

COURSE INFORMATION	2
GENERAL COURSE INFORMATION	2
INSTRUCTOR INFORMATION	2
COURSE DESCRIPTION.....	2
COURSE LEARNING OUTCOMES	2
LAB FORMAT, ATTENDANCE, AND LAB EVALUATION POLICY	3
IMPORTANT UNIVERSITY DATES	4
INCLUSION	4
LAND ACKNOWLEDGEMENT	4
BUILDING A CLASSROOM COMMUNITY.....	5
FOSTERING ACCESSIBILITY.....	5
NAME/PRONOUN	6
COURSE MATERIALS & TECHNOLOGIES.....	6
REQUIRED MATERIALS	6
EDUCATIONAL TECHNOLOGIES, HELP, PRIVACY, AND ACCESSIBILITY	6
COPYRIGHT OF COURSE MATERIAL	7
COMMUNICATION	7
QUESTIONS ABOUT THE COURSE AND CONTACTING THE TEACHING TEAM	7
QUEEN'S EMAIL.....	8
COURSE FEEDBACK.....	8
ASSESSMENTS.....	8
WEIGHTING AND ALIGNMENT WITH COURSE LEARNING OUTCOMES (CLOs)	8
ASSESSMENT FLEXIBILITY	8
DESCRIPTIONS OF LEARNING ACTIVITIES AND ASSESSMENTS (MANDATORY).....	9
ASSIGNMENT SUBMISSION POLICY	9
POLICY REVIEW OF GRADED WORK	9
POLICIES	10
ACADEMIC SUPPORT	10
ACCOMMODATIONS FOR DISABILITIES	10
ACADEMIC CONSIDERATION FOR STUDENTS IN EXTENUATING CIRCUMSTANCES	11
QUEEN'S POLICY STATEMENT ON ACADEMIC INTEGRITY	12
SYLLABUS STATEMENTS FOR GENERATIVE ARTIFICIAL INTELLIGENCE (AI) TOOLS	13
TURNITIN STATEMENT	13
COPY RIGHTS USE STATEMENT: HTTPS://WWW.QUEENSU.CA/SECRETARIAT/POLICIES/ADMINISTRATION-AND-OPERATIONS/COPYRIGHT- COMPLIANCE-AND-ADMINISTRATION-POLICY	14

Course Information

General Course Information

Course: CHEM 397, CHEM 398, CHEM/ENCH 399

Course title: Experimental Chemistry II (Integrated Chemistry Lab)

Pre-requisites: Prerequisite CHEM 222/3.0 and CHEM 223/3.0 and 6.0 units of CHEM at the 200-level. Corequisite 6.0 units of CHEM at the 300-level. Exclusion CHEM 398/3.0; CHEM 399/3.0.

Semester and year: Fall 2026 and Winter 2027

Number of credits: 6.0 credits for CHEM 397, 3.0 credits for CHEM 398/399

Learning hours: 300 (144 Laboratory, 12 Tutorial, 144 Private Study)

Modality: On campus

Instructor Information

Instructor Name: Kristen Harrington

Email: kvh4@queensu.ca

Office: Chernoff 124

Office Hours: TBA

Course Description

CHEM 397 F/W (CHEM 398 F, plus CHEM/ENCH 399 W) is a laboratory course introducing modern experimental methods in synthetic organic, inorganic, and biological chemistry, physical and computational chemistry, material science and analytical chemistry. Integration of several experimental methods is emphasized in the synthesis, chromatographic separation, and spectroscopic characterization of various chemical species. This course offers the students a unique opportunity to gain valuable hands-on skills working with scientific instruments and techniques commonly used in many academic and industrial laboratories.

Course Learning Outcomes

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

1. Formulate scientific reports based on the evaluation of concepts in chemistry and analysis of original experimental data
2. Perform complex lab procedures independently to implement various chemical reactions in organic/inorganic synthesis and catalysis
3. Perform chemical separation and purification steps for subsequent compound characterization studies and quantitative chemical analysis

4. Perform compound and material characterization studies using common spectroscopic techniques, including ^1H - and ^{13}C -NMR, ATR- and DRIFT-IR, UV-VIS and fluorescence spectroscopy
5. Using specialized software, e.g.: Gaussian 03, apply basic methods in computational chemistry to evaluate fundamental chemical and physical properties of chemical compounds
6. Perform literature studies using online resources to identify and get access to published information pertaining to various fields of Chemistry and related disciplines

Lab Format, Attendance, and Lab Evaluation Policy

1. Lab Format and Attendance

CHEM 397, CHEM 398 and CHEM/ENCH 399 lab experiments will be carried out in-person in pre-assigned lab groups, according to a 'rotating' lab schedule printed in this Laboratory Manual and posted on the course OnQ site. Your experiment schedule will be defined by your lab group number, which you will obtain during the Introductory tutorial session. Students must attend all labs scheduled for their lab group. If a lab is missed due to extenuating circumstances, the student may be able to perform the missed work with a different lab section (conditional to the equipment and TA supervision availability). Permission of the course instructor is required for any lab work with the alternate lab section. Please inform the course instructor as soon as possible about any expected problems with lab attendance and scheduling.

