

INTRODUCTION TO SOCIAL PSYCHOLOGY

Psychology 231 (A01), Spring 2022

Time: Tuesdays, Wednesdays and Fridays, 1:30pm to 2:20pm

Course Website: <https://bright.uvic.ca/d2l/home/155984>

We acknowledge with respect the Lekwungen peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

Instructor: Dr. Kelci Harris, Department of Psychology

Office: Zoom

Office Hours: Thursdays from 1:30 to 2:30 or by appointment

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Teaching Assistant: Violet Cieslik

Office Hours: TBD

E-mail: vcieslik@uvic.ca

“IT’S IN THE SYLLABUS.”: AN OUTLINE

Within this syllabus, you will find all sorts of information that will help you prepare for and succeed in this course. Here is a short list with what is included:

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ABOUT THIS COURSE

The purpose of this course is to introduce you to research and theories within the field of social psychology. Topics include: the self, self-esteem, culture, attitudes, persuasion, prosocial behavior, attraction, stereotyping, prejudice, and others. The textbook is broad while the lectures will tend to cover more specific issues, especially recent experimental and theoretical approaches.

COURSE LEARNING OUTCOMES:

- When presented with social psychological research, students will effectively evaluate and interpret its methodology and results.
- When presented with fundamental social psychological concepts, students will accurately identify and describe these concepts.
- Students will recognize and identify social psychological concepts and theories at work in the world and in their own lives.

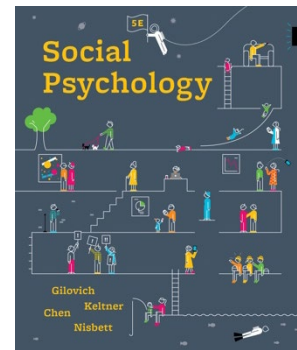
WHAT TO EXPECT FROM THIS COURSE:

You should expect to spend about 9 hours a week on this class, including attending class regularly. Our class time will be used in three ways. First, I will deliver course content through lecture and supplementary videos. Second, you will engage in small group discussions and activities that facilitate critical thinking and enhance your understanding of the material covered in the lecture, textbook and videos. Second, certain days of class time are set aside for working on your team projects.

REQUIRED TEXTBOOK:

Gilovich, T., Keltner, D., Chen, S. & Nisbett, R. (2018) *Social Psychology* (5th Edition). Norton.

Students are responsible for reading the **textbook chapters** listed in the proposed schedule of classes. **Additional required readings** for class activities will be available on Brightspace. If you have trouble reading the journal articles, please talk to your TA for guidance.



REQUIRED TECHNOLOGY:

Brightspace: Brightspace is our online learning management system. This is where you'll go to take your quizzes and tests, as well as turn in assignments. This is also where you'll go to find all of the important documents for the course.

Zoom: For the first two weeks of class, all synchronous activity for this course will happen over Zoom.

Microsoft Teams. You'll use Microsoft Teams to work on your group project and to work with your small group during in-class discussions and activities.

<https://onlineacademiccommunity.uvic.ca/O365/teams/>

iClicker or iClicker Reef. iClicker reef is an application that can be used on a personal device (laptop, smartphone, or tablet). In order to get your full Presence points, you must create a Reef account to take the lecture polls. (<https://app.reef-education.com/#/login>).

PREREQUISITES:

The pre-requisites for this course are: PSYC 100A & 100B.

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) at some later time if such courses are required for the degree program. Students are responsible for checking their registration status by the add/drop deadline.

DROP DEADLINE:

The last day for dropping a course with a 100% fee reduction is **January 23th**. It is your responsibility to check your **registration status** by the drop deadline to ensure that you are registered only in courses that you have been attending.

COURSE POLICIES

RESPECT FOR DIVERSITY:

It is my intent that students from all kinds of diverse backgrounds and perspectives will be well-served by this course, that students' learning needs will be addressed both in and out of class, and that the diversity that students bring to this class will be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, body size, socio-economic status, ethnicity, race, and culture. 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. In addition, if any of our class meetings conflict with your religious or cultural events, please let me know so that we can make arrangements for you.

COMMUNICATION:

During this course, you're sure to have some questions or concerns. We love questions! To streamline the course communication process, we will be utilizing Brightspace discussion boards, e-mail, and digital office hours. Before you send an email or post a question on the discussion board, check to see if your question has already been addressed in the syllabus or on Brightspace. If your question has not been answered or you need additional clarification streamline communication, please use follow this handy guide.

