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**PSYCHOLOGY 499 (A01): HONOURS SEMINAR  
SEPTEMBER 2016 TO APRIL 2017**

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**Instructor:** Dr. Mauricio A. Garcia-Barrera  
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**Meeting Time & Place:** Mondays & Thursdays, 1-2:20  
Harry Hickman Building HHB 120

**Office Hours:** Mondays 3-4, or by appointment

**Course Website:**  
Course Space PSYC 499

**Course Description:**

Congratulations once again on your acceptance to the Honours Programme and welcome to the Honours Seminar Psychology 499 2016-2017!

The goals of this seminar are as follows:

- (1) A main priority is *to support and mentor* a selected group of highly qualified senior psychology undergraduates as they *complete* their capstone undergraduate academic experience, namely the *Honours research project and thesis write-up*. Thus, our time together will act as an adjunct to the mentoring efforts of each student's honours supervisor. You are invited to think about all seminar participants and leader as operating in the form of a collaborative and curious team, each of us bringing unique and valuable questions and perspectives to all of the Honours research projects.
- (2) A second purpose of the seminar is *to foster* the development of a more general set of *professional-interpersonal skills* applicable to higher education in psychology and related fields, as well as effective workplace, career and volunteer contributions in diverse environments. These professional-interpersonal skills include:
  - a. critical thinking as it applies to research and the pursuit of knowledge (e.g., logic and reason, idea generation, hypothesis testing, competence in reviewing and weighing scientific findings, mental flexibility, perspective-taking);
  - b. effective written and oral communication;
  - c. effective organization and planning;
  - d. balancing independence of thinking and contributions with responsiveness to the ideas of others, collegiality and team work;

- e. commitment to psychology's ethical standards in conducting, interpreting and dissemination of research and knowledge, including sensitivity to human diversity, social responsibility and compassion.

- (3) As a part of this capstone experience in the psychology, you will be stimulated to develop an informed sense of *how and why psychology research and practice matters*, which you are able to clearly communicate to a wide range of professional and lay person audiences and that can be used to the benefit of society.
- (4) To reflect and summarize in a written and presentable format your attainment of all three of the above learning missions, you will be required to assemble an *academic-professional portfolio*.

Your portfolio will be a proud reflection of your capstone experience in the Psychology Department, and should be ready for presentation during your academic, job and/or volunteer applications and interviews.

### Ultimate Deadline:

This course involves an ultimate deadline that you must plan for from the first day of classes. That is, the **final versions of your completed thesis and portfolio** must be submitted to me in person or via my drop box outside the psych general office, **by 4:30 pm on Monday, April 3<sup>rd</sup>, 2017**. Typically the thesis chapters are drafted and revised several times based on the supervisors' reviews. Allow plenty of time for your thesis supervisor to review sections of your Honours thesis, such that your final version is polished and your best possible piece of work. Recommended milestones for the Honours thesis are included in the course outline, which can be reviewed with your Honours supervisor. **In any case, be sure to discuss expectations for a timeline of drafting and revising thesis chapters with your supervisors as soon as you begin working with them**. Late submissions will not be accepted except in documented cases that unambiguously meet criteria for an academic concession.

### Readings/Resources:

Students will require access to *The American Psychological Association Publication Manual* (2010; 6th ed.). Please make sure you are using the second printing of the 6<sup>th</sup> edition, which is available for purchase from the bookstore or might be available for reference in your faculty supervisor's lab. Otherwise, all assigned readings and resources will be posted on Course Spaces or will be otherwise distributed.

### Computer Skills:

The seminar requires regular use of the Web; you will need access to a recent version of a browser and plug-in software for displaying PDF files. Use of PowerPoint (or a similar program) is also required. For most if not all students, work on the thesis will also entail a variety of computer skills. If you need assistance in this regard, please contact Computer User Services.

