Psychology 333 (A01)
Consumer Psychology
Session: CRN: 31189, Summer 2020

Class Time and Location
May 11 to June 26: Monday & Wednesday, 12:30 to 2:20 and Friday from 12:30 to 1:20 online. A link to the class meetings can be found on our CourseSpaces page, which will open a day before class (May 10).

Professor
Dr. Jim Gibson

Office Hours
I will also reserve one hour a week when I will answer my phone for questions (250-882-9224) and host a Q&A online (TBA – negotiated with the class to determine the best time for most).

Teaching Assistant
Julie Prud'homme will mark all papers. You will direct related concerns to me, not Julie.

Contacting the Professor
Given that we have moved online, I will not be responding to emails. You are welcome to ask me questions via email (jemgibso@uvic.ca). If your questions are not addressed in the documentation provided online, then I will answer such questions with a general announcement to the class when I lecture or in an announcement sent out via CourseSpaces. If I do not address your particular question, then I recommend you study the online documentation for your answer (9 times out of 10 that is where you will find your answer). Together we will decide when to schedule a weekly Q&A online session, which I will start at an agreed upon hour each week. The Q&A will close if no students are on when it starts, or when all the students who are attending have no additional questions. Therefore, you will need to be available when the Q&A starts. I will only answer phone calls (my number is 250-882-9224) from students during my set office hour. We will discuss the best time for this in the first few online lectures.

Readings Provided:
Gibson, J. (2020). An introduction to consumer psychology. Victoria, BC: Rusen Holdings. A free PDF copy is available on CourseSpaces for all enrolled students.

Helpful Websites
www.socialpsychology.org

Course Description: This course is an introduction to consumer psychology. The sorts of questions we will be pondering include: If we know a consumer holds a particular attitude toward a product, can we predict a consumer will purchase the product? What is the difference between an attitude and an opinion? Are some means of persuasion more effective than other means? Can consumers inoculate themselves against certain forms of persuasion? Does conformity influence consumer behaviour?

Pre-requisites: The pre-requisites for this course are PSYC 201 and PSYC 231. Students who remain in courses for which they do not have the prerequisites do so at their own risk. Those who complete courses without pre-requisites are not exempt from having to complete the pre-requisite course(s) at some later date if such courses are required for the degree program. Furthermore, please check your registration status before the end of the add-period to ensure your enrolment.
Notes on Well-Being

**Respect for Diversity:** It is my intent that students from all diverse backgrounds and perspectives are well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of gender, sexuality, disability, age, socio-economic status, ethnicity, race, and cultural diversities. 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.

**Be Well:** I want to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

**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/](http://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/](http://www.uvic.ca/services/health/)

**Centre for Accessible Learning:** The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations [www.uvic.ca/services/cal/](http://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/](http://www.uvic.ca/services/indigenous/students/programming/elders/)

The sooner you let me know your needs, the quicker I can assist you in achieving your learning goals in this course. Mental health supports and services are available to students from all areas of the UVic community: [www.uvic.ca/mentalhealth/undergraduate/](http://www.uvic.ca/mentalhealth/undergraduate/)

**Computer Help:** People at the computer held desk can help you with any issues related to your computer and CourseSpaces. Their number is 250-721-7687.

**Course Mechanics**

**Course Intended Learning Outcomes:**

- Develop an advanced vocabulary of consumer behaviour concepts and terms.
- Describe complex consumer behaviour concepts and processes in simple terms to people who are not familiar with the area.
- Understand and critique theoretical and methodological research.
- Foster enthusiasm for the field.

**Course Structure:** Class time will be spent in a variety of ways: lectures, films, demonstrations, and experiential activities. I expect you to read the relevant text material before each class. Class time is meant to:

- Review some of the information students may have difficulty understanding.
- Add important and /or interesting material not covered in the text.
- Add an experiential component that can only be acquired through participation in an activity.
Grades

I will give you both a percentile grade and a corresponding letter grade (See the UVic Calendar for details). I will base your final letter grade in the course on your total score (rounded to a whole number). I cannot arbitrarily increase your grade at the end of the term just because it is close to a cut-off, nor will I help you mine for marks in previously graded material. Because of the size of the class, the number of assignments, all deadlines and the grades submitted for exams, papers and assignments are final. Please strive to do your best for each scheduled “event”. If you are disappointed with a grade, please arrange to meet with me to review the marking at the time the material is graded, not at the end of the term when the final grade is awarded and you discover you missed a cut-off. I expect you to familiarize yourself with the Important Course Policy Information (see attached). Please note that I reserve the right to remark any material and assign a new grade if I deem that the previous grade is not an accurate evaluation of your performance.