Communication Method	Question/Concern
Post on Discussion Boards	<ul style="list-style-type: none">• Questions about the course or content you think that other students will have.• Questions you think other students might know the answer to.
Visit Office Hours	Office hours are for talking things through. <ul style="list-style-type: none">• In-depth questions about content• Study tips• Group project consultations• Reviewing quizzes, tests, and group project grades (Note: Violet is grading the group projects, so

	see her first) <ul style="list-style-type: none"> • Questions about grad school or research more generally
Email Dr. Harris	<ul style="list-style-type: none"> • Short, specific content questions • Any kind of accommodations • Schedule an appointment
Email Violet	<ul style="list-style-type: none"> • Online quizzes or discussion Boards • Short, specific group project questions • Schedule an appointment
Computer help desk: helpdesk@uvic.ca https://www.uvic.ca/systems/about/academic/helpdesk/index.php	<ul style="list-style-type: none"> • Technical issues

EMAIL:

Make sure you include “**PSYC 231**” in the subject line of your e-mail, and include your name and student number at the of the message. Without the course name in the subject line, it might get filtered to spam, so beware! In general, I do not check email after 5 pm or on the weekends.

NETIQUETTE (ADAPTED FROM DR. MICHAEL STEVENSON, UNIVERSITY OF SOUTHERN MAINE):

Our discussions may lead to debate and disagreement, which is a great way to foster critical thinking; however, it is vital that you respect the ideas of others. Please be careful and considerate in all of your communications. Carefully consider what you are saying and remember that your readers (fellow students and instructor) might not infer your intent. These are a few suggestions:

- Take a moment to re-read everything you write--assume that it will be taken in the worst possible light (doing so will also provide you the opportunity to correct typos and other errors).
- Extend courtesy to others--assume the most charitable light possible.
- Keep in mind that online mediums are poor at conveying tone. What was intended as a joke or irony may not always be read as such. If you aren't sure how something will come across, ask someone else to read it over and give you feedback.
- Please avoid typing in all caps when posting messages to either myself or your peers.

COURSE FEEDBACK:

I value your feedback on this course, and you have a couple of opportunities to provide it.

- *MID-COURSE EVALUATION:* The mid-course evaluation is your chance to provide feedback about the course as it's happening. You can share what you think is going well, as well as what you think could be improved. Based on your feedback, there I might make some small changes to the course in order to aid your learning.
- *COURSE EXPERIENCES SURVEY (CES)* Near the end of term, you will have an opportunity to complete an anonymous Course Experiences Survey (CES) regarding your learning experience in this class. The CES provides vital information that I will use to improve future courses. 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>).

EVALUATION AND GRADING

EVALUATION	PERCENT OF GRADE	DUE DATE
Syllabus Quiz and Academic Integrity Pledge	1%	January 18
Presence	12%	Throughout course
Reading Quizzes	18%	See schedule for dates
Tests	44%	January 28, February 15, March 18, April 5
Find Your Own Answers: Team Project	25%	February 2, March 2, March 23, April 8
Research Bonus	+2%	April 6

SYLLABUS QUIZ AND ACADEMIC INTEGRITY PLEDGE (1%)

You **MUST** complete the orientation quiz and academic integrity pledge in order to access any content for this course. The purpose of this assignment is to ensure that you are comfortable with the course structure, course policies, and different technologies we will be using in this course. You will be asked to read through the posted information on using Microsoft Teams and this course syllabus. Then you will be asked to complete the assignment.

iCLICKER PARTICIPATION (12%)

This grade will come from attending class and participating in iClicker polls.

READING QUIZZES (18%)

The reading quizzes are meant to help you keep up with the readings throughout the course and to assess your memory and understanding of the key concepts from the textbook before you are tested on them. You will complete the quizzes on Brightspace. The quizzes have a 10 minute time limit, and you can take each on twice. Your lowest quiz grade will be dropped. Because you may a quiz, make-up quizzes will not be administered. I recommend that you take the quiz on the second day of lecture on that chapter in order stay caught up on the readings. **Quizzes are due on the day at 8 AM on the day of the test that covers that chapter.**

TESTS (44%):

There will be four tests administered online worth a total of 44% of your final grade. Each test is worth 11%. Tests will cover all material from the text, videos, and in-class activities for the chapters specified below. The questions on the test will focus of tests will be on applying, analyzing, and evaluating information the material covered since the last test. Big picture concepts from Chapters 1 and 2 about

what social psychology is and social psychology research methods will continue to be relevant throughout the course. Tests will be multiple choice, multiselect, and fill-in-the-blank format.