**Requirements**

<b>Requirement</b>	<b>Weight out of 100</b>
Supervisor’s Mark on Honours Thesis	60
Weekly Attendance and Participation in Honours Seminar	10
Thesis Status Report #1 (5 minute oral presentation)	3
Thesis Progress Report #2 (10 minute oral presentation)	4
Power Point Progress Report #3 (15 minute oral presentation with slides)	5
Portfolio	5
Draft Poster Presentation	3
Final Poster Presentation	10
<b>Total Possible Marks</b>	<b>100</b>

You must complete all of the above requirements in order to pass the course. You will receive a score for each component listed above; these will be summed to determine your total percentage grade in the course. In determining your final percentage grades, these are rounded up from 0.5. For example, 89.499 is rounded to 89 = A, or as another example, 89.599 is rounded to 90 = A+. The following grading scale offers a letter grade equivalent to assist you in interpreting your percentage grades in the historical context of the Department of Psychology’s previous marking system which is likely still reflected on your transcripts. At the end of the course you will receive a total percentage grade only for this course.

A+	A	A-	B+	B	B-	C+	C	D	F
90-100	85-89	80-84	77-79	73-76	70-72	65-69	60-64	50-59	0-49

- a) Students who do not complete the final poster or thesis will receive an N. A grade of A+ is extraordinary in this course; an A means very good performance, and an A- means adequate performance in a difficult course (i.e., an A- is a mark of which one can be proud). Graduation with honours requires (among other things) a mark of at least A- or 80% in this course; see <http://web.uvic.ca/calendar2016-09/undergrad/social-sciences/psyc.html#1042450>
- b) **Final Grades:** Final grades are final. An error in calculating the final grade is the only reason that a grade will be adjusted. However, if you feel you are struggling with any of the course material during the academic year, please let me know and I will do my best to assist you or point you in the right direction. If you are struggling, it is always best to be proactive!

**Specific Requirements:**

More information will be given on Course Spaces and in class, but in brief, the requirements are as follows.

**Thesis (60%):**

Your primary objective is to produce a written report of original research that makes a genuine contribution to knowledge—that is, to write a thesis. Your thesis supervisor will grade your performance on the thesis; evaluating both the work you have done throughout the year and the final written product. Your supervisor’s grade determines 60% of the final grade for this course. Keep in

mind that it is your supervisor who will be in the best position to write a detailed, well-informed letter of recommendation on your behalf to graduate schools or prospective employers. Therefore, it is crucial that you work closely and effectively with your supervisor at the beginning of the year to establish a shared understanding of what she or he expects, when it is expected, and what criteria will be used in evaluating your work. Some supervisors will spontaneously go over these issues with you in detail, but others will not. It is your responsibility to find out what your supervisor expects. This syllabus includes recommended date milestones for achieving specific steps toward the successful completion of your Honours thesis project. These milestones may be of assistance in mapping out your path from the first day of classes and may offer a general strategy to discuss with your supervisor depending on the nature of your individual projects. Information on thesis length and format, and the forms supervisors will use to evaluate students' performance, will be posted on the course website.

**Weekly Attendance and Participation in the Honours Seminar (10%):**

This is a seminar in the true sense and aptly defined by Webster's dictionary as, "a group of advanced students studying under a professor with each doing original research and all exchanging results through reports and discussions." Exchanging results – and insights, opinions, questions, problems, etc. – with the members of the seminar is a vital part of your responsibilities and privileges as an Honours student. At times, the class will be divided into smaller discussion groups and I will circulate to spend time with each group so that students can feel more comfortable speaking out.

For each class, each students should come prepared to discuss any readings/materials assigned for a given seminar session (see the online 499 schedule, which will be updated once per week). Also, no less than midnight of the night before the next class for which substantive readings were assigned, each student is to post a novel "thought question" arising from those materials on the course website's Course Spaces forum (approximately 25-50 words). Before class, students are expected to read all the thought questions posted by members of their discussion group.

Each student will be assigned the role of "group leader" for his or her smaller six person discussion groups at least once during the academic year. The group leader is expected to read all of the thought questions for the class and to prepare structured discussion points for the rest of the group and to generally "lead" the group for their assigned day. More details will be given on this role in class.

Also, from time to time attendance will be taken, along with notes evaluating level/frequency/quality of participation. You cannot sit passively through seminar sessions and do well in this aspect of the Honours year. Also, a lack of participation will not serve you well as your pursue higher education, employment or other realms of contribution.

