Class Time and Location: Sept 9 to Dec 4 MR 11:30 to 12:50 online

Professor: Dr. Jim Gibson, PhD  Email: jemgibso@UVic.ca  Phone: 250-882-9224

TBA. I will create a separate Zoom Link for my general office hours. If the time I set up for my office hours does not work for you best to speak with me just before I begin my lecture and we can sort something out.

Contacting the Professor

Given that we have moved online, I will not be responding to emails. You are welcome to ask me questions via email (jemgibso@uvic.ca). If your questions are not addressed in the documentation provided online, then I will answer such questions with a general announcement to the class when I lecture or in an announcement sent out via Brightspace. If I do not address your particular question, then I recommend you study the online documentation for your answer (9 times out of 10 that is where you will find your answer). Another option is for you to speak with me during class or office hours.

Readings: A reading list can be found on Brightspace.

Helpful Websites: www.socialpsychology.org  http://moodle.uvic.ca/

Zoom address: TBA

Ensure you log in via UVic. If you enter the waiting room when you first log in then you have not properly logged in via UVic. When you properly log in you will be admitted straight into the class. I will not grant students entrance into the class via the waiting room. Students who do not properly log in will only appear in my records as a guest, which means I will have no record of your attendance or participation.

Course Intended Learning Outcomes:

a. Develop an advanced vocabulary of social cognition concepts and terms.

b. Describe complex social cognition psychology concepts and processes in simple terms to people who are not familiar with the area.

c. Understand and critique theoretical and methodological research.

d. Learn to find relevant peer-reviewed research

e. Learn to write and build on criticism received.

f. Learn to present your work to colleagues.

g. Foster enthusiasm for the field.

Pre-requisites. Pre-requisites: The prerequisites for this course are PSYC 300A, and two of PSYC 330, PSYC 375, PSYC 376, PSYC 385, PSYC 386, and pre- or co-requisite of PSYC 300B. 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.

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 help desk can help you with any issues related to your computer and Brightspace. Their number is 250-721-7687.

**Course Mechanics**

**Grades:** Students will be given both a percentile grade and a corresponding letter grade (See the UVic Calendar for details). The final letter grade in the course will be based on your total score (rounded up to a whole number). I will not increase your grade at the end of the term just because it is close to a cut-off, nor will I help you mine for marks in previously graded material. 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, it is your responsibility to 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 cut-off. Students are expected to familiarize themselves with the Important Course Policy Information (see attached).

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Evaluation

Attendance:
This course is based on students sharing with one another. Therefore, you will receive and lose a grade for attendance. Attendance is defined as class attendance, with no exceptions. I only expect you to attend the first hour of each class. You are welcome to organize who you want to meet after that first hour. I will reduce your final grade by one mark if you miss the first hour. If you are late for, or leave early from class (e.g., miss less than an hour), your final grade will drop by half of a mark. I will only excuse one such instance, but you must speak with me before I will do so. If you miss any portion of the presentations, I will drop your final grade by two marks and penalize you one mark for being late or leaving early. All penalties will increase by 10% with each subsequent infraction. If you attend all classes, are never late, and never leave early, then you will receive 11 marks (the 10 marks for attendance and 1 bonus mark for never being late, and never missing a class). Please note that penalties for being late or absent can exceed the 10 marks reserved for this component because penalties are taken off your final grade.

Sub Total = 10 marks
Running Total = 10 marks

Class facilitation:
You will take turns facilitating class discussions. Approximately 2 to 3 students per group will be assigned the role of facilitator for each topic (this number is contingent on the final number who enrol in the course). All facilitators will help with discussions. Along with sharing your own research related to your final paper, a reading list is posted on Brightspace that everyone will use as the basis for discussions. Please read the document posted on Brightspace, “Guidelines for Facilitators”. Facilitating gives you an opportunity to help the discussions. Other group members are encouraged to assist their facilitators with this responsibility. The goal is to get everyone in the class to think, talk, and explore the ideas related to the literature, which ultimately should help students generate or build on ideas for their final papers, as well as create an informed discussion on the relevant topics. Everyone will have two opportunities to be facilitators. Facilitator roles are worth a total of 2.5 marks each for a total of 5 marks. If you miss a class in which you were one of the assigned facilitators you will receive 0 for that role, in addition to the attendance penalty.

Sub Total = 5 marks (2.5 marks for each of the two facilitator roles)
Running Total = 15 marks

Preparation papers:
Readings and research are required and should be completed by everyone before the class on each topic. Useful discussions follow only when everyone has completed the readings and research thoroughly and thoughtfully. Hence you are required to write 10 preparation papers (600 to 900 words in length) focusing on your topic for your final project. As a side exercise, I would also like you to think about how any one of the two readings assigned for each topic may relate to your thesis, or not. For more details about preparation papers please read and follow the instructions on Brightspace in the document “Guidelines for Preparation Papers.” Preparation papers must be submitted onto the Brightspace’ drop-box before the beginning of the class in which the topic was assigned in order to receive credit. Late, emailed, or improperly saved preparation papers will receive a 0 grade. You will not need any identifying information within the document because it will only eat up your word count. Each properly submitted paper is worth 2.5 marks for a total of 25 marks. I will only write comments, or make suggestions, for 3 of the 10 preparation papers you submit. Please indicate the preparation paper you wish to receive feedback for by putting “FB” in the file name (e.g., “preparation paper1 FB.doc”). If there is no FB in the file name, or you have already received feedback on three preparation papers, then you will just receive a grade out of 100. The follow rubric will be applied to your preparation papers; “perfect” (100%), “almost perfect” (97.5%) “exceptional” (95%), “exceptional/outstanding” (92.5%) “outstanding” (90%), “outstanding/impressive” (87.5%) “impressive” (85%), “impressive/well-done” (82.5%) “well-done” (80%), “promising” (77.5%) “good” (75%), “okay” (72.5%), “acceptable” (70%), “barely acceptable” (65%), disappointing (60%), unacceptable (40%), nothing submitted (0).
Sub Total = 25 marks (2.5 for each of the ten preparation papers)
Running Total = 40 marks

