

Research Methods in Psychology

Instructor: David Polson, PhD

Email: <dpolson@uvic.ca> | **Office:** COR A214 | **Office Hours:** TBA

Course Website: Accessible through BrightSpace <<https://bright.uvic.ca/d2l/home/155959>>

Teaching Assistant: Sabrina Francescangeli <sfrancescangeli@uvic.ca>

Designated Class Days, Times, & Room: M & Th, 11:30am-12:50pm, MAC 150

Lab Instructor: Sam Lloyd <samuellloyd@uvic.ca>

Designated Lab Days, Times: **B06:** T, 8:30-9:20am (CLE D125) | **B07:** T, 9:30 - 10:20am (COR B145)

B08: W, 8:30-9:20am (CLE D125) | **B09:** W, 9:30-10:20am (CLE C108)

Course Content

This course deals with psychology as a science. You will be introduced to basic research techniques, with an emphasis on their conceptual rather than statistical rationale. You will be taken through all the stages of psychological research, from choosing the problem to publishing the results. Along the way you will be exposed to a wide variety of interesting topics in the psychological literature. I hope to convey to you the idea that designing and conducting research is an exercise in problem solving that can be exciting and creative.

Course Materials

- (1) White, T. L. & McBurney, D. H. (2013). *Research methods* (9th ed.). Belmont, CA: Cengage Learning. [purchase hardcopy; or [rent eTextbook version](#)]
- (2) [Mastering the Basics of Visual Data Analysis](#) tutorial [\$9 online; details provided in Lab Assignment F]
- (3) *Study Guide* (available at course website)
- (4) Narrated PowerPoint presentations (available at course website)
- (5) Skeletal PowerPoint slides (available at course website)
- (6) *THINK FAST* computer program (optional; available at course website)

Course Overview

This course is divided into 6 units, comprised of certain chapters in the White and McBurney textbook, 13 chapters in total. Generally, by a certain date and time (our designated class period), you should have completed the assigned chapter reading and have viewed the corresponding PowerPoint presentation. The presentations are narrated videos, functioning like lectures. Skeletal PowerPoint slides are provided to help with your notetaking while viewing the presentation. Sometimes, by midnight of that same day, you should also have completed the corresponding Chapter Quiz, presumably after doing the reading, watching the presentation, taking notes, and studying that material.

Brightspace limits how I can structure things online. **It is very important always to be looking ahead.** Note the wording in the paragraph above: “completed by.” Typically, there will not be enough time to do everything during a class period for which an agenda is listed, so you will need to do a fair bit of the work (ideally all of it) BEFORE that class period. Textbooks on how to do well in university recommend putting in two hours outside of class for every hour in class. So, if you were to follow this rule, that would entail an additional six hours per week devoted to this course, on top of the three hours per week of designated class time. Those additional hours factor into the agenda (workload) for any given class. (That is also true for the lab—yet two more hours per week devoted to this course, on top of the one hour per week of designated lab time.)

A test is scheduled after every unit, so there are six tests in total. Unlike the Chapter Quizzes, which can be written at any time prior to their deadlines, you must write the tests during our designated class period. Feedback will be provided on the Chapter Quizzes (as well as on almost all other course components), but NOT on the tests themselves. The tests are for assessment purposes only.

There is a lab each week. You must be registered for one of the four lab sections (**B06 or B07 or B08 or B09**) for this section (**A02**) of PSYC 201. There is a separate lab outline, detailing the various lab activities and requirements.

