



Psychology 191 *A01*



The Psychology of Interpersonal Forgiveness

Spring (Jan-Apr) 2021

**Please note: Although an unlikely event, I reserve the right to modify this course outline. Any changes will be announced to you in advance (both in class and posted on Brightspace).*

©Dr. Jessica Rourke

Psyc 191 A01 – The Psychology of Interpersonal Forgiveness

Special Topics in Psychology

Spring (Jan-Apr) 2021

TWF 11:30am – 12:30pm PST

**Live class sessions are via Zoom. Zoom link available on our Brightspace course page*

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MEET YOUR PSYCHOLOGY 191 TEAM

Instructor: Dr. Jessica Rourke

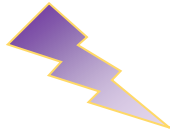
My degrees are in Social-Personality Psychology. In addition to teaching at UVic, I teach on-line at TRU and work at Restorative Justice Victoria.



Contact: jrouke@uvic.ca

Office hours (via Zoom): M 9:30am – 10:30am *PST*

Role: Dr. Rourke will be teaching the live lectures and grading the intervention presentations + the final Forgiveness Definition Paper.



Teaching Assistant (TA): Connor Leshner

Contact: cleshner@uvic.ca



Office hours (via Zoom): By appointment (email to make the appointment)

Role: Connor will be grading the 3 tests and the assignments not listed in Dr. Rourke's section.

**Zoom links for office hours available on our Brightspace course page*

Course Description

I have designed this course as a general introduction to the topic of interpersonal forgiveness. During this course, we'll explore forgiveness from both victim and offender perspectives.

- We'll start by defining forgiveness, exploring models of forgiveness, and examining the hypothesized benefits of forgiveness.
 - Following this, we'll examine some applications of forgiveness and discuss whether there are unforgiveable acts.
 - We will then explore some factors that can affect forgiveness (e.g., personality, culture) and explore forgiveness from the perspective of the perpetrator (self-forgiveness).
 - We'll conclude with a critical examination of the topic.
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Course Delivery

Our class will be a blended delivery, with most classes being live sessions on Zoom.

Classes will be mostly synchronous (live) via Zoom, however, during 4 of the weeks (see p. 8 – 10), you will only need to come to the live class on the Friday. During those 4 weeks, in lieu of coming to class on the Tuesday and Wednesday, you will be asked to watch some short, pre-recorded lectures and view some documents. You can do that at any point during the week, as long as you've completed it prior to the Friday's class.

The reason most of our classes are synchronous (live) is because forgiveness is an intricate and sensitive topic to discuss. I want to be available to you, in the moment, to answer any questions you may have. Additionally, I want this to be a collaborative learning environment – now more than ever, the opportunity for social connections is important. I have structured the course to optimize opportunities for you to learn from each other. You are highly encouraged to bring additional readings, knowledge, and insights from personal experiences into the course.

Learning Outcomes

My goals are that by the end of this course you will be able to:

- Critically evaluative of the major models of forgiveness define the similarities and differences between them
- Differentiate between forgiveness and pseudo-forgiveness
- Identify how forgiveness relates to various aspects of life, such as physical and mental health
- Articulate an informed opinion about whether forgiveness is always good and whether some acts are unforgiveable
- Be cognizant of the role forgiveness plays in your own life, being able to relate it to specific examples in which it might impact your own life as well as the life of others

Course Readings

There is no textbook for this course. Instead, you will be reading selected chapters and articles, all of which are available online (most through the library).

You will see the set of readings assigned to be completed *prior to class* each week in the tentative course schedule on p. 8 – 10.

Course Website

On Brightspace I will post:

- the course syllabus
- information about assignments
- information necessary for in-class and asynchronous activities
- relevant announcements (e.g., grades)

Please make sure you regularly check whichever email you've got linked to Brightspace (I highly recommend you link your UVic email...it will be the most secure) because any announcements posted to Brightspace will be sent to that email.

Brightspace is where you will submit your assignments. There will also be some informal discussion forums so you can connect with your classmates (e.g., to form a study group).

