

**Psychology 375 (A01)**  
**Interpersonal Relations**  
**CRN: 12815**  
**Session: Fall 2016**

**Class Time and Location**

Tuesdays 2:30 to 4:20 & Fridays 2:30 to 3:30 in Cornett B108

**Professor**

Dr. Jim Gibson (Office – **Cornett A214**)

**Office Hours**

TBA

**Teaching Assistant**

Audra Roemer

**Contacting the Professor**

Please phone anytime **Phone #250-882-9224**. Email: My address is [jemgibso@UVic.ca](mailto:jemgibso@UVic.ca). Please use this address and include **375** in the subject line so 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. (2015). *Intimate relationships* (7<sup>th</sup> 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:**

Your text:

[http://highered.mheducation.com/sites/0077861809/information\\_center\\_view0/index.html](http://highered.mheducation.com/sites/0077861809/information_center_view0/index.html)

Social Psychology Network [www.socialpsychology.org](http://www.socialpsychology.org)

**Course Description:** This course is an introduction to interpersonal relationships (IR). 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 Psych 201, and either Psyc 100A and 100B, or 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. Given the demand for this course, students who do not attend class in the first week (and do not provide

prompt notification to the instructor if valid circumstances prevent attendance) likely will be dropped from class registration. Furthermore, please check your registration status before the end of the add-period to ensure your enrolment.

### **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.

### **Objectives:**

- a. To familiarize ourselves with some basic vocabulary, theories, models, and tenets of intimate relationships.
- b. To ponder some of the major questions posed by researchers of intimate relationships.
- c. To add our perspective to the above.
- d. To promote an atmosphere of learning, sharing, and exploring.

**Course Structure:** Class time will be spent in a variety of ways: lecture, guest lecture, role-plays, films, demonstrations, and experiential activities. You are expected 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 have learned.

Not everything in the text may be covered in the class and not everything in the class may be covered in the text. However, you will be tested on everything that is in the text and discussed in class. Class participation is expected. I reserve the right to modify the course outline at my discretion. Any changes to the outline will be announced in class and posted on Moodle. PowerPoint slides, additional readings, supplemental readings, and grades, along with other information will be posted on Moodle.

### **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 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). 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 the performance.

A+ 90 & up	B+ 77 & up	C+ 65 & up	F < 50.0
A 85 & up	B 73 & up	C 60 & up	N = incomplete
A- 80 & up	B- 70 & up	D 50 & up	

## Course Work & Evaluations

### Examinations

Four examinations will account for 24% to 94% of your final grade (depending on the number of assignments you submit and your re-weighting bonus). Each exam will have two sections, which will be equally weighted: one section with 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, 2016-17, p. 59-60 ), you must contact me within 7 days of the exam, meet with me in person to discuss why you missed the test, then email me a memo outlining the decision we reached regarding your absence. If you follow this procedure and I accept your reason for missing the exam, 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 or papers 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, 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 of the end of the course.

You are welcome to write a paper in lieu of, or in addition to, writing any of the exams (see below for additional details about the papers). Papers must be submitted 10 days before the exam is scheduled for writing. I will not accept late or improperly saved papers, regardless of the reason. If you miss the deadline for the paper, then be prepared to write the exam. If you write both the paper and the exam for any particular section, I will take the higher of the two marks.

Tentative dates for the exams or paper deadlines (you may write the exam, the paper, or both):

Optional Paper 1	Tuesday, Sept 20 by 2:30 pm	
Test 1 on Chapters 3 to 5 and corresponding lectures/activities		Friday, Sept 30
Optional Paper 2	Tuesday, Oct 11 by 2:30 pm	
Test 2 on Chapters 6 to 8 and corresponding lectures/activities		Friday, Oct 21
Optional Paper 3	Saturday, Nov 5 by 2:30 pm	
Test 3 on Chapters 9 to 11 and corresponding lectures/activities		Tuesday, Nov 15
Optional Paper 4	TBA 10 days before the final	
Test 4 on Chapters 12 to 14 and all material covered after test 3		TBA, Final Exam Period

**Paper:** As noted above, I will accept a position paper in lieu of writing any exam. The paper must be on a topic covered in the section of the course for which you were to be tested. Only optional assignment papers may be on any topic covered in the entire class. All must be a position paper. That is, you will use primary peer-reviewed research reports to substantiate a specific argument, point or thesis. It will share similarities to papers and introductions in research articles found in such journals as the “Journal of Applied Social Psychology” and “Journal of Social and Personal Relationships” although you will not be expected to have an hypothesis, define variables of interest, or provide an exhaustive review. To help you model these styles, read articles from JASP or JSPR and note how the authors introduce their research by contextualizing it to related research. Their introductions begin with broad points that are focused on details about the research reviewed with a basic point or theme. Your work will differ in that I expect you to state your paper’s thesis in the first paragraph. Furthermore, your work will differ from published research in that you will be referencing 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). 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.

