Psychology 375 (A01)
Interpersonal Relations
CRN: 22616
Session: Spring 2020

Class Time and Location
Monday and Thursday 10:00 to 11:20 am in HSD A240 (let’s take a five-minute break somewhere in the middle) in HSD A240

Professor
Dr. Jim Gibson (Office – Cornett A214)

Office Hours
Please book a time with me before showing up on during my office hours, which are TBA. If these times do not fit within your schedule, please write me with your availability and we will arrange a time to meet that works for both of us.

I acknowledge and respect the Lkwungen-speaking peoples on whose unceded traditional territory the university stands and the Songhees, Esquimalt, and WSANEC peoples whose historical relationships with the land continues to this day.

Teaching Assistant
Annachie Elkin annachie.elkin@gmail.com

Contacting the Professor
You are welcome to phone me anytime between 7:00 am and 9:30 pm Phone #250-882-9224. If I cannot talk I will not answer. So please leave a message and I will call you back when I can talk.
Email: My address is jemgibso@UVic.ca. Please use this address and include 375 in the subject line so that my spam blocker does not delete your email and I can differentiate students from different courses. I prefer to discuss complicated issues in person or on the phone, so please reserve emails for mundane matters such as reminders about commitments I have made, requests to see me during office hours, and so forth. It is best to book an appointment by phone or email before coming to my office. I give priority to students who have booked a time to meet with me, even during office hours. This saves students from having to wait. Please knock to inform me when it is time for our meeting.

Text: Miller, R. S. (2018). Intimate relationships 8th Ed.). McGraw-Hill: New York. You can also purchase this text from VitalSource in digital format (you can rent online digital access, which gives you the ability to read it on a tablet, iPhone or computer for 180 days).

Extra Readings: May be assigned a week in advance.

Helpful Websites:
Social Psychology Network www.socialpsychology.org

Course Description: This course is an introduction to interpersonal relationships. The sorts of questions we will be pondering include: What attracts us to others? What makes a good friendship? What makes a lasting marriage? Are first impressions important? Why do we feel jealous? Why do some people hurt the ones they love?
**Pre-requisites:** The pre-requisites for this course are PSYC 201 and PSYC 231. Students who remain in courses for which they do not have the prerequisites do so at their own risk. Those who complete courses without pre-requisites are not exempt from having to complete the pre-requisite course(s) at some later date if such courses are required for the degree program. Furthermore, please check your registration status before the end of the add-period to ensure your enrolment.

**Notes on Well-Being**

**Respect for Diversity:** It is my intent that students from all diverse backgrounds and perspectives are well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of gender, sexuality, disability, age, socio-economic status, ethnicity, race, and cultural diversities. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

**Be Well:** I want to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

**Counselling Services:** Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. [www.uvic.ca/services/counselling/](http://www.uvic.ca/services/counselling/)

**Health Services:** University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives. [www.uvic.ca/services/health/](http://www.uvic.ca/services/health/)

**Centre for Accessible Learning:** The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations [www.uvic.ca/services/cal/](http://www.uvic.ca/services/cal/).

**Elders' Voices:** The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being. [www.uvic.ca/services/indigenous/students/programming/elders/](http://www.uvic.ca/services/indigenous/students/programming/elders/)

The sooner you let me know your needs, the quicker I can assist you in achieving your learning goals in this course. Mental health supports and services are available to students from all areas of the UVic community: [www.uvic.ca/mentalhealth/undergraduate/](http://www.uvic.ca/mentalhealth/undergraduate/)

**Computer Help:** People at the computer held desk can help you with any issues related to your computer and CourseSpaces. Their number is 250-721-7687.

**Course Mechanics**

**Course Intended Learning Outcomes:**

a. Develop an advanced vocabulary of interpersonal relationship concepts and terms.
b. Describe complex interpersonal relationship concepts and processes in simple terms to people who are not familiar with the area.
c. Understand and critique theoretical and methodological research.
d. Foster enthusiasm for the field.