Should you have questions throughout the semester, begin by posting them at the Q&A forum, to be answered by your peers (and if not by them, then publicly by me). Do not reflexively email your questions directly to me; there are just too many students for me to correspond efficiently and effectively in this manner. (Last semester, many days I was receiving dozens of student emails, and it bordered on unmanageable.) Should you ever need to talk to me about a pressing concern, take advantage of my office hours and/or schedule an appointment. Interacting with your peers is strongly encouraged in this course and posting (and answering) questions at the Q&A forum is a great way to do so; not only will it be a more efficient means of getting your questions answered, but ALL students in the class can potentially benefit by seeing those answers; cherry on top, participating in the forum can earn you bonus points. For concerns related to the grading of your quizzes and tests, email your TA (Sabrina) directly, as it is she who will be marking that work. For concerns related to the grading of your lab assignments, email your lab instructor (Sam) directly, as it is he who will be marking that work. Should you ever directly email me, the TA, or the lab instructor, your email must be respectful (e.g., Dear Dr. Polson...); you will then receive a respectful email in reply.

Course Components

Study Guide. The *Study Guide* lists pertinent study questions for each textbook chapter in this course. The study questions are important because they are the focus of the PowerPoint presentations, and thus many of the quiz and test items are based on them. Be sure to use the study questions to direct your reading of the textbook, ideally writing out the answers to them. The *Study Guide* also recommends specific end-of-chapter exercises to complete to best prepare for the quizzes and tests; and it includes links to useful resources.

Narrated PowerPoint Presentations. In these presentations I highlight what I believe to be are the most important questions from the *Study Guide* and then go about answering them, in many cases elaborating well beyond what is in the textbook. There are the two major advantages of the PowerPoint presentations over lectures (live or online): (1) you can pause and rewind if something doesn't make sense the first time and (2) you can watch them whenever and how many times you want. Skeletal PowerPoint slides corresponding to the PowerPoint presentations are available at the

course website. I recommend printing them and writing your notes on the printed pages while viewing the corresponding presentations (or doing so electronically by opening the documents in PowerPoint and typing your notes directly into them).

Note that there are no scheduled Zoom sessions. The narrated PowerPoint presentations function in place of lectures, to be watched wherever and whenever you like.

- **Should the mode of instruction switch from online to face-to-face starting January 24, as currently planned, then face-to-face lectures may be scheduled during our assigned class hours. While the jury is still out, attending these lectures will probably be “optional” in the sense that they will not cover anything beyond what is already covered in the narrated PowerPoint presentations. However, I do reserve the right to schedule mandatory events during our assigned class hours that may require your attendance, depending on how things progress. So, keep our assigned class hours free each week, just in case. Of course, should that happen, you will be given ample advanced notification.**

Chapter Quizzes. There is an online Chapter Quiz for each textbook chapter we will cover in the course. A Chapter Quiz is based on the required activities for that chapter (i.e., reading that chapter and viewing its corresponding PowerPoint presentation). Each Chapter Quiz consists of about 10 multiple choice items, and possibly an open-ended item or two. While there are 13 Chapter Quizzes, only your best 11 scores will count; in other words, your three lowest Chapter Quiz scores will be dropped. This course component counts **100 points** toward your final grade

It will not suffice to read the textbook chapter only or to view the corresponding PowerPoint presentation only. Given that both are required activities, the expectation is that you did both and studied material from both. For each Chapter Quiz (and for each test), unless otherwise noted, you are expected to know all pertinent material covered in the textbook chapter even if some of that material is not also covered in the corresponding PowerPoint presentation. And, you are expected to know all pertinent material covered in the PowerPoint presentation even if some of that material is not also covered in the corresponding textbook chapter.

Most students should be able to complete a Chapter Quiz in 15 minutes or less. That is the amount of classroom time I would allot to writing a quiz of this sort under typical classroom conditions (i.e., invigilated, closed book). Obviously, I can't prevent you from looking at your notes and your textbook when you are on your own, but don't expect to be able to do everything all at once (e.g., read the chapter and view the PowerPoint presentation for the very first time while writing the quiz); in that case, even two hours would not be enough time to do well. The duration of each quiz is set at 30 minutes to accommodate all students, including those registered with CAL.

An hour after a quiz deadline passes, the answers to the quiz items will be posted. That feedback might help you to prepare for the upcoming test. Because the answers become available to everyone then, under no circumstances can a Chapter Quiz be written after its deadline.

