ABOUT THIS COURSE
This course examines the sociocultural sources of diversity in self, agency, thinking, emotion, motivation, development, and relationships. We will look at how ideas and practices associated with different contexts (e.g., regions of the world, social class, race, gender, religion) construct, maintain, and change psychological tendencies.

Typically, this course is offered with face-to-face instruction, however this term it will be completely online. Therefore, you will need access to a reliable internet connection and a laptop or desktop computer. Some features on the course may not work correctly on a tablet, though we will do our best if this is the only mode you have available for course access. This course will be fairly intense as we have a lot of material to cover in a relatively short period of time. Please ensure that you complete course readings along the timeline that has been provided to allow for the best participation in group discussions. Expect to commit at least 15-20 hours per week to homework for the duration of the course to keep up with assignments and readings.

Introduction and Learning Objectives
Our culture shapes the way we think, behave, and relate. By the end of the course you should be able to:

- describe the perspective of a cultural psychologist and use this knowledge to apply sociocultural theories to interactions in your everyday world.
- challenge your assumptions of what you consider to be a “good person” or “natural” in the world.
- implement cultural psychology methodology

Course Format
This online course will include assigned reading, summary slides, videos, demonstrations, and small group discussions and activities designed to enhance and expand on material presented in the textbook. You will be asked to join a small group of peers to work on group projects that count towards your final grade as well as submit individual assignments. In addition to increasing your understanding of cultural psychology, I aim to foster a safe, dynamic learning environment where we can exchange information, ideas, and opinions with each other.

What to Expect in this Online Course
As stated above, this is a FULLY ONLINE COURSE, which means you will be responsible for competing coursework on your own by specified deadlines. All additional readings, assignments, and grading rubrics will be posted to the CourseSpaces site; it is important that you check this site daily to ensure you have the most up-to-date information.
This course does not feature traditional lectures. That is, I will not be posting long videos where I’m speaking for an hour or more at a time. Instead, you will be given assigned readings from the textbook and I will post summary slides for your reference. Additionally, I will post mini-lectures (up to 10 minutes in length) on certain topics that will provide more in-depth information that can be used towards your group and individual projects. This course also does not have formal exams. Instead, the bulk of your grade will come from a combination of group and individual assignments as well as chapter quizzes on the textbook readings.

What’s perhaps the most unique feature of this online course is that YOU, the learner, have the opportunity to direct your learning and to contribute to the knowledge of your classmates. This is why I have decided to split the course into four smaller groups of approximately 20 students each. These 20 students will be your peer learning group; you will have the opportunity to interact with one another through the discussion forum to talk about course content. These groups of 20 will be divided further into smaller groups of 4-5 students for the group projects. The discussion forum will allow you to post questions about content and receive feedback directly from your peers. You will also be grading your peers in the group projects.

However, while most of your learning will be asynchronous (at your own pace), you will need to be available to meet virtually with members of a small group to complete class assignments and participate in discussion forums. I strongly suggest using the timelines originally assigned to this course (M, W 12:30-2:30pm and F 12:30-1:30pm) to meet with your groups so that you have plenty of time to complete the two group projects.

Course Website
All course materials, including review slides, discussion boards, assignments, and grades will be posted to CourseSpaces (http://coursespaces.uvic.ca). All announcements and other important information regarding UVic’s policies for academic integrity will also be posted on this site. You can access CourseSpaces by signing on with your NetLink ID. Virtual office hours with the instructor or TA will be on Blackboard Collaborate, an invitation link will be listed at the top of the CourseSpaces page. You will use this link to enter the virtual space. More details on what to expect and how to use Blackboard will be posted to CourseSpaces.

Prerequisites
The prerequisites for this course are:

- PSYC 201 and 231; or
- Permission of the department

It is your responsibility to ensure you have all of the correct prerequisites before taking this course; it is at your own risk to remain in a course for which you do not have the prerequisites. Students who complete courses without prerequisites are not exempt from having to complete the prerequisite courses at some later time if such courses are required for the degree program.

REQUIRED AND SUPPLEMENTARY MATERIALS

A copy of the textbook can be purchased through the UVic Bookstore website (https://www.uvicbookstore.ca/text/) and shipped to you. Additional required materials including supplementary readings, mini-lectures, and summary slides will be listed under each chapter heading on CourseSpaces.