Test	Modules Covered	Date
Test 1	Chapters 1, 2, 3, and 6	January 28
Test 2	Chapters 4, 5, and 7	February 15
Test 3	Chapters 8, 9, 11, and 12	March 18
Test 4	Chapters 10, 13, and 14	April 5

FIND YOUR OWN ANSWERS TEAM PROJECT (TOTAL: 25%)

Two major learning goals of this course are for you to become better consumers of research and to develop skills in scientific communication. This team project is designed for you to work towards these goals. You and your team will read and synthesize peer-reviewed research articles, and then create a final audio/visual presentation.

This team project has four graded parts. A rubric for each part of the project will be posted on Brightspace when that part is introduced in class. There will be workshops and class time devoted to working on the different parts of the project. **Your individual grade on each part will come from a combination of your team's grade and your teammates' assessments of your contribution to the team.** Being a good team member is important! The peer assessments provides accountability for being a good team player while completing this project. The members of your team will rate your work based on the criteria you agreed upon in the group agreement and project plan.

You can self-select into groups of 5 or wait to be randomly assigned. If you would like to self-select, you can sign-up for a group with people you already know or you can use the Brightspace "Getting to Know Each Other" forum to find classmates who might have similar interests to your own. If you choose to self-select, you have until 12 PM on January 26 to sign up for a team. Students who are not in a group by then will be randomly assigned to a team. Peer assessments will be completed when each part of the project is due.

- 1. TEAM AGREEMENT: CODE OF CONDUCT AND RESEARCH QUESTION (2.5%)** The group agreement is meant to get everyone on the same page about what your project is going to look like and how you're going to work together to get it done. As a team you will decide on a question about social psychology that you would like to explore. It will help set the tone for how you will work together by clearly stating your expectations for yourselves and for each other with regards to communication, participation, meetings, conduct, conflict, and deadlines. This document will be used 1) as part of the criteria of your peer evaluations and 2) to mediate any issues that come up and require Dr. Harris's intervention. **Due February 2.**
- 2. LITERATURE REVIEW MATRIX (5%)** Each member of your group will write an annotated bibliography for one peer-reviewed research article that is relevant to the group's research question. See the Brightspace page for the rubric and an example of an annotated bibliography. The annotated bibliography will be graded individually. **Due March 2.**
- 3. PROJECT PLAN: OUTLINE AND WORK DISTRIBUTION (2.5%)** After compiling the literature review matrix, your group has to plan how you will translate the knowledge you learned to a broader

audience. In the project plan, you will outline how you will address the requirements of the final project. You will also describe how the work will be shared on the final project will be shared within the team. **Due March 23.**

4. FINAL PROJECT (15%) In the final project, you will present what you learned. This is your opportunity to be creative! What kind of methods, theories, and concepts from social psychology were used to by researchers to address your group’s question? What answers did you find? Now that you’ve learned more, what new questions do you have? The final project will be graded collectively. See Brightspace for the rubric. **Due April 8.**

BONUS: RESEARCH PARTICIPATION OR ARTICLE REVIEW (+2%)

You have the option of either participating in psychology studies through the Research Participation Pool, or completing short journal article reviews, for a total of 2% towards your final grade. See the last two pages of this syllabus for more information. NOTE: If you choose to use research credits for this component, pay special attention to the fact that 1 SONA credits = 1% towards your grade. So you need 2 SONA credits to receive full credit based on research participation.

GRADES:

In determining your final letter grade, the final percentage is rounded such that marks ending in 0.49 or lower are rounded down and marks ending in 0.50 and up are rounded up. For tests, 79.1 is rounded to 79 and 79.6 is rounded to 80.

A+	A	A-	B+	B	B-	C+	C	D	F
Exceptional, Outstanding, Excellent Performance			Very Good, Good, Solid Performance			Satisfactory, Minimally Satisfactory Performance		Marginal Performance	Unsatisfactory Performance
90-100	85-89	80-84	77-79	73-76	70-72	65-69	60-64	50-59	0-49

- *FINAL GRADES:* Final grades are final. An error in calculating the final grade is the only reason that a grade will be adjusted.

