Course Overview:
The purpose of this course is to increase your depth of knowledge of research on close relationships, specifically, adult romantic relationships. We will focus on the life cycle of adult close relationships, ranging from stages of initial attraction and the development of an attachment, to growth and maintenance of the relationship, and to conflict and, for some relationships, dissolution. Our primary analysis will be social psychological, meaning we will examine how people think and feel about themselves in relation to their romantic partners, how people think and feel about their romantic partners, and how people behave within romantic relationships. We will also adopt an empirical approach to the study of relationships. This means we will talk about experiments a lot, and as part of your coursework you will design and propose a study based on the course content. I also emphasize independent thinking and critical analysis in this course. You will learn how to successfully gather and evaluate information for yourselves. Finally, many of the assignments in this seminar will help you develop effective oral and written communication skills. Regardless of people’s future goals and aspirations, everyone can benefit from learning how to clearly present ideas and information.

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 431H” 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.

Readings:
There is no textbook for this class. Students are responsible for reading one or more chapters or journal articles each week, which will be made available on CourseSpaces. If you have trouble reading the journal articles, please see me for guidance.

Important Website: http://coursespaces.uvic.ca
**Prerequisites:**
The pre-requisite for this course is a passing grade in PSYC 300A and 300B (this may be a co-requisite), PSYC 375, and one of PSYC 330, 385, 386. Students will only be admitted without these pre-requisites at the discretion of the Psychology Undergraduate Advisor. 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 Thursday 29 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:**
Participation – 15%
Thought Papers – 10%
Group Leadership – 5%
Presentation: Research Presentation OR Media Application – 20%
Annotated Reference List Project – 10%
Abstract – 5%
Term Paper – 35%
Research Participation – Bonus 3%
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, 79.43 is rounded to 79 and 79.55 is rounded to 80. The following grading scale will be used:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
</tr>
<tr>
<td>C+</td>
<td>65-69</td>
</tr>
<tr>
<td>C</td>
<td>60-64</td>
</tr>
<tr>
<td>D</td>
<td>50-59</td>
</tr>
<tr>
<td>F</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
1) Participation (15%)
DUE: Throughout the semester
Attending class and participating in class discussions, as well as asking questions that are relevant to the course materials, will be worth 15% of your grade. Because this is a seminar-style course where learning occurs during our time together, students who miss more than five classes without appropriate documentation excusing their absence will fail the course (INC grade). I will take attendance every day, which will determine 5% of your grade. The other 10% will be determined based on my observations of your active participation in class discussions using the following scale:

- 8 = demonstrated leadership in table discussions and class discussions;
- 6 = demonstrated leadership in table discussions and contributed to class discussions (or vice versa);
- 4 = demonstrated leadership in table discussions but did not contribute to class discussions (or vice versa);
- 2 = sometimes contributed to table discussions but did not contribute to class discussions (or vice versa);
- 0 = did not significantly contribute to table or class discussions.

2) Thought Papers (10%)
DUE: 5pm on the day prior to the class they will be discussed (submitted on CourseSpaces)
During most weeks of the semester, you will each complete a 100 word, double-spaced thought paper in response to the required readings for that week (exception: group leaders are not required to submit a thought paper the week they lead). Thought papers are an opportunity for you to describe your reactions to the readings, critique one or two points, or raise new questions. You are expected to read each others’ thought papers prior to the relevant class and be prepared to comment on others’ ideas to stimulate class discussion. Your thought papers will be marked on a three-point scale (2 = Excellent; 1 = Good; 0 = Poor). Include a word count on your submission.

3) Group Leadership (5%)
DUE: Throughout the semester
For many classes, we will break up into smaller discussion groups of four-to-five students to discuss assigned readings and other materials that I present. For many of these sessions, each discussion group will have a group leader who is expected to read all of the thought questions for that week’s topic, prepare structured discussion points for the rest of the group, and to generally “lead” the group for their assigned day. Every student will be assigned this role on two occasions during the semester, and their performance will be worth 5% of their grade. To demonstrate their leadership, on the day of their leadership students should submit the notes and questions they used to lead their group (type written please!), which I will mark on a five-point scale (5 =
Excellent; 4 = Very Good; 3 = Good; 2 = Satisfactory; 1 = Poor). More details will be given on this role in class.

4) **Presentation: Research Presentation OR Media Application (20%)**
**DUE: See schedule of classes**
Each student will give one oral presentation in class. Students can choose one of two types of presentations to fulfill this requirement; twelve students per presentation type.