2. Group Collaboration Expectations

Each 3rd year lab experiment may take two or three lab sessions to complete, as scheduled. You will be expected to work on all aspects of lab experiments in your initially assigned lab group for the duration of this course. If, for any reason, you are unable to collaborate productively with your lab group partner(s), you will be asked to complete your lab reports individually.

3. Prelab and Lab Report Submissions

Prelabs and completed lab reports must be uploaded on the course onQ site using the experiment-specific Assignment folders. Lab reports must be submitted within one week after completing the last lab session of each specific experiment. However, if you experience time/assignment conflicts with different courses, you can submit your report within a 24-hour grace period without penalty. Past the 24-hour grace period, late lab reports are deducted 5% per day. Longer extensions or accommodations require an authorization from the Queen's Accommodations Office and must be discussed with the course instructor as soon as possible.

You are strongly encouraged to discuss any problems with respect to reports grading or regarding any other aspects of the laboratory evaluation first directly with your TAs and then with the course instructor. Note that lab grades assigned by the TAs are provisional, and the course instructor will finalize all grades at the end of the laboratory period in each term.

4. Lab Report Requirements

Acceptable quality lab reports (greater than 50% of the lab grade) will be required for all completed lab experiments scheduled for your lab group. If you fail a lab report, you will be able to re-write it for a passing grade.

5. Lab Preparation Expectations

You are expected to have read the procedures and to understand the reactions and apparatus before starting an experiment. Before you begin an experiment, obtain the TA's or instructor's approval.

6. Instrument Care

This class offers you a unique opportunity to work with instruments that are commonly used in many research and industrial laboratories. This equipment is sensitive and not necessarily designed for the multiple-user mode necessary for this class. The instruments are prone to breakdown and expensive to repair. We ask, therefore, that everyone takes good care of the instruments. Cleaning the spills of chemical in the vicinity of the equipment and the instrument itself is especially important.

7. Lab Performance Grades

Each lab grade will also include the Lab Performance component (to be assigned by the TAs). When evaluating your Lab Performance, the TAs will consider the following questions:

- ✓ Were the students well prepared for the lab in terms of their understanding of theoretical concepts and experimental techniques employed in the lab?
- ✓ Were the students efficient with their time by communicating with each other, splitting up tasks, and taking initiative to perform procedure steps?
- ✓ Did the students implement all lab procedures with the required care and follow proper safety protocols?
- ✓ Did the students maintain a clean working space throughout the lab and after the lab?

Any lab accidents should be reported immediately to the TA or Lab Technologist. Your TAs can deduct points for not reporting an accident or spill. **You will never be penalized for reporting an accident or spill.**

Important University Dates

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

Inclusion

Land Acknowledgement

The territory that Queen's University occupies is included in the Dish with One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy and the Confederacy of the Ojibwe and Allied Nations to peaceably share and care for the resources around the Great Lakes. The Kingston Indigenous community continues to reflect the area's Anishinaabek and Haudenosaunee roots. There is also a significant Métis community as well as First Peoples from other Nations across Turtle Island present here today.

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 reducing barriers to learning and 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 Materials

Resource	Access	Cost
Lab Coats and Lab Goggles	Chemistry Stores in Chernoff	\$50
Carbon Lab Book	Chemistry Stores in Chernoff	\$18
CHEM 397/398/399 Lab Manual	Chemistry Stores in Chernoff	\$48

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
ChemDraw	Drawing molecular structures	Free download and license for Queen's students. Visit library site for instructions. Queens Library Chemistry Software Guide	Chem Draw Revvity Privacy Statement
Bruker Topspin	NMR Processing	Bruker.com - free download and license for students Top Spin Download Site	Bruker Privacy Policy
MS Excel and Word, and One Drive	Document preparation, data processing, file sharing	Provided by Queen's	

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

For questions about course outline, learning outcomes, or general course content questions, please contact the course instructor. For questions about specific labs, please contact the Teaching Assistant who is assigned to your lab (as listed on onQ). For questions about the tutorials or in-class assignments, please contact the tutorial Teaching Assistant (as listed on onQ).