**Course Structure**: Class time will be spent in a variety of ways: lectures, guest lectures, role-plays, films, demonstrations, and experiential activities. I expect you to read the relevant text material before each class. Class time is meant to:

a. Review some of the information students may have difficulty understanding.
b. Add important and/or interesting material not covered in the text.
c. Add an experiential component that can only be acquired through participation in an activity.
d. Give you an opportunity to share with others what you know.
e. Not everything in the text may be covered in the course and not everything in the course may be covered in the text. However, I will test you on class discussions, everything that is in the text, and in the PowerPoint slides posted on CourseSpaces. Class participation is expected. I reserve the right to modify the course outline at my discretion. I will announce any changes to the outline on CourseSpaces and in class. I will post PowerPoint slides, additional readings, supplemental readings, and grades, along with other information on CourseSpaces.

**Grades**

I will give you both a percentile grade and a corresponding letter grade (See the UVic Calendar for details). I will base your final letter grade in the course on your total score (rounded to a whole number). I cannot arbitrarily increase your grade at the end of the term just because it is close to a cutoff, nor will I help you mine for marks in previously graded material. Because of the size of the class, the number of assignments, all deadlines and the grades submitted for exams, papers and assignments are final. Please strive to do your best for each scheduled “event”. If you are disappointed with a grade, please arrange to meet with me to review the marking at the time the material is graded, not at the end of the term when the final grade is awarded and you discover you missed a cutoff. I expect you to familiarize yourself with the Important Course Policy Information (see attached). Please note that I reserve the right to remark any material and assign a new grade if I deem that the previous grade is not an accurate evaluation of your performance.

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**Course Work & Evaluations**

**Part A. Minimum Requirements**

**Examinations**

Four examinations will account for 94% of your final grade. Each exam will have two sections, which will be equally weighted: one section with 24 multiple-choice questions and one section with a long-answer question. You will be given several long-answer questions in advance. I will select two for the exam, and you may choose to answer either one of the two. If you miss an exam, in the event of illness, accident or family affliction (See UVic Calendar, 2019-20, p. 36), you must speak to me in person within 7 days after you missed the exam. We will discuss moving forward. Then email me a memo outlining the decision we reached regarding moving forward. If you follow this procedure I will allow you to write a make-up exam during the make-up exam schedule set by the department, or give
you an average based on the other exams you write. If you do not follow this procedure, I may award you a 0 for the missed exam. **That is, I do not automatically allow students to write a make-up exam or take an average based on the three other exams, and may award a “0” for that component of the course.** If you require additional time to complete the course requirements you may apply for academic concession within 10 working days from the end of the course.

Exams:

Test 1 on Chapters 2 to 5 and corresponding lectures/activities  Monday, January 27
Test 2 on Chapters 6 to 8 and corresponding lectures/activities  Monday, February 24
Test 3 on Chapters 9 to 11 and corresponding lectures/activities  Monday, March 16
Test 4 on Chapters 12 to 14 and all material covered after test 3  TBA, Final Exam Period

**Participation in Activities:** I will set aside four classes for students to share their work with one another in small groups and then as a whole class. Participation in these activities will account for 6% of your final grade. I need you to post on CourseSpaces the assigned work for each activity before you meet to discuss your work. This preparation work will account for 4 marks (1 mark for each activity), and attendance will be taken in class for each activity, which in total will account for 2 marks (0.5 marks for each discussion), totalling 6 marks. It is your responsibility to read, complete and properly post the necessary components for each activity on CourseSpaces before coming to the designated class. Moreover, you need to sign the attendance sheet for each activity to receive your participation mark. If you need to leave early you need to speak with me before going, otherwise you will lose your attendance mark. I have posted instructions for each activity CourseSpaces. Once again, because of the number of students and assignments, there will be no make-up marks or assignments for late or missed activity submissions or attendance, regardless of the reason.

