



## PSYC-2700H-A & B Comb: Introduction to Social Psychology 2023WI - Peterborough Campus

---

### Instructor:

Instructor: Karen Blair

Email Address: [kblair@trentu.ca](mailto:kblair@trentu.ca)

Phone Number: 705-748-1011 x7770

Office: LHS C132

Office Hours: By appointment: <https://calendly.com/drblair>

### Meeting Times:

This class consists of a weekly 2-hour lecture and a weekly 1-hour seminar. There are two sections of the Class - Section A and Section B. This syllabus combines information for BOTH sections. Please take a moment to determine which section you are in before continuing to read the syllabus so that you will know which dates apply to you.

### Lectures in TSC 1.20

- **Section A:** Tuesdays from 5 PM until 6:50 PM
- **Section B:** Wednesdays from 4 PM to 5:50 PM

### Each student is enrolled in a seminar section that meets on either Tuesdays or Wednesdays

Seminars will begin the week of January 16th.

- Week of February 13th - No Seminars (Midterm)
- Week of February 20th - No Seminars (Reading Week)
- Week of April 3rd - No Seminars, Optional Review Period during Seminar Time

### Section A Seminar Information

#### Section A: Tuesday Seminar Groups

W01: Tuesdays - 7 PM - CCN I2

W03: Tuesdays - 8 PM - CCn I2

#### Section A: Wednesday Seminar Groups

**W02:** Wednesdays - 8 PM - CCN I2

**W04:** Wednesdays - 12 PM (Noon) - OCA 107

## Section B Seminar Information

### Section B: Tuesday Seminar Groups

**W02:** Tuesdays - 11 AM - SC-W1

### Section B: Wednesday Seminar Groups

**W01:** Wednesdays - 6 PM - CCN I2

**W03:** Wednesdays - 7 PM - CCN I2

**W04:** Wednesdays - 1 PM CCN-I2

For up-to-date classroom locations: <https://www.trentu.ca/registrar/academic-timetable>

*In general, you may attend either lecture. However, there may not always be adequate seating in the room, and preference for space will be given to students attending their scheduled lecture time.*

*For seminars, you MUST attend the assigned seminar slot - you may not attend a different seminar unless you officially switch sections with the registrar.*

---

## Co-instructors and Teaching Assistants:

**Section A Teaching Assistant:** Thomas Bodrug

**Email:** thomasbodrug@trentu.ca

**TA Office Hours:** TBD

**Section B Teaching Assistant:** Emily Comeau

**Email:** emilycomeau@trentu.ca

**TA Office Hours:** TBD.

**The best way to communicate with your TAs is through our Course Slack Workspace.** You can send them a Direct Message on Slack or you can post in the #help channel. You can also Tag your TAs on Perusall in any of your annotations.

---

## Department:

Academic Administrative Assistant: Robyn Calvert

Email Address: [psychology@trentu.ca](mailto:psychology@trentu.ca)

Phone Number: 705-748-1011 x7535

Office: Life and Health Sciences, DNA C104

---

## Description:

An examination of the foundations of social psychology, including attribution processes, social cognition, attitudes, prejudice, attraction, aggression, helping behaviours, groups, and conflict. Prerequisite: 60% or higher in PSYC 1020H and 1030H.

### **Q: What busy and productive field of modern psychology has no clear-cut identity and not even a generally accepted definition?**

*A: Social Psychology. It is less a field than a no man's land between psychology and sociology, overlapping each and also impinging on anthropology, criminology, several other social sciences, and neuroscience. Ever since the emergence of social psychology, its practitioners have had trouble agreeing on what it is. Psychologists define it one way, sociologists another, and most textbook writers, seeking to accommodate both views and to cover the field's entire gallimaufry of topics, offer nebulous definitions that say everything and nothing. An example: "[Social psychology is] the scientific study of the personal and situational factors that affect individual social behaviour." A better definition: "Social psychology is the study of the ways in which thoughts, feelings, perceptions, motives, and behaviour are influenced by interactions and transactions between people." Better, but it still leaves one with a multiform and even bewildering impression of the field. As Brenda Major, president in 2006 of the Society for Personality and Social Psychology, admits, "It's hard to pigeonhole social psychology. In cognitive neuroscience, you can say, 'I study the brain,' but in social psychology, you can't say anything clear-cut like that."*

~ Quoted from Morton Hunt's *The Story of Psychology* (Hunt, 2007, p. 459).