Contacting Dr. Rourke:

- Please come to my Zoom office hours, or contact me at: jrouke@uvic.ca
- Do not message me through Brightspace
- ***Please include "Psyc 191" in the subject line of your e-mail*** and make sure you put your name and student number at the end of your message
- Please allow 2 business days for a reply. If I have not replied within that time frame, re-send your message and let me know it is the second time you are sending it
- Please do not contact me to find out when assignments or exams will be graded. As soon as the grades are ready, they will be posted
- You do not have to make an appointment to see me during my office hours, however, priority will be given to those students who have booked an appointment

Grades

If you are disappointed with a grade, it is your responsibility to arrange to meet with your TA or myself (depending on who graded the test/assignment – see p. 3 for that information) to review the marking at the time the material is graded, not at the end of the term when the final grade is awarded.

We will not review a grade/assignment if you come to see us later than 1 week after the grade was first posted.

In determining your final letter grade in the course, anything .5 and above will be rounded up to the next percentage score; anything .4 and below will be rounded down to the previous percentage score. For example, 74.4% will be rounded to 74%, whereas 74.5% will be rounded to 75%. Letter grades and corresponding percentages are as follows:

A+	90 – 100	B+	77 – 79	C+	65 – 69	F	0 – 49
A	85 – 89	B	73 – 76	C	60 – 64	N	Incomplete
A-	80 – 84	B-	70 – 72	D	50 – 59		

Please note that an A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and goes beyond course expectations. See p. 17 for more information on what constitutes letter grades at UVic.

Extensions

Should you need an extension, please feel free to speak to me about it **BEFORE** the due date. **Extensions will not be granted on, or following, the due date.**

If you are having trouble getting started on an assignment, do not hesitate to make use of my office hours. I would love to help you!

For information on Academic Concessions (e.g., Deferred Status Due to Illness, Accident or Family Affliction) please see the information beginning on p. 14 of this course syllabus.

If You Miss A Test

You are responsible for attending tests as scheduled. You must write the online tests during the scheduled class period. **Be sure to have a reliable internet connection on test dates.**

If you miss a test due to illness or a family emergency, contact **YOUR TEACHING ASSISTANT, CONNOR**, by email at cleshner@uvic.ca as soon as possible and explain that you missed the test and why (you do *not* have to submit the *Request for Academic Concession* form as it only applies to exams that are written in the final exam period).

Connor will inform you when your online make-up test will be held.

****If you miss a test and fail to contact Connor within seven days of the exam date, we will consider you to have not completed a major course requirement and will assign an N mark (failure due to not completing a course requirement) for the course.***

If You Require Special Arrangements For Tests Due To A Diagnosed Condition

1. You must be officially registered with the Centre for Accessible Learning – please see <https://www.uvic.ca/services/cal/onlineservices/register/index.php> for more information. We will automatically be informed of your registration with them.
2. Prior to your test, if you have any questions about your accommodation, please contact your TA, Connor, via email: cleshner@uvic.ca



Important: This is a class in which we discuss sensitive topics. I will do my best to forewarn you of upcoming topics which may be sensitive. Please make sure to take care of yourself and check in with me if you need to. Students might discuss sensitive, personal matters – you are expected to maintain confidentiality.