**Research Presentation:**
Four classes in the semester will be Research Presentation days. Each of three students presenting on a particular day will present a summary of one of the articles listed in the course outline for their chosen week. Your presentation should be about 15-20 minutes long. The summary should include a short description of the background of the topic and the rationale for conducting the study, explanation of the methods and results (presenting these in graphs or tables is helpful), and some conclusions. Presenters should prepare some questions based on their article to generate class discussion. In addition, each leader should provide a one to two page summary of their presented article to classmates for possible reference in the final assignment. Summaries will be submitted via a dropbox on CourseSpaces in electronic form BEFORE the start of the class in which the student presents, and I will make the summaries accessible to your classmates.

Research Presentations will be evaluated according to: demonstrated knowledge and understanding of the topic, critical examination of readings/resources, communication of the material (presentation and summary hand-out), and engagement level of the class (activity). I will provide you with more detailed evaluation criteria early in the course.

**Media Application Presentation:**
During one of our three media application presentation days, each student will choose a theme, theory, or topic from the preceding weeks’ classes and present images, music, movies, art, or literature from the popular media that reflects their chosen topic. Students should be prepared to show the class their chosen media piece(s) (suitably edited if it is a longer TV show or movie), and explain how the chosen media reflects their chosen topic. Students may choose one longer media piece (e.g., a movie) and apply multiple concepts, or may choose 2-3 shorter media pieces (e.g., music videos, commercials, magazine articles) that all reflect various aspects of a single concept. Seminar leaders should prepare some questions based on their article to generate class discussion. Presentations should be approximately 15 minutes long.

Media Application Presentations will be evaluated according to: demonstrated knowledge and understanding of the theme, critical examination of media, communication of the material (presentation style/quality and media usage), and engagement level of the class (questions/activities). I will provide you with more detailed evaluation criteria early in the course.

5) **Annotated Reference List Project (10%)**
**DUE: February 19th at Noon.**
One of your term papers and one of your oral presentations will concern a study that you design based on your readings in this course. The annotated reference list project is the first step towards designing your study. Your reference list assignment should begin with a brief paragraph identifying the problem or question you plan to address with your proposed study. You will then conduct a literature search using PsycINFO and prepare an annotated reference list of at least 10 research articles that will form the theoretical foundation for your research proposal. Your reference list must follow proper APA format and you must attach to your
submission electronic copies of the journal articles on your list. Your reference lists will be
marked based on adherence to APA style, as well as the breadth and cohesion of your chosen
articles, your skill at locating the most important articles/researchers in the field, as well as the
clarity and level of detail in your summary or each article (i.e., the annotated part of the project).

6) Abstract (5%) and Term Paper (35%)
DUE: March 1st and April 5th
For your term paper you will propose an experiment examining a hypothesis derived from the
course content. We will have in class seminars to help you formulate a hypothesis and a design.
An abstract in which you briefly (200 words) describe your hypothesis and design will be due on
Mar 1st and will be worth 5% of your final grade. I will need to approve your abstract before
your commence writing your proposal. Your proposal should follow the format of a journal
article, and thus will include an introduction including a review of the relevant literature and
description of your hypothesis, a methods section, a very short anticipated results section, and a
reference list (based on your submitted reference list from earlier in the term). Your final
proposal should be no more than 10 pages including references, double spaced using 12 point
font. We will talk more about this assignment in class.

7) Bonus Research Participation (3%) 
DUE: Throughout the term; Alternative summaries due March 26th at Noon.
Students in this course may earn up to 3% extra credit toward their final grade by participating in
research studies conducted in the Department of Psychology. Each 30 minutes of participation
will earn 1 research credit, and two SONA credits equal a 1% increase in the student's final
grade. Thus, six SONA research credits will earn the full 3% bonus in this class. Additional
details are appended to the end of this syllabus.