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Course Work & Evaluations

Part A. Minimum Requirements

Examinations

Four examinations will account for 94% of your final grade. All exams will be conducted online via CourseSpaces with a 50-minute time limit. Each exam will have three sections. One section will have multiple-choice questions, one section will have fill-in-the-blanks, and one section with a long-answer question. The long-answer will account for 50% of the test mark, and the other two sections will each be worth 25%. You will be given all the long-answer questions in advance. I will select two for the exam, and you may choose to answer either one of the two. If you miss an exam, in the event of illness, accident or family affliction (See the UVic Calendar, 2020-21), you must call me during my office hours within 5 days after you missed the exam. We will discuss moving forward. Then email me a memo outlining the decision we reached regarding moving forward. If you follow this procedure I will allow you to write a make-up exam or give you an average based on the other exams you write. If you do not follow this procedure, I may award you a 0 for the missed exam. That is, I do not automatically allow students to write a make-up exam or take an average based on the three other exams, and may award a “0” for that component of the course. If you require additional time to complete the course requirements you may apply for academic concession within 10 working days from the end of the course.

Tentative dates for the exams:

- Test 1 on Chapters 1 to 3, outline lectures and activities  
  Friday May 22
- Test 2 on Chapters 4 to 6, and corresponding lectures/activities  
  Wednesday June 3
- Test 3 on Chapters 7 – 9, and corresponding lectures/activities  
  Monday June 15
- Test 4 on Chapters 10 to 12 and corresponding lectures/activities  
  Friday June 26

Participation in Activities: Class time will be set aside for class activities (see your tentative timetable
Participation in these activities will account for 6% of your final grade. Students will post in PDF on CourseSpaces the necessary material they will have to complete before each activity, which in total will account for 4 marks (1 mark for each activity), and attendance will be recorded by your online presence for each activity, which in total will account for 2 marks (0.5 marks for each discussion), totaling 6 marks. It is each student’s responsibility to have read, completed and properly posted the necessary components for each activity on CourseSpaces before our online meeting. Details regarding each activity will be posted on CourseSpaces. There will be no make-up marks or assignments for late or missed activity submissions or attendance, regardless of the reason.

Photograph Bonus (total = 0.5 marks)
You will receive ½ a bonus mark if you submit onto CourseSpaces’ assignment “Photo Bonus” a recent digital or scanned photograph of yourself (head and shoulders – with glasses if you wear them, but no sunglasses or hat – I would like to be able to see your eyes) in jpg format. Please do not embed your photo in a document. Your photos are due before the first test. This process will help me learn your names. You will lose part or all of your bonus mark if you do not follow these instructions.

Part B. Optional Work & Evaluations

1. Test-Replacement Papers: You are welcome to write a paper in lieu of, or in addition to, writing any of the four exams. I recommend you email me your thesis statement for my approval. If you write both a test-replacement paper and the exam for any particular section, I will take the higher of the two marks. The paper must be on a topic covered in the section of the course for which you were to be tested. You are to write a position paper. That is, you will use a minimum of five peer-reviewed primary research reports (i.e., articles published in scholarly peer-reviewed journals wherein the authors collected and analyzed data collected on people) to argue a position or opinion. I expect you to state your paper’s thesis in the first paragraph. Please note that it is not enough to report what was found in such research. You must also report how it was found, and how the research is connected to your thesis. Note that I will not read/mark more than 1500 words (using MS-Word word count; this count will not include the reference section). Please follow A.P.A. writing guidelines, which includes using a 12 font, 1-inch margins, double-spaced lines, etc. There is no need for a title page or abstract. You should consult the “Publication Manual of the American Psychological Association (7th Ed.),” in the reference section of the library. Do not plagiarize (see your UVic calendar for details).

