

BIOL 103 F24

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Course Information

General Course Information

Course: BIOL 103

Course title: Fundamentals of Biology: Organisms to Ecosystems

Pre-requisites: None

Semester and year: Fall 2024

Number of credits: 3 CR

Learning hours: 120

Modality (on campus, blended, or online): Online

Classroom accessibility: Not applicable

Course Description

Welcome to Biology 103. Our focus will be on organismal biology—from physiology to ecosystems. Much of the subject matter that we cover, especially early in the course, may be familiar to you from your high school biology courses. Nevertheless, it is likely that you will be exposed to plenty of new and interesting aspects of biology and that you will find the course challenging and the learning to be rewarding.

Topics

Week	Module	Topic
1	1 Evolution and Diversity	Introduction and Evolutionary Mechanisms
2	1 Evolution and Diversity	Evolution of populations; Origin of species; The History of Life
3	1 Evolution and Diversity	Phylogeny and the Tree of Life, Unicellular Organisms, Multicellular Organisms
4	2 Physiological Principles	Introduction to Physiology; Evolution of Multicellularity; Common Themes in Physiology
5	2 Physiological Principles	Cell signalling and Hormones; Neurons; Muscles
6	2 Physiological Principles	Nervous Systems; Sensory Biology
7	3 Homeostasis	Nutrition; Circulation and gas exchange in animals
8	3 Homeostasis	Immunity; Osmoregulation
9	3 Homeostasis	Reproduction
10	4 Ecology	Behaviour; Ecology and the Biosphere
11	4 Ecology	Population ecology; Community ecology
12	4 Ecology	Ecosystems; Global change and conservation

Course Learning Outcomes

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

1. Identify the roles of the major physiological systems in diverse animals and how they are regulated through electrical and chemical signals to achieve change or maintain homeostasis.
2. Describe the structure and function of nerves and muscles and explain how they contribute to physiological and behavioural processes.
3. Apply knowledge of tissue and organ system functioning and integration to diagnose or predict common diseases and organismal dysfunctions.
4. Discuss the mechanisms by which evolution shapes biological diversity, citing examples from the history of life captured in the fossil record, in extant diversity, or through direct observation of evolution in action.
5. Compare the nature of interactions between organisms at the level of the population, the community and the ecosystem.
6. Describe the main cycles governing the flow of nutrients and energy through communities and ecosystems and recognize the importance of ecological interactions and biodiversity in building a sustainable future.

Important University Dates

Please visit the [Faculty of Arts and Sciences Sessional Dates website](#) for all academic deadlines.

Inclusion

Land Acknowledgement

We acknowledge that Queen's is situated on traditional Anishinaabe and Haudenosaunee territory. We are grateful to be able to live, learn and play on these lands. – [Four Directions Indigenous Student Centre, Queen's University](#)

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.

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	At Queen's Library?
Campbell Biology with Mastering Biology	4e Canadian	Pearson Canada	Campus Bookstore	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.

Notice of Recording

Synchronous (live) classes will be delivered in this course through Zoom and/or Teams, video conferencing platforms supported by the University. Steps have been taken by the University to configure these platforms in a secure manner. Classes will be recorded with video and audio (and, in some cases, transcription) and will be made available to students in the course for the duration of the term. The recordings may capture your name, image or voice through the video and audio recordings. By attending these live classes, you are consenting to the collection of this information for the purposes of administering the class and associated coursework. If you are concerned about the collection of your name and other personal information in the class, please contact the course instructor to identify possible alternatives.

To learn more about how your personal information is collected, used and disclosed by Queen's University, please see the [Notice of Collection, Use and Disclosure of Personal Information](#).

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

All email inquiries are to be sent to the course email address: BIOL103Online@queensu.ca

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
Unit Quizzes (4)	1-6	16%
Virtual Labs (5)	1-6	34%
Dynamic Study Modules (DSM)	1-6	8%
Study Sessions (4)	1-6	16%
Final Exam	1-6	26%
Total		100%

Assessment Flexibility

All activities count toward your grade. None of the individual assessments are "graded on a curve". Any mark adjustments are applied at the end of the course if the overall average for active students is lower than typical.

Descriptions of Learning Activities and Assessments

Assessment 1: Unit Quizzes

The Unit Quizzes give you some feedback on your understanding of material covered in lecture. We encourage you to do these quizzes on your own, using your resources. Feel free to work with fellow students if that is the way you learn, but it doesn't help you improve your understanding if you simply get answers from other students.

Assessment 2: Virtual Labs

Our practical activities are hybrids of labs, tutorials and group learning sessions. Through these activities you will explore topics through a combination of individual and group work. Ensure that you submit your quizzes/assignments by the deadline so that you will be placed into a group for the Group Activity.

Assessment 3: Dynamic Study Modules (DSM)

The DSMs are available through MasteringBiology. They are adaptive learning, meaning that you receive additional questions in areas where you have been unable to get the correct answers. These are important learning tools intended to help prepare you for tackling the content. You must earn 100% on a quiz to be recognized as having completed that DSM. That means, if you get questions wrong the first time, you must answer the new questions to complete the quiz.

Assessment 4: Study Sessions

Prior to each Content Quiz, we run a Study Session. This is a group discussion forum around challenging questions related to the Unit to be assessed. You are expected to comment on these threads and you are assessed based on your contributions.

Assessment 5: Final Exam

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

Proctored Exams

Timing of Final Examinations

Once the exam schedule has been finalized, the exam date will be posted on your SOLUS account. The exam 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 on SOLUS immediately prior to Thanksgiving and on the Friday before Reading Week for the Winter Term. Students should **delay finalizing 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. For information regarding what is considered extenuating circumstances and qualifications for Academic Consideration, please visit the [Faculty of Arts and Science's Academic Consideration webpage](#).

If you are unable to attend an exam and receive approval for a deferred proctored exam, a further deferral of that exam will not be accommodated.

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. Students who miss more than a few activities will be given opportunities for makeup assessments based on what combination of activities were missed, which can be assessed at the end of the course.

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 open on the first day of classes, and they are most useful when they are completed prior to the assessments. DSMs have a **due date**, which precedes the

Content Quiz for that Unit. However, you are permitted to complete the DSMs at any time prior to the end of the course.

- **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 your understanding prior to the Content 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 Content Quiz will be applied to the missed Study Session.
- **Long-term (3 day to 4 month) 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 are made on a case-by-case basis.
- **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 Content 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 Content Quiz will be applied to the missed Study Session.

Unit Quizzes

Content Quizzes open Thursdays and due at the end of that day. However, in OnQ, we have programmed in an additional three-days for students who run into short-term extenuating circumstances.

- **Short-term (up to 3 days) Academic Consideration.** If you are unable to complete the Content Quiz that day, 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.
- **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, we cannot provide extensions to the deadlines for Content Quizzes. Note that there is an extra three-day 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 are made on a case-by-case basis.
- **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 this deadline, however, we have programmed an additional three days 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 four 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 approved academic consideration, please reach out to the Teaching Team to explain your circumstances and any accommodations are made on a case-by-case basis.
- **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.

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, contributes 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 may make 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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