



PSYC*2310, Course Outline: Fall 2025

General Information

Course Title: Social Psychology

Course Description:

In this course an introduction to a selected sample of major and fundamental theories of social psychology is presented. The applications of these theories in our social world are also examined to highlight the relevance of these theories. Additionally, a cross-cultural perspective in the evaluation of social psychological theories is adopted. The focus on cross-cultural research emphasizes the importance of culture in shaping social behaviours, values, and beliefs. The two main goals of this course are:

1. To develop a solid understanding of core social psychological perspectives, theories, and research through an examination of various phenomena; and
2. To recognize the methods social psychological researchers use to acquire knowledge.

Credit Weight: 0.5

Academic Department: Psychology

Semester Offering: Fall 2025

This course is offered using the Alternate-Delivery-Synchronous (AD-S) format. There is an assigned day and time for class lectures, but no classroom, because lectures are delivered virtually. Class Schedule: Tuesdays & Thursdays 10:00 am - 11:20 pm, Virtual Synchronous

Instructor Information

Name: Prof. Saba Safdar

Email: ssafdar@uoguelph.ca

Website: Centre for Cross-Cultural Research, <https://cccr.uoguelph.ca/>

Office location and office hours: 4017 MacKinnon Building, by appointment

Graduate Teaching Assistants (GTA) Information

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Course Content

Specific Learning Outcomes:

Upon successful completion of this course you should be able to:

1. Recognize the 10 core social psychological phenomena and the relevance of culture:
 1. Self Perception
 2. Social Perception
 3. Attitudes
 4. Persuasion
 5. Social Influence
 6. Group Behaviour
 7. Stereotypes and Prejudice
 8. Aggression
 9. Altruism
 10. Attraction and Intimacy(Learning outcomes: Critical Thinking & Global Understanding)
2. Identify and discuss the link between key social psychological theories and social behaviours (learning outcome: Communication, reading, writing, & integrative skills)
3. Evaluate social psychology experiments and the validity of their outcomes (learning outcome: Critical Thinking: depth & breath of understanding, inquiry & analysis).

Lecture Content

<u>Date</u>	<u>Lecture Topic</u>	<u>Chapters</u>
September 4 th	Introducing Social Psychology	1
September 9 th	The Self in Social World	2
September 11 th	Self and Culture	-

September 16 th	Attribution	3
September 18 th	Attitudes	5
September 23 rd	Attitudes & Attribution across Culture	
September 25 th	Conformity & Obedience	7
September 30 th	Conformity across Culture	-
October 2 nd	Persuasion	6
October 7 th	Review Session for Midterm	-
October 9 th	Midterm	-
No class scheduled, Fall Study Break (October 10 – 15)		
October 16 th	Cultural Context of Persuasion	-
October 21 st	Group Behaviour	8
October 23 rd	Crowd Behaviour	-
October 28 th	Intergroup Relations	9
October 30 th	Altruism	12
November 4 th	Altruism Across Culture	-
November 6 th	Aggression	11
November 11 th	Violence Across Culture	-
November 13 th	Stereotypes	4 & 10
November 18 th	Prejudice	-
November 20 th	Attraction & Intimacy	13
November 25 th	Review Session for Final Exam	-
November 27 th	Intimate Relationships Across Culture	-

Final Exam: December 12th
11:30 am – 12:30 pm EST, Online

Schedule

It is strongly recommended that you follow the course schedule provided below. The schedule outlines what you should be working on each week of the course and lists the important due dates for the assessments. By following the schedule, you will be better prepared to complete the assessments and succeed in this course.

Week 1 – September 4 - 14

Readings

- Textbook: Chapters 1 and 2

Assessments

- September 11, **In-Class Quiz 1**

Week 2 – September 15 - 21

Readings

- Textbook: Chapter 3 & 5

Assessments

- September 16, In-Class Quiz 2
- September 18, In-Class Quiz 3
- **Written Assignment #1**
Opens: September 15 at 12:01 am ET
Closes: September 21 at 11:59 pm ET

Written Assignment 1: Who Are You?