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
In-Class Assignment 1	4	The 3 in-class assignments are worth 15% in total. Your lowest assignment grade is dropped so the total in-assignment grade will be an average of your best two assignments (each worth 7.5%).
In-Class Assignment 2	3	
In-Class Assignment 3	4,6	
Quiz 1	2,3,4	5%
Quiz 2	2,3,4,5	10%
Labs and Lab Reports	1,2,3,4,5,6	70%

Total: 100%

Your course grade will be based on your individual marks for all completed labs, assignments, and quizzes. Students must pass both the laboratory component of the course and the tutorial component of the course (In-Class Assignments, Quiz 1 and Quiz 2), independently, to pass the course.

All components of this course will receive numerical percentage marks. The final grade will be derived by converting your numerical course average to a letter grade according to the Queen's official grade conversion scale.

Assessment Flexibility

Each lab will have a 24-hour grace period; your lab reports are due a week after you complete the lab but will be accepted, without penalty, up to 24 hours afterwards. Late penalties will apply to submissions after this grace period. Late assignments beyond the 24-hour grace period (without long-term Considerations or Accommodations) and without approved Considerations or Accommodations for the labs and quizzes will be penalized **5% per day** that it is late, including weekends, unless arrangements have been made.

For in-class assignments, assignments are due at the end of the tutorial period. Of the 3 in-class assignments, your lowest assignment grade is dropped. This is to provide flexibility if you miss class for sickness or other reasons.

Please see the Academic Considerations for Students with Extenuating Circumstances and Accommodations for Disabilities sections of the syllabus for more information.

Descriptions of Learning Activities and Assessments (mandatory)

In-Class Assignment 1

This is an open-book and open-internet assignment to be completed during a tutorial period.

In-Class Assignment 2

This is an open-book and open-internet assignment to be completed during a tutorial period.

In-Class Assignment 3

This is an open-book and open-internet assignment to be completed during a tutorial period.

Quiz 1

This is a closed-book and closed-internet quiz that will be completed independently during a tutorial period.

Quiz 2

This is a closed-book and closed-internet quiz that will be completed independently during a scheduled time slot outside of tutorial.

Lab Reports

Lab reports are to be completed after the completion of each lab experiment. They are completed with your lab partner.

Assignment Submission Policy

Each lab will have a 24-hour grace period; your lab reports are due a week after you complete the lab but will be accepted, without penalty, up to 24 hours afterwards. Late penalties will apply to submissions after this grace period. Late assignments beyond the 24-hour grace period (without long-term Considerations or Accommodations) and without approved Considerations or Accommodations for the labs and quizzes will be penalized **5% per day** that it is late, including weekends, unless arrangements have been made.

For in-class assignments, assignments are due at the end of the tutorial period. Of the 3 in-class assignments, your lowest assignment grade is dropped. This is to provide flexibility if you miss class for sickness or other reasons.

Please see the Academic Considerations for Students with Extenuating Circumstances and Accommodations for Disabilities sections of the syllabus for more information.

Policy Review of Graded Work

Requests for assignment regrading may be made to the course instructor a minimum of 48 hours after you have received the marked copy of your assignment, but no more than 10 days

later. Be sure to read your TA's feedback carefully before you submit a review of graded work. To request that your assignment be reviewed, please include the following in your email:

- Your name, student number, and TA's name.
- The original copy of your marked assignment, attached.
- Your reason for the request:
 - The specific aspects of your assignment that you believe were not sufficiently awarded, referring to the categories of the rubric.
 - Why you believe that your assignment meets the criteria for a higher mark for each of the categories of the rubric that you indicated above. Please make explicit reference to the detailed descriptions of each category provided in the rubric.

Should we find an error where marks were not assigned when they should have been or were missed in adding up the total score or were added up incorrectly resulting in a higher score than earned, the grade will be changed so that it is accurate. The grade administered from the re-grade will stand, whether it results in an increase or decrease in overall grade.

Policies

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 any extenuating circumstance (illness, bereavement, traumatic event, injury, family emergency, etc.) which is short-lived, begins within the term, and will not last longer than 12 weeks - see [Academic Consideration](#) webpage for details (<https://www.queensu.ca/artsci/undergraduate/student-services/academic-consideration>)

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. While we encourage instructors to accommodate, each instructor has discretion in deciding whether or how to apply the 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.

For more information, please see the [Senate Policy on Academic Consideration for Students in Extenuating Circumstances](#).

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.

Use of 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.

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 University 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.

Portions of this document have been adapted, with permission, from the University of Toronto Centre for Teaching Support and Innovation tip sheet "[Turnitin: An Electronic Resource to Deter Plagiarism](#)".

Copy rights use statement: <https://www.queensu.ca/secretariat/policies/administration-and-operations/copyright-compliance-and-administration-policy>