab activities will be transferred to the Final Exam.
- **Extensions in relation to accommodations**. The Labs are tiered activities. Completion of the Individual Work is required to ensure that you are prepared for the Group Work. Thus, it is not feasible to provide an extension for any students. If your condition prevents you from participating in the Individual Activities, advise the Teaching Team. Note that you will not be permitted to advance to the group work. The makeup for this activity is the Final Exam, and that mark will be applied to the entire lab (both the Individual and Group Activities).

Virtual Labs: Group Activities

The groups are populated with people who have completed the Individual Activities. Your group has four days to complete the work and submit the report. Make every effort to submit the group report by the deadline; however, an additional three days are programmed to help groups where individuals experience short-term extenuating circumstances.

- **Short-term (up to 3 days) Academic Consideration.** The window for completing the Group Work is four days, and you should make every effort to submit the completed report by that deadline. However, if individuals run into short-term extenuating circumstances during these three days, the group has an additional three days to complete the activity. You do NOT need to submit three-day Academic Consideration documentation.
- **Long-term (3 days to 4 months) Academic Consideration**. If you have longer-term issues and require approved academic consideration, please reach out to the Teaching Team to explain your circumstances. Any accommodations made will be on a case-by-case basis. Generally, the weight of the missed Group Lab Activities will be transferred to the Final Exam.
- **Extensions in relation to accommodations**. There are no options for extending the deadline for students with accommodations. If you are unable to participate in the Group Activities because of circumstances related to your accommodations, please reach out to the Teaching Team. The marks can be made up via the Final Exam.

Student Lecture

Students must complete the Student Lecture Pre-Quiz by the due date in order to be put into a group with the same interests. If students do not submit their choice, they will be assigned a topic and be part of a group of students who also failed to select an option. Once in that group, students are expected to complete the activity over several days. Groups should make every effort to submit the student lecture by the deadline; however, an additional three days are programmed to help groups where individuals experience short-term extenuating circumstances.

- **Short-term (up to 3 days) Academic Consideration.** Several days are given for groups to complete the student lecture. Groups should make every effort to submit the completed student lecture by that deadline. However, if individuals run into short-term extenuating circumstances at or near the deadline, the group has an additional three days to complete the activity. You do NOT need to submit three-day Academic Consideration documentation.

- **Long-term (3 days to 4 months) Academic Consideration**. If you have longer-term issues that prevent you from participating in the student lecture, and you have verified academic consideration, please reach out to the Teaching Team to report that you cannot contribute. In this case, you will be removed from your group and permitted to complete the activity on your own.
- **Extensions in relation to accommodations**. If circumstances related to your accommodations prevent you from working with your group, please reach out to the Teaching Team to report that you cannot contribute. In this case, you will be removed from your group and permitted to complete the activity on your own.

Policy Review of Graded Work

The course website will advise on who to contact for further information on how an activity was marked. You will have seven days after posting the marks to contact that individual. If at the end of that process you are not happy with the mark, you are free to request a formal regrade. The activity will be assessed by the course instructor and evaluated in its entirety. As a result, the mark may go up, down or not change. For group activity, any changes apply only to the student who petitioned for a change.

Policies

Class Attendance

Your presence and participation in class, in the form of the discussion forum, contribute to the knowledge and skills that you will develop throughout this course. These types of activities provide active engagement, promote a deeper understanding of the course content, and contribute to your success in this course.

Academic Support

All undergraduate students face new learning and writing challenges as they progress through university: essays and reports become more complex; effectively incorporating research into writing becomes more important; the types of assignments become more diverse; managing your time and developing the skills you need to read and think critically gets more challenging. I encourage students to contact Student Academic Success Services (SASS). SASS offers many different ways to receive support:

- Free online or in-person appointments to get personalized support on writing and academic skills from expert staff and trained peers.
- Workshops and drop-in programs. SASS' Events Calendar lists events coming soon.
- Online resources that provide strategies for academic skills and writing development at university.
- If English is not your first language, SASS has specific resources for English as Additional Language students, including weekly programs and EAL academic skills appointments. You can meet on an ongoing basis with an EAL consultant to work on your academic writing, speaking, listening, and reading skills.

Accommodations for Disabilities

Queen's University is committed to working with students with disabilities to remove barriers to their academic goals. Queen's Student Accessibility Services (QSAS), students with disabilities, instructors, and

faculty staff work together to provide and implement academic accommodations designed to allow students with disabilities equitable access to all course material (including in-class as well as exams). If you are a student currently experiencing barriers to your academics due to disability related reasons, and you would like to understand whether academic accommodations could support the removal of those barriers, please visit the QSAS website to learn more about academic accommodations or start the registration process with QSAS by clicking ***Access Ventus*** button at **Ventus | Accessibility Services | Queen's (queensu.ca)**

VENTUS is an online portal that connects students, instructors, Queen's Student Accessibility Services, the Exam's Office and other support services in the process to request, assess, and implement academic accommodations.