**Photograph Bonus (total = 0.5 marks)**

I will give you ½ a bonus mark if you submit onto CourseSpaces’s assignment “Photo Bonus” a recent digital or scanned photograph of yourself (head and shoulders – with glasses if you wear them, but no sunglasses or hat – I would like to be able to see your eyes) in jpg format. Please do not embed your photo in a document. Your photos are due before the first test. This process will help me learn your names. **You will lose part or all of your bonus mark if you do not follow these instructions.**

**Part B. Optional Work & Evaluations**

1. **Test-Replacement Papers:** You are welcome to write a paper in lieu of, or in addition to, writing any of the four exams. I recommend you email me your thesis statement for my approval. If you write both a test-replacement paper and the exam for any particular section, I will take the higher of the two marks. The paper must be on a topic covered in the section of the course for which you were to be tested. You are to write a position paper. That is, you will use a minimum of five peer-reviewed primary research reports (i.e., articles published in scholarly peer-reviewed journals wherein the authors collected and analyzed data collected on people) to argue a position or opinion. I expect you to state your paper’s thesis in the first paragraph. Please note that it is not enough to report what was found in such research. You must also report how it was found, and how the research is connected to your thesis. Note that I will not read/mark more than 1500 words (using MS-Word word count; this count will not include the reference section). Please follow A.P.A. writing guidelines, which includes using a 12 font, 1-inch margins, double-spaced lines, etc. There is no need for a title page or abstract. You should consult the “Publication Manual of the American Psychological Association (6th Ed.),” which can be found in the reference section of the library. Do not plagiarize (see your UVic calendar for details).
All test-replacement papers must be posted on CourseSpaces in the appropriate assignment page as a Word or Rich-Text file attachment 10 days before the corresponding exam date. I will not accept improperly posted, or late papers, regardless of the reason, so if you miss the deadline then prepare to write the exam. Ignore the “late” indication on CourseSpaces if you wrote a test instead of a paper. I will not mark your paper if it cannot be opened because it was not saved in Word or Rich-text format (in such instances you will have to write the exam, or receive a “0” for that component of the course, see the grades section in your course outline). More information regarding specific requirements for the paper is posted on CourseSpaces in the document “Guidelines for Writing Test Replacement Papers.” Please read that document before you write a paper.

Plagiarism: I may check your work using plagiarism detection software. Cheating, plagiarism and other forms of academic fraud are taken very seriously by both the University and the Department. You should go to http://web.uvic.ca/calendar2016-09/undergrad/info/regulations/academic-integrity.html for the UVIC policy on academic integrity. Note that the university policy includes the statement that "Single or multiple instances of inadequate attribution of sources should result in a failing grade for the work. A largely or fully plagiarized piece of work should result in a grade of F for the course."

Test replacement papers are due:
- Optional Test-replacement Paper 1 Jan 17 by 10:00 am
- Optional Test-replacement Paper 2 Feb 14 by 10:00 am
- Optional Test-replacement Paper 3 March 6 by 10:00 am
- Optional Test-replacement Paper 4 TBA 10 days before the final


Everyone has different strengths and weaknesses. I would like to give you an opportunity to work on your strengths and weakness by having the option to complete any number of optional assignments. The mark you receive for any optional assignment cannot lower your final grade. That is, if the mark on a submitted optional assignment is lower than the average of all four of your exams, then the optional assignment mark will not be applied to your final grade. If your optional assignment mark is higher than the average of all four of your exams, then your optional assignment mark will be applied to your final grade and your test marks will be weighted less. You may choose to present on a particular topic that is covered in any section (either on your own or with up to four other people), submit a digital poster online (either on your own or with up to four other people), submit a paper (either on your own or with up to four other people), take an oral test on two assigned research articles (only on your own), undertake an experiential project (only on your own), write four peer-reviewed research article summaries (either on your own or with up to four other people), and/or use your iClicker throughout the term. I will need to be contacted if you wish to give a presentation or take an oral test on two assigned articles; otherwise, there is no need to contact me. What you submit will dictate your final total. How you choose to work in a group is up to your group (e.g., how you divide up tasks and responsibilities). You may submit two or more different assignments from option one to seven, but only one of each, that is, you cannot submit two similar assignments. For example, you cannot submit two posters or two papers, but you may do the iClicker, submit a poster, and a paper, or a poster, a presentation, and a paper, and so on. For every optional assignment you pass I will apply a SONA or Bystander Intervention Training credit you earned toward your final grade (see below).