By the end of this course, you may be no further along in providing a clear and concise definition of what Social Psychology is, but you will have gained an understanding of many of the general principles that social psychologists study and have uncovered, as well as an appreciation for the breadth of topics to which social psychologists can apply themselves and their research questions.

---

## Learning Outcomes:

By the end of this course, students should be able to:

- apply social psychological theories and principles to an understanding of the social world in which they live;
  - discuss and critique the research methodologies applied in classical social psychological research;
  - locate, understand, and synthesize peer-reviewed social psychological research;
  - critically evaluate media and popular representations of social psychological theory and research;
  - analyze and identify the social forces that influence individual and group dynamics;
  - formulate social psychological research questions and testable hypotheses.
-

## Texts:

**There are two required books for this course.**

### **1. *The Power of Us* MUST be purchased on the Perusall Platform.**

Van Bavel, J. J., & Packer, D. J. (2021). *The Power of Us: Harnessing our shared identities to improve performance, increase cooperation, and promote social harmony*. Little, Brown Spark.

Access to this book *must* be purchased through the Perusall website. Perusall is a free platform that we will be using to access, annotate, and discuss the readings every week. More information is available on Blackboard. **DO NOT PURCHASE *THE POWER OF US*** from any other source. If you are reviewing the syllabus before the course start date and would like more information about how to access this book early, please email the professor directly: kblair@trentu.ca.

### **2. *The Broken Ladder* can be purchased from the Trent University Bookstore or an online retailer. You may also be able to find used copies from previous students.**

Payne, K. (2018). *The Broken Ladder: How inequality affects the way we think, live, and die*. Penguin.

*The Broken Ladder* is available for purchase or rental from the Trent University bookstore. The book is also available from regular bookstores (Chapters/Indigo, Amazon, etc.). If you choose to get an audiobook, I recommend that you also get a hardcopy or digital version as well.

**Recommended:** American Psychological Association (2019). *Publication Manual of the American Psychological Association (7th Ed.)*. Washington, D.C.: APA.

**Additional required readings will be posted on Perusall.**

---

## Readings:

Details about weekly reading assignments will be posted on the course Perusall site. Perusall is a free platform that we will be using to access, annotate, and discuss weekly readings.

To access Perusall, please visit [www.Perusall.com](http://www.Perusall.com); create an account (or login to an existing account), and when prompted, enter this code to access our course: DR-BLAIR-XY8LK

More information about accessing and learning to use Perusall will be available on the course Notion site, Blackboard, and through the "Getting to Know Our Course Platforms Assignment."

Weekly readings will usually include a chapter from each primary book (*Power of Us* and *Broken Ladder*) and a journal article or other form of supplementary reading or viewing (e.g., videos, news articles, podcast episodes).

Readings for a specific week should be completed before coming to class.

Unless a reading assignment is labeled **optional** on Perusall, it is required.

---

## Assessments, Assignments and Tests:

## Getting to Know Our Course Platforms Assignment

To ensure that everyone starts the course off on the right foot, you will complete the "Getting to Know Our Course Platforms" assignment during the first week of the course. This assignment is designed to help familiarize you with each of the technological platforms used in the course and to ensure that you understand the course requirements. Instructions for completing the assignment can be located on Blackboard. Failure to complete the assignment by January 24th will result in a 2-point deduction from your final grade.

As part of the Getting to Know Our Course Platforms Assignment, you must complete the **Trent University Academic Integrity Module**.

All students must complete an online module on academic integrity, which can be found on Blackboard: "Academic Integrity at Trent 2022-2023". This module will inform you of the major academic integrity regulations and the penalties for academic dishonesty. It will also provide instructions on avoiding academic dishonesty when completing assignments, tests, group projects, and papers. After each of the three sections, you must take a multiple-choice quiz. You must earn 100% on each quiz, and you may take each quiz as many times as you need to do this.

