

Course Syllabus - BIOL 243 / GPHY 247 / KNPE 251 / PSYC 202

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Course

Suggested Time Commitment

Students can expect to spend approximately **9** hours a week in study/practice and online activity for this course.

- x Online Lesson: 2-4.5 hours (as needed)
- x Lecture: 1 hour
- x Tutorials: 1.5 hours
- x Software Guides: 1 hour
- x Additional Practice: as needed.

Study Habits for Success

Active learning requires a different set of study habits than passive learning—here are some

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. We are committed to continual examination of our practices and ongoing change to improve equity, diversity, and inclusion in our community.

Netiquette and Expectations – Building a Classroom Community

For Instructors

As instructors we are committed to:

- Engagement with the course material – we love finding ways to navigate the sometimes complex course material, and to share our love of data!
- The student learning experience – we aim to create many, and varied, opportunities for students to interact with the course material.
- The process of learning – mistakes and practice are an important part of learning the material, and ‘learning how to learn’, more generally. We are here to help you navigate this experience.
- Respectful communication – we look forward to communicating with you in person (in lecture, in tutorial), in weekly student help sessions, online via discussion boards, and through the course email (in2stats@queensu.ca).
- Differences in learning – We apply universal design to account for differences in learning where possible and arrange additional accommodations in collaboration with the Queen’s Exam Office and QSAS. We are always open to discussion – we know that a complex set of factors affect your learning and will work to support your education.
- Challenges – Please discuss your challenges with us during class, tutorial, help sessions and the Course Questions Forums. You can also always reach us at in2stats@queensu.ca.

For Students

To achieve teaching and learning success, our expectation of students includes:

- Preparation for weekly class via online e-book modules
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- Respectful communication and interactions with all tutorial group members, teaching assistants and instructors – we know group work often comes with challenges, but there is also a lot of opportunity to learn from one another and to share your strengths.
- Academic integrity with respect to all course assignments and examinations

Netiquette

In any course you often communicate with your peers and teaching team through electronic communication. You are expected to use the utmost respect in your dealings with your colleagues or when participating in activities, discussions, and online communication.

Here is a list of netiquette guidelines. Please read them carefully and use them to guide your communication in this course and beyond.

1. Make a personal commitment to learn about, understand, and support your peers.
2. Give others the benefit of the doubt.
3. Ensure your writing is respectful and inclusive.
4. Recognize and value the experiences, abilities, and knowledge that each person brings.
5. Recognize and value the diversity of learning and communication styles.
6. Carefully re-read your writing before posting or sending to others.
7. It is okay to disagree with ideas, but personal attacks will not be tolerated.

Fostering Accessibility

All of us have a shared responsibility for fostering accessibility and promoting meaningful

inclusion of those with-4 (27)4 (r)10 (e)J0 Tc 7dT0 Tm ta (,)1 (ab).(do)1T (t)- ()10 (d)-4 0 Twdy AMink42 BDC 3

Course Materials & Technologies

There are three types of course materials (all required).

1. The first is an eBook entitled "Taking the Anxiety out of Statistics" by Nelson & Beyer (Kendall Hunt Publishing). Queen's students can purchase a special subscription. Note that no royalties are collected on this eBook.
Modules of the e-book must be completed before attending class. In class (lecture) we will spend more time with challenging topics and use case studies to begin applying your knowledge.
- 2.

case. Your image and voice may be captured through the video and audio recordings. By attending lecture, you are consenting to the collection of this information for the purposes of

questions on this forum. The teaching team will monitor this discussion forum and answer questions. Most questions are answered within 24 hours. Any other questions that you would prefer to share privately, please contact me or your TA at one of the emails listed at the top of this syllabus. The teaching team contact information is located on the homepage of the course.

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,

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Late Policy

Tutorial activities are due at the end of your scheduled tutorial. The late penalty is 10% per day and this is

- x Free online or in-person [appointments](#) to get personalized support on writing and academic skills from expert staff and trained peers.
- x [Workshops](#) and [drop-in programs](#). SASS' [Events Calendar lists events coming soon](#).
- x [Online resources](#) that provide strategies for academic skills and writing development at university.
- x 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***

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The following statements from "The Fundamental Values of Academic Integrity" (2nd edition),