All test-replacement papers must be posted on CourseSpaces in the appropriate assignment page as a Word or Rich-Text file attachment 5 days before the corresponding exam date. I will not accept improperly posted, or late papers, regardless of the reason, so if you miss the deadline then prepare to write the exam. Ignore the “late” indication on CourseSpaces if you wrote a test instead of a paper. I will not mark your paper if it is not in a Word or Rich-text document (in such instances you will have to write the exam, or receive a “0” for that component of the course, see the grades section in your course outline). More information regarding specific requirements for the paper is posted on CourseSpaces in the document “Guidelines for Writing Test Replacement Papers.” Please read that document before you write a paper.

Plagiarism: I may check your work using plagiarism detection software. Cheating, plagiarism and other forms of academic fraud are taken very seriously by both the University and the Department. You should go to the UVic calendar for the UVIC policy on academic integrity. Note that the university policy includes the statement that “Single or multiple instances of inadequate attribution of sources should result in a failing grade for the work. A largely or fully plagiarized piece of work should result in a grade of F for the course.”

Tentative dates for test replacement papers:
Test-replacement Paper 1  Saturday May 16th 12:30 pm
Test-replacement Paper 2  Friday May 29 12:30 pm

Everyone has different strengths and weaknesses. I would like to give you an opportunity to work on your strengths and weaknesses by having the option to complete any number of optional assignments. The mark you receive for any optional assignment cannot lower your final grade. That is, if the mark on a submitted optional assignment is lower than the average of all four of your exams, then the optional assignment mark will not be applied to your final grade. If your optional assignment mark is higher than the average of all four of your exams, then your optional assignment mark will be applied to your final grade and your test marks will be weighted less. You may choose to present on a particular topic that is covered in any section (either on your own or with up to four other people), submit a digital poster online (either on your own or with up to four other people), submit a paper (either on your own or with up to four other people), take an oral test on two assigned research articles (only on your own), undertake an experiential project (only on your own), write four peer-reviewed research article summaries (either on your own or with up to four other people), create a five-minute digital presentation, and/or use your Pop Quiz marks. I will need to be contacted if you wish to give a presentation or take an oral test on two assigned articles; otherwise, there is no need to contact me. What you submit will dictate your final total. How you choose to work in a group is up to your group (e.g., how you divide up tasks and responsibilities). You may submit two or more different assignments from option one to eight, but only one of each, that is, you cannot submit two similar assignments. For example, you cannot submit two posters or two papers, but you may do the Pop Quizzes, submit a poster, and a paper, or a poster, a presentation, and a paper, and so on. Names of all the group members must be on any group submission for members to receive a grade. Names will not be added to an assignment after it has been submitted.

Option 1. Digital Posters. You may elect to submit a digital poster, either on your own or with up to four other students (a maximum of five in the group). You may pick any topic covered in class. You do not need to run the topic by me. The digital poster must be saved in PDF file format on one page, and posted on CourseSpaces’ Assignment before the last class. I will not accept posters that are improperly saved or late, on more than one page, and from groups larger than five. More information regarding specific requirements for the poster is on CourseSpaces in the document “Guidelines for Digital Posters”. Total marks = 13.5.

Option 2. Class Presentations. You may give a 10-minute lecture on any topic covered within the section of the course in which the presentation is to be given. You may present on your own, or with up to four other students (a maximum of five in the group). You must call me if you wish to present because we will need to coordinate with the topic and time. You must present on topics I have not yet covered in class. More information regarding specific requirements for class presentations is posted on CourseSpaces in the document “Guidelines for Class Presentations”. Total marks = 13.5.

Option 3. Paper. You may elect to write a paper, either on your own or with up to four other students (a maximum of five in the group). More information regarding specific requirements for the paper is posted on CourseSpaces in the document “Guidelines for Writing an Optional Assignment Paper”. Please note that the paper submitted for this component of the course, or any part of that paper (e.g., sources) cannot be used for any other component of the course. The requirements for this paper are the same as the requirements for test-replacement papers with the exception that the paper option topic can be on anything covered in the entire course. The paper for this option must be submitted in the CourseSpaces Assignment “Paper Option” before the last class. I will not accept late or improperly saved papers. Total marks = 13.5. Do not put this paper in the Test-replacement Assignment drop-box.

Option 4. Oral Defense of two assigned research articles. If you elect this option you will have to contact me, to arrange a day and time. I will assign you two articles to read no more than 3.5 days before the meeting. I will ask you various questions about the assigned reading. The oral defense will take no more than 20 minutes. We will not conduct oral defenses in the last week of classes. More information
regarding this assignment can be found on CourseSpaces in the document “Guidelines for Oral Defense.”
Total marks = 13.5.

