Introduction to Social Psychology
Psychology 231 (A01), Spring 2018
Mondays and Thursdays, 11:30am to 12:50pm
MacLaurin A144

Instructor: Dr. Danu Anthony Stinson, Department of Psychology
Office: Cornett A262
Phone: 250-721-6281
Office Hours: Thursdays 3:30pm to 4:30pm or by appointment
E-mail: dstinson@uvic.ca

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

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.

Contacting the Professor:
Please come to my office hours or contact me at my UVic account. Please do not contact me through CourseSpaces. You must include “PSYC 231” in the subject line of your e-mail for me to respond in a timely manner. Make sure you put your name and student number at the end of your message. Please see the last page of this syllabus for additional important email guidelines.

Text:

- Students often ask if they can use an older version of the text. All I can tell you is that the exams and lectures are based on the sixth edition. It is up to students to decide how to proceed on the basis of this information.

Important Websites:
http://coursespaces.uvic.ca

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.
**Course Drop Deadline:**
The last day for dropping a course with a 100% fee reduction is **January 16th**. 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 Experience Survey:**
I value your feedback on this course. 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. 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). In the final two weeks of the term, an email will be sent inviting you to complete the CES online. But please wait and complete the CES in class on Monday 26 March. I will set aside approximately 15 minutes at the beginning of class that day 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. I will remind you of the date about a week in advance, via an announcement in class and/or via an email announcement. 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.

**Requirements**

**Overview:**
Research Participation or Research Summaries – 5%
Application Paper – 10%
Exams – 85%

**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 example, 79.1 is rounded to 79 and 79.6 is rounded to 80. I will use the following scale:

<table>
<thead>
<tr>
<th>A+</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>85-89</td>
<td>80-84</td>
<td>77-79</td>
<td>73-76</td>
<td>70-72</td>
<td>65-69</td>
<td>60-64</td>
<td>50-59</td>
<td>0-49</td>
</tr>
</tbody>
</table>

a) **Final Grades:** Final grades are final. An error in calculating the final grade is the only reason that a grade will be adjusted. I feel the pain of all students who earn a final percentage that comes “so close” to the next rung on the grade ladder, but that pain is not a good reason for me to adjust your mark. I am firm on this policy: I will not increase your grade at the end of the term just because it is close to a cutoff, nor will I help you mine for marks in previously graded material.
Specific Requirements

Readings:
Students are responsible for reading the textbook chapters listed in the proposed schedule of classes, below, and the three journal articles listed here. Journal articles will be available on CourseSpaces. If you have trouble reading the journal articles, please talk to your TA for guidance.


C. Logel, C., Stinson, D.A., & Brochu, P.M. (2015). Weight loss is not the answer: A well-being solution to the “obesity problem.” *Social and Personality Psychology Compass*. (Trigger warning: dieting, weight-loss, health; please see me if you require accommodation)

Research Participation or Research Summaries (5%):
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 5% of your grade. **This is not a bonus or optional part of your grade like in some other classes.** See CourseSpaces or the last two pages of this syllabus for more information. NOTE: If you choose to use research credits for this course requirement, pay special attention to the fact that 2 SONA credits = 1% towards your grade. So you need 10 SONA credits to receive full course marks on this component based on research participation.

Application Paper:
This is the sole written assignment for the course. Your grade on this paper will be worth 10% of your final mark. One of the goals of this class is to teach you skills for applying social psychological research to specific social situations; this assignment focuses on these skills in particular. The assignment will require you to find an article or news story from the popular media – a reputable online news source (no blogs), a newspaper, a magazine – that illustrates one or more of the major themes from our course, and write a paper explaining the social situation from a social psychological perspective. This paper is to be no more than 250 words. Include a word count in your submission. The assignment is due Thursday, March 29th at Noon. Please submit the assignment by noon in the drop box on CourseSpaces. Papers will not be accepted by email or in hard copy. More detail about the assignment is appended to this syllabus, and we will also discuss this assignment in class.