The module will provide you with instructions on how to obtain proof of your quiz scores. **Please submit a screenshot of your marks on Blackboard as part of the Getting to Know the Course Platforms Assignment. No further assignments will be accepted without this proof.** You may be in other courses that require completion of this module. If so, you only need to complete this module successfully once; your marks will be valid for all courses through August 2023 though you will need to provide proof of these marks for each course separately. **If you completed this module before August 15, 2022, you must complete it again.**

## Weekly Perusall Assignments (Readings, Videos, Quizzes & Activities) - 25%

This portion of the course gives you a great opportunity to leverage the work you are already doing to prepare for class as an element of your final grade! Each week you will be asked to annotate content on the Perusall platform (e.g., chapters from *The Power of Us*, journal article, news article, video, and podcasts). While you are expected to complete readings and take notes on readings in any course that you take, in this course, you will be able to convert those efforts into a portion of your final grade!

Annotating the readings collaboratively with your peers will help you to master the course content more quickly, understand the material more deeply, and facilitate your ability to identify connections between social psychological theory and real-world applications. The annotation process encourages you to think critically about the readings and challenges you to consider alternative perspectives. You will be expected to annotate each assigned reading and video (e.g., highlight sections, make comments, ask questions, discuss with your peers) and reply to the annotations made by others in the course. Making your annotations and replying to the annotations of your peers and instructors results in an interactive class discussion on each of the assigned readings or videos.

Deadlines for submitting your annotations will be posted on Perusall. Each of your annotations (e.g., one comment) will be assigned a grade of 0, 1 or 2 by the course instructor and/or TAs. Each overall reading/document/video discussion (i.e., all annotations you make on a particular

document or video) will receive a grade out of 3 by considering the average of your best annotations as well as other metrics, such as the dispersion of your annotations throughout the document, your depth of engagement with the reading, and your interaction with the annotations made by your peers and instructor. You will always have the option to participate anonymously by clicking the "anonymous button" when posting your annotations. An interim grade for your reading discussions will be posted to Blackboard before the withdrawal deadline for the course. In calculating your final grade, your lowest two weeks' worth of annotations will be dropped from the calculation of your grade.

More information about using Perusall will be provided on the course Notion site, Blackboard, and in the 'Getting to Know the Course Platforms' assignment.

### **Due Dates:**

- Each weekly reading, video, assignment or quiz will have a noted deadline on the Perusall platform.

### **Course Connection Assignments - 15%**

After each lecture, you can write a "course connection" assignment in response to the content covered in our course that week. These assignments consist of writing a short paragraph (200-300 words) in which you identify connections between course content covered in our class (Social Psychology) and another course you are taking **this semester**.

You will have the opportunity to submit one of these brief written assignments for each week (i.e., up to 12), but in calculating your final grade, **only your top 7 will be kept**. More information about this assignment can be found on the course Notion Site and Blackboard. Given that you can drop your lowest 5 grades, course connection lecture responses that are not turned in by **11 PM** each Friday will receive a grade of 0. I strongly encourage you to write one for as many weeks as possible, starting early in the semester, so that you can receive feedback on your writing and be in a position to drop your lower grades.

If social psychology is the **only** course you are taking this semester, please get in touch with me to receive alternate instructions for completing the assignment.

### **Due Dates:**

- Course Connection Assignments are due at 11 PM on Friday each week and should be submitted on Blackboard.

### **Short Answer Midterm - 20%**

The course midterm will be held in class on **February 15th**. For students with SAS accommodations, the midterm will be designed to take 60 minutes to complete, and thus this is the time you should use for any time adjustments when booking your test with the testing centre.

### **Relevant Dates:**

- Section A: February 14th - Midterm - During Lecture time.
- Section B: February 15th - Midterm - During Lecture time.

## **Seminars - 15%**

As a part of this course, you have been assigned to a seminar section that you will attend weekly beginning the week of January 16th. Each seminar will consist of various activities related to research methods in Social Psychology and discussions of the assigned readings. Some seminars may be one or the other, but each week you will submit your discussion points at the beginning of the seminar (see below). You will receive a more detailed overview of the individual seminar topics, activities, and assignment instructions at your first seminar meeting.

## **Discussion Preparation & Participation**

You will need to come to the seminar with a list of discussion points that you prepare in advance based on the assigned readings for the week. This includes the readings on Perusall and from our two primary course texts: *The Power of Us* and *The Broken Ladder*. You must turn your discussion points in on Blackboard each week by Monday at 11 PM. Your discussion points are worth 10% of your final grade in the course, and your best 5 out of 8 assignments will be included in your final grade. The remainder of your seminar grade will come from attendance and participation (5%).