Optional Readings
Optional readings are intended to add to your learning experience. Links and files for optional
readings will be made available on CourseSpaces as stable links to PDFs and can also be accessed via Library Services. You will also have the opportunity to post links to additional reading material via the Discussion Forum.

**EVALUATION AND GRADING**

Grades are not everything, but they are a way to allow you to demonstrate your understanding of the course material. Your grade will be determined by your performance on the following:

<table>
<thead>
<tr>
<th>Evaluation Tool</th>
<th>Percent of Grade</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation Assignment</td>
<td>2%</td>
<td>July 6</td>
</tr>
<tr>
<td>Discussion Posts</td>
<td>14%</td>
<td>See syllabus for dates</td>
</tr>
<tr>
<td>Chapter Quizzes</td>
<td>24%</td>
<td>See syllabus for dates</td>
</tr>
<tr>
<td>Group assignment 1</td>
<td>5%</td>
<td>July 17</td>
</tr>
<tr>
<td>Individual assignment 1</td>
<td>15%</td>
<td>July 22</td>
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<tr>
<td>Group assignment 2</td>
<td>10%</td>
<td>Aug 21</td>
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<tr>
<td>Individual assignment 2</td>
<td>30%</td>
<td>Aug 23</td>
</tr>
<tr>
<td>Research Bonus</td>
<td>+1%</td>
<td>Credits assigned by Aug 21</td>
</tr>
</tbody>
</table>

**Orientation Assignment (2%)**

NOTE: You MUST complete the orientation quiz in order to access any content for this course. The purpose of this assignment is to ensure that you are comfortable with the different technologies we will be using in this course. You will be asked to read through the posted information on using Blackboard Collaborate and this course syllabus. Then you will be asked to complete the assignment. The orientation assignment has two parts:

1. Select a group. For optimal learning, the class will be split into groups of approximately 20 students. This is the group you will be working with for the term when responding to discussion posts. Additional smaller groups (4-5 students) will be created for the two group assignments, you will have the opportunity to self-select for these groups.
2. Complete the syllabus quiz, including the academic integrity pledge

**Discussion Forums (Best 2 of 4 = 14%)**

To promote active learning and your engagement in this course, you will be asked to post an open-ended question, discuss talking points with peers, or reflect on some of the course material. These discussion forums will be available throughout the term and will be graded based on the quality of your posts/responses. Get creative! Posts and responses can utilize a variety of tools including PowerPoint presentations, links to YouTube or other scholarly articles. You will have 4 discussion forums throughout the term, and you must participate in at least 2 of them. Participation in these forums include posting questions and responding to your peers. Please note that discussion forums require some interaction with others in your group. It is important to check the open discussion forum often and respond to questions and comments from your classmates. There are multiple ways in which to participate in a discussion forum, and therefore there will be multiple ways for you to achieve the best grade possible.

Discussion forums will be open with the first post expected by a specified date (see Planned Schedule for specific dates). Discussion forums will close at 10pm on a specific day for grading purposes, but students will be able to continue posting until the end of the term. This is to ensure that conversations are not being cutoff for the purposes of grading, but that you are able to continue conversing with your peers on topics of interest.
Since you have the opportunity to abstain from participating in two discussion posts there will be no additional opportunities to do make-up discussion posts for any reason. More information on how to participate in discussion forums and a grading rubric is posted to CourseSpaces.

**Quizzes (Best 12 of 14 = 24%)**

Material tested on the quizzes will come from the textbook readings. Each quiz is worth 2% and will consist of 10 multiple choice questions and will be made available to accompany each textbook chapter on the CourseSpaces website. You will have 12 minutes to complete each quiz once it begins. You will have 14 quizzes offered throughout the term, and your best 12 will count towards your final mark. Since you have the opportunity to miss two quizzes there will be no additional opportunities to do make-up quizzes for any reason. These “extra” two quizzes are considered as make-up quizzes.

I strongly advise you to complete quizzes well before the due time, as the quiz will close automatically at 11:00pm and will not be reopened. If you experience technical issues when completing the quiz please contact the Computer Help Desk (helpdesk@uvic.ca). If you still cannot complete the quiz, then please send me an email for assistance.