Option 1. Digital Posters. You may elect to submit a digital poster, either on your own or with up to four other students (a maximum of five in the group). You may pick any topic covered in class. You do not need to run the topic by me. The digital poster must be saved in PDF file format on one page, and posted on CourseSpaces’s Assignment before the last class. I will not accept posters that are improperly saved or late, on more than one page, and from groups larger than five. More information
Regarding specific requirements for the poster is on CourseSpaces in the document “Guidelines for Digital Posters”. Total marks = 13.5.

Option 2. Class Presentations. You may give a 10-minute lecture on any topic covered within the section of the course in which the presentation is to be given. You may present on your own, or with up to four other students (a maximum of five in the group). You must email me if you wish to present because we will need to coordinate with the topic and time. You must present on topics I have not yet covered in class. More information regarding specific requirements for class presentations is posted on CourseSpaces in the document “Guidelines for Class Presentations”. Total marks = 13.5.

Option 3. Paper. You may elect to write a paper, either on your own or with up to four other students (a maximum of five in the group). More information regarding specific requirements for the paper is posted on CourseSpaces in the document “Guidelines for Writing an Optional Assignment Paper”. Please note that the paper submitted for this component of the course, or any part of that paper (e.g., sources) cannot be used for any other component of the course. The requirements for this paper are the same as the requirements for test-replacement papers with the exception that the paper option topic can be on anything covered in the entire course. The paper for this option must be submitted in the CourseSpaces Assignment “Paper Option” before the last class. I will not accept late or improperly saved papers. Total marks = 13.5. Do not put this paper in the Test-replacement Assignment drop-box.

Option 4. Oral Defense of two assigned research articles. If you elect this option you will have to contact me, or the TA in person or via email, to arrange a meeting date and time. I, or the TA, will assign you two articles to read no more than 7 days before the meeting. We will ask you various questions about the assigned reading. The oral defence will take at least 30 minutes. We will not conduct oral defenses in the last week of classes. If you cancel a booked defense in the second half of the term with less than 3 days notice you will be penalized with a 2-mark deduction off your final grade. More information regarding this assignment can be found on CourseSpaces in the document “Guidelines for Oral Defence.” Total marks = 13.5.

Option 5. Experiential Project. If you elect this option you must engage in an activity or experience related to the course, log at least 8 weekly diaries of your experience and then write and post on CourseSpaces a report with at least one peer-reviewed primary research report that relates to your activity or experience. More information regarding this assignment can be found on CourseSpaces in the document “Guidelines for Experiential Project.” Total marks = 13.5.

Option 6. Optional Article Summaries. You may elect to submit an article summary on your own or with up to four other students (a maximum of five in the group). One summary will be due before each exam in each section. You must submit and pass all four summaries to qualify for this option. The summary must be on a peer-reviewed primary research report about a topic covered in that section of material. You cannot use any article that was used in any other assignment for this course or any other course (to do so is academic plagiarism). More information regarding this assignment can be found on CourseSpaces in the document “Guidelines for Optional Article Summaries.” Total Marks = 13.5.

Option 7. iClicker Performance: Throughout the term I will post iClicker multiple-choice questions in class. If you elect to use your iClicker throughout the term, then I will automatically calculate your grade on this component and if it is higher than the average of your tests or test-replacement papers, I will use that average for your assignment iClicker performance mark. You cannot use an iClicker for someone else in the class, this is considered cheating and I will give you a 0 for this option. Total marks = 13.5.

Bonus Marks

Photograph Bonus (total = 0.5 marks)
This is the same as above
Re-weighting of Highest and Lowest Mark

If you choose to complete and pass any of the assignment options 1 to 7, then I will reweight your final grades such that whichever component of the course (with the exception of class activities) you scored the highest will be worth an extra 5 marks and whichever you scored the lowest will be worth 5 less marks.

