

Interpersonal Relationships
Psychology 375 (A01), Spring 2016
Mondays and Thursdays, 11:30am to 12:50pm
Cornett B112

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Contacting the Instructor:

Please come to my office hours or contact me at my UVic account. Please do not contact me through CourseSpaces. You must include “**PSYC 375**” in the subject line of your e-mail for me to respond in a timely manner. Make sure you put your name and student number at the end of your message. Please see page 11 of this syllabus for additional important email guidelines.

Required Text:

Miller, *Intimate Relationships*, Seventh Canadian Edition.

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

Important Websites:

<http://coursespaces.uvic.ca>
www.netflix.com

Course Overview:

The purpose of this course is to introduce you to research on close relationships, specifically, adult romantic relationships. Our primary analysis will be social psychological, meaning we will examine how people think and feel about themselves in relation to their romantic partners, how people think and feel about their romantic partners, and how people behave within romantic relationships. We will also adopt an empirical approach to the study of relationships. This means we will talk about experiments a lot. The textbook is broad and general, while the lectures will tend to cover more specific issues, especially recent experimental and theoretical approaches.

Prerequisites:

The pre-requisites for this course are PSYC 100A & 100B, and PSYC 201; or 201 and 231. Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) at some later time if such courses are required for the degree program. Students are responsible for checking their registration status by the add/drop deadline.

Course Drop Deadline:

The last day for dropping a course with a 100% fee reduction is **January 17th**. It is your responsibility to check your **registration status** by the drop deadline to ensure that you are registered only in courses that you have been attending.

Requirements

Overview:

Research Participation or Research Summaries – 5%

Application Mini-Paper – 2%

Application Major-Paper – 20%

Tests – 73%

Grades:

In determining your final letter grade, the final percentage is rounded such that marks ending in 0.49 or lower are rounded down and marks ending in 0.50 and up are rounded up. For example, 79.1 is rounded to 79 = B+ and 79.6 is rounded to 80 = A-. The following grading scale will be used to assign letter grades:

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

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

More information concerning grading at UVic can be found here:

<http://web.uvic.ca/calendar2015-09/FACS/UnIn/UARe/Grad.html>

Specific Requirements

Readings:

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

- Li, N. P., Bailey, J., Kenrick, D. T., & Linsenmeier, J. W. (2002). The necessities and luxuries of mate preferences: Testing the tradeoffs. *Journal of Personality and Social Psychology*, 82(6), 947-955.
- Stinson, D.A., Holmes, J.G., & He, T.H. (in press). Rejection in close relationships. To appear in K.D. Williams & S.A. Nida (Eds.) *Ostracism, Social Exclusion, and Rejection*. New York, NY: Psychology Press.
- Eastwick, P.W., Finkel, E.J., Krishnamurti, T., & Loewenstein, G. (2008). Mispredicting distress following romantic breakup: Revealing the time course of the affective forecasting error. *Journal of Experimental Social Psychology*, 44, 800-807

Research Participation/Summary Credits:

You have the option of either participating in psychology studies through the Research Participation Pool, or completing short journal article reviews, for a total of 5% of your grade.

This is not a bonus or optional part of your grade like in some other classes. See CourseSpaces or pages 9 & 10 of this syllabus for more information. NOTE: If you choose to use research credits for this course requirement, pay special attention to the fact that 2 SONA credits = 1% towards your grade. So you need 10 SONA credits to receive full course marks on this

component based on research participation. Article summaries are due Thursday, April 7th: Please submit the assignment by noon in the drop box on CourseSpaces. Papers will not be accepted by email.

Application Mini-Paper:

One of the goals of this class is to teach you skills for applying psychological research to specific social situations; this assignment focuses on these skills in particular. Students will be asked to find a media article or clip (e.g., a music video, news article, tv show) and write a few sentences describing how the media relates to concepts discussed in class or in the textbook. Please include mention to specific lecture dates or textbook page numbers. This paper is to be no more than half one page (3/4 inch margins, double-spaced, standard Times New Roman 12pt font). Papers that use larger fonts or margins to “cheat” the length or go past the page limit will receive a mark of zero. Students are encouraged to submit throughout the semester. The best examples may be included in a lecture (let me know if you would rather not have your name mentioned as the source of the example).