Tentative Course Schedule

DATES	LECTURE TOPICS	READINGS
JAN 12, 13, 15 LIVE ONLINE CLASSES all week	Introduction to course; Definition Issues: What is forgiveness? What is it not?	White, P. (2002). What should we teach children about forgiveness? <i>Journal of Philosophy of Education, 36</i> (1), 57-67. (NOTE: doesn't show up in PsycInfo...you need to search the journal title on library homepage, then find the correct issue – see “how to” guide on Brightspace)
JAN 19, 20, 22 ONLY FRIDAY JAN 22 is a LIVE ONLINE CLASS	Determinants of Forgiveness	Berndsen, M., Hornsey, M., & Wohl, M. (2015). The impact of a victim-focused apology on forgiveness in an intergroup context. <i>Group Processes & Intergroup Relations, 18</i> (5), 726-739. http://dx.doi.org.ezproxy.library.uvic.ca/10.1177/1368430215586275 Adams, G. S., & Inesi, M. E. (2016). Impediments to forgiveness: Victim and transgressor attributions of intent and guilt. <i>Journal of Personality and Social Psychology, 111</i> (6), 866-881. http://dx.doi.org/10.1037/pspi0000070
JAN 22: Last day to officially register in course *For your work to be accepted and to receive a course grade, you MUST be officially registered		
JAN 26, 27, 29 LIVE ONLINE CLASSES all week	Hypothesized Health Benefits of Forgiveness	Cantacuzino, M. (June 13, 2011). Can Forgiveness Overcome Cancer? HuffPost: The Blog. https://www.huffpost.com/entry/forgiveness-cancer_b_875505?guccounter=2 Cheadle, A. C. D., & Toussaint, L. L. (2015). Forgiveness and health in healthy populations. In L. L. Toussaint, E. L. Worthington Jr., and D. R. Williams (Eds.). <i>Forgiveness and Health: Scientific Evidence and Theories Relating Forgiveness to Better Health</i> (p. 91-106). E-book: Springer Science+Business Media. (NOTE: The E-book is available on-line, it's chapter 7. You don't need to read the whole chapter, only p. 91-100. To access it, you need to search the book title on library homepage, then click on the weblink – see “how to” guide on Brightspace)
FEB 02, 03, 05 ONLY FRIDAY FEB 05 is a LIVE ONLINE CLASS	Applications: Interventions + TEST REVIEW	Freedman, S. R., & Enright, R. D. (1996). Forgiveness as an intervention goal with incest survivors. <i>Journal of Consulting and Clinical Psychology, 64</i> (5), 983-992. Ghobari Bonab, B., Khodayarifard, M., Geshnigani, R. H., Khoei, B., Nosrati, F., Song, M. J., & Enright, R.D. (2020). Effectiveness of forgiveness education with adolescents in reducing anger and ethnic prejudice in Iran. <i>Journal of Educational Psychology</i> . Advance online publication. http://dx.doi.org/10.1037/edu0000622
Feb 09	TEST #1	The test will be on FEB 09 and will cover material from JAN 12, up to and including “hypothesized health benefits” (“interventions” will be covered on Test 2).

FEB 10, 12 LIVE ONLINE CLASSES all week	Unforgivable Acts; Intervention projects	YouTube video (1min 45sec long): The Deadly Consequences of Unforgiveness: https://www.youtube.com/watch?v=FHB6q3x1nc4 Bach, J. (2015). Ways to forgiveness and reconciliation: A perspective from the Amish. <i>Juniata Voices, 15</i> , 101-109. (NOTE: doesn't show up in PsycInfo...you need to search the journal title on library homepage, then find the correct issue – see “how to” guide on Brightspace)
<i>Feb 15-19: Reading break, no class, no readings</i>		
FEB 23, 24, 26 LIVE ONLINE CLASSES all week	Applications: Restorative Justice	Barrile, L. G. (2015) I forgive you, but you must die: Murder victim family members, the death penalty, and restorative justice. <i>Victims & Offenders, 10</i> (3), 239-269. 10.1080/15564886.2014.925022
<i>Feb 28: Last day to officially withdraw from course without penalty of failure</i>		
MAR 02, 03, 05 ONLY FRIDAY MAR 05 is a LIVE ONLINE CLASS	Individual Differences; Culture and Forgiveness	Filoiali'i, L. A., & Knowles, L. (1983). The Ifoga: The Samoan practice of seeking forgiveness for criminal behaviour. <i>Oceania, 53</i> , 384-389. (NOTE: I will post this reading to Brightspace) Hanke, K. & Vauclair, C. (2016). Investigating the human value 'forgiveness' across 30 countries: A cross-cultural meta-analytical approach. <i>Cross-Cultural Research: The Journal of Comparative Social Science, 50</i> (3), 215-230. http://dx.doi.org.ezproxy.library.uvic.ca/10.1177/1069397116641085 Nashori, F., Iskandar, Tb. Z., Kusdwiratri, S., Gimmy, A., Prathama, S., & Andriansyah, Y. (2020). Religiosity, interpersonal attachment, and forgiveness among the Javanese population in Yogyakarta, Indonesia. <i>Mental Health, Religion & Culture, 23</i> (2), 99-112. https://doi.org/10.1080/13674676.2019.1646233
MAR 09 LIVE ONLINE CLASS	CATCH UP + TEST REVIEW	NO READINGS
MAR 10	TEST #2	The test will be on March 10 and will cover material from “interventions” up to and including “individual differences” & “culture.”
MAR 12 LIVE ONLINE CLASS	Intervention project last day of prep	NO READINGS