Student Life Training Programs (total = 3 to 6 marks)

Students who complete one or more optional assignments are eligible to use their enrolment in the any of the Student Life Training Programs (e.g., bystander intervention-training program or tools for change on preventing and intervening in situations of sexualized violence to earn bonus marks). The workshops take three hours and students will receive a certificate when it is completed. Post a digital scan of your certificate on CourseSpaces indicating that you completed the training in this term and you will qualify to earn one bonus mark for every optional assignment you successfully complete up to a maximum of six assignments (i.e., six bonus marks). You cannot use this bonus option if you received credit for this training from another professor in another class, or completed the training in the past (e.g., another term). Please visit the website to register:
https://www.uvic.ca/services/studentlife/initiatives

Research Participation (total = 1 to 7 marks)

For each optional assignment you successfully complete you qualify to earn 1 bonus mark toward your final grade by participating in research studies conducted in the Department of Psychology. If you complete and pass two optional assignments, then you qualify to earn 2 bonus marks, three optional assignments, then 3 bonus marks, and so on, up to 7 bonus marks if you complete and pass all seven optional assignments. This option can work in conjunction with the Bystander Intervention Training (e.g., if you complete and pass four optional assignments, then you qualify to earn three bonus marks from the training and one bonus mark from SONA). Each 15 minutes of SONA participation will earn 0.5 SONA credits. Thus, one hour of participation would earn 2 SONA credits, which qualifies for one bonus mark in the class, for a possible total of 7 marks, which is over one letter grade. For details on participating in research studies, go to (https://uvic.sona-systems.com/Default.aspx?ReturnUrl=/) or the Department of Psychology web site (web.uvic.ca/psyc) and click on the research link near the top of the page, then click on the Participant Pool link at the left of the new page to see instructions for participating in the system.

Students are not required to participate in research, and not all students wish to do so. As an alternative, students may instead opt to gain research experience by writing a review (2 pages double spaced) of a primary peer-reviewed research report relevant to the course. The review will be worth one mark for extra credit. You are eligible to submit as many reviews as submitted assignments. Please speak with me about suitable journals and my approval for the article you have chosen before writing a review. To receive credit, you must follow these guidelines:

• If you wish to select this option, you must notify me no later than the second term test.
• You cannot use an article for this review that was used for any other component of the course (e.g., test-replacement paper, presentation, poster, optional paper, etc.).
• Completed reviews must be emailed to me as an attachment in PDF or Word format no later than the last day of class in this course. Late submissions will NOT be accepted under ANY circumstances.
• Fully identify the title, author(s), source, and year of the article.
• Clearly summarize the psychological concepts in the article, the methods, the reported results, and the implications of the results. Critically evaluate the application or treatment of the concepts in the article. If you discover something that is incorrect, identify the error and its implications for the
validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc.