I will be handing out nameplates to place on your desk each seminar meeting. These will help me to learn your names, but it will also provide a courtesy to our guest speakers. Furthermore, nametags are used at professional conferences, including the annual meetings of the Canadian Psychological Association and the American Psychological Association, to facilitate recognition and communication, and may be considered as an expression of professionalism.

**Thesis Status Report #1: A 5-Minute Oral Presentation (3%):**

This will be a casual spoken report, given fairly early in the term, about what you are working on and what you have accomplished so far. You do not have to stand up to give this report (although you may, if you prefer). You can use written notes, but you may not simply read a written report aloud.

The purposes of this task are to (a) make sure that every student has the opportunity to address the seminar as a whole for several minutes, (b) give me a sense of how things are going on your thesis project, and (c) let all members of the seminar know what topics the others are working on.

Students will likely vary widely one from another in terms of the amount and kind of progress they have made at this point, but I hope that all will at least have clearly defined a topic area.

Marking criteria will be posted on the course website.

**Thesis Progress Report #2: A 10-Minute Oral Presentation (4%):**

This will be a somewhat longer (10 minutes, plus 2-3 minutes for questions) and somewhat more formal (standing up in front) presentation, reminding the seminar of your topic and reporting on your progress on it.

Once again, students will likely vary widely in terms of the kinds of progress they have made, but I expect that by this stage all will have (at least) made quite specific plans for their research; talking about these specifics should be the focus of the report. At least some use of visual aids (e.g., overheads) is required and preferably Power Points.

You may notice here that the Honours Seminar is sequenced to “scaffold” participants in their presentation skills and comfort levels.

**Power Point Progress Report #3: A 15-Minute Oral Presentation with Slides (5%):**

This presentation is similar in format to the first and second reports, except that further progress on the thesis work itself should have been made and there is a 15-minute time frame as at least some results should be included. Technical equipment will be made available. You should invite your Honours research co/supervisors, including mentoring graduate students, to this session. Your aim is to give a professional-quality research talk. It is OK to repeat material from the prior talks in terms of bringing your audience “back up to speed” on your topic – just make it the best talk you can.

**Draft Poster Presentation (3%)**

Students will present draft versions of their posters, receiving feedback. Guidelines for preparing posters and marking criteria will be available on the course website.

The Academic-Professional Portfolio (5%):

Over the course of the academic year, you are required to prepare an *academic-professional portfolio*.

This portfolio will include:

- a. A *current curriculum vitae* (which includes among other features a summary of the professional-interpersonal skill set you bring to higher education and/or the workplace and/or other missions in the volunteer or global contribution realm);
- b. A *cover letter* directed to an application for higher education *or* a job *or* a major volunteer/charity opportunity you might wish to pursue;
- c. the final version of your *Honours thesis*;
- d. a *one-page précis* of your Honours thesis written so that most anyone could understand what you have done and why it (and psychology matters); and,
- e. possibly, other poster abstracts, volunteer diplomas, or other key documents TBD.

Final Poster (10%)

This is the public grand finale of the seminar and of the thesis project. The Honours Seminar will host a poster session, with each student presenting a poster summarizing his/her thesis research, and with other students and faculty invited. This session tends to be very well attended, with lots of faculty members, graduate students, and undergraduate students milling around, reading the posters, and chatting with the researchers. If all goes well, we will bask in the glory☺. More details about the poster session will follow, but please note that you are most welcome to invite family and friends.

The same dimensions for marking as the draft posters will apply, but the expectations and standard will be higher.

Noting the schedule below, ***please ensure that you do not make plans to be away on or before the date of the poster presentations on the afternoon of Thursday, April 6, 2017.*** ***In addition to the glory and celebration, it is required that you are present for your poster!***

Academic Concession

Absences and late work will be treated as unexcused unless one of the following is documented in writing: personal illness or accident; family affliction; or absence due to official University activity. Those granted a concession would normally be allowed to complete the work late. In the case of unexcused missed work or lateness, a grade of F will be recorded for the missed/late component.

**Additional Notes:**

Course Drop Deadlines: The last day for dropping a course with a 100% fee reduction is Tuesday, September 20, 2016; for a 50% fee reduction, Tuesday, October 11, 2016; without penalty of failure, Monday, October 31<sup>st</sup>, 2016. If you drop PSYC 499 you must also drop 400A and 401 (and you are responsible for dropping these courses).