The assignment is due Thursday, April 7th at Noon and is worth 2% of your grade: Please submit the assignment by noon in the drop box on CourseSpaces. Papers will not be accepted by email or in hard copy. Your paper will be marked on a three-point scale (2 = Excellent; 1 = Satisfactory; 0 = Unsatisfactory).

- a) **Late Assignments:** No late assignments will be accepted. At 12:00pm (noon) on April 7th the drop box on CourseSpaces will close. Any assignments not yet submitted will receive a mark of zero. There will be no exceptions to this policy, except for students who obtain written, verifiable evidence of medical problems or other extreme circumstances, and who inform me of these issues in advance. Emergency situations do of course happen, and we will handle each of these on a case-by-case basis.

Application Major-Paper:

Your grade on this paper will be worth 20% of your final mark. Like with the mini-paper, this assignment focuses on applying the concepts that you have learned. The assignment will require you to watch one of two movies that I believe demonstrate key theories and themes from our course (movies TBA), and write a paper analyzing the relationship(s) depicted in the movies from a relationship science and social psychological perspective. Both movies will be available on Netflix (which can be accessed for free during a one-month trial membership for students who do not have a Netflix account). This paper is to be no more than three pages (double-spaced, standard Times New Roman 12pt font). Papers that go past the page limit will receive a mark of zero. The assignment is due Thursday, April 7th: Please submit the assignment by noon in the drop box on CourseSpaces. Papers will not be accepted by email. Any papers submitted by email will be ignored. More detail about the assignment is appended to this syllabus. The movies will be posted on CourseSpaces and discussed in class on March 7th.

- a) **Late Assignments:** No late assignments will be accepted. At 12:00pm (high noon) on April 7th the drop box on CourseSpaces will close. Any assignments not yet submitted will receive a mark of zero. There will be no exceptions to this policy, except for students who obtain written, verifiable evidence of medical problems or other extreme circumstances, and who inform me of these issues in advance. Emergency situations do of course happen, and we will handle each of these on a case-by-case basis.

Tests:

There will be three in-class tests worth a total of 73% of your final grade. Tests are not cumulative. Tests 1 and 2 are each worth 29% of your final grade, and Test 3 is worth 15% of your final grade. Each test will cover all material from the text, videos, and lectures from the period leading up to the test. Each test will have multiple choice and short answer questions based on the textbook and journal article readings, and based on lecture content.

- a) **Missing Tests:** I expect all students to be present for tests. There will be no option to re-write a missed test. If you see a test date that poses a conflict to your schedule, contact me in person or via e-mail (lreddoch@uvic.ca) well in advance of the test date to discuss your circumstances. If illness or personal emergency prevents you from attending an exam, contact me within 1 day of the missed exam (either in person or via e-mail) to request consideration for the alternative test score (described below). If you do not make contact within 1 day of the missed exam, you will receive a score of zero for the missed test. In the event that illness or injury prevents you from contacting me in a timely manner, you will be asked to provide supporting documentation from a health care professional. Any students who miss a test without making prior arrangements and without providing *documented justification* will receive a mark of zero for that test. There will be no exceptions to this policy.
- b) **Alternative Test Score:** If a student misses an exam and can provide *written, verifiable evidence* of medical problems or other extreme circumstances, then with my permission, a mark for their missed test will be generated based on their other two exam scores. For example, if a student missed Test 2, then the recorded mark for Test 2 would be the average of his or her scores on Tests 1 and 3. The chance to generate a missed tests score from your remaining tests is only available once; if you miss two tests, you will receive a zero for the second missed test and that zero will be included in the calculation of your first missed test score. There will be no exceptions to this policy.
- c) **Optional Final Exam:** If you would like to increase your grade or have missed a test without documentation, you have the option to write the final exam. The final exam will *replace your lowest test grade*. If your final exam grade is lower than your test grades, it will not replace any of your marks. The final exam will be cumulative, covering all the text, lecture, and readings from the course. It will only include multiple-choice questions. Please note that the optional final exam score will NOT be used to generate an alternative test score – it will replace the lowest missed test score but the alternative test score would remain unchanged.