I will not read/mark any work past the 1500 word mark (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 spacing, etc. You may include a title page that will not be marked. No need for an abstract. Consequently, you will have to consult the “Publication Manual of the American Psychological Association (6<sup>th</sup> 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, or accept the “no assignment” option. Ignore the “late” indication on CourseSpaces if you wrote a test instead of a paper. You must save your work in Word or Rich-text format in the appropriate CourseSpaces assignment folder. 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 your paper.” Please read that document before you write a paper.**

*Plagiarism: Submitted work may be checked 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."*

**Participation in Activities:** Class time will be set aside for class activities (see your tentative timetable below). Participation in these activities will account for 6% of your final grade. Students will post on CourseSpaces the necessary material they will have to complete before each activity, which in total 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 each student’s responsibility to have read, completed and properly posted the necessary components for each activity on CourseSpaces before coming to class. Details regarding each activity will be posted on CourseSpaces. There will be no make-up marks or assignments for late or missed activity submissions or attendance, regardless of the reason.

### **Optional Work**

**Class Presentations, Group Posters, Paper, Oral Defense, Experiential Project, Article Summaries, iClicker Performance, and/or Nothing:** You may choose to present on a particular topic that is covered in any section (on your own or with up to four other people), work in a group to submit a digital poster online (minimum 2, maximum 5), work individually or with up to four other people to submit a paper, take an oral test on two assigned research articles, undertake an experiential project, write four peer-reviewed research article summaries, use your iClicker throughout the term, or not submit an assignment. 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. You may submit two or more different assignments from option 1 to 7, 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 submit a poster and a paper, or a poster, a presentation and a paper, etc. The mark you receive for any of the optional assignments you submit will not be considered if it is lower than the

average of all four tests and/or test-replacement papers. Please note that if you fail any of the options 1 to 6 it will not qualify you for a SONA credit (see below).

**Option 1. Group Posters:** If you choose to work on a group digital poster, 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 improperly saved or late posters, posters with more than one page and posters from individuals, or groups larger than 5. **More information regarding specific requirements for the poster is posted on CourseSpaces in the document "Guidelines for Group Poster".** Total marks = 10.

**Option 2. Class Presentations:** Students may give a 10-minute lecture on any topic covered within the section of the course in which the presentation is to be given. Students may present on their own, or with up to four other students (five maximum). You must email me if you wish to present because we will need to coordinate with the topic and time. **More information regarding specific requirements for class presentations is posted on CourseSpaces in the document "Guidelines for Class Presentations".** Total marks = 10.

**Option 3. Paper:** Students may elect to write a paper, either on their own or with up to four other students (5 maximum). **More information regarding specific requirements for the paper is posted on CourseSpaces in the document "Guidelines for writing a paper".** Please note that the paper submitted for this component of the course, or any component 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 = 10. **Do not** put this paper in the Test-replacement Assignment.

**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, which will have to be outside of office hours and class. 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 5 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 = 10.

**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 = 10.

**Option 6. Optional Article Summaries.** One summary will be due before each exam in each section. The summary must be on a peer-reviewed research report about a topic covered in that section of material. You cannot use any article what 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 = 10.

**Option 7. iClicker Performance:** Throughout the term I will be posting 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 for your tests or test-replacement papers, I will use that average for your assignment iClicker performance mark. Please note that choosing this option is similar to option #8 in that it only qualifies you for the photo bonus, not the SONA bonus. However, if you submit another assignment and your iClicker grade is higher than your test or test-replacement paper average, then it will be added along with your other assignments. You

cannot use an iClicker for someone else in the class, this is considered cheating and you will be given 0 for this option. Your final iClicker grade will be scaled such that the highest score in the class will receive 100%. Total marks = 10.