To learn more, go to: https://www.queensu.ca/ventus-support/students/visual-guide-ventus-students

Academic Consideration for Students in Extenuating Circumstances
Academic Consideration is a process for the University community to provide a compassionate response to assist students experiencing unforeseen, short-term extenuating circumstances that may impact or impede a student's ability to complete their academics. This may include, but is not limited to:

- Short-term Physical or Mental Illness or Injury (stomach flu, anxiety/depression, mononucleosis, concussion, broken bones, surgery, medical treatments, etc.)
- Traumatic Event/Confidential (Bereavement, serious injury, illness or required treatment for a significant other/family member or a traumatic event such as divorce, sexual assault, social injustice, etc.)
- Requirements by Law or Public Health Authorities (court dates, jury duty, requirements to isolate, etc.)
- Significant Event (varsity athletic event, distinguished event, serving in the Reserve Forces, etc.)

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances. For more information, please see the Senate Policy on Academic Consideration for Students in Extenuating Circumstances.

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. For more information, undergraduate students in the Faculty of Arts and Sciences should consult the Faculty's webpage on Academic Consideration in Extenuating Circumstances and submit a request via the Academic Consideration Request Portal. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

Students are encouraged to submit requests as soon as the need becomes apparent and to contact their instructor and/or course coordinator as soon as possible once academic consideration has been granted. Any delay in contact may limit the options available for academic consideration.

For more information on the Academic Consideration process, what is and is not an extenuating circumstance, and to submit an Academic Consideration request, please see the Faculty of Arts and Science's Academic Consideration website. ASO courses include links to information on **Academic Consideration** on your **Course Homepage** in onQ.

Please see the Teaching Team page for contact information for your instructor and TA(s), where relevant.

Queen's Policy Statement on Academic Integrity

Queen's University is dedicated to creating a scholarly community free to explore a range of ideas, to build and advance knowledge, and to share the ideas and knowledge that emerge from a range of intellectual pursuits. Queen's students, faculty, administrators and staff therefore all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility and by the quality of courage. These values and qualities are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University.

The following statements from "The Fundamental Values of Academic Integrity" (2nd edition), developed by the International Center for Academic Integrity (ICAI), contextualize these values and qualities:

1. **Honesty**. Academic communities of integrity advance the quest for truth and knowledge through intellectual and personal honesty in learning, teaching, research, and service.
2. **Trust**. Academic communities of integrity both foster and rely upon climates of mutual trust. Climates of trust encourage and support the free exchange of ideas which in turn allows scholarly inquiry to reach its fullest potential.
3. **Fairness**. Academic communities of integrity establish clear and transparent expectations, standards, and practices to support fairness in the interactions of students, faculty, and administrators.
4. **Respect**. Academic communities of integrity value the interactive, cooperative, participatory nature of learning. They honour, value, and consider diverse opinions and ideas.
5. **Responsibility**. Academic communities of integrity rest upon foundations of personal accountability coupled with the willingness of individuals and groups to lead by example, uphold mutually agreed-upon standards, and take action when they encounter wrongdoing.
6. **Courage**. To develop and sustain communities of integrity, it takes more than simply believing in the fundamental values. Translating the values from talking points into action -- standing up for them in the face of pressure and adversity — requires determination, commitment, and courage.

Students are responsible for familiarizing themselves with and adhering to the Senate regulations concerning academic integrity, along with Faculty or School specific information. Departures from academic integrity include, but are not limited to, plagiarism, use of unauthorized materials, facilitation, forgery and falsification. Actions which contravene the regulation on academic integrity carry sanctions that can range from a warning, to loss of grades on an assignment, to failure of a course, to requirement to withdraw from the university.

Syllabus statements for Generative Artificial Intelligence (AI) Tools

Using generative AI writing tools such as ChatGPT in your submitted work is not permitted in this class. This type of use constitutes a Departure from Academic Integrity.

Original work, completed wholly by you, is expected to be submitted in this course. The use of an artificial intelligence tool like ChatGPT is not permitted.

Queen's Student Academic Success Services (SASS) offers a self-directed, online academic integrity module which we encourage all students to take which will help with:

- Understanding the nature of the academic integrity departure
- Understanding the expectations of and role of sources in scholarly writing
- Integrating sources into your writing (paraphrasing, quoting, summarizing)
- Understanding when and how to cite your sources
- Managing your time effectively to avoid the need for shortcuts
- Taking effective notes to ensure accuracy of source material and correct attribution

Turnitin Statement

This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments through onQ to Turnitin. In doing so, students' work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarized text in this course. Data from submissions is also collected and analyzed by Turnitin for detecting Artificial Intelligence (AI)-generated text. These results are not reported to your instructor at this time but could be in the future.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. The similarity report generated after an assignment file is submitted produces a similarity score for each assignment. A similarity score is the percentage of writing that is similar to content found on the internet or the Turnitin extensive database of content. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

Please read Turnitin's Privacy Policy, Acceptable Use Policy and End-User License Agreement, which govern users' relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen's Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes.

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