**Evaluation Criteria**

I use the I.C.E. as a method of grading all material. Specifically, “I” stands for information, “C” stands for connections, and “E” stands for expansions. I evaluate the quality of the information, that is, whether the facts are relevant, accurately defined, clear, and comprehensive. This will require you to consider, explain, and justify points you raise and why. In doing so, you may document that Point A and Point B are premises to Conclusion C. These connections must be explicitly defined. You should not be making assumptions about my knowledge. The material should stand on its’ own. Finally, and as noted above, the information and connections you make must have some relevance. That is, you must substantiate why you are discussing C or connecting Point A with Point B. Expansions may be theses, ramifications, conclusions, justifications, rationalizations, explanations, etc. They are all about the “why?” or “so what?” In relation to ICE, I typically dock marks rather than give marks. That is, I look forward to an insightful experience when I commence reading your work. Anything that interferes with that experience I see as a flaw. I typically deduct 2.5 marks on a 100-point scale for minor flaws (e.g., typos, disorganized thought, etc.), 5 marks for more severe flaws (e.g., sentence fragments, weak definitions, unnecessary quotation, etc.), and 10 marks or more for egregious flaws (e.g., key points are confused or misunderstood, missing definitions, etc.). Finally, a piece of writing may have all the necessary components, that is, it takes me from point A to point B, but because it was difficult to read or flawed will not be considered first class work. This can often be a matter of style, organization, grammar or a combination of a number of issues. “A” work is engaging, insightful, and flawless. The more creative, engaging and insightful the work is, the more likely it will receive an “A+” (such work would be worthy of publication), while the less creative, insightful and engaging, but still relatively flawless the work is, the more likely it will receive an “A-.” As flaws start to define the work, the letter grade drops (e.g., to a B, C, and hopefully never, to a D or F). For feedback on your tests, I encourage you to call me (250-882-9224) or book an appointment to see me. I will set aside time for us to meet and I will clear my office when your time roles around. Please knock to let me know when it is your time so I do not go over with the person I am with. Then I will happily review your exam with you pointing out concerns or explaining issues I may have had. I will also do this over the phone. For those of you who submit a test-replacement paper, you will find feedback regarding your work on the same CourseSpaces page where the assignment was originally posted, typically with the term “marked” appended (e.g., “Jane Doe marked.docx”). Please allow us up to 5-7 days to mark all the papers. Comments will be written in your document via track changes. Please review the comments embedded in your text, and if, after reviewing your work and feedback, you have any concerns or questions, please see the last paragraph in the guidelines and follow my instructions.

**Course Experience Survey**

I value your feedback on this course. After the second test I will ask you to write on a piece of paper one thing you would like me to change about the course and one thing you would like me not to change. I will consider your recommendations to modify the course for the second half. In addition, in the last 10 minutes of the last class, you will have an opportunity to complete an anonymous survey regarding your learning experience in this class. The CES provides vital information that I will use to improve future courses. The survey will also be used by the Department of Psychology to evaluate my performance as an instructor. I will not receive the results until after I have submitted marks for this course. Responses are anonymous unless you choose to say things in optional open-ended comments that identify you (which I do not recommend).

The more students complete the survey, the more meaningful and informative the results. Please
ensure that your current email address is listed on MyPage (http://uvic.ca/mypage). When the course is 5/6 over, an email will be sent inviting you to complete the CES online. I will set aside approximately 10 minutes at the beginning of the last class of the term for students to complete the CES. We will do the CES in class because doing so increases the percentage of students who complete the survey compared to when students are asked to complete it on their own time. You will need your UVic NetLink ID to access the survey via a laptop, tablet, or mobile device; if you do not own such a device then please try to borrow one for that class session. If you do not complete the CES during that class, you can complete it at a time of your choosing during the last two weeks of classes.
**Tentative schedule**  Monday and Thursday 10:00 to 11:20 am in HSD A240 (let’s take a five-minute break somewhere in the middle).