**Option 8. No Assignment:** Students may elect not to complete any assignment. If this is your choice then 94% of your final grade will be based on your tests/test-replacement papers. Your score on the activities, which is out of 6, will be added to this mark. Please note that if you choose this option you will only be entitled to a photo bonus (see below).

### **Bonus Marks**

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

You will receive ½ a bonus mark if you submit onto CourseSpaces's assignment "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) 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.**

#### **Re-weighting of Highest and Lowest Mark**

If you choose to complete (i.e., pass) any of the assignment options 1 to 6, then I will reweight your final grades such that whatever component of the course (with the exception of class activities) you scored the highest will be worth an extra 5 marks and whatever you scored the lowest will be worth 5 less marks.

#### **Research Participation (total = 1 to 6 marks)**

For each assignment you successfully complete (e.g., options 1-6) you qualify to earn 1% extra credit toward your final grade by participating in research studies conducted in the Department of Psychology. If you successfully submit two assignments, then you qualify to earn 2% extra credits, etc., up to 6% extra credits if you complete assignment options 1 through to 6. Each 15 minutes of participation will earn 0.5 point. Thus, one hour of participation would earn 2 SONA credits, which equals one bonus mark in the class, for a possible total of 6 marks, which is just 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](http://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.

#### **Article Reviews as an alternative to participation in research**

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. Suitable journal sources include: Journal of Personality and Social Psychology, Personality and Social Psychology Bulletin, and Journal of Social and Personal Relationships. You must obtain approval from the instructor 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 the course instructor 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 or poster replacement 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 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. For those who submitted a 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 to stay the same. I will consider your recommendations to modify the course for the second half. In addition, near the end of term, 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 class 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 end 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.



<b>Tentative schedule</b>	Tuesdays 2:30 to 4:20 & Fridays 2:30 to 3:30 in Cornett B108
Sept 9	Introductions – review outline, ask for student helpers
Sept 13	Chapter 3 (Attraction)
Sept 16 & 20	Chapter 4 (Social Cognition)
<b>Sept 20 Tuesday</b>	<b>Test 1 replacement paper due by 2:30 pm on CourseSpaces</b>
Sept 20 & 23	Chapter 5 (Communication)
Sept 20	Last day to drop without financial penalty
Sept 27	First hour: Activity 1, second hour review
<b>Sept 30 Friday</b>	<b>Test 1 on Chapters 3-5, your outline, and corresponding lectures/activities</b>
	<b>Photos due for bonus</b>
Oct 4	Chapter 6 (Interdependency & Friendship)
Oct 7 & 11	Chapter 7 (Friendship)
Oct 11 & 14	Chapter 8 (Love)
<b>Oct 11 Tuesday</b>	<b>Test 2 Replacement paper due by 2:30 pm on CourseSpaces</b>
Oct 18	First hour: Activity 2, second hour review
<b>Oct 21 Friday</b>	<b>Test 2 on Chapters 6-8 and corresponding lectures/activities</b>
Oct 25	My Survey (one thing to change, one thing to keep the same): Chapter 9 (Sexuality)
<b>Oct 31</b>	<b>Last day to withdraw without academic penalty</b>
Oct 28 & Nov 1	Chapter 10 (Stresses & Strains)
Nov 1 & 4	Chapter 11 (Conflict)
<b>Nov 5 Saturday</b>	<b>Test 3 Replacement paper due by 2:30 pm on CourseSpaces</b>
Nov 8 Tuesday	First hour: Activity 3, second hour review
<b>Nov 9 to 11</b>	<b>Reading Break – no classes</b>
<b>Nov 15 Tuesday</b>	<b>Test 3 on Chapters 9-11 and corresponding lectures/activities</b>
Nov 18 & 22	Chapter 12 (Power & Violence)
Nov 22 & 25	Chapter 13 (Dissolution & Loss)
Nov 29	Chapter 14 (Maintaining and Repairing)
<b>Dec 2</b>	<b>Activity #4, Assignments options due</b>
<b>Dec 5 – 19</b>	<b>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</b>

**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.

***Program Requirements***

For more information see pages 383-386 of the UVic Calendar 2016-17.

***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, 2016-17, p. 59-60)***

- ***What to do if you miss an exam other than one scheduled during the formal examination period***

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 miss an exam scheduled during the formal exam period***

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 (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 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/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 (<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>