- **If you miss a Chapter Quiz for whatever reason (i.e., regardless of the extenuating circumstance), it will count as one of the three (of the 13) quiz scores that you will be dropping.**

Tests. There are six tests, one for every unit, written online during our scheduled class time. (CAL students will be allotted their extra time.) Each test will consist of a combination of multiple-choice

and open-ended items. Generally, tests will be more challenging than the Chapter Quizzes. While there are six tests, only your best 5 test scores will count; in other words, your lowest test score will be dropped. Overall, this component counts **625 points** toward your final grade, with each test weighted equally.

- **Currently, as planned, all tests will be written online outside of class, wherever you like. However, each test will be available to write only during our assigned class time on the day on which it is scheduled. Before writing each test, you will be asked to agree to an Academic Integrity Pledge.**
- **Should the mode of instruction switch from online to face-to-face starting January 24, as currently planned, then I reserve the right to require students to write the tests in class, depending on how things progress. So, again, keep our assigned class hours free each week, just in case.**

Unlike the Chapter Quizzes, on which feedback will be provided, feedback will NOT be provided on the tests. After writing a test, you will have no further access to the test items. The tests are for assessment purposes only. Upon request, though, the TA, who graded your test, would be willing to provide you with some general feedback (e.g., perhaps your answers to the open-ended items were too vague, perhaps you completely misunderstood a certain concept, etc.), as well as to checking the scoring of your test if you think that it might have been marked incorrectly or that there might be some other problem.

- **If you miss a test for whatever reason (i.e., regardless of the extenuating circumstance), it will count as the one test score that you will be dropping.**

Laboratory. The labs are mostly focused on a self-research project you will be conducting over the course of five weeks. Most weeks there will be a lab assignment (worth **120 points** in total) and/or a self-research update assignment (worth **35 points** in total). At the end of the semester, you will submit an APA-styled report based on your self-research project (**120 points**). Details are provided in a separate lab outline.

- **The labs have been structured so that everything can be done online throughout the semester. As it currently stands, with one exception, you are not required to attend any lab sessions, be it face-to-face or via Zoom. However, as with lectures, I do reserve the right to schedule mandatory events during your assigned lab hours that may require your attendance, depending on how things progress. So, keep your assigned lab hours free each week, just in case. Of course, should that happen, you will be given ample advanced notification.**

Bonus

Q & A Forum. Interacting with your fellow students in this course is encouraged, but it is not required. There is a Q & A forum at the course website set up for this purpose. As an alternative to emailing your questions to me (or to your TA or lab instructor), you can post your questions to this forum, hopefully to be answered by your peers. If you make a valuable contribution to this forum, you will earn 4 bonus points. That might entail answering your peers' questions, or perhaps taking the initiative and posting some valuable information of your own related to the course material. You can earn **up to 20 bonus points** this way. You will earn credit for only one valuable contribution per week (even if you make more than one that week). At the end of the course, you will need to copy

and paste your contributions (along with the dates) into a Word document and submit it at the course website for consideration. To encourage peer interaction, my contributions to this forum will be minimal, intervening only if need be.

Other ways of earning bonus points may be announced later in the course.

Optional

THINK FAST. In order to think critically about research methods in psychology, you need to be fluent with the basic facts and concepts. *THINK FAST* is a computerized flashcard program designed to help you in this regard. It includes six decks of cards, one deck per unit. Deck size varies from about 20 to 40 cards. In *THINK FAST*, after you select a deck, a session begins: the program presents the cards one at a time and gives you two minutes to provide the answers to as many cards as possible. While there are several response options for learning the cards, I recommend working in the Type Keyword mode. In this mode, flashcards are presented that are missing either the answer or a keyword or phrase, and you are required to type in the missing word(s). For more detailed information about *THINK FAST*, see the document called “Using *THINK FAST*,” available at the course website.

Research indicates that, relative to students who are traditionally taught, students who are exposed to Precision Teaching—with an emphasis on developing fluency (high rate correct) with basic terms and facts—write more succinct and accurate essays (even though they are not specifically trained to do so), participate in more class discussions, and have better concentration and long-term retention. Students in my classes have reported that developing fluency also helped them better understand the course readings. Thus, working with *THINK FAST* will likely have positive benefits for you beyond merely memorizing the definitions.