**Commitment to Inclusiveness and Diversity**

The University of Victoria is committed to promoting, providing, and protecting a positive, supportive, respectful, and safe learning and working environment for all of its members, and so am I.

**Cell Phone Policy:** Ringing cell phones are a disruption during the seminar, as is leaving the room to accept a cell phone call during class (even if the ringer is off). Cell phones must be turned off during seminars. If you bring a laptop to class, please be professional and mindful of how you use it. Facebooking, watching videos, etc., are very disturbing to your peers and the classroom-learning environment. Please note the importance of this policy and respectful behavior in light of your capstone year and launch into the professional realm!

**Plagiarism and Cheating:**

Please read and abide by the Departmental policy on plagiarism and cheating.

**Proposed Schedule of Classes:**

The attached outlines indicate a plan for major themes and central topics of discussion for the first and second terms of the Honours seminar. During both terms we will also build in “side line” topics concerning key questions and developments in the field of psychology. Readings for the development of thought questions and in-class discussion will be posted. Some of these discussions will occur in two smaller groups of six and will be student led, as described in the previous section concerning attendance and participation.

**Seminar Topics and Events**

Day	Date	Central Seminar Topic	Item Due to Dr. Garcia-Barrera	Recommended Milestone with Supervisor
Thurs	Sept 8	Seminar Orientation and “Meet and Greet”		Begin or continue meeting
Mon	Sept 12	<b>UNIT 1: THE LAUNCHING PAD – Everything You Need to Know to Help Start Your Honours Research, Your Resume/CV &amp; Your Career</b> Why Psychology Matters No Matter Where You Are Going		Set regular weekly meeting times & join lab meetings if applicable
Thurs	Sept 15	Research Methods in Psychology		
Mon	Sept 19	Diagramming Your Honours Research Project		

Day	Date	Central Seminar Topic	Item Due to Dr. Garcia-Barrera	Recommended Milestone with Supervisor
Thurs	Sept 22	Research Ethics in Psychology <i>Guest speaker – Ms. Eugenie Lam (UVic Ethics Board)</i>		
Mon	Sept 26	Starting Your Resume and Getting the “Stuff” You Need To Put On It  Professionalism & Affiliation		Discuss ethics application where applicable
Thurs	Sept 29	The Path of the Honours Student <i>Guest Speaker – Ms. Deborah Woodland, Speech Language Pathologist</i>		
Mon	Oct 3	Literature and other Information Searches and Tools <i>Ms. Jessica Mussell, MacLaurin Library Room 130</i>		
Thurs	Oct 6	Graduate School Applications, the GREs and other Examinations		
Mon	Oct 10	<b>No Class, Thanksgiving Day Statutory Holiday</b>		Prepare/discuss outline for thesis research
		<b>UNIT 2: TRANSFORMING IDEAS INTO RESEARCH PLANS – Sharing Your Thesis Developments, Writing for Research and Other Audiences, and “Keeping It Together” in the Face of Educational and Professional Demands</b>		
Thurs	Oct 13	Thesis Status Reports #1 – Day 1: <i>Matt, Jessica, Joel, Amie, Katie</i>		
Mon	Oct 17	Thesis Status Reports #1 – Day 2: <i>Buse, Michael, Suzanne, Nicolas, Ryan</i>		
Thurs	Oct 20	Thesis Status Reports #1 – Day 3: <i>Philip, Holly C, Patrick, Sasha, Emma</i>		
Mon	Oct 24	Thesis Status Reports #1 – Day 4: <i>Carla, Carolyn, Shalina, Robyn, Tara</i>		
Thurs	Oct 27	Thesis Status Reports #1 – Day 5: <i>Sarah, Holly W, Kurt, Kelly</i>		
Mon	Oct 31	<i>Guest Speaker: Mr. Richard Myers, Career Educator</i> Writing Skills and Tools		Submit 1 <sup>st</sup> draft of Introduction
Thurs	Nov 3	Speaking to Your Audience <i>Guest Speaker: Dr. Clayton Jevne (Theatre Department)</i>		
Mon	Nov 7	Careers in Psychology & Related Fields		
Thurs	Nov 10	<b>Reading Break, No Class</b>		
Mon	Nov 14	Time Management, Managing Stress, Enhancing Wellbeing		Hypotheses fine-tuned
Thurs	Nov 17	Thesis Progress Report #2 – Day 1: <i>Matt, Jessica, Joel, Amie, Katie</i>		
Mon	Nov 21	Thesis Progress Report #2 – Day 2: <i>Buse, Michael, Suzanne, Nicolas, Ryan</i>		