ACCOMMODATIONS

LATE ASSIGNMENTS: For each 12 hours that an assignment is late, 10% of your grade on that assignment will be deducted. Assignments will not be accepted after 4 full days past the deadline and a grade of zero will be assigned. This same policy applies to both group and individual assignments. For individual assignments, exceptions will only be made under exceptional circumstances (e.g., serious illness or accident), and when appropriate documentation is presented within 4 days of the due date. For group assignments, exceptions will only be made under exceptional circumstances (e.g., serious illness or accident), and when appropriate documentation is presented within 2 days of the due date. For circumstances in which one or more group members have made no contributions or communications with their group before the deadline, those members will receive a 0 and the remainder of the group is expected to submit the assignment by the deadline as normal. In this instance, a representative of the group is expected to contact the instructor at least one day before the deadline to communicate any issues

MISSING TESTS: I expect all students to be to complete the tests on time. There will be no option to re-write a missed test. If you see a test date that poses a conflict to your schedule, contact me in person or via e-mail (kelciharris@uvic.ca) well in advance of the test date to discuss your circumstances. If illness or personal emergency prevents you from completing a test, contact me via email within 2 days of the missed test to request consideration for the alternative test score (described below). If you do not make contact within 2 days of the missed test, you will receive a score of zero for the missed test. In the event that illness or injury prevents you from contacting me in a timely manner, you will be asked to provide supporting documentation from a health care professional. Any students who miss a test without making prior arrangements and without providing documented justification will receive a mark of zero for that test.

a) *ALTERNATIVE TEST SCORE:* If a student misses a test and can provide written, verifiable evidence of medical problems or other extreme circumstances, then with my permission, a mark for their missed test will be generated based on their other three test scores. For example, if a student missed Test 2, then the recorded mark for Test 2 would be the average of their scores on Tests 1, 3 and 4. In other words, if you miss a test, your other three tests will be weighted more heavily in your final grade (14.67% each). The chance to generate a missed tests score from your remaining tests is only available once; if you miss two tests, you will receive a zero for the second missed test and that zero will be included in the calculation of your first missed test score.

b) *ALTERNATIVE PAPER:* Students can replace any test with a 1500-word research paper. The topic be relevant to one of the topics covered for the missed test, and must be pre-approved by Dr. Harris. More detail on this upon request.

OTHER ACCOMMODATIONS: I will make every effort to accommodate the learning needs of all students enrolled in this course. Students should discuss any specific needs with me as soon as possible (i.e., within the first 5 classes). Some students may wish to consider registration at the Centre for Accessible Learning (formerly RCSD), <https://www.uvic.ca/services/cal/onlineservices/register/index.php> The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations.

PROPOSED SCHEDULE OF CLASSES

DATES	CONTENT	READING	EVALUATION
11-Jan	Intro	Chapter 1	
12-Jan	Methods	Chapter 2	
14-Jan	Methods	Chapter 2	
18-Jan	Self	Chapter 3	Syllabus Quiz
19-Jan	Self	Chapter 3	
21-Jan	Emotions	Chapter 6	
25-Jan	Emotions	Chapter 6	
26-Jan	Literature Search Workshop		
28-Jan	Test - Chapters 1, 2, 3, 6		Chapters 1, 2, 3, and 6 Reading Quizzes
01-Feb	Social Cognition	Chapter 4	
02-Feb	Social Cognition	Chapter 4	Group Agreement and Question
04-Feb	Attributions	Chapter 5	
08-Feb	Attributions	Chapter 5	
09-Feb	Attitudes	Chapter 7	
11-Feb	Attitudes	Chapter 7	
15-Feb	Test - Chapters 4, 5, 7		Chapters 4, 5, and 7 Reading Quizzes
16-Feb	Peer Review Workshop		
18-Feb	Knowledge Mobilization Workshop		
22-Feb	Reading Break		
23-Feb	Reading Break		
25-Feb	Reading Break		
01-Mar	Persuasion	Chapter 8	