Understanding the self is a central topic in social psychology. In this activity, you will reflect on your own sense of self and analyze it through key psychological concepts.

Instructions:

1. Describe Yourself

- Identify your main characteristics (e.g., personality traits, values, interests).
- Reflect on how you came to be the person you are today. Consider the role of significant experiences, social influences, or personal choices.

2. Examine Positive Self-Illusions

- Identify at least two positive self-illusions—beliefs about yourself that may not be fully accurate but contribute to your confidence, motivation, or resilience.

- Connect your examples to relevant psychological theories (e.g., *self-enhancement bias*, *unrealistic optimism*).
- 3. Reflect on Cultural Influences
 - Analyze how the values, traditions, and expectations of your culture influence your identity.
 - Consider psychological theories such as *individualism* vs. *collectivism* or *cultural schemas of self*.
- 4. Videos to Support Your Understandings:
 - The Psychology of Self-Identity (Sprouts)
 <https://www.youtube.com/watch?v=mIYdx6lDDhg>
 - The Optimism Bias – Tali Sharot
 <https://www.youtube.com/watch?v=xw4xcQE1K4c>

Key Concepts to Integrate:

- Self-concept and self-schema
- Positive self-illusions (e.g., better-than-average effect, unrealistic optimism)

Week 3 – September 22 – 28

Readings

- Textbook: Chapter 7

Assessments

- September 23, In-Class Quiz 4
- September 25, In-Class Quiz 5
- **Written Assignment #2**
 Opens: September 22 at 12:01 am ET
 Closes: September 28 at 11:59 pm ET

Written Assignment 2: Forming Impressions of Others

We often form impressions of others quickly and based on limited information. For this activity:

1. Select a person you either strongly like or strongly dislike.
2. Reflect on:
 - Which traits or behaviours of this person stand out most to you?
 - How did your impression form, was it based on initial contact, repeated interactions, or social information? Consider influences such as the primacy

effect (impact of first impressions), schemas, stereotypes, or attributional biases (e.g., fundamental attribution error or the halo effect).

3. Evaluate whether the traits you've noticed are vivid, rare, or extreme (positive or negative). Why might these traits be particularly memorable or salient to you?
4. Incorporate Key Concepts:
 - Halo Effect (e.g., a single positive trait influencing overall perception)
 - First Impression Bias / Primacy Effect
 - Schemas and Stereotypes shaping interpersonal perception
 - Attribution Biases like the fundamental attribution error, confirmation bias, or negativity bias
5. Videos to Support Your Understanding:
 - “Schemas (Learn Social Psychology Fundamentals)” — Clarifies how mental frameworks influence perception.
<https://www.youtube.com/watch?v=WB9raKI-cJY>
 - “What Is Schema Theory in Psychology?” — Enhances your understanding of how schemas support stereotyping and memory formation.
<https://www.youtube.com/watch?v=F624Baz-Vzk>

As you write your response, aim to integrate your personal reflections with theoretical concepts. Maintain an analytical tone and prioritize respectful, psychologically grounded discussion over subjective judgments.

Week 4 – September 29 - October 5

Readings

- Textbook: Chapter 6

Assessments

- September 30, In-Class Quiz 6
- October 2, In-Class Quiz 7
- **Written Assignment #3**
Opens: September 29 at 12:01 am ET
Closes: October 5 at 11:59 pm ET

Written Assignment 3: Anti-Vaccination Attitudes

Extensive empirical research demonstrates that vaccines are both safe and effective in

preventing the spread of disease. Despite this, some individuals and groups maintain strong anti-vaccination beliefs, including claims that vaccines are linked to autism or rooted in broader conspiracy theories.