**Group Assignments (Assignment 1 – 5%; Assignment 2 – 10%)**

The purpose of these group assignments is to learn to work collaboratively with your peers. There are a number of ways to work with a small group in a virtual setting, including virtual meeting rooms (e.g., Zoom, Skype) and shared documents (e.g., Google Docs, Microsoft Teams). The group assignments will allow you to expand on material that was covered in the textbook and mini-lectures and will provide an opportunity for you to find and discuss examples of core concepts. Grading on group assignments will consist of the following:

- Peer evaluation – 25% of your grade will consist of evaluations from your other group members; a peer evaluation rubric will be provided on CourseSpaces
- Instructor evaluation – 75% of your grade will come from the content of the assignment. Please note that typically every group member will receive the same grade from the instructor, however this is subject to change if there are issues within the group (e.g., one member is not participating); this is to prevent a group from “carrying along” one or more members.

**Individual Assignments (Assignment 1 - 15%; Assignment 2 – 30%)**

Each student is required to complete two individual writing assignments. The first individual assignment is to be between 800-1000 words while the second assignment is to be between 1800-2100 words. Specific details about the writing assignments, including the grading rubric, will be provided on CourseSpaces. Generally, the assignments are designed with the following goals in mind:

- To keep you involved in the course outside of textbook readings
- To apply what you have learned in this course to other domains of your life
- To expand on the textbook material with other salient examples
- To challenge your perspectives about culture and to widen your knowledge of other cultures

**Bonus: Research Participation or Article Review (+1%)**

**Research Participation**

Students in this course may earn up to 1% extra credit toward their final grade by participating in research studies conducted in the Department of Psychology. Each 15 minutes of participation will earn 0.25 credit with 1 credit required for a 1% increase in your final grade. Thus, one hour of participation would earn the full 1% extra credit.

For details on participating in research studies, go to the Department of Psychology web site (http://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 (PSYC 386 A01) no later than the last day of class (Aug 21st), otherwise you will not receive extra credit in this course. If you do not wish to participate in research studies for some reason, but still wish to have the opportunity to earn the extra 1%, you may contact me no later than August 1st to arrange for an alternative option involving a written article review (see below).

Article Review
Students are not required to participate in research, and not all students wish to do so. As an alternative, students may instead opt to gain research experience by writing a review (2 pages double spaced) of journal articles reporting original research relevant to cultural psychology. The review will be worth 1% of extra credit and only one review will be accepted. Please email me by July 15th if you wish to choose this option and include your chosen research article so that I can approve it. NOTE: The same journal article must NOT be used for any other assignments in this course. You will NOT receive any extra credit if the same article is used for another assignment. To receive credit, you must follow these guidelines:

• Completed reviews must be submitted to me via email (kobelsky@uvic.ca) no later than 1:00pm on the last day of class (Aug 21st). Late submissions will NOT be accepted under ANY circumstances.
• Reviews must be typed and be formatted in APA style.
• Fully identify the title, author(s), source, and year of the article. The article must be included as a stable link in your References section.
• Clearly summarize the psychological concepts in the article, the reported results, and the implications of the results. Critically evaluate the application or treatment of the concepts in the article. If you discover something that is incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc.

Grading Criteria
The final letter grade in this course will be based on the percent score, rounded up or down to the nearest whole percentage point, and based on this distribution:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent Score</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>C-</td>
<td>50-59</td>
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<tr>
<td>D</td>
<td>0-49</td>
</tr>
</tbody>
</table>

Students who do not submit the final individual project (worth 30% of your final grade) will receive an “N”. It is the student's responsibility to keep track of their grades on CourseSpaces.

ACCOMMODATIONS
Late assignments: For each 12 hours that an assignment is late, 10% of your grade on that assignment will be deducted. Assignments will not be accepted after 4 full days past the deadline and a grade of zero will be assigned. This same policy applies to both group and individual assignments. For individual assignments, exceptions will only be made under exceptional circumstances (e.g., serious illness or accident), and when appropriate documentation is presented within 4 days of the due date. For group assignments, exceptions will only be made under exceptional circumstances (e.g., serious illness or accident), and when appropriate documentation is presented within 2 days of the due date.