MAR 16, 17, 19 ATTEND LIVE CLASS only on your group's day	Intervention Presentations	NO READINGS - You only need to attend live class on your group's presentation day. There will not be any asynchronous work to complete on the other days. Use these 2 other days to work on your forgiveness definition paper which is due March 31.
MAR 23, 24, 26 ONLY FRIDAY MAR 26 is a LIVE ONLINE CLASS	Perpetrators + Self-forgiveness	Courageous Conversations: Forgiving the Self for the Unforgivable: https://lorrubenstein.com/forgiving-self-for-the-unforgivable-a-personal-story/ The Forgiveness Project: Oren Kalisman: https://www.theforgivenessproject.com/stories/oren-kalisman/ 5-page excerpt that I will post on Brightspace , from Schultz, J-H. & Weisaeth, L. (2015). The power of rituals in dealing with traumatic stress symptoms: Cleansing rituals for former child soldiers in Northern Uganda. <i>Mental Health, Religion & Culture</i> , 18(10), 822-837. http://dx.doi.org/10.1080/13674676.2015.1094780
MAR 30, 31, (APR 02 is a holiday) LIVE ONLINE CLASSES all week	Critique	McNulty, J. K. (2011). The dark side of forgiveness: The tendency to forgive predicts continued psychological and physical aggression in marriage. <i>Personality and Social Psychology Bulletin</i> , 37(6), 770-783. 10.1177/0146167211407077 Wohl, M. J. A. & Thompson, A. (2011). A dark side to self-forgiveness: Forgiving the self and its association with chronic unhealthy behaviour. <i>British Journal of Social Psychology</i> , 50, 354-364. 10.1111/j.2044-8309.2010.02010.x
APR 06, 07 LIVE ONLINE CLASSES all week	Catch up + Test Review	NO READINGS
APR 09	TEST #3	The test will be on April 09 and will cover material discussed since Test 2.

***Writing each of the 3 tests is a mandatory completion requirement to pass this course (if you do not, you will be assigned a grade of "N")**

Progress Evaluation and Due Dates

Due Date	Value	Brief Description
JAN 13: Initial Perspective Via Brightspace, by 11pm PST	5%	Please note this due date is <u>the day after class begins!</u> A 2-page reflection on your definition of forgiveness. Keep a copy of this assignment...you'll need it for your final assignment. Why is it due so soon? Because I want to know your opinion before you start learning the course material!
FEB 09: Test 1	20%	This online test will consist of short answer questions. You will be required to think critically about the topics we've discussed from JAN 12 up to and including the topic "Health Benefits." The test will begin at 11:30am <i>PST</i> . You will have 50 minutes in which to complete the test. The test will be open book.
FEB 23: Forgiveness Project Reflection Via Brightspace by 11pm PST	10%	A 4-page reflection paper about one of the stories on the <i>Forgiveness Project</i> website. You will pick one of the stories and reflect upon it.
Accepted until FEB 26: Personal Reflection via Brightspace, by 11pm	10%	A 2-page reflection on a question/thought/opinion that stems from one of the weekly readings. Submit your reflection the week the reading on which you are reflecting is assigned. For instance, if you do a reflection on one of the readings for January 19, submit your reflection before the start of the next week's class (i.e., before 11:30am <i>PST</i> the Tuesday of the following week).
MAR 10: Test 2	20%	This online test will consist of short answer questions. You will be required to think critically about the topics we've discussed from FEB 10 up to and including the topic <i>individual differences and culture</i> . The test will begin at 11:30am <i>PST</i> . You will have 50 minutes in which to complete the test. The test will be open book.
MAR 16, 17, 19: Intervention Presentation	8%	In a group, you will create a forgiveness intervention and present it to the class. You will be given class time to work on this project. *You and your group will <u>only need to come to class on your presentation day this week.</u>
MAR 31: Forgiveness Definition Paper via Brightspace, by 11pm PST	12%	A 5-page paper reflecting on the definition of forgiveness you submitted in Week 1. This assignment must follow APA format and must reference at least 3 scholarly (journal) articles. On our Brightspace website, in the "Assignments" folder, there is an APA document outlining any APA information you might need to complete this paper.
APR 09: Test 3	15%	This online test will consist of short answer questions. You will be required to think critically about the topics we've discussed from MAR 12. The test will begin at 11:30am <i>PST</i> . You will have 50 minutes in which to complete the test. The test will be open book.