1. Read the article and watch at least one of the suggested videos to build a foundation for your discussion.

- Motta, M., Callaghan, T., & Sylvester, S. (2018). Knowing less but presuming more: Dunning-Kruger effects and the endorsement of anti-vaccine policy attitudes. *Social Science & Medicine*, 211, 274–281.
- [Vaccines—Calling the Shots Sneak Peek | NOVA \(YouTube\)](#)
- [FRONTLINE | The Vaccine War | PBS \(YouTube\)](#)
- [Understanding Vaccine Hesitancy \(YouTube\)](#)

2. Apply psychological theory

Choose at least one psychological concept (e.g., Dunning–Kruger effect, confirmation bias, availability heuristic, motivated reasoning, overconfidence) and explain how it helps us understand vaccine resistance.

3. Connect to social influences

Discuss the role of misinformation, social media, and echo chambers in reinforcing anti-vaccination attitudes. Consider how these platforms amplify emotionally vivid or misleading claims. Ask questions such as: Why do some people resist scientific evidence on vaccines? What role do misinformation, social media, and echo chambers play in shaping these views? How might cognitive biases (e.g., confirmation bias, availability heuristic) and overconfidence contribute?

4. Integrate evidence from the resources

Use specific examples from the videos, the assigned article, or the course material to illustrate your points. For example, highlight how misinformation spreads, why debunking efforts sometimes fail, or how narratives shape public perception.

5. Maintain an academic and respectful tone

When discussing individuals or groups with anti-vaccine beliefs, focus on the belief structures and psychological mechanisms rather than criticizing people themselves. This ensures a balanced, evidence-based discussion.

Week 5 – October 6 - 12

Assessments

- **Midterm**
October 9, 10:00 am – 11:20 am ET

No class scheduled, Fall Study Break (October 10 – 15)

Week 6 – October 13 - 19

Assessments

- October 16, In-Class Quiz 8

Week 7 – October 20 - 26

Readings

- Textbook: Chapter 8

Assessments

- October 21, In-Class Quiz 9
- October 23, In-Class Quiz 10
- **Discussion Activity #5**
Opens: October 20 at 12:01 am ET
Closes: October 26 at 11:59 pm ET

Written Assignment 4: Attitudes Across Cultures

In this activity, you will explore how attitudes vary across cultures and the cultural values that influence them. Follow the steps below:

1. Identify a cross-cultural attitude

- Choose an attitude or belief that differs across cultures. Examples include attitudes toward environmental issues, sexual orientation or sexual behaviours, alcohol, food, animals, or other social norms or practices

2. Compare and contrast

- Describe your own attitude toward this topic.
- Research or discuss the attitudes of people from at least one other culture.
- Highlight the similarities and differences between your perspective and that of the other culture(s).

3. Analyze cultural influences

- Explain how cultural values may contribute to these differences. Consider factors such as: individualism vs. collectivism, urban vs. rural settings, socioeconomic factors,

such as income or education, and other cultural characteristics that may shape attitudes

4. Reflect

- Conclude with your thoughts on how understanding cultural differences in attitudes can impact communication, behaviour, or cross-cultural interactions.

Week 8 – October 27 - November 2

Readings

- Textbook: Chapters 9 & 12

Assessments

- October 28, In-Class Quiz 11
- October 30, In-Class Quiz 12
- **Discussion Activity #5**
Opens: October 27 at 12:01 am ET
Closes: November 2 at 11:59 pm ET
Initial Response due: October 28 by 11:59 pm ET

Discussion Activity 6: The Influence of Culture in Understanding COVID-19

The COVID-19 pandemic provides a vivid example of how culture shapes group behaviour and individual responses. In this activity, you will reflect on behaviours observed during the early stages of the pandemic (e.g., hoarding supplies, panic buying, following or rejecting health guidelines, endorsing conspiracy theories) and analyze them through the lens of group processes and cultural values.

1. Recall pandemic behaviours

Think about your own actions and those of people around you—friends, family, neighbors, or colleagues, when COVID-19 first emerged in Canada/North America in early 2020.

Examples of behaviours include, stockpiling food or household supplies, wearing masks or avoiding social gatherings, sharing or believing conspiracy theories online

2. Select two examples for analysis