## **Due Dates:**

- Seminar Discussion Points are due every Monday night at 11 PM on Blackboard.

## **Final Exam - 25%**

A 2.5-hour final exam will be scheduled by the registrar during the April exam period (April 11-24). The exam could be scheduled at any time during the exam period, and you are expected to be available to attend this exam in person. The exam will be cumulative (covering content covered in lectures, seminars and assigned readings for the entire course) and will primarily consist of multiple-choice questions.

---

## **Grading:**

The most valuable and important form of learning is intrinsically motivated and is measured by achieving your personal goals and mastery of new concepts. In an ideal world, the only grade necessary would be your own personal satisfaction in having challenged yourself to learn new material and to think in new ways. At present, however, we live in a world where we need to externally verify and quantify the learning that takes place. To that end, you will find a breakdown of how you will receive your final grade in this course below.

## **Final Grade Out of 100:**

- Getting to Know Our Course Platforms Assignment - 0 (-2 penalty if not completed)
- Weekly Course Connection Assignments (Best 7 of 12) - 15%
- Perusall Assignments (readings, videos, quizzes, activities) - 25%
- Midterm - 20%
- Seminar - 15%

- Final Exam - 25%
- 

## Grade Total by Withdrawal Date:

**All students will know a minimum of 25% of their final grade by the drop date of March 10, 2023.**

---

## Schedule:

Readings for a given week should be completed before coming to class.

### **Week 1 - January 9-13**

- Lecture: Introduction to the course
- No seminars this week
- Readings listed under a specific week should always be completed the week prior, so this week you should be reading the portions of *The Power of Us* and *The Broken Ladder* listed below for Week 2.
- This is the best week to complete the Getting to Know Our Course Platforms Assignment.

### **Week 2 - January 16 - 20**

- Lecture: Introduction to Social Psychology
- *Power of Us*: Introduction & Chapter 1
- *Broken Ladder*: Introduction
- Seminar 1
- Getting to Know Our Course Platforms Assignment Due January 27th

### **Week 3 - January 23-27**

- Lecture: Social Perception
- *Power of Us*: Chapter 2
- *Broken Ladder*: Chapter 2
- Seminar 2

### **Week 4 - January 30 - February 3**

- Lecture: Emotions, Morals & Polarization
- *Power of Us*: Chapter 4
- *Broken Ladder*: Chapters 6 & 4
- Seminar 3

### **Week 5 - February 6 - 10**



- Lecture: Social Cognition
- *Power of Us*: Chapter 3
- *Broken Ladder*: Chapter 3
- Seminar 4

## **Week 6 - February 13 - 17 - Midterm February 14th (Section A) or 15th (Section B)**

- Section A Midterm: February 14th
- Section B Midterm: February 15th
- You must write your midterm in your assigned section. No exceptions.
- No Seminars

## **Week 7 - January 20 - 24 - Reading Week**

- Reading Week: No Lectures or Seminars
- Please see reading assignments on Perusall.

## **Week 8 - February 27 - March 3**

- Lecture: The Social Self & Identity Needs
- *Power of Us*: Chapter 5
- *Broken Ladder*: Chapter 1
- Seminar 5

## **Week 9 - March 6 - 10**

- Lecture: Stereotypes, Prejudice & Discrimination
- *Power of Us*: Chapter 6
- *Broken Ladder*: Chapter 7
- Seminar 6

## **Week 10 - March 13 - 17**

- Lecture: Pro-Social vs Aggressive Behaviour
- *Power of Us*: Chapter 7
- *Broken Ladder*: Chapter 5
- Seminar 7

## **Week 11 - March 20 - 24**

- Lecture: Obedience & Dissent
- *Power of Us*: Chapter 8
- Begin the Milgram Module on Perusall no later than this week (worth 20% of your Perusall grade; 5% of your grade in the course) - Due March 30th
- Seminar 8

## **Week 12 - March 27 - 31**

- Lecture: Leadership
- *Power of Us*: Chapter 9
- *Broken Ladder*: Chapter 8
- Seminar 9

## **Week 13 - April 3 - 7**

- Lecture: Persuasion
- *Power of Us*: Chapter 10
- *Broken Ladder*: Chapter 9
- No Seminars this week (Optional Review Period during Seminar Time)

## **Exam Period - April 11 - 24**

- The final exam will be scheduled during this time, and students are expected to be available to write the exam in person on the Peterborough campus.