Assignment Details

Mandatory Course Components

- Writing each of the 3 tests is a mandatory completion requirement to pass this course (if you do not, you will be assigned a grade of “N”).
- If you do not submit/complete an assignment, you will be given a grade of zero and that zero will be used in the calculation of your final course grade.

Tests

- The 3 tests will take place on-line.
- Each test will be 50 minutes in length and will begin at 11:30am *PST* on the test day.
- Each test will consist of a series of short answer questions.
- We do not have a final exam during the exam period.

Assignment Submissions

- Submit all assignments to Brightspace in either Word or PDF format. All assignments are due to Brightspace by 11pm *PST* on their due date.
- More detailed criteria for each assignment are posted in the “Assignment Information” section on Brightspace. Please see the detailed criteria for each assignment to make sure you submit an assignment that meets the requirements.

Late Submissions

- To reward students handing in their work on time, each day that an assignment is late, 5% will be deducted from your total grade on that assignment.
- Please see p. 6 for the course policy on extensions.

Taking Care of Yourself

Being a student can be stressful! Please take care of yourself – eat well, exercise, get enough sleep, take some time to relax, and talk to someone if you’re feeling overwhelmed. This will help you achieve your goals and cope with stress. You are not alone – all of us benefit from support during times of struggle.

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 (some of these will be available online this semester). <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. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course. www.uvic.ca/services/cal/

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: The University of Victoria takes sexualized violence seriously and has standards for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach. www.uvic.ca/svp

If you or someone you know has been impacted by sexualized violence and needs information, advice, 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 to the Sexualized violence resource office in EQHR, Sedgewick C119; Phone: 250.721.8021; Email: sypcoordinator@uvic.ca Web: www.uvic.ca/svp

Important UVic Course Policy Information

Please familiarize yourself with the university's standards of academic integrity (e.g., plagiarism and cheating). *For instance, did you know that distribution of course materials (e.g., lecture notes) without the professor's permission is a breach of academic integrity?*

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 2021:
<https://www.uvic.ca/calendar/future/undergrad/index.php#/content/5db888a563f365001a66a44b>

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, 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 (Click on “Undergraduate Academic Regulations” and then click on “Policy on Academic Integrity”): <https://www.uvic.ca/calendar/future/undergrad/index.php#/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. **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.

The definitive source for information on Academic Integrity is the University Calendar (Click on “Policy on Academic Integrity”):

<https://www.uvic.ca/calendar//future/undergrad/index.php#/policies>

Other useful resources on Plagiarism and Cheating include:

1. The Study Solutions Office: <https://onlineacademiccommunity.uvic.ca/lap/studysolutions/>

2. 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

3. UVic Library Resources: <http://www.uvic.ca/library/research/citation/plagiarism/>

4. Dr. Mitchell of the UVic English Department:

http://web.uvic.ca/~amitch/teaching_files/Avoiding%20Plagiarism.pdf

Grading: The table below shows the official grading system used by UVic instructors in arriving at final assessments of student performance. For more details (Click on “Undergraduate Academic Regulations” and then click on “Grading”):

<https://www.uvic.ca/calendar//future/undergrad/index.php#/policies>

Grade	Percentage	Description
A+	90 - 100	Earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students.
A	85 - 89	
A-	80 - 84	
B+	77 - 79	Earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student’s full engagement with the course requirements and activities. A B+ represents a more complex understanding and/or application of the course material.
B	73 - 76	
B-	70 - 72	
C+	65 - 69	Earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and/or participating in class activities.
C	60 - 64	
D	50 - 59	Earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.

Copyright Statement: All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class. The material is protected under copyright law, even if not marked with a ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Violations may result in disciplinary action under the Resolution of Non-Academic Misconduct Allegations policy (AC1300).