Additional Information:

- 1) **CourseSpaces:** Please regularly visit the class website on CourseSpaces. I will post announcements, grades, etc. I will post my lecture slides by 9pm the day before each lecture to help you with your note-taking. Lectures will be paced based on the assumption that you have the slides and brought them to class with you. The slides will not replace class attendance, and many graphs and other important visual information are not included on my posted slides. As you will see, my slides provide an outline and you will need to take notes to supplement their content.
- 2) **Attendance:** To succeed, attend 100% of the lectures. I will present a great deal of material not covered in your textbook and expand on important points in the text.
- 3) **Viewing your tests:** Tests will not be returned to students. Students who wish to see their exams should visit the TA by appointment.
- 4) **Grade Appeals:** If you feel strongly that your grade on an exam or assignment was unfair or mistaken, you must submit a written appeal in person (not over email) within one week of the date the grade was first posted on CourseSpaces. Your appeal must describe a) which item is in question and b) your reason for appealing. I will review the appeal and if necessary, issue a new grade (which can be lower or higher than the original, depending on my opinion).
- 5) **Cell phone policy:** Ringing cell phones are a disruption during lecture. Please put your cell phones on silent during lectures and refrain from texting.

Proposed Schedule of Classes (To be adjusted as needed)

Note that if you need a refresher about research methods, then please read chapter 2!

Day	Date	Topic	Readings
Monday	Jan 04	Introduction to Interpersonal Relationships	Chapter 1
Thursday	Jan 07	Attraction & First Impressions I	Chapter 3
Monday	Jan 11	Attraction & First Impressions II	Journal Article A
Thursday	Jan 14	Attraction	Chapter 3
Monday	Jan 18	Social Cognition	Chapter 4
Thursday	Jan 21	Attachment Theory	pp. 14-19
Monday	Jan 25	Video (will be on test, no alternate dates)	
Thursday	Jan 28	Coping with Insecurity	Journal Article B
Monday	Feb 01	Love & Intimacy	Chapter 8
Thursday	Feb 04	Test 1	
Monday	Feb 08	CLASS CANCELLED, READING BREAK	
Thursday	Feb 11	CLASS CANCELLED, READING BREAK	
Monday	Feb 15	Sexuality	Chapter 9
Thursday	Feb 18	Communication	Chapter 5 & Chapter 11
Monday	Feb 22	Video (will be on test, no alternate dates)	
Thursday	Feb 25	Social Exchange	Chapter 6
Monday	Feb 29	Interdependence & Commitment	Chapter 6
Thursday	Mar 03	TEST 2	
Monday	Mar 07	Jealousy, Deception, & Betrayal	Chapter 10
Thursday	Mar 10	Power & Violence	Chapter 12
Monday	Mar 14	Relationship Dissolution & Loss I	Chapter 13
Thursday	Mar 17	Relationship Dissolution & Loss II	Journal Article C p.237-243 "Loneliness"
Monday	Mar 21	Relationship Maintenance	Chapter 14
Thursday	Mar 24	Video (will be on test, no alternate dates)	
Monday	Mar 28	CLASS CANCELLED, EASTER	
Thursday	Mar 31	TBD + Review	
Monday	Apr 04	TEST 3	
Exam Period	Apr 07	ASSIGNMENTS DUE (Submit via the CourseSpaces Drop Box)	
Exam Period	TBA	OPTIONAL FINAL EXAM	Cumulative

Psych 375(A01) Application Major-Paper

One of the goals of this class is to teach you skills for applying psychological research to specific social situations; this assignment focuses on these skills in particular. The assignment will require you to watch one of three movies that I believe demonstrate key theories and themes from our course (movies TBA), and write a paper analyzing the relationship(s) depicted in the movies from a relationship science and social psychological perspective.