**Option 5. Experiential Project.** If you elect this option you must engage in an activity or experience related to the course, log at least 8 diaries of your experience and then write and post on CourseSpaces a report with at least one peer-reviewed primary research report that relates to your activity or experience. More information regarding this assignment can be found on CourseSpaces in the document “Guidelines for Experiential Project.” Total marks = 13.5.

**Option 6. Optional Article Summaries.** You may elect to submit an article summary on your own or with up to four other students (a maximum of five in the group). One summary will be due before each exam in each section (check CourseSpaces for the deadlines). You must submit and pass all four summaries to qualify for this option. The summary must be on a peer-reviewed primary research report about a topic covered in that section of material. You cannot use any article that was used in any other assignment for this course or any other course (to do so is academic plagiarism). More information regarding this assignment can be found on CourseSpaces in the document “Guidelines for Optional Article Summaries.” Total Marks = 13.5.

**Option 7. Digital Presentation:** You may put together a 5-minute digital presentation (video) that must be saved in a movie format (e.g., “mov” or “mpeg,” “avi,” etc), or post a link to a streaming site where you posted your work in a PDF file. Your video can be in the form of a documentary, series of slides with a presenter, photos, and audio, or any combination of these. The point is to educate the general public on any area covered in the course. More information regarding this assignment can be found on CourseSpaces in the document “Guidelines for Digital Presentation.” Total Marks = 13.5.

**Option 8. Pop Quizzes:** Throughout the term I will ask multiple-choice questions in class. I will award two marks for answering a question, and one mark for getting it correct. If your grade on this component is higher than the average of your tests or test-replacement papers, I will apply that grade to your final mark, which will reduce the weight of your tests. Total marks = 13.5.

**Bonus Marks**

**Photograph Bonus (total = 0.5 marks)**
This is the same as above

**Re-weighting of Highest and Lowest Mark**
If you choose to complete and pass any of the assignment options 1 to 8, then I will reweigh your final grades such that whatever component of the course (with the exception of class activities) you scored the highest will be worth an extra 5 marks and whatever you scored the lowest will be worth 5 less marks.

**Evaluation Criteria**
I use the I.C.E. as a method of grading all material. Specifically, “I” stands for information, “C” stands for connections, and “E” stands for expansions. I evaluate the quality of the information, that is, whether the facts are relevant, accurately defined, clear, and comprehensive. This will require you to consider, explain, and justify points you raise and why. In doing so, you may document that Point A and Point B are premises to Conclusion C. These connections must be explicitly defined. You should not be making assumptions about my knowledge. The material should stand on its’ own. Finally, and as noted above, the information and connections you make must have some relevance. That is, you must substantiate why you are discussing C or connecting Point A with Point B. Expansions may be theses, ramifications, conclusions, justifications, rationalizations, explanations, etc. They are all about the “why?” or “so what?” In relation to ICE, I typically dock marks rather than give marks. That is, I look forward to an insightful experience when I commence reading your work. Anything that interferes with that experience I see as a flaw. I typically deduct 2.5 marks on a 100-point scale for minor flaws (e.g., typos, disorganized thought, etc.), 5 marks for more severe flaws (e.g., sentence fragments, weak definitions, unnecessary quotation, etc.), and 10 marks or more for egregious flaws (e.g., key points are confused or misunderstood, missing definitions, etc.). Finally, a piece of writing may have all the necessary
components, that is, it takes me from point A to point B, but because it was difficult to read or flawed will not be considered first class work. This can often be a matter of style, organization, grammar or a combination of a number of issues. “A” work is engaging, insightful, and flawless. The more creative, engaging and insightful the work is, the more likely it will receive an “A+” (such work would be worthy of publication), while the less creative, insightful and engaging, but still relatively flawless the work is, the more likely it will receive an “A -.” As flaws start to define the work, the letter grade drops (e.g., to a B, C, and hopefully never, to a D or F). For feedback on your tests, I encourage you to call me (250-882-9224) or book an appointment to see me. I will set aside time for us to meet and I will clear my office when your time roles around. Please knock to let me know when it is your time so I do not go overtime with the person I am with. Then I will happily review your exam with you pointing out concerns or explaining issues I may have had. I will also do this over the phone. For those of you who submit a test-replacement paper, you will find feedback regarding your work on the same CourseSpaces page where the assignment was originally posted, typically with the term “marked” appended (e.g., “Jane Doe marked.docx”). Please allow us up to 5-7 days to mark all the papers. Comments will be written in your document via track changes. Please review the comments embedded in your text, and if, after reviewing your work and feedback, you have any concerns or questions, please see the last paragraph in the guidelines and follow my instructions.