Position paper:
The term paper will be a position piece. You will select a thesis statement concerning any topic in social-cognitive psychology. I would like you to formulate your thesis within the first class. Your term paper must include a minimum of eight peer reviewed primary research reports to substantiate or refute your position/thesis. You can only use a maximum of four articles from my assigned reading list. I expect papers to be between 3000 to 6000 words (the equivalent of 10 to 20 pages in length, double-spaced, 1-inch margins, 12 font, in APA format). All papers must be posted on Brightspace in the appropriate drop-box before the deadline listed below. Please use the last five digits of your student number to name your paper (e.g., 12345.doc). Do not put any identifying information in your paper, that is, no personal names. A revised edition of each paper (see below) must be submitted on Brightspace as a Word or Rich-text file attachment via the assignment function before the deadline listed below. The paper will be worth 25 marks (this mark will be based on both submissions, see below). I will penalize improperly saved, formatted, or late papers by 1 mark a day (this penalty applies to both deadlines). That is, I will give you a late penalty if your work is not properly saved or posted, which means I am unable to send it out for review or review it, and you are required to re-post it. More details about the paper are posted on Brightspace. Here is a link to a guideline created by Daniel Simons on how to improve your writing
http://www.dansimons.com/resources/Simons_on_writing_1.4.pdf

Sub Total = 25 marks (12.5 marks for each submission)
Running Total = 65 marks

Providing Feedback:
As noted above, you will post your papers on Brightspace, which I then will post to another student in the class, which is why I do not want you to put your names on your papers. I would like you to use Word’s “Track Changes” to give feedback for the paper’s author or write comments in [square brackets] or use a different colour of font. This is to make your comments stand out. Everyone is expected to provide feedback based on the rubric for your paper assignment. You will be penalized 1 mark if your review is not anonymous. A way to review a document using track changes in Word, while remaining anonymous, is by going into the options and finding where you put your name in for the software and changing it, i.e., Go File -> Options -> General -> Name and initials. If that is changed to either a random name or characters or even left empty it should keep your track changes comments anonymous. If this is done after changes have been made, only new comments and changes will reflect the different name, not previous comments. Reviewers must append the word “reviewed” to the file name of the paper they reviewed before posting it back on Brightspace. I will review the feedback offered and provide a mark out of 10. I will then reattach your reviewed work back to your Brightspace website. Feedback must be posted on Brightspace by the deadlines listed below. Failure to do so will result in a 1-mark penalty per day, which will be subtracted from your final grade. See the rubric for the paper to help you focus your feedback (e.g., focus more on I.C.E., than on grammar since the former is worth considerably more marks).

Sub Total = 10 marks
Running Total = 75 marks
**Paper Presentations:**
Following the topic discussions, class meetings will be devoted to you all presenting your position papers (see below). Each presentation will be worth 15 marks. You will only present to the group you have been working with all term, not the entire class (e.g., the first day of presentations will just be with class A, then the next day just with class B, and so on). Presenters must be prepared to start on time. This means having your audio/visual equipment and/or visual aids ready. I will randomly assign the dates. You are expected to present for 20 minutes. There will be no questions or discussions. I will need to be notified if you plan to change dates with one another.

**Sub Total = 15 marks**  
**Running Total = 90 marks**

**Oral Exam:**
During the last class you and I will meet one-on-one online for an oral exam. They will only take 3-5 minutes.

**Sub Total = 10 marks**  
**Running Total = 100 marks**
Tentative schedule: **MR 11:30 to 12:50 Sept 9 to Dec 4**

**Sept 10** We will introduce ourselves, discuss the course syllabus, and select paper theses.

**Topics to be covered:**

- **Sept 14** The Self (Photos due for bonus marks)
- **Sept 17** Attributions
- **Sept 21** Behaviour & Attitudes
- **Sept 24** Persuasion
- **Sept 28** Conformity
- **Oct 1** Culture
- **Oct 5** Helping
- **Oct 8** Aggression
- **Oct 15** Attraction & Intimacy
- **Oct 19** Prejudice
- **Oct 22 – Nov 26.** Individual presentations of final papers (20 minutes each)
- **Nov 16** Papers due by 11:30 on Brightspace
- **Nov 24** Feedback from students due by 11:30 am on Brightspace
- **Nov 30 & Dec 3** Individual Oral Exams (3-5 minutes each)
- **Dec 1** My feedback on submission one will be returned by this date
- **Dec 8** Revised papers due by 11:30 am on Brightspace
- **Dec 22** My feedback on submission two will be returned by this date
- **Dec 23** Final grades submitted to the Chair

**Bonus Mark**

Photograph. You will receive ½ a bonus mark if you upload onto Brightspace’s drop-box “Photo” 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). Please do not embed your photo in a document. This is due before class on January 15. 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.

**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 book an appointment with me. I will set aside time for us to meet and will clear my office when your
time roles around. Best to 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 who submitted a paper, you will find feedback
regarding your work on the same Brightspace page where the assignment was originally posted, typically
with the term “marked” appended (e.g., “Jane Doe marked.docx”). Please allow us up to 3-5 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 speak with me in person.
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 the UVic Calendar September 2020.

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

- 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. 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 September 2020.

The definitive source for information on Academic Integrity is the University Calendar.

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.