a) Late Assignments: No late assignments will be accepted. At 12:00pm (noon) on March 29th the drop box on CourseSpaces will close. Any assignments not yet submitted will receive a mark of zero. There will be no exceptions to this policy, except for students who obtain written, verifiable evidence of medical problems or other extreme circumstances, and who inform me of these issues in advance. Emergency situations do of course happen, and we will handle each of these on a case-by-case basis.
**Exams:**
There will be three in-class exams worth a total of 85% of your final grade. Exams are not cumulative. Exams 1 and 2 are each worth 35%, and Exam 3 is worth 15%. Each exam will cover all material from the text, videos, and lectures for the relevant period of time. Exams will be multiple choice format.

a) **Missing Exams:** I expect all students to be present for exams. There will be no option to re-write a missed exam. If you see a exam date that poses a conflict to your schedule, contact me in person or via e-mail (dstinson@uvic.ca) well in advance of the exam date to discuss your circumstances. If illness or personal emergency prevents you from attending an exam, contact me within 1 day of the missed exam (either in person or via e-mail) to request consideration for the alternative exam score (described below). If you do not make contact within 1 day of the missed exam, you will receive a score of zero for the missed exam. 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 an exam without making prior arrangements and without providing documented justification will receive a mark of zero for that exam. There will be no exceptions to this policy.

b) **Alternative Exam Score:** If a student misses an exam and can provide written, verifiable evidence of medical problems or other extreme circumstances, then with my permission, a mark for their missed exam will be generated based on their other two exam scores. For example, if a student missed Exam 2, then the recorded mark for Exam 2 would be the average of their scores on Exams 1 and 3. The chance to generate a missed exams score from your remaining exams is only available once; if you miss two exams, you will receive a zero for the second missed exam and that zero will be included in the calculation of your first missed exam score. There will be no exceptions to this policy.

c) **Optional Final Exam:** If you would like to increase your grade or have missed an exam without documentation, you have the option to write the final exam. The final exam will replace your lowest exam grade. If your final exam grade is lower than your exam grades, it will not replace any of your marks. The final exam will be cumulative, covering all the text, lecture, and readings from the course. It will be entirely multiple-choice. Please note that the optional final exam score will NOT be used to generate an alternative exam score – it will replace the lowest missed exam score but the alternative exam score would remain unchanged.

**Additional Information:**
1) **CourseSpaces:** Please regularly visit the class website on CourseSpaces. I will post announcements, grades, etc. I will post my lecture slides by 9pm the day before each lecture to help you with your note-taking. Lectures will be paced based on the assumption that you have printed the slides and brought them to class with you. The slides will not replace class attendance. As you will see, my slides provide an outline and you will need to take notes to supplement their content.

2) **Attendance:** To succeed, attend 100% of the lectures. I will present a great deal of material not covered in your textbook and expand on important points in the text.

3) **Viewing your exams:** Exams will not be returned to students. Students who wish to see their exams should visit their TA during their office hours (or by appointment).
4) **Grade Appeals:** If you feel strongly that your grade on an exam or written assignment was unfair or mistaken, you must express that concern to me via email or in person during my office hours (NOT before or after class) **within one week** of the date that the grade was first posted on CourseSpaces.
## Proposed Schedule of Classes