Evaluation

Chapter Quizzes (best 10 of 13)	100
Tests (best 5 of 6)	625
Lab Assignments (~7)	120
Self-Research Updates (6)	35
Self-Research Report	120
TOTAL	1000
Bonus up to...	30

N grades

Students who have completed the following elements will be considered to have completed the course and will be assigned a final grade:

- 3 or more tests attempted
- 3 or more lab assignments submitted
- self-research report submitted

Failure to complete any one or more of these elements will result in a grade of “N” regardless of the cumulative percentage on other elements of the course. An N is a failing grade, and it factors into a student’s GPA as 0. The maximum percentage that can accompany an N on a transcript is 49.

Notes

- The answers to the quiz items will be revealed (to help you prepare for the tests), but the answers to the test items will not be revealed. The tests are for assessment purposes only.
- Final grades that end with a decimal point of 0.5 or above will be rounded to the next higher whole number, and grades that end with a decimal point below 0.5 will be rounded to the next lower whole number. For example, if a final percentage grade is 89.5–89.9, the grade will be rounded to 90. The rounding criteria will only be used on the final assignment of the letter grade.
- Assignments are due, and tests must be taken, on the date indicated in the Class Schedule. It is not fair for some students to do work later than others, unless there is a valid excuse. Therefore, except in cases meeting the criteria for an academic concession (see below), there will be zero credit and no make-up for any assignments or quizzes not turned in on time. Travel plans will not be accepted as an excuse.
- Students who do not complete requirements on schedule due to extenuating circumstances (i.e., personal illness or accident, family affliction, official university activities) must contact me immediately upon their return to discuss the situation.
- **Note that for both the Chapter Quizzes and tests, should you miss one of these for whatever reasons (i.e., regardless of the extenuating circumstance), it will count as one of your scores for that component that will be dropped (thus not affecting your final grade).**

CLASS SCHEDULE

Jan 10 (M)	<p>Introduction</p> <ul style="list-style-type: none"> • Read Course Outline • View Course Outline presentation
Jan 13 (Th)	<p>Chapter 1: Psychology & Science</p> <ul style="list-style-type: none"> • Read Chapter 1 • View Chapter 1 PowerPoint presentation ➤ Write Chapter 1 Quiz (due by midnight)
Jan 17 (M)	<p>Chapter 3: Ethics in Research</p> <ul style="list-style-type: none"> • Read Chapter 3 • Watch video — Research Methods in Psychology ➤ Write Chapter 3 + Video Quiz (due by midnight)
Jan 20 (Th)	<p>Chapter 5: Variables</p> <ul style="list-style-type: none"> • Read Chapter 5 • View Chapter 5 PowerPoint presentation ➤ Write Chapter 5 Quiz (due by midnight)
Jan 24 (M)	<p>★ Write Test 1 (covers Chapters 1, 3, 5)</p> <ul style="list-style-type: none"> ○ only available between 11:30am-1:00pm
Jan 27 (Th)	<p>Chapter 6: Validity</p> <ul style="list-style-type: none"> • Read Chapter 6 • View Chapter 6 PowerPoint presentation ➤ Write Chapter 6 Quiz (due by midnight)
Jan 31 (M)	<p>Chapter 7: Control</p> <ul style="list-style-type: none"> • Read Chapter 7 • View Chapter 7 PowerPoint presentation ➤ Write Chapter 7 Quiz (due by midnight)
Feb 3 (Th)	<p>★ Write Test 2 (covers Chapters 6, 7)</p> <ul style="list-style-type: none"> ○ only available between 11:30am-1:00pm