**Course Experience Survey**

I value your feedback on this course. After the second test I will ask you to write one thing you would like me to change about the course and one thing you would like me not to change. I will consider your recommendations to modify the course for the second half. In addition, in the last 10 minutes of the last class, you will have an opportunity to complete an anonymous survey 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). When the course is 5/6 over, an email will be sent inviting you to complete the CES online. I will set aside approximately 10 minutes at the beginning of the last class of the term 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. 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.
Tentative schedule

Monday & Wednesday, 12:30 to 2:20 and Friday from 12:30 to 1:20 online

May 11 Monday  first hour Introductions & Outline; second hour Ch. 1 (Perception)
May 13 Wednesday first half hour Chapter 1 (Perception); second 1.5 hours Ch. 2 (Learning & Mem.)
May 15 Friday  Chapter 3 (Motivation & Values)
**May 16 Saturday** Test 1 replacement paper due 12:30 pm
May 18 Monday Victoria Day; No classes, stat holiday
May 20 Wednesday Finish lectures/test review; Activity 1 in second hour of class
**May 22 Friday** (50 minutes) Test 1 on CourseSpaces: Chapters 1-3, course outline, lectures, and activities (Photos due)
May 25 Monday  Chapter 4 (The Self) & Chapter 5 (Personality)
May 27 Wednesday Chapter 5 (Personality) & Chapter 6 (Attitudes & Attitude Change)
May 29 Friday  Chapter 6 (Attitudes)/test review; **Test 2 replacement paper due 12:30 pm**
June 1 Monday  Film & Discussion “In Brands We Trust”
**June 3 Wednesday** Activity 2 in first 50 minutes, 10-minute break, then Test 2 (50 minutes) on CourseSpaces: Chapters 4-6 and corresponding lectures/activities in second hour
June 5 Friday  Chapter 7 (Decision Making)
June 8 Monday  Chapter 7 (Decision Making) & Chapter 8 (Buying & Disposing)
June 10 Wednesday Chapter 9 (Group Influences) & Movie “Big Bucks Big Pharma” & Discussion: **Test 3 replacement paper due by 12:30 pm**
June 12 Friday Finish Chapter 9 (Group Influences)/test review
June 15 Monday  Activity 3 in the first 50 minutes, 10-minute break, then Test 3 (50 minutes) on CourseSpaces: Chapters 7-9 and corresponding lectures/activities
June 20 Wednesday Chapter 10 (Culture) & Chapter 11 (Subcultures)
June 22 Friday  Finish Chapter 11 (Subcultures)
**June 21 Sunday** Test 4 replacement paper due by 12:30 pm
June 22 Monday  Chapter 12 (Creation of culture)
June 24 Wednesday Last day of classes: Course Experience Survey in the first 10 minutes, Activity 4 in the first 40 minutes; Exam review in the last 50 minutes/all optional assignments are due before class
**June 26 Friday** (50 minutes) test 4 on CourseSpaces: Chapters 10 - 12, and corresponding lectures/activities
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 May 2020 (https://www.uvic.ca/calendar2020-05/undergrad/index.php#/content/5db88a563f365001a66a44b).

Registration Status

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the deadlines set out in the current UVic Calendar.

Commitment to Inclusivity and Diversity

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.

In the Event of Illness, Accident or Family Affliction

• What to do if you miss the final exam scheduled during the last day of classes

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 last day of classes

Do not apply at Records Services for a “Request for Academic Concession”. Instead submit documentation of the illness, accident or family affliction directly to your course instructor (or designated teaching assistant).

• What to do if you require additional time to complete course requirements

Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record.
OR, you can download the Request for Academic Concession form here: http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf
Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to enforce rigorously the Senate Policy on Academic integrity [https://www.uvic.ca/calendar2020-05/undergrad/index.php/#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies](https://www.uvic.ca/calendar2020-05/undergrad/index.php/#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

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

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

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

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

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

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

6. **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

**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: [https://uvicombudsperson.ca/tips/plagiarism/](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.