- *How do I analyze the social situation?* To succeed, try to think like a social psychologist, marshalling evidence to support your claims and deducing hypotheses about what might be happening from theories in the course. The focus should be on untangling the complexities of the relationship(s) in the movie using concepts from the lecture or text, not your own ideas (great as they may be). Ask yourself about the details of the social situation being depicted in the movie, and how those details relate to what you've learned in this course. You may wish to consider the following questions in your analysis: Based on social psychological theory, what events might have caused the relationship events depicted in the movie? What events might follow the events depicted in the movie? What could have been done to avert/change the outcomes depicted in the movie? What might be the psychological repercussions of the events depicted in the movie for the event participants? Do not limit yourself to these questions, I offer them as food for thought.
- *How much detail should I use to describe the theories?* It isn't necessary to explain class material in detail. However, you should be persuasive about why a theory applies in this instance and what its implications are in these circumstances. Show us that you understand the theories and findings by the way you use them in the assignment, not by describing them extensively.
- *Can I start working on it now? What material is relevant?* You can start working on your assignment as soon as I post the movies on CourseSpaces and we discuss them in class. Materials from class and assigned readings up-to-and-including materials presented on March 7th will be relevant to the assignment.

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

Additional Requirements

- This paper is to be three pages (double-spaced, standard Times New Roman 12pt font, ¾ inch margins). This page limit does not include title page or references. Papers that go past the page limit will receive a zero.
- The assignment is due Thursday, April 7th at 12:00pm (high noon!): Please submit the assignment by noon in the drop box on CourseSpaces. Papers will not be accepted by email. Any papers submitted by email will be ignored. No late assignments will be accepted. The drop box on CourseSpaces will close at noon on April 7th and any papers not yet submitted will receive a mark of zero. There will be no exceptions to this policy, except for students who obtain written, verifiable evidence of medical problems or other extreme circumstances, and who inform me of these issues in advance. Emergency situations do of course happen, and we will handle each of these on a case-by-case basis.
- Your paper must cite material from the text and lectures, but must also reference two journal articles relevant to your analysis. The journal articles you cite must come from the following approved journals only:
 - *Journal of Personality and Social Psychology, Personality and Social Psychology Bulletin, Journal of Experimental Social Psychology, Social Psychology and*

Personality Science, Personal Relationships, Journal of Social and Personal Relationships, Self and Identity.

- Be sure to follow APA style when citing materials from the text and your journal articles and when preparing your reference list.

Participation in Psychology Research:
Guidelines for Psychology 375(A01), Fall 2015

Experiential learning is considered an integral part of the undergraduate program in Psychology. Participation in research is one example of this. A number of undergraduate courses have been expanded to include opportunities for Psychology students to volunteer as research participants enabling them to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience.

Because experiential learning is highly valued in the Department of Psychology and is part of this course, student participants may earn up to 5% towards their final mark in Psychology 375 by participating in Psychology studies conducted by students and faculty in the Department of Psychology. Each 30 minutes of participation will earn 1 SONA participation credit, and **two** SONA participation credits are required to earn a 1% contribution towards your grade in PSYC 375. Thus, to earn their full 5% for Research Participation in PSYC 375, students need to earn **10 SONA participation credits**. Researchers will record students' participation and will advise the course instructor of the total SONA credits earned by each student at the end of the term. Students who do not wish to participate in research may choose an alternative approach to completing this assignment; this is explained below in "Alternative to participating in research."

Please note that all Psychology studies have undergone prior ethics review and clearance through the Office of Research Ethics.

Educational focus of participation in research

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables
- Expected results
- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study
- Contact information for the Director of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which she/he participated.

How do I sign up?

For details on participating in research studies, go to the Department of Psychology Research Participation Pool website:

http://web.uvic.ca/psyc/research/research_participation_registration.php

When should I sign up?

Right away, the sooner the better!!! You should try to spread your participation out over the term, if you wait until the last possible day then there may not be studies available to you. The last day to participate for credit is the last day of term, April 4.

Where can I get more information, instructions, help with login problems etc?