---

## **Course Guidelines:**

### **Policy on adding the course after January 11th, 2023:**

The last day to add a new course is January 23, 2023. **Students joining the course after January 11th are responsible for catching up on all missed material.** Please note that each week of the course has graded reading discussions. Please email the professor - [kblair@trentu.ca](mailto:kblair@trentu.ca) - as soon as you have added the course (or even before you have added the course) so that you can gain access to the readings immediately, as often it can take a few days before you gain access to the course Blackboard site. Extensions will be based upon the day the course was added, not the day the student first logged into the course Blackboard site.

### **Copyright of Course Content**

All content presented within this course is subject to copyright law. The content is intended and designed for use in this course and this course alone: PSYC 2700H at Trent University. All content is the instructor's property unless otherwise stated (e.g., some materials fall under creative commons licensing). Online posting, sharing, or selling this material to third parties (websites, businesses, or other students) for distribution without permission is subject to Canadian Copyright law and is strictly prohibited.

### **A Respectful Learning Environment**

Given the nature of the topics studied within the field of social psychology, we will discuss several contentious topics within this course, requiring us to be cognizant of creating a welcoming classroom environment where we can ask thoughtful questions, debate difficult issues, disagree with each other respectfully, and challenge each other to explore new trajectories of thought and inquiry. Please interact with each other respectfully to promote and preserve each student's dignity. Give your classmates the benefit of the doubt as they learn with you, and treat each other with the respect and patience you would like to receive from others.

## Late Assignment Policy

Late assignments will not be graded, as the Course Connections and Discussion Points grading schemes already incorporate a certain number of 'freebies' or missed weeks.

For assignments completed on Perusall, there is a "late annotation" period for each assignment in which you can continue to earn credit for your work. You may continue to respond to existing comments and questions for full credit for 3 days after the deadline. Additionally, you may submit new comments for partial credit for 4 days after the deadline. For new comments, credit declines linearly; comments earn full credit at the initial deadline and no credit by the end of this late annotation period. **Important Note:** You cannot earn more credit (points) towards an assignment score *after* the deadline has passed than earned *before* the due date. If you have a score of 0 at the deadline, this score cannot increase. If you have a score of 1 (out of 3), your score can increase to a maximum of 2 out of 3 by making additional annotations during the late annotation period. The maximum score on any assignment is always 3. The purpose of this late annotation policy is to encourage continued discussion of the assigned readings.

## Equity of Opportunity

Generally, I will not provide individual bonus assignments, make-up assignments, or extensions on assignments that I do not make available to the entire class. All of the major due dates for this course are contained within this syllabus. It is important that you review these dates early in the semester alongside the important dates for your other courses to ensure that you can make adequate arrangements to meet your obligations in all courses. You are expected to begin work on each assignment in this course well before the posted due date. For readings, this means that you are expected to begin each reading at least three days before it is due so that you have time to complete the reading, annotate the reading, and return to respond to other students. The final 48 hours before an assignment is due should be reserved, by all students, for reviewing and proofreading their work, not starting or completing their work. It may be useful to review the syllabus and note all due dates in your calendar as occurring 48 hours before the posted date.

**Please plan for the unexpected and do not leave your assignments to the last minute.** If you need an extension or deferral, the timing of your request is very important. If you struggle with managing course expectations, it is best to speak with me as early as possible in the semester. Come mid-March, there is very little that I can do to help you recover, and once the course has ended, there is nothing that I can do. If you face extenuating circumstances and request an adjusted due date on a specific assignment, please include a copy of your in-progress assignment (e.g., notes, outlines, drafts). No extensions will be provided for work that has not been started. As noted above, only in very rare circumstances will I grant an individual request for an extension without providing that same extension to the entire class.