Feb 7 (M)	<p>Chapter 14: Graphic and Descriptive Techniques</p> <ul style="list-style-type: none"> • Read Chapter 14 (only parts covered in PowerPoint presentation below) • View Chapters 14 PowerPoint presentation ➤ Complete Chapter 14 Quiz (due by midnight)
Feb 10 (Th)	<p>Chapter 15: Inferential Statistics</p> <ul style="list-style-type: none"> • Read Chapter 15 (only parts covered in PowerPoint presentation below) • View Chapter 15 PowerPoint presentation
Feb 14 (M)	<p>Chapter 15: Inferential Statistics -- continued</p> <ul style="list-style-type: none"> ➤ Write Chapters 14/15 Quiz (due by midnight)
Feb 17 (Th)	<p>★ Write Test 3 (covers Chapters 14, 15; only parts addressed in PowerPoint presentations)</p> <ul style="list-style-type: none"> ○ only available between 11:30am-1:00pm
Feb 21-25	READING BREAK
Feb 28 (M)	<p>Chapter 8: Nonexperimental Research (Part 1)</p> <ul style="list-style-type: none"> • Read Chapter 8 • View Chapter 8 PowerPoint presentation ➤ Write Chapter 8 Quiz (due by midnight)
Mar 3 (Th)	<p>Chapter 9: Nonexperimental Research (Part 2)</p> <ul style="list-style-type: none"> • Read Chapter 9 • View Chapter 9 PowerPoint presentation
Mar 7 (M)	<p>Chapter 9: Nonexperimental Research (Part 2) – continued</p> <ul style="list-style-type: none"> ➤ Write Chapter 9 Quiz (due by midnight)
Mar 10 (Th)	<p>★ Write Test 4 (covers Chapters 8, 9)</p> <ul style="list-style-type: none"> ○ only available between 11:30am-1:00pm
Mar 14 (M)	<p>Chapter 10: True Experiments (Part 1)</p> <ul style="list-style-type: none"> • Read Chapter 10 • View Chapter 10 PowerPoint presentation ➤ Write Chapter 10 Quiz (due by midnight)

Mar 17 (Th)	<p>Chapter 11: True Experiments (Part 2)</p> <ul style="list-style-type: none"> • Read Chapter 11 • View Chapter 11 PowerPoint presentation ➤ Write Chapter 11 Quiz
Mar 21 (M)	<p>★ Write Test 5 (covers Chapters 10, 11)</p> <ul style="list-style-type: none"> ○ only available between 11:30am-1:00pm
Mar 24 (Th)	<p>Chapter 12: Single-Subject Experiments</p> <ul style="list-style-type: none"> • Read Chapter 12 • View Chapter 12 PowerPoint presentation
Mar 28 (M)	<p>Chapter 12: Single-Subject Experiments – continued</p> <ul style="list-style-type: none"> ➤ Write Chapter 12 Quiz (due by midnight)
Mar 31 (Th)	<p>Chapter 13: Quasi Experiments</p> <ul style="list-style-type: none"> • Read Chapter 13 • View Chapter 13 PowerPoint presentation ➤ Write Chapter 13 Quiz (due by midnight)
Apr 4 (M)	<p>★ Write Test 6 (covers Chapters 12, 13)</p> <ul style="list-style-type: none"> ○ only available between 11:30am-1:00pm
Apr 7 (Th)	NO CLASS

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: svpcoordinator@uvic.ca

Web: www.uvic.ca/svp

BE WELL



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/

UNIVERSITY OF VICTORIA
Department of Psychology

Important Course Policy Information
Winter 2022

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 January 2022.

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 formal exam period***

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 formal exam 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 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://www.uvic.ca/calendar/future/undergrad/#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies. 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. **Aiding Others to Cheat.** It is a violation to help others or attempt to help others to engage in any of the conduct described above.

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 2021.

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

Other useful resources on Plagiarism and Cheating include:

1. The Ombudsperson's office: <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.
2. UVic Library Resources <https://www.uvic.ca/library/help/citation/plagiarism/index.php>
3. https://www.uvic.ca/library/research/citation/documents/avoiding%20plagiarism%20guideUpdate_Sept_2013.pdf