Jan 6  Introductions – review outline, explain options, ask for student helpers
Jan 9  Chapter 3 (Attraction) 75 minutes
Jan 13  Chapter 3 first 25 minutes, Chapter 4 (Social Cognition) last 50 minutes
Jan 16  Chapter 4 first 50 minutes: Chapter 5 (Communication) last 25 minutes
Jan 17 **Friday**  **Test 1 replacement paper due by 10:00 am on CourseSpaces**
Jan 20  Chapter 5 (Communication) 75 minutes
Jan 22  Last day to add courses
Jan 23  Activity 1 first 40 minutes, test review last 35 minutes
Jan 27 **Monday**  **Test 1 on Chapters 3-5, your outline, and corresponding lectures/activities**  Photos due for bonus
Jan 30  Chapter 6 (Interdependency & Friendship)
Feb 3  Chapter 6 first 25 minutes; Chapter 7 (Friendship) last 50 minutes
Feb 6  Chapter 7 first 50 minutes; Chapter 8 (Love) last 25 minutes
Feb 10  Chapter 8 (Love) 75 minutes
Feb 13  Activity 2 first 40 minutes, test review last 35 minutes
Feb 14 **Friday**  **Test 2 Replacement paper due by 10:00 am on CourseSpaces**
Feb 17 to 21  **Reading Break – no classes**
Feb 24 **Monday**  **Test 2 on Chapters 6-8 and corresponding lectures/activities**
Feb 27  Chapter 9 (Sexuality)
Feb 29  **Last day to withdraw without academic penalty**
March 2  Chapter 9 first 25 minutes; Chapter 10 (Stresses & Strains) last 50 minutes
March 5  Chapter 10 first 50 minutes; Chapter 11 (Conflict) last 25 minutes
March 6 **Friday**  **Test 3 Replacement paper due by 10:00 am on CourseSpaces**
March 9  Chapter 11 (Conflict) 75 minutes
March 12  Activity 3 first 40 minutes, test review last 35 minutes
March 16 **Monday**  **Test 3 on Chapters 9-11 and corresponding lectures/activities**
March 19  Chapter 12 (Power & Violence)
March 23  Chapter 12 first 25 minutes; Chapter 13 (Dissolution & Loss) last 50 minutes
March 26  Chapter 14 (Maintaining and Repairing)
March 30  Finish lectures
April 2  **Activity #4/ Course Experience Survey in the last 10 minutes:**  **Assignments options due**
April 6 – 24  Exam period, TBA, Test 4 Replacement paper due on CourseSpaces 10 days before the scheduled final; Test 4 on Chapters 12 - 14 and corresponding lectures/activities
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.

Program Requirements

For more information see pages 309-312 of the UVic Calendar September 2019.

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.

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.

In the Event of Illness, Accident or Family Affliction (See UVic Calendar, September 2019, p. 49-51)

• What to do if you miss the final exam scheduled during the last day of classes

Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the date of the exam. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). 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/assets/docs/record-forms/rac.pdf

• What to do if you miss an exam other than one scheduled during the last day of classes

Do not apply at Records Services for a “Request for Academic Concession”. Instead submit documentation of the illness, accident or family affliction directly to your course instructor (or designated teaching assistant).

• 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 course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). 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/assets/docs/record-forms/rac.pdf
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 [https://web.uvic.ca/calendar2019-09/pdfs/undergraduate-201909_Part4.pdf](https://web.uvic.ca/calendar2019-09/pdfs/undergraduate-201909_Part4.pdf), (p.45-47, UVic Calendar September 2019). 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. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.

3. **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.

4. **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.

5. **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.

6. **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. 46 in September 2019).

The **definitive source** for information on Academic Integrity is the University Calendar (p. 45-47 in September 2019) [https://web.uvic.ca/calendar2019-09/pdfs/undergraduate-201909_Part4.pdf](https://web.uvic.ca/calendar2019-09/pdfs/undergraduate-201909_Part4.pdf)

Other useful resources on Plagiarism and Cheating include:

1. The Study Solutions Office: [https://www.uvic.ca/services/counselling/success/study/index.php](https://www.uvic.ca/services/counselling/success/study/index.php)
2. The Ombudsperson’s office: [https://uvicombudsperson.ca/tips/plagiarism/](https://uvicombudsperson.ca/tips/plagiarism/)
   
   The **Office of the Ombudsperson** is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: ombuddy@uvic.ca; Web: uvicombudsperson.ca.
A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

**Social Life, Friends, & Community at UVic:**
Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus.
https://www.uvic.ca/mentalhealth/undergraduate/connecting/index.php

**Counselling Services:**
Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. www.uvic.ca/services/counselling/

**Health Services:**
University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.
www.uvic.ca/services/health/

**Centre for Accessible Learning:**
The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations www.uvic.ca/services/cal/. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

**Elders' Voices:**
The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.
www.uvic.ca/services/indigenous/students/programming/elders/

**Mental Health Supports and Services:**
Mental health supports and services are available to students from all areas of the UVic community: www.uvic.ca/mentalhealth/undergraduate/
Sexualized Violence Prevention and Response at UVic

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR, Sedgewick C119

Phone: 250.721.8021

Email: sypcoordinator@uvic.ca

Web: www.uvic.ca/svp