## Course SAS Policies

You can find the Student Accessibility Services website here: <https://www.trentu.ca/wellness/sas>

Accommodation for students with permanent and temporary disabilities is important in making higher education accessible and equitable for all students. The ultimate goal of a university degree or program is no different for a student with SAS Accommodations than it is for a student without such accommodations. However, certain steps may be taken to help ensure that a student has an equal opportunity to reach the goals of their degree or program. As a professor, my goal is to provide an opportunity for all students to master new skills and gain new knowledge, and this goal

applies equally to all of my students. As such, I support SAS accommodations that will help any student reach their goals within one of my courses. The policies outlined below are designed to ensure that you can maximize your learning experience within the course and to ensure the greatest amount of equity between students enrolled in the course.

### **Notification of Accommodation Requests**

The myTrent portal provides the means to notify your professors of your accommodation needs and requests. Please complete this process no later than January 27th, 2023. Exceptions will be made for students who do not receive their accommodations from SAS until later in the semester (e.g., when a condition arises mid-semester or new testing is completed to identify the need for accommodations). You can find instructions on how to send a notification to your professor (me) at this link: <https://www.trentu.ca/wellness/accessibility/current-sas-students/how-do-i>

### **Due Dates**

There are a variety of reasons why a SAS student may require flexibility with due dates, including an extension of up to 5 days on particular assignments. In this course, it is expected that each SAS student will review the syllabus closely at the beginning of the semester (before January 27th) and make note of any due dates that they think will be challenging for them as a result of their temporary or permanent disability. Please send me a message no later than January 27th, in which you outline any requests for changes to the due dates noted on the syllabus.

- If something comes up after January 27th resulting in the need to adjust a due date, you are expected to contact me with as much advance notice prior to the original due date as possible. SAS recommends providing at least ONE WEEK notice. As such, I will not grant extensions for SAS reasons if I do not receive the request at least 48 hours before the initial deadline. The standard course policy of submitting your in-progress work at the time of requesting an extension also applies to those requesting an extension for SAS-related issues.
- I have provided a modified version of the SAS template for requesting an extension based on accommodations.

---

Dear Dr. Blair,

I am enrolled in your course Psyc 2700B, Introduction to Social Psychology. Earlier this term, I sent you my letter of accommodation, as I am registered with SAS. For disability-related reasons, I am unable to submit the \_\_\_\_\_ assignment by (original due date on syllabus). I am writing to you to ask for an extension of \_\_\_ days on this assignment. If the extension is granted, I will submit the assignment by \_\_\_\_\_ (include date and time).

I have attached to this message a copy of my in-progress work (drafts, notes, outlines, etc.).

If you have any questions about my accommodations, my SAS Advisor, (insert advisor's name), can be reached at (insert advisor's email address).

Thank you in advance for your understanding,

Sincerely,

YOUR NAME & STUDENT NUMBER

---

### **Lecture Recordings**

A common accommodation for students is to have access to recordings of lectures. I prefer to make recordings of my lectures and respectfully request that students not use recording devices inside my classroom. I will regularly record my lectures and make these recordings available to students who have provided the proper SAS documentation. Please do not record lectures with any other recording devices. If this represents a problem of any kind, please discuss it with me to find a suitable solution that meets both of our needs.

- Note that any recorded course content remains the Intellectual Property of the professor and cannot be shared without the professor's permission, must be stored securely, and must be destroyed at the end of the course.

## Computers in the Classroom

I have no objection to using computers by any student in my classes to take notes and participate in course activities during course time. Please do not use your computers or digital devices for any other purpose as it is distracting to your fellow students (not to mention you as well!) and me.

---

## Departmental Policies:

### Psychology Department Policies

#### Departmental Policy on Tests, Exams, and Assignments

##### A. Midterms & Final Examinations

Please see University Policy on Student Absenteeism, Missed Tests and Examinations. To be clear, the Department of Psychology notes that students are strongly urged NOT to make any commitments (i.e., vacation, job related, or other travel plans) during either the term as a whole or the final examination period. Students are required to be available for all examinations during the periods for which they are scheduled (as published in course syllabi).

##### B. Deferral of Midterm/Final Examinations and/or Term Work

Please see University Policy on Student Absenteeism, Missed Tests and Examinations. To be clear, the Department of Psychology notes that extensions of deadlines for completion of assignments or writing of midterms/final examinations may be granted to students on the basis of illness, accident, or other extreme and legitimate circumstances beyond their control. Travel plans or work schedules are not acceptable reasons. For consideration of extensions, please contact the instructor as soon as possible.