Day	Date	Central Seminar Topic	Item Due to Dr. Garcia-Barrera	Recommended Milestone with Supervisor
Thurs	Nov 24	Thesis Progress Report #2 – Day 3: <i>Philip, Holly C, Patrick, Sasha, Emma</i>		
Mon	Nov 28	Thesis Progress Report #2 – Day 4: <i>Carla, Carolyn, Shalina, Robyn, Tara</i>		
Thurs	Dec 1	Thesis Progress Report #2 – Day 5: <i>Sarah, Holly W, Kurt, Kelly</i>		Submit 1 <sup>st</sup> draft of Method & 2 <sup>nd</sup> draft of Intro
<b>Winter Break</b>				Data collection started. Discuss w. spvr. work to be completed over break
Thurs	Jan 5	<b>UNIT 3: MAKING YOUR HARD WORK COUNT – Interviewing Skills, Effective Communication, Areas of Competency and Getting the Research Done</b>		
Mon	Jan 9	Effective Oral Presentation: A Focus on Non-Verbal Communication		Submit revised Introduction, Methods, Hypotheses & Reference sections
Thurs	Jan 12	What Else Can I Do With My UG Psyc Honours Degree?	Supervisor's Mid-Term Evaluation	
Mon	Jan 16	Current Directions in School and Educational Psychology		
Thurs	Jan 19	Current Directions in Developmental & Life Span Psychology		
Mon	Jan 23	Current Directions in Cognition & Brain Sciences		
Thurs	Jan 26	Current Directions in Clinical and Behavioural Psychology		
Mon	Jan 30	Current Directions in Clinical Neuropsychology		Finish data collection & start data analyses
Thurs	Feb 2	Current Directions in Counseling		
Mon	Feb 6	Current Directions in Medical School and Neurosciences	Cover letter due	
Mon/ Thurs	Feb 13/ 17	<b>Family Day/ and Reading Break, No Classes</b>		
		<b>UNIT 4: THE SCIENCE, ART AND ETHICS OF ANALYZING, INTERPRETING, AND COMMUNICATING RESEARCH FINDINGS – Your Research and That of Others</b>		

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Day	Date	Central Seminar Topic	Item Due to Dr. Garcia-Barrera	Recommended Milestone with Supervisor
Mon	Feb 20	Power Point Progress Report #3 <sup>1</sup> – Day 1: <i>1:05 – Matt 1:30 – Jessica 1:55 – Joel</i>		Finish data analyses
Thurs	Feb 23	Power Point Progress Report #3 – Day 2: <i>1:05 – Amie 1:30 – Katie 1:55 – Buse</i>		
Mon	Feb 27	Power Point Progress Report #3 – Day 3: <i>1:05 – Michael 1:30 – Suzanne 1:55 – Nicholas</i>		Submit 1 <sup>st</sup> draft of Results section
Thurs	Mar 2	Power Point Progress Report #3 – Day 4: <i>1:05 – Ryan 1:30 – Philip 1:55 – Holly C</i>		
Mon	Mar 6	Power Point Progress Report #3 – Day 5: <i>1:05 – Patrick 1:30 – Sasha 1:55 – Emma</i>		
Thurs	Mar 9	Power Point Progress Report #3 – Day 6: <i>1:05 – Carla 1:30 – Caroline 1:55 – Shalina</i>		
Mon	Mar 13	Power Point Progress Report #3 – Day 7: <i>1:05 – Robyn 1:30 – Tara 1:55 – Sarah</i>		Submit revised Results & 1 <sup>st</sup> draft Discussion
Thurs	Mar 16	Power Point Progress Report #3 – Day 8: <i>1:05 – Holly W 1:30 – Kurt 1:55 – Kelly</i>		
Mon	Mar 20	Draft Poster Session – Day 1: <i>Matt, Jessica, Joel, Amie, Katie</i>	Précis due	
Thurs	Mar 23	Draft Poster Session – Day 2: <i>Buse, Michael, Suzanne, Nicolas, Ryan</i>		
Mon	Mar 27	Draft Poster Session – Day 3: <i>Philip, Holly C, Patrick, Sasha, Emma</i>		
Thurs	Mar 30	Draft Poster Session – Day 4: <i>Carla, Carolyn, Shalina, Robyn, Tara</i>		Submit complete Honours thesis for final review
Mon	Apr 3	Draft Poster Session – Day 5: <i>Sarah, Holly W, Kurt, Kelly</i> <b>Last Day of Classes</b>	Finalized Thesis & Portfolio Due	
Thurs	Apr 6	<b>THE GRAND FINALE: POSTER SESSION 2016, 2-5 PM (Please do not make plans to be away until <u>after</u> April 6th!)</b>		
	June 8-10, 2017	Consider presenting your Honours Research at the Canadian Psychological Association's Annual Convention to be held in Toronto, ON!		