For circumstances in which one or more group members have made no contributions or
communications with their group before the deadline, those members will receive a 0 and the remainder of the group is expected to submit the assignment by the deadline as normal. In this instance, a representative of the group is expected to contact the instructor at least one day before the deadline to communicate any issues.

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

SUPPORTING AN EFFECTIVE LEARNING ENVIRONMENT
Please read through the course outline carefully. It contains a lot of useful information and likely answers a lot of questions related to what is expected for this course. Due to the condensed nature of the course, any email questions that can be directly answered from the course outline will be given a very brief response referring students back to the outline.

If you still have questions or any other concerns about this course, please approach me as soon as possible! I am happy to assist you wherever I can and want all students in this course to feel supported. For any concerns that are urgent or of a sensitive nature please contact me in the method via email and we can arrange a meeting which is most comfortable for you (email, text-chat, audio call, or video conference). If sending an email, please include “PSYC 386” along with other relevant information in the subject line to prevent emails from being accidentally sent to an incorrect folder. I will respond as promptly as possible, if you do not hear from me within 24 hours please send a gentle reminder email.

RESPECT FOR DIVERSITY
It is my intent that students from all diverse backgrounds and perspectives be 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 diversity: gender, sexuality, disability, age, 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.

Netiquette (adapted from Dr. Michael Stevenson, University of Southern Maine, used with permission)
Our text-based communication is vital in this course because it is the primary--and sometimes only--way we will connect with each other. Our discussions may lead to debate and disagreement, which is a great way to foster critical thinking, so it is vital that you feel comfortable expressing your opinion but also respect the ideas of others. Please be careful and considerate in all your communications. Carefully consider what you are saying and remember that your readers (fellow students and instructors) might not infer your intent. These are a few suggestions:

1. Take a moment to re-read everything you write--assume that it will be taken in the worst possible light. (Doing so will also provide you the opportunity to correct typos and other errors).
2. Extend courtesy to others--assume the most charitable light possible. Doing so will make communication easier and far more civil.
3. Keep in mind that the online medium is poor at conveying tone. What was intended as a joke may not always be read as such. (Irony is especially difficult to convey via email.) Please avoid using abbreviations (e.g., lol, imo, tl;dr, etc.), emoticons, and typing in ALL CAPS when posting messages to either myself or your peers.

4. If you feel angry or frustrated, give yourself time before submitting a response, possibly even overnight.

5. If you aren't sure how something will come across, ask someone else to read it over and give you feedback. Always re-read or preview messages in the discussion board or email before posting or sending them.

**Sexualized Violence Prevention and Response at UVic**

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting [www.uvic.ca/svp](http://www.uvic.ca/svp). If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

**Where:** Sexualized violence resource office in EQHR, Sedgewick C119

**Phone:** 250-721-8021

**Email:** svpcoordinator@uvic.ca

**Web:** [www.uvic.ca/svp](http://www.uvic.ca/svp)

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

**Social Life, Friends, & Community at UVic:** Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus. [https://www.uvic.ca/mentalhealth/undergraduate/connecting/index.php](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/](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/)

**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/)

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/)