Research Participation Coordinator: p100res@uvic.ca
SONA system website: <http://uvic.sona-systems.com>

Alternative to participating in research

Students are not required to participate in research, and not all students wish to do so. As an alternative to participation in research, students may submit short reviews (1 page double spaced, 12 pt. times New Roman font, ¾ inch margins) of journal articles from approved journals (see list below). Each article review counts as one percentage point and will be marked on a pass/fail basis. To receive credit, you must follow specific guidelines. The review must:

- **Be submitted on CourseSpaces by noon on April 7th. Late submissions will not be accepted under any circumstances. E-mail submission will not be accepted**
- Be typed using 12 point font, Times New Roman, double spaced, ¾ inch margins, no longer or much shorter than one page.
- Be on articles from the following journals: *Journal of Experimental Social Psychology*, *Personality and Social Psychology Bulletin*, *Social Psychological and Personality Science*.
- Fully identify the title, author(s), source and date of the article. An electronic link to your article must be included in your submission.
- Summarize the hypotheses of the research, as well as the methods used to test the hypotheses. Identify the independent and dependent variables. Identify the psychological concepts in the article and indicate the pages in our textbook that discuss the concepts. Finally, critically evaluate the results of the study. Do you agree with their findings? Why or why not? Provide evidence from the text or lecture to support your conclusions.
- Keep a copy of your review in the unlikely event we misplace the original.

Students may complete any combination of a) participation in research or b) article reviews up to a total of 5% contribution towards their final grade.

Guidelines Regarding the Use of Email to Contact Your Professor and Teaching Assistant¹

Although email can be very useful for some purposes, it can be problematic in a course where there are 100 students. Unrestricted use of email to pose questions and ask for information could overwhelm the limited resources that TAs and instructors have to answer such emailed requests. In order to deal with the potential problems of unrestricted email requests, please use the following guidelines:

Please feel free to use email to:

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

Please do not use email to:

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

These guidelines are based on the understanding that Psych 375 is not a distance education course. Students are expected to be available to attend all classes, to ask questions or make comments both during and after classes, and to visit the TA and instructor during office hours if they have additional questions. (This is a friendlier, more humane way to learn, anyway!). If you do send emails from the "Don't" list above, please be aware, that you may receive no email reply, and you should ask your question or make your comment after class or during office hours. **Finally, please use the Uvic email system, not CourseSpaces email to communicate with your professor, and include the phrase "Psych 375" in the subject line.**

¹ These guidelines were designed by Dr. Martin Smith and are used with permission.

UNIVERSITY OF VICTORIA
Department of Psychology

Important Course Policy Information
Winter 2015-2016

Prerequisites

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

Program Requirements

For more information see pages 220-222 of the UVic Calendar 2015-16.

Registration Status

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

Commitment to Inclusivity and Diversity

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

In the Event of Illness, Accident or Family Affliction (See UVic Calendar, 2015-16, p. 36)

- ***What to do if you miss an exam other than one scheduled during the formal examination 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 miss an exam scheduled during the formal exam period***
Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the end of the formal examination period. 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 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 formal examination period. Records Services will forward the form to the instructor. If the concession is granted the instructor will determine how to deal with the situation. 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 (<http://web.uvic.ca/calendar2015-09/FACS/UnIn/UARe/PoAcI.html> , p. 33-35, UVic Calendar 2015-16). 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. **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.
3. **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.
4. **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.
5. **Being an Accessory to Offences.** This means that helping another student to cheat (for instance, by showing or communicating to them answers to an assignment, or by allowing them to view answers on an exam) is an academic offence.

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

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar (on p. 33-35 in 2015-16).

The definitive source for information on Academic Integrity is the University Calendar (p. 33-35 in 2015-16) (<http://web.uvic.ca/calendar2015-09/FACS/UnIn/UARe/PoAcI.html>)

Other useful resources on Plagiarism and Cheating include:

1. The Learning Skills program: <http://www.coun.uvic.ca/learning/index.html>
2. The Ombudsperson's office:
<http://www.uvss.uvic.ca/ombudsperson/pubsguides/plagiarism.pdf>
The English Department: <http://web.uvic.ca/wguide/Pages/CitPlagiarism.html>