02-Mar	Persuasion	Chapter 8	Literature Review Matrix
04-Mar	Social Influence	Chapter 9	
08-Mar	Social influence	Chapter 9	
09-Mar	Stereotyping and Prejudice	Chapter 11	
11-Mar	Stereotyping and Prejudice	Chapter 11	
15-Mar	Group Processes	Chapter 12	
16-Mar	Project Plan Workshop	Chapter 12	
18-Mar	Test		Chapters 8, 9, 11, and 12 Quizzes Due
22-Mar	Relationships	Chapter 10	
23-Mar	Relationships	Chapter 10	
25-Mar	Aggression	Chapter 13	Work Distribution and Project Plan
29-Mar	Aggression	Chapter 13	
30-Mar	Altruism	Chapter 14	
01-Apr	Altruism	Chapter 14	
05-Apr	Test		Chapters 10, 13, and 14 Quizzes Due
06-Apr	<i>Class Cancelled</i>		
08-Apr			Project Due

EARNING BONUS RESEARCH CREDIT

PARTICIPATION IN PSYCHOLOGY RESEARCH: GUIDELINES FOR PSYCHOLOGY 231(A01), SPRING 2022

Experiential learning is considered an integral part of the undergraduate program in Psychology. Participation in research is one example of this. A number of undergraduate courses have been expanded to include opportunities for Psychology students to volunteer as research participants enabling them to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience.

Because experiential learning is highly valued in the Department of Psychology and is part of this course, student participants may earn up to 2% in credit in PSYC 231 by participating in Psychology studies conducted by students and faculty in the Department of Psychology. Each **30 minutes of participation will earn .5 SONA participation credit**. Thus, to earn their full 2% for Research Participation in PSYC 231, students need to earn **two (2) SONA participation credits**. Researchers will record

students' participation and will advise the course instructor of the total SONA credits earned by each student at the end of the term. Students who do not wish to participate in research may choose an alternative approach to completing this assignment; this is explained below in "Alternative to participating in research".

Please note that all Psychology studies have undergone prior ethics review and clearance through the Office of Research Ethics.

EDUCATIONAL FOCUS OF PARTICIPATION IN RESEARCH

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables
- Expected results
- References for at least two related research articles
- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study
- Contact information for the Director of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which she/he participated.

HOW DO I SIGN UP?

For details on participating in research studies, go to the Department of Psychology web site (web.uvic.ca/psyc), 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. You must be sure to assign your credits to this course (and this section of the course) no later than the last day of class, otherwise you will not receive credit in this course.

WHEN SHOULD I SIGN UP?

Right away, the sooner the better!!! You should try to spread your participation out over the term, if you wait until the last possible day then there may not be studies available to you. The last day to participate for credit is the last day of term, December 4th.

WHERE CAN I GET MORE INFORMATION, INSTRUCTIONS, HELP WITH LOGIN PROBLEMS ETC?

Research Participation Coordinator: p100res@uvic.ca
SONA system website: <http://uvic.sona-systems.com>

ALTERNATIVE TO PARTICIPATING IN RESEARCH

Students are not required to participate in research, and not all students wish to do so. As an alternative to participation in research, students may submit short summaries (1 page double spaced, 12 pt. times New Roman font, 1 inch margins) of journal articles from a specified journal (see below). Each article review counts as one percentage point and will be marked on a pass/fail basis. To receive credit, you must follow specific guidelines. The review must:

- **Be submitted on Brightspace by 5 pm on April 6. Late submissions will not be accepted under any circumstances. E-mail submission will not be accepted**

- Be typed using 12 point font, Times New Roman, double spaced, 1 inch margins, no longer or much shorter than one page.
- Be on articles from the following journal: *Social Psychological and Personality Science*.
- Fully identify the title, author(s), source and date of the article. A PDF copy of the article must be attached to your review. Links to an online article do not count!
- Summarize the hypotheses of the research, as well as the methods used to test the hypotheses. Identify the independent and dependent variables. Identify the psychological concepts in the article and indicate the pages in our textbook that discuss the concepts. Finally, critically evaluate the results of the study. Do you agree with their findings? Why or why not? Provide evidence from the text or lecture to support your conclusions.
- Keep a copy of your review in the unlikely event we misplace the original.

Students may complete any combination of a) participation in research or b) article reviews up to a total of 2% credit.

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: <http://www.uvic.ca/library/research/citation/plagiarism/>
3. https://www.uvic.ca/library/research/citation/documents/avoiding%20plagiarism%20guideUpdate_Sept_2013.pdf

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/

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