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday</td>
<td>Jan 4</td>
<td>Introducing Social Psychology I</td>
<td>---</td>
</tr>
<tr>
<td>Monday</td>
<td>Jan 8</td>
<td>Introducing Social Psychology II</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Thursday</td>
<td>Jan 11</td>
<td>The Self in a Social World I: The Self</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>Monday</td>
<td>Jan 15</td>
<td>The Self in a Social World II: Self-Esteem</td>
<td>Article A</td>
</tr>
<tr>
<td>Thursday</td>
<td>Jan 18</td>
<td>The Self in a Social World III: Culture</td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td>Jan 22</td>
<td>Video: “One Big Hapa Family”</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Jan 25</td>
<td>The Self in a Social World IV: Gender</td>
<td>Article B</td>
</tr>
<tr>
<td>Monday</td>
<td>Jan 29</td>
<td>Social Beliefs and Judgments</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>Thursday</td>
<td>Feb  1</td>
<td>Behavior and Attitudes</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>Monday</td>
<td>Feb  5</td>
<td>EXAM 1</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Feb  8</td>
<td>Persuasion</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>Monday</td>
<td>Feb 12</td>
<td>Class Cancelled, Reading Break</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Feb 15</td>
<td>Class Cancelled, Reading Break</td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td>Feb 19</td>
<td>Conformity</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>Thursday</td>
<td>Feb 22</td>
<td>Group Influence</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>Monday</td>
<td>Feb 26</td>
<td>Altruism</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>Thursday</td>
<td>Mar  1</td>
<td>Aggression</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>Monday</td>
<td>Mar  5</td>
<td>Attraction and Intimacy I</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>Thursday</td>
<td>Mar  8</td>
<td>Attraction and Intimacy II</td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td>Mar 12</td>
<td>Attraction and Intimacy III</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Mar 15</td>
<td>Video: TBA</td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td>Mar 19</td>
<td>EXAM 2</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Mar 22</td>
<td>Stereotypes, Prejudice, &amp; Discrimination I</td>
<td>Chapters 11 &amp; 12</td>
</tr>
<tr>
<td>Monday</td>
<td>Mar 26</td>
<td>Stereotypes, Prejudice, &amp; Discrimination II</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>COURSE EXPERIENCES SURVEY</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>ARTICLE SUMMARIES DUE: 12 NOON</strong></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Mar 29</td>
<td>Stereotypes, Prejudice, &amp; Discrimination III</td>
<td>Article C</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>APPLICATION PAPER DUE: 12 NOON</strong></td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td>Apr  2</td>
<td>Class Cancelled, Statutory Holiday</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Apr  5</td>
<td>EXAM 3</td>
<td></td>
</tr>
<tr>
<td>Exam</td>
<td></td>
<td><strong>OPTIONAL FINAL EXAM</strong></td>
<td>Cumulative</td>
</tr>
<tr>
<td>Period</td>
<td>TBA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
One of the goals of this class is to teach you skills for applying social psychological research to specific social situations; this assignment focuses on these skills in particular. The assignment will require you to find an article or news story from the popular media – a reputable online news source (no blogs), a newspaper, a magazine – that illustrates one or more of the major themes from our course, and write a paper explaining the social situation from a social psychological perspective.

- **How do I analyze the social situation?** To succeed, try to think like a social psychologist, marshalling evidence to support your claims and deducing hypotheses about what might be happening from theories in the course. The focus should be on untangling the complexities of the case using concepts from the lecture or text, not your own ideas (great as they may be). Ask yourself about the details of the social situation being described in the article, and how those details relate to what you’ve learned in this course. You may wish to consider one of the following questions in your analysis: Based on social psychological theory, what events might have caused the scenario described in the article? What events might follow the scenario described in the article? What could have been done to avert/change the outcomes described in the article? What might be the psychological repercussions of the event for the event participants? Do not limit yourself to these questions, I offer them as food for thought.

- **How much detail should I use to describe the theories?** It isn’t necessary to explain class material in detail. However, you should be persuasive about why a theory applies in this instance and what its implications are in these circumstances. Show us that you understand the theories and findings by the way you use them in the assignment, not by describing them extensively.

- **Can I start working on it now? What material is relevant?** You may choose an article that illustrates course content from any of the lectures and assigned readings. I recommend that you look through the journal articles and the assigned readings in your text early in the semester and hone in on a particular chapter that interests you. Finding your article may take some time, do not leave this assignment to the last minute!

If you need any help with your paper, do not hesitate to come see your TA.

**Additional Requirements**

- This paper is to be 250 words. Include a word count in your submission. This word limit does not include title page or references. Papers that go past the page limit will receive a zero.

- The assignment is due Thursday, March 29th at Noon: Please submit the assignment by noon in the drop box on CourseSpaces. Papers will not be accepted by email or in hard copy. No late assignments will be accepted. At 12:00pm (noon) on March 29th the drop box on CourseSpaces will close. Any assignments not yet submitted will receive a mark of zero. There will be no exceptions to this policy, except for students who obtain written, verifiable evidence of medical problems or other extreme circumstances, and who inform me of these issues in advance. Emergency situations do of course happen, and we will handle each of these on a case-by-case basis.

- Your article must have been published no earlier than January 1, 2018 – I am asking you to analyze current events, not historical events. I strongly suggest but do not require that you meet with your TA to check that your article is suitable for this assignment well in advance of the due date.
• Your paper must cite material from the text and lectures. Be sure to follow APA style when citing materials and when preparing your reference list. You can find an excellent online tutorial concerning APA style here: https://owl.english.purdue.edu/owl/resource/560/01/. I will also post an APA style guide on CourseSpaces.