**The sooner you let me know your needs, the quicker I can assist you in achieving your learning goals in this course.**
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Assignments/Notes</th>
<th>Chapter Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mon Jul 6</td>
<td>Orientation Assignment due (MUST complete this before you are able to access any course content)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tues Jul 7</td>
<td>Ch. 1 quiz due (11pm)</td>
<td>Ch. 1 Cultural Psychology: What is it?</td>
</tr>
<tr>
<td></td>
<td>Wed Jul 8</td>
<td>Discussion Forum 1 first posts due (10pm)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thurs Jul 9</td>
<td>Ch. 2 quiz due (11pm)</td>
<td>Ch. 2 Culture and Human Nature</td>
</tr>
<tr>
<td>2</td>
<td>Mon Jul 13</td>
<td>Discussion Forum 1 closes for grading (10pm)</td>
<td></td>
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<tr>
<td></td>
<td>Tues Jul 14</td>
<td>Ch. 3 quiz due (11pm)</td>
<td>Ch. 3 Cultural Evolution</td>
</tr>
<tr>
<td></td>
<td>Wed Jul 15</td>
<td>Discussion Forum 2 first posts due (10pm)</td>
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<tr>
<td></td>
<td>Thurs Jul 16</td>
<td>Ch. 6 quiz due (11pm)</td>
<td>Ch. 6 Self and Personality</td>
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<td></td>
<td>Fri Jul 17</td>
<td><strong>Group Assignment 1 due (10pm)</strong></td>
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<tr>
<td>3</td>
<td>Mon Jul 20</td>
<td>Discussion Forum 2 closes for grading (10pm)</td>
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<tr>
<td></td>
<td>Tues Jul 21</td>
<td>Ch. 4 quiz due (11pm)</td>
<td>Ch. 4 Research Methods</td>
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<tr>
<td></td>
<td>Wed Jul 22</td>
<td><strong>Individual Assignment 1 due (10pm)</strong></td>
<td></td>
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<tr>
<td></td>
<td>Thurs Jul 23</td>
<td>Ch. 5 quiz due (11pm)</td>
<td>Ch. 5 Development and Socialization</td>
</tr>
<tr>
<td>4</td>
<td>Tues Jul 28</td>
<td>Ch. 7 quiz due (11pm)</td>
<td>Ch. 7 Living in Multicultural Worlds</td>
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<tr>
<td></td>
<td>Wed Jul 29</td>
<td>Discussion Forum 3 first posts due (10pm)</td>
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<td></td>
<td>Thurs Jul 30</td>
<td>Ch. 8 quiz due (11pm)</td>
<td>Ch. 8 Motivation</td>
</tr>
<tr>
<td>5</td>
<td>Mon Aug 3</td>
<td>BC Day (No online meeting)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tues Aug 4</td>
<td>Ch. 9 quiz due (11pm)</td>
<td>Ch. 9 Cognition and Perception</td>
</tr>
<tr>
<td></td>
<td>Wed Aug 5</td>
<td>Discussion Forum 4 first posts due (10pm)</td>
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<tr>
<td></td>
<td>Thurs Aug 6</td>
<td>Ch. 10 quiz due (11pm)</td>
<td>Ch. 10 Emotions</td>
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<tr>
<td>6</td>
<td>Mon Aug 10</td>
<td>Discussion Forum 4 closes for grading (10pm)</td>
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<tr>
<td></td>
<td>Tues Aug 11</td>
<td>Ch. 11 quiz due (11pm)</td>
<td>Ch. 11 Attraction and Relationships</td>
</tr>
<tr>
<td></td>
<td>Thurs Aug 13</td>
<td>Ch. 12 quiz due (11pm)</td>
<td>Ch. 12 Morality and Religion **p. 459-467 only</td>
</tr>
<tr>
<td>7</td>
<td>Tues Aug 18</td>
<td>Ch. 13 quiz due (11pm)</td>
<td>Ch. 13 Physical Health</td>
</tr>
<tr>
<td></td>
<td>Thurs Aug 20</td>
<td>Ch. 14 quiz due (11pm)</td>
<td>Ch. 14 Mental Health</td>
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<tr>
<td></td>
<td>Fri Aug 21</td>
<td><strong>Group Assignment 2 due (10pm)</strong></td>
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<tr>
<td></td>
<td>Sun Aug 23</td>
<td><strong>Individual Assignment 2 due (10pm)</strong></td>
<td></td>
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</tbody>
</table>

* Last day to drop the course with 100% fee reduction or add the course is Jul 12th
* Last day to drop the course with 50% fee reduction is Jul 23rd
* Last day to drop the course without academic penalty is Aug 5th

Please Note: This is a tentative schedule and I reserve the right to make changes to this course outline at any time. While I will try to remain on this schedule it may be more beneficial for us if we spend more time on some topics and less on others.
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/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 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. 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 (p. 45-47, May 2018) ([https://web.uvic.ca/calendar2019-05/undergrad/info/regulations/academic-integrity.html](https://web.uvic.ca/calendar2019-05/undergrad/info/regulations/academic-integrity.html))

Other useful resources on Plagiarism and Cheating include:

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