## Notes

### 1. Academic Integrity:

For the purpose of interpreting and applying the University policy on academic dishonesty, the Department of Psychology has adopted the following:

When a student submits a piece of written work in fulfillment of an assignment, they implicitly acknowledge the following: a) that they are the sole author of the work; b) that the wording and organization of the work, apart from acknowledged quotations, is their own; and c) that they have

not and will not submit this work, either as a whole or in part, to satisfy another course requirement. These basic assumptions will be reasonably interpreted. They do not preclude collaboration between students upon a single project, by prior arrangement with the instructor, for shared academic credit (either for written or oral presentation).

For an elaboration of the Department's policy on, and for specific examples of, plagiarism, students should consult p. 170 in the APA (2010) and the sections on academic honesty (pp. 12-16), and appropriate citing and referencing (pp. 135-137, 169) in Mitchell et al. (2010) on reserve in the library. Students who have doubts about what might be considered academic dishonesty are urged to consult the instructor of the course. Ignorance of the University or Department policy does not excuse academic dishonesty. Submissions that fail to meet one or more of these considerations will be subject to procedures laid down in the policy on academic dishonesty as stated in the University calendar.

2. The same assignment cannot be submitted in more than one course without the prior written permission of all instructors concerned. The written approval must be attached to the work when it is submitted.

3. Students are required to use American Psychological Association (2020). Publication manual of the American Psychological Association (7th ed.). Washington, DC: Author.

4. Please see the Trent University academic calendar for University Diary dates, Academic Information and Regulations, and University and departmental degree requirements.

---

## University Policies:

### Academic Integrity

Academic dishonesty, which includes plagiarism and cheating, is an extremely serious academic offence and carries penalties varying from failure on an assignment to expulsion from the University. Definitions, penalties, and procedures for dealing with plagiarism and cheating are set out in Trent University's *Academic Integrity Policy*. You have a responsibility to educate yourself – unfamiliarity with the policy is not an excuse. You are strongly encouraged to visit Trent's Academic Integrity website to learn more: [www.trentu.ca/academicintegrity](http://www.trentu.ca/academicintegrity).

### Access to Instruction

It is Trent University's intent to create an inclusive learning environment. If a student has a disability and documentation from a regulated health care practitioner and feels that they may need accommodations to succeed in a course, the student should contact the Student Accessibility Services Office (SAS) at the respective campus as soon as possible.

### Sharing and Distribution of Course Content

Students in this class should be aware that classroom activities (lecture, seminars, labs, etc.) may be recorded for teaching and learning purposes. Any students with concerns about being

recorded in a classroom context should speak with their professor. If a student shares or distributes course content in any way that breaches copyright legislation, privacy legislation, and/or this policy, the student will be subject to disciplinary actions under the relevant Academic Integrity Policy, the Charter of Student Rights & Responsibilities, or the Policy on the Protection of Personal Information, at a minimum, and may be subject to legal consequences that are outside of the responsibility of the university.

## Student Absenteeism, Missed Tests and Examinations

Students are responsible for completing all course requirements, including attending classes and meeting assignment deadlines as specified on their syllabus.

Adjustments and deferrals to dates for participation, assignment submissions, tests, midterms and final examinations are not automatic. It is the student's responsibility to email their instructor immediately if they are unable to fulfill academic requirements.

Courses delivered remotely may involve student participation in scheduled (synchronous) classes via web-based platforms, such as Zoom. Students unable to participate (i.e., by video and/or audio) should email their instructors to request alternative arrangements for participation in these scheduled (synchronous) classes.

Students are required to be available for all tests, midterms and exams that are listed in their course syllabus and scheduled by their instructor or the Office of the Registrar. Depending on their program, the instructor or the chair/director may decide on alternative arrangements for exams and tests. Normally a doctor's note or supporting documentation is not required; however, when a student's success in the course or program is in jeopardy as determined by the instructor or chair/director, documentation may be requested.

Specific SAS accommodations can be implemented for students registered with Student Accessibility Services (SAS), but it is the responsibility of the student to make these arrangements in advance as per SAS guidelines, and to discuss accommodations of due dates with their instructors.

Students can notify the Office of the Registrar of their wish to observe cultural or religious holidays during scheduled examination periods by the deadline set in the Academic Calendar. Personal travel plans are not acceptable reasons for missing tests or exams.