• When you submit your paper, you must also submit a copy of your chosen news article: No links! Create a PDF of the article for me please.
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 5% 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 1 SONA participation credit, and two SONA participation credits are required to earn a 1% contribution towards your grade in PSYC 231. Thus, to earn their full 5% for Research Participation in PSYC 231, students need to earn ten (10) 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 extra 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 4.

**Where can I get more information, instructions, help with login problems etc?**
Research Participation Coordinator: [p100res@uvic.ca](mailto:p100res@uvic.ca)
SONA system website: [http://uvic.sona-systems.com](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, ¾ inch margins) of journal articles from approved journals (see list 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 CourseSpaces by noon on March 26th.** 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, ¾ 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 copy of the article must be attached to your review.
- 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 5% credit.
Guidelines Regarding the Use of Email to Contact Your Professor and Teaching Assistant

Although email can be very useful for some purposes, it can be problematic in a course where there are over 250 students. Unrestricted use of email to pose questions and ask for information could overwhelm the limited resources that TAs and instructors have to answer such emailed requests. In order to deal with the potential problems of unrestricted email requests, please use the following guidelines:

Please feel free to use email to:

- Notify the instructor or TA that you will have to miss an exam for documented medical or family emergency reasons.
- Ask a simple, short question, that is not answered in the syllabus.
- Make a comment about course material that you might think of after class, for example, "I was thinking about an application of the Big Five that you mentioned in class, and I wondered if ...". I am generally very happy to receive such comments. However, if you do send such comments, please be aware that you may not receive a reply - I may respond in class during the next lecture, or perhaps will simply note your comment without responding.
- Make a comment about something you liked or think could be improved about the course. If the latter is the case, then please be aware that specific, constructive comments are much more effective than general ones.

Please do not use email to:

- Request information about a mark (assignment, exam, final grade or bonus point). This information is posted on CourseSpaces, and you are expected to access your marks and final grade there. If there is a problem or discrepancy, please talk directly to the instructor.
- Ask the instructor or TA to send information via email from missed classes.
- Request information about why you received a particular mark or grade. Please go to the Professor’s or Teaching Assistant’s office during her/his office hours with such questions. These kinds of questions often require a reciprocal interaction that is not efficiently carried out via email.
- Ask for advice on improving your study techniques. This also requires a reciprocal in person interaction.
- Ask any question that cannot be answered in a sentence or two.
- Ask any questions that are answered in the syllabus.

These guidelines are based on the understanding that Psych 231 is not a distance education course. Students are expected to be available to attend all classes, to ask questions or make comments both during and after classes, and to visit the TA and instructor during office hours if they have additional questions. (This is a friendlier, more humane way to learn, anyway!). If you do send emails from the "Don't" list above, please be aware, that you may receive no email reply, and you should ask your question or make your comment after class or during office hours. Finally, please use the Uvic email system, not CourseSpaces email to communicate with your professor, and include the phrase “Psych 231” in the subject line.

---

1 These guidelines were designed by Dr. Martin Smith and are used with permission.
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 305-308 of the UVic Calendar January 2018.

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, January 2018, p. 46-47)

- 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://web.uvic.ca/calendar2018-01/undergrad/info/regulations/academic-integrity.html#, p. 42-45, UVic Calendar January 2018]. It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else’s. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.

2. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.

3. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.

4. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.

5. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.

6. **Being an Accessory to Offences.** This means that helping another student to cheat (for instance, by showing or communicating to them answers to an assignment, or by allowing them to view answers on an exam) is an academic offence.

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar (on p. 43-44 in January 2018).

The definitive source for information on Academic Integrity is the University Calendar (p. 42-45 in January 2018) ([https://web.uvic.ca/calendar2018-01/undergrad/info/regulations/academic-integrity.html#](https://web.uvic.ca/calendar2018-01/undergrad/info/regulations/academic-integrity.html#))

Other useful resources on Plagiarism and Cheating include:

1. The Study Solutions Office: [https://www.uvic.ca/services/counselling/success/study/index.php](https://www.uvic.ca/services/counselling/success/study/index.php)
2. The Ombudsperson’s office: [http://www.uvss.uvic.ca/ombudsperson/pubsguides/plagiarism.pdf](http://www.uvss.uvic.ca/ombudsperson/pubsguides/plagiarism.pdf)