<sup>1</sup> Your Honours research supervisor/s are invited to attend this third presentation of your research.

**UNIVERSITY OF VICTORIA**  
**Department of Psychology**  
**Important Course Policy Information**  
**Winter 2016-2017**

***Prerequisites***

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

***Registration Status***

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the deadlines set out in the current UVic Calendar.

***In the Event of Illness, Accident or Family Affliction (See UVic Calendar)***

• ***What to do if you require additional time to complete course requirements***

Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the end of the formal examination period. Records Services will forward the form to the instructor. If the concession is granted the instructor will determine how to deal with the situation. Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record.

OR, you can download the Request for Academic Concession form

here: <http://www.uvic.ca/registrar/home/news/current/academic-concession-forms.php>

***Commitment to Inclusivity and Diversity***

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.

***Policy on Academic Integrity including Plagiarism and Cheating***

The Department of Psychology fully endorses and intends to enforce rigorously the Senate Policy on Academic integrity (<http://web.uvic.ca/calendar2016-09/undergrad/info/regulations/academic-integrity.html> , p. 55-58, UVic Calendar 2016-17). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

**1. Plagiarism.** You must make sure that the work you submit is your work and not someone else’s. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.

**2. Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.

**3. Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.

**4. Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.

**5. Being an Accessory to Offences.** This means that helping another student to cheat (for instance, by showing or communicating to them answers to an assignment, or by allowing them to view answers on an exam) is an academic offence.

**Instructors are expected to make every effort to prevent cheating and plagiarism.** This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar (on p. 55-58 in 2016-17).

The definitive source for information on Academic Integrity is the University Calendar (p. 55-58 in 2016-17) (<http://web.uvic.ca/calendar2016-09/undergrad/info/regulations/academic-integrity.html> )

Other useful resources on Plagiarism and Cheating include:

1. The Learning Skills program: <http://www.coun.uvic.ca/learning/index.html>
2. The Ombudsperson's office: <http://www.uvss.uvic.ca/ombudsperson/pubsguides/plagiarism.pdf>
3. UVic Library Resources: <http://www.uvic.ca/library/research/citation/plagiarism/>
4. Dr. Mitchell of the UVic English Department: [http://web.uvic.ca/~amitch/teaching\\_files/Avoiding%20Plagiarism.pdf](http://web.uvic.ca/~amitch/teaching_files/Avoiding%20Plagiarism.pdf)

**Course evaluations:** To help faculty refine out teaching procedures through revisions and enhancements, and also to ensure faculty accountability, students must complete course evaluations. Please give your candid feedback during the course evaluations so that we can continue to provide

the highest level of instruction and quality education typical of UVic. The data are presented to faculty as compiled statistics, graphs, and lists of comments after completion of the course and submission of grades- no student names or other personally identifying information are disclosed to faculty.

***Disability accommodation:*** Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health concern that may require accommodations, please feel free to contact the Resource Centre for Students with a Disability (RCSD) as soon as possible. Staff at the RCSD are available by appointment to advise students and assess specific needs among addressing a host of disability-related issues. To learn more, please go to [www.rcsd.uvic.ca](http://www.rcsd.uvic.ca).

**End of Psyc 499 A01 2016-17 Syllabus**