

CHEM 112 Syllabus 2026-2027

Welcome to CHEM 112! This course will explore the foundations of chemistry through lectures, laboratories, and problem-solving tutorials.

The teaching team is committed to supporting your learning and helping you to succeed in this course. We recognize that chemistry can be challenging, and we encourage you to make use of the resources available, including instructor office hours, tutorials, and support services offered at Queen's. While we strive to provide timely and meaningful assistance, there may be limits to how quickly and extensively individual support can be offered. We appreciate your patience and understanding as we work to support all students as effectively as possible.

This syllabus is your primary guide to the course. It outlines the structure, expectations, assessment methods, and resources that will shape your experience throughout the fall and winter terms. You are responsible for reviewing it carefully and referring to it regularly. Any changes to the syllabus that occur during the academic term will be shared in a course announcement.

Please note that the policies described in this syllabus are non-negotiable and apply consistently to all students in order to ensure fairness and equity.

We look forward to working with you this term and supporting your progress in chemistry.

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1. General Course Information

Course Details

Course: CHEM 112 – General Chemistry

Course title: General Chemistry

Pre-requisites: Grade 12 Chemistry or equivalent

Semester and year: Fall/Winter 2026–27

Number of Credits: 6.0

Learning hours: 288

Modality: In-person

Classroom Accessibility:

[Biosciences Complex Accessibility](#)

[Chernoff Hall Accessibility](#)

[Duncan McArthur Accessibility](#)

Course and Lab Coordinator: Dr. Alaina Boyd

Course Instructors: Dr. Stephen Brown, Dr. Paul Duchesne, Josh Zacks, Dr. Hugh Horton, Dr. Richard Oleschuk

Office hours: Posted on onQ

Teaching Assistants: Listed on onQ

Course Description

A survey of modern chemistry: structure and bonding, phases of matter, thermodynamics, acids, bases, electrochemistry, equilibria, kinetics and organic chemistry. Using information technology, labs, and problem-solving strategies, students will develop an appreciation for the relevance of chemistry to the solution of modern-day societal challenges.

Course Topics

Fall Semester

Week(s)	Module
1	1: Introduction and Review
2-3	2: Nomenclature for Inorganic and Organic compounds
3-4	3: Gases
4-6	4: Thermochemistry
6-8	5: Atoms
8-10	6: Molecules
10-12	7: States of Matter

Winter Semester

Week(s)	Module
1-2	8: Thermodynamics
3-4	9: Chemical Equilibrium
4-6	10: Acids and Bases
7	11: Solubility and Complexation
8-9	12: Electrochemistry

Week(s)	Module
10-11	13: Kinetics
11-12	14: Organic

Course Learning Outcomes

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

1. Know and understand basic microscopic models of matter so they can build up macroscopic concepts of materials.
2. Understand and use thermodynamics principles to calculate such things as energy change, entropy, enthalpy, work, Gibbs Energy, and spontaneity.
3. Recognize and describe phase changes in pure and solution-based systems using both fundamental principles and phase diagrams.
4. Understand and use concepts in organic chemistry, including nomenclature, functional groups, reactivities.
5. Understand and use concepts of equilibrium systems including acid/base, solubility, oxidation/reduction and precipitation systems.
6. Determine and describe the kinetics of a system using different experimental procedures and relate the results to reaction mechanisms

Lab/Tutorial Schedule

Each student in CHEM112 is registered in a course lecture section (001-003) and a lab/tutorial section (005-052, 085-096). In SOLUS you will see 3 x 50 min lectures per week, and 1 x 3 h lab or tutorial time. The 3 h lab/tutorial block will consist of a 90 minute lab experiment and a 90 minute tutorial exercise.

Please see the Timeline in OnQ to see the date labs and tutorials begin. There are NO labs or tutorials during Week 1.

The schedule of which activity you will attend at what time is below (all rooms are in):

Section	Day	Tutorial Time	Tutorial Room	Lab Time	Lab Room
005					
006					
007					
008					
009					
010					
011					
012					
013					
014					
015					
016					

Section	Day	Tutorial Time	Tutorial Room	Lab Time	Lab Room
017					
018					
019					
020					
021					
022					
023					
024					
025					
026					
027					
028					
029					
030					
031					
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047					
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049					
050					
051					
052					
085					
086					
087					
088					
089					

Section	Day	Tutorial Time	Tutorial Room	Lab Time	Lab Room
090					
091					
092					
093					
094					
095					
096					

Important University Dates

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

2. Inclusivity Statements

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 spiritualities 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. We are grateful to be able to live, learn and play on these lands.

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.

3. Course Materials & Technologies

Students receiving financial aid who find the requirements listed below a barrier to accessing this course are encouraged to reach out to the course coordinator (chem112@queensu.ca).