Additional Information:
1) CourseSpaces: Please regularly visit the class website on CourseSpaces. I will post
announcements, grades, etc.
2) Late Assignments: No late assignments will be accepted. On the date and time that the
assignment is due, the dropbox 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.
3) Grade Appeals: If you feel strongly that your grade on an 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.
4) Cell phone policy: Ringing cell phones are a disruption during class, as is leaving the
room to accept a cell phone call during class (even if the ringer is off). Cell phones must
be turned off during lectures.
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday</td>
<td>Jan 4</td>
<td>Introduction and administrative stuff</td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td>Jan 8</td>
<td>Relationship Initiation Part 1: Group Leadership 1</td>
<td>Thought Paper 1</td>
</tr>
<tr>
<td>Thursday</td>
<td>Jan 11</td>
<td>Research Design Seminar 1: Choosing a topic</td>
<td>Interest Article</td>
</tr>
<tr>
<td>Monday</td>
<td>Jan 15</td>
<td>Relationship Initiation Part 2: Group Leadership 2</td>
<td>Thought Paper 2</td>
</tr>
<tr>
<td>Thursday</td>
<td>Jan 18</td>
<td>Attachment Theory 1: Group Leadership 3</td>
<td>Thought Paper 3</td>
</tr>
<tr>
<td>Monday</td>
<td>Jan 22</td>
<td>Attachment Theory 2: Group Leadership 4</td>
<td>Thought Paper 4</td>
</tr>
<tr>
<td>Thursday</td>
<td>Jan 25</td>
<td>Research Presentations 1: Attachment Theory (4 Students)</td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td>Jan 29</td>
<td>Research Design Seminar 2: Using a Search Engine (bring an electronic device to access internet)</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Feb 1</td>
<td>Media Application Presentations 1 (4 students)</td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td>Feb 5</td>
<td>Felt Security in Relationships: Group Leadership 5</td>
<td>Thought Paper 5</td>
</tr>
<tr>
<td>Thursday</td>
<td>Feb 8</td>
<td>Research Design Seminar 3: Designing your study</td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td>Feb 12</td>
<td><strong>Class Cancelled, Reading Break</strong></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Feb 15</td>
<td><strong>Class Cancelled, Reading Break</strong></td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td>Feb 19</td>
<td>Research Presentations 2: Felt Security (3 students)</td>
<td>Reference List</td>
</tr>
<tr>
<td>Thursday</td>
<td>Feb 22</td>
<td>Commitment 1: Group Leadership 6</td>
<td>Thought Paper 6</td>
</tr>
<tr>
<td>Monday</td>
<td>Feb 26</td>
<td>Commitment 2: Group Leadership 7</td>
<td>Thought Paper 7</td>
</tr>
<tr>
<td>Thursday</td>
<td>Mar 1</td>
<td>Sex and Intimacy: Group Leadership 8</td>
<td>Thought Paper 8</td>
</tr>
<tr>
<td>Monday</td>
<td>Mar 5</td>
<td>Research Presentations 3: Sex and Intimacy (3 students)</td>
<td>Abstract</td>
</tr>
<tr>
<td>Thursday</td>
<td>Mar 8</td>
<td>Workshop: Bringing in the Bystander I*</td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td>Mar 12</td>
<td>Workshop: Bringing in the Bystander II*</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Mar 15</td>
<td>Relationship Dissolution Part 1: Group Leadership 9</td>
<td>Thought Paper 9</td>
</tr>
<tr>
<td>Monday</td>
<td>Mar 19</td>
<td>Media Application Presentations 2 (4 students)</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Mar 22</td>
<td>Relationship Maintenance 1: Group Leadership 10</td>
<td>Thought Paper 10</td>
</tr>
<tr>
<td>Monday</td>
<td>Mar 26</td>
<td>Research Presentations 4: Relationship Maintenance (3 students)</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Mar 29</td>
<td>Movie: Americans in Bed CES surveys (bring an electronic device to access internet)</td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td>Apr 2</td>
<td><strong>Class Cancelled, Statutory Holiday</strong></td>
<td>Term Paper Due</td>
</tr>
<tr>
<td>Thursday</td>
<td>Apr 5</td>
<td>Media Application Presentations 3 (4 students) Class Wrap Up</td>
<td></td>
</tr>
</tbody>
</table>

*Content warning: This workshop concerns the prevention of sexualized violence.*
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 3% in Bonus marks in PSYC 431H 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 431H. Thus, to earn their full 3% Bonus for Research Participation in PSYC 431H, students need to earn **Six (6) 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, April 6.

**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, 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 Mar 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 journals: *Personality and Social Psychology Bulletin*, *Social Psychological and Personality Science*, or *Personal Relationships*.
- 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 3% Bonus credit.
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#)

Other useful resources on Plagiarism and Cheating include:

1. The Study Solutions Office: https://www.uvic.ca/services/counselling/success/study/index.php
2. The Ombudsperson’s office: http://www.uvss.uvic.ca/ombudsperson/pubsguides/plagiarism.pdf
3. UVic Library Resources: http://www.uvic.ca/library/research/citation/plagiarism/