Required course textbook

Course Textbooks	Edition(s)	Publisher	Access	Cost	At Queen's Library?
Openstax Chemistry 2e	2 nd	Openstax	online	Free	No

This is the course textbook for CHEM 112. The textbook is accessed for free online from the link above. This textbook will function as the primary resources for the course with references made to the textbook in lecture, and suggested practice problems for each lecture will be assigned from this textbook.

Lab equipment

Equipment name	Access	Cost	Further Information
Lab coat	Chemistry Science Stores	\$29	Can use a second-hand lab coat. Please contact the Lab Coordinator to confirm that the coat matches our safety requirements.
Goggles	Chemistry Science Stores	\$26	Can use a second-hand pair of goggles. Please contact the Lab Coordinator to confirm that the goggles match our safety requirements. Safety glasses are not permitted.
Lab Notebook	Chemistry Science Stores	\$12	Can use a second-hand notebook. Must be a hard cover notebook with permanent binding.
Lab Manual	Chemistry Science Stores	\$29	Must be the lab manual from the current year; all other editions are obsolete and will not be useable in the lab.

Chemistry Science Stores is located on the first floor of Chernoff Hall. Please see OnQ for information regarding their hours of operation for incoming first year students.

Other Required Materials or Technologies

Resource	Resource Type	Access	Cost	Further Information
KnewtonAlta	Online Educational Resource	Campus Bookstore	\$67.95	Once code has been purchased, register directly from OnQ
Stemble	Online Educational Resource	Stemble	\$90	Follow the link sent to your Queen's Email to register

The Knewton Alta website will be used for homework assignments. Access to Knewton Alta can be purchased from the [online bookstore](#). The cost associated is \$67.95; if you have questions please contact the course coordinator.

Stemble will be used for laboratory pre-lab and post-lab assignments. You will receive a registration invitation email to your Queen's email address. Access is purchased directly from their website through the link provided to your Queen's email. The cost associated is \$90; if you have questions please contact the course coordinator.

Calculator Policy

As noted in Academic Regulation 9.2, "Calculators acceptable for use during quizzes, tests and examinations are intended to support the basic calculating functions required by most Arts and Science courses. For this purpose, the use of the **Casio 991 series calculator** is permitted and is the only approved calculator for Arts and Science students." Purchase this calculator before the December exam.

Web Browsers

onQ works best with Chrome or Firefox. Mac users have reported problems using Safari and Queen's IT claims that Microsoft Edge may also cause problems.

Internet Speed

A wireless or wired Internet connection is required. A minimum download speed of 10 Mbps and up to 20 Mbps for multimedia is recommended. Click here for an [Internet speed test](#).

Optional Supplemental Materials

Resource	Resource Type	Access	Cost	Further Information
First Year General Chemistry	Textbook	link	Free	Textbook including lecture videos prepared by Dr. Michael Mombourquette at Queen's
General Chemistry Principles and Modern Applications (11 th ed.) by Petrucci Herring Madura Bissonette	Textbook	Campus library	n/a	Previous course textbook available on-loan at the campus library

These textbooks cover first year general chemistry concepts that can be used to supplement your learning of the course content.

4. Copyright of Course material

Course materials created by the course instructors, 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.

5. Communication

Questions about the Course and Contacting the Teaching Team

If you have questions about the course content, or need help with Academic Considerations and/or Accommodations, there are several ways to contact the teaching team. For general questions, we recommend bringing them up during your weekly tutorial, or asking them in the course discussion forum. Lab questions can be discussed with your Lab TA during the lab period or by email (posted in OnQ). All personal matters should go to chem112@queensu.ca or be discussed in person with your section instructor or the course/lab coordinator.

Course Discussion Forum

Students are encouraged to use the Course Discussion Forum in OnQ for course questions. There are forums for general questions, lab questions, and questions on the specific module content. If you have a question, it is likely your classmates do as well, so you may find the answer to your question more quickly this way. Please check for a thread relating to your question before starting a new one. The forum is monitored semi-regularly by the teaching team.

Instructor Office Hours

Instructor Office Hours are posted in OnQ. Each instructor holds their office hours at different times and locations; please check OnQ for details. These drop-in sessions are your chance to meet with your professor, individually or in groups, to resolve your questions regarding the course.

Course Email

Any email communication should go to CHEM112@queensu.ca which is monitored by the instructors, course coordinator, lab coordinator, and several teaching assistants. **Please include** your name, student number, and course/lab section to enable us to help you more efficiently.

Queen's Email

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

Course Announcements

Throughout the course, we will routinely post course news in the Announcements section of the course homepage. Please configure your OnQ settings to send an alert to your cell phone or your favourite e-mail address. We encourage you to actively check the course OnQ main page for course announcements throughout the semester for reminders and additional course information or learning opportunities.

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.

6. Assessments

Weighting and Alignment with Course Learning Outcomes

Assessment	Dates	Alignment with CLOs	Weight
Midyear Exam	December Exam Period	CLO 1, 2, 3, 4	30%
Final Exam	April Exam Period	CLO 1, 2, 4, 5, 6	30%
Fall Quizzes	Fall Semester	Quiz 1 – CLO 1, 4 Quiz 2 – CLO 2, 5	5%
Winter Quizzes	Winter Semester	Quiz 3 – CLO 2, 5 Quiz 4 – CLO 4, 5	5%
Lab Reports	Weekly	CLO 1, 2, 3, 4, 5, 6	15%
Tutorials	Weekly	CLO 1, 2, 3, 4, 5, 6	10%
Homework Assignments	Weekly	CLO 1, 2, 3, 4, 5, 6	5%

See the Timeline in OnQ for specific dates

Assessment Flexibility

This course uses Universal Design for Learning (UDL). Each term, the lowest grade in each of the following categories in each semester (quizzes, labs, tutorials, and Knewton Alta homework assignments) will be automatically dropped (it's programmed into onQ). **For labs: this does not override the Lab Attendance policy (P. 12). Only the lowest grade is dropped, not the requirement to attend the lab and submit the report.**

Descriptions of Learning Activities and Assessments

There are 5 types of assessments in this course:

- **Exams:** There will be two in-person exams for this course. The mid-year exam will occur during the December exam period, and the final exam will occur during the April exam period. These exams will be multiple choice and will focus on the material from the most recent term.
- **Labs:** The labs portion of your grade comprises pre-lab tasks and lab reports. Your lab report will be due the week following completion of your experiment on the Stemble platform. You are required to attend the lab and submit the report for each experiment. Please see the Lab Attendance Policy (P.12). Reports will be submitted through the Stemble online learning platform.
- **Tutorials:** Tutorials are weekly assignments to be completed during your tutorial time slot. These assignments are due at the end of the tutorial.
- **Quizzes:** two quizzes per term will be given, in weeks 5 and 10 of the term. We recommend treating these quizzes as “mini-exams” to prepare for the course exams. If you take them with no supports other than what is available during the exam (notes sheet, formula sheet, calculator, pen, paper), then they provide a good indicator of your current standing in the course. Typically, students who choose to use additional external aids for quizzes fare worse on the exam as a result of this missed opportunity.
- **Weekly Homework (Knewton Alta):** Weekly homework assignments are completed through the Knewton Alta website. You need to register for access to this platform. These assignments allow

you to practice and reinforce the material covered in class. They are objective-based, and you can achieve a 100% score by completing all assigned objectives. There is no penalty for incorrect answers. Assignments are due every Sunday by 11:59 PM, beginning in Week 1.

Assessment Due Dates

Due dates can be found in OnQ; lab report due dates are based on your lab section and will be visible in Stemble. Due dates subject to change due to unforeseen circumstances. Any changes to due dates will be communicated in an OnQ course announcement. Please check the OnQ for the most up-to-date information.

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.

7. Policies

Assignment Submission Policy

- **Exams** must be done in person. Without an approved Letter of Accommodation or Letter of Consideration, a grade of zero will result from missing one of these.
- **Lab reports** will lose 25% per day (or part thereof) that it is late, including weekends, unless arrangements have been made. All lab reports must be submitted to be eligible for course credit; see Lab Attendance Policy P. 13.
- **Tutorial reports** are due at the end of the tutorial, to be handed in to your TA. After that, you will lose 1%/hour in value to a minimum grade of 5% (1/20).
- **Knewton Alta homework** will be marked zero for any portion of the assignment that is not submitted before the deadline.

Review of Graded Work Policies

If you believe that you were unfairly graded on a course assessment, you can request for the assessment to be re-graded. The re-grade request must be worth more than 1% of your final grade, otherwise it will not be considered. Before submitting a re-grade request form, you must have a discussion over email with the TA responsible for grading the evaluation within one week of receiving the grade:

- Tutorials: Email your tutorial TA to discuss the grade for the tutorial.
- Lab Reports: Email your laboratory TA to discuss the grade for the lab report.

If you are not satisfied with the discussion you had with the TA, you must submit a formal re-grade request through the [re-grade request form](#) within 3 weeks of receiving the original grade. The result of this re-grade will stand regardless of if the grade is higher or lower than the original grade for the assessment.

Informal grade review petitions must be made prior to grades being submitted for that term. To request an informal grade review, please email your primary instructor for the term (emails for instructors can be found in OnQ). For information on informal grade review petitions, please see the [Queen's Arts and Science academic petitions & appeals page](#).

Department Lab Attendance Policy

Laboratory work is a core component of chemistry courses, and all laboratory exercises must be completed to pass the course. For the purposes of this policy, “completed” means that the student has both attended the lab session and submitted the corresponding lab report.

The CHEM 112 course policy for missed laboratory experiments is as follows:

- All missed labs must be completed during the designated make-up week at the end of the semester in which the lab was originally scheduled. This means that missed fall semester labs can only be made up during the fall make-up week, and not during the winter make-up week.
- The earliest opportunity to make up labs that are not completed in make-up week is in the following academic year.
- A final course grade of F will be assigned until the missing laboratory experiment has been completed. The instructor will submit a change of grade form once all experiments have been completed.
- In exceptional cases, other accommodations may be made at the discretion of the laboratory coordinator.

8. Academic Support

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

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. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the [portal where a request can be submitted](#). Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following information:

NAME: Alaina Boyd

EMAIL ADDRESS: chem112@queensu.ca

Students are encouraged to submit requests as soon as the need becomes apparent and to contact their Professors/Course Coordinators as soon as possible once Consideration has been granted. Any delay in contact may limit the Consideration options available.

Please note that requesting an academic consideration form from the FAS portal does not automatically grant you the consideration you may need. You still need to communicate directly with the Course coordinator with whom you can discuss what needs to be done.

The teaching team requests email or phone communication to 613-533-6941 or chem112@queensu.ca within 2 days of receiving verification of your Consideration request.

For more information on the Academic Consideration process, what is and is not an extenuating circumstance, and to submit an Academic Consideration request, [please visit the website](#).

9. Academic Integrity

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. Each core value of academic integrity, as defined in the [Senate Academic Integrity Policy](#), gives rise to and supports the next.

Honesty appears in presenting one's own academic work, whether in the context of an examination, written assignment, laboratory or seminar presentation. It is in researching one's own work for course assignments, acknowledging dependence on the ideas or words of another and in distinguishing one's own ideas and thoughts from other sources. It is also present in faithfully reporting laboratory results even when they do not conform to an original hypothesis. Further, honesty is present in truthfully communicating in written and/or oral exchanges with instructors, peers and other individuals (e.g. teaching assistants, proctors, university staff and/or university administrators).

Trust exists in an environment in which one's own ideas can be expressed without fear of ridicule or fear that someone else will take credit for them.

Fairness appears in the proper and full acknowledgement of the contributions of collaborators in group projects and in the full participation of partners in collaborative projects.

Respect, in a general sense, is part of an intellectual community that recognizes the participatory nature of the learning process and honours and respects a wide range of opinions and ideas. However, "respect" appears in a very particular sense when students attend class, pay attention, contribute to discussion and submit papers on time; instructors "show respect by taking students' ideas seriously, by recognizing them as individuals, helping them develop their ideas, providing full and honest feedback on their work, and valuing their perspectives and their goals" ("[The Fundamental Values of Academic Integrity](#)", 3rd Edition, p. 8).

Ultimately, responsibility is both personal and collective and engages students, administrators, faculty and staff in creating and maintaining a learning environment supported by and supporting academic integrity.

Courage differs from the preceding values by being more a quality or capacity of character – "the capacity to act in accordance with one's values despite fear" ("[The Fundamental Values of Academic Integrity](#)", 3rd edition, p. 10). Courage is displayed by students who make choices and integrous decisions that are followed by action, even in the face of peer pressure to cheat, copy another's material, provide their own work to others to facilitate cheating, or otherwise represent themselves dishonestly. Students also display courage by acknowledging prior wrongdoing and taking proactive measures to rectify any associated negative impact.

All of these values are not merely abstract but are expressed in and reinforced by the University's policies and practices.

Statements for Generative Artificial Intelligence (AI) Tools

Students must submit their own work and cite the work that is not theirs. Generative AI writing tools such as ChatGPT are welcome to be used as a starting point, provided you cite the material that they generate and that you do not submit verbatim text from any of these tools for course assessments. Any other use constitutes a departure from academic integrity.

For best practices when using generative AI in writing please see the linked [article](#).

Queen's Student Academic Success Services (SASS)

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.

For further information about how you can exercise control over cookies, see [Turnitin's Privacy Policy](#).

Turnitin may provide other services that are not connected to the purpose for which Queen's University has engaged Turnitin. Your independent use of Turnitin's other services is subject solely to Turnitin's Terms of Service and Privacy Policy, and Queen's University has no liability for any independent interaction you choose to have with Turnitin.

You made it to the end! Please enjoy a photo of Dr. Boyd's dogs.



Figure 1 Artemis (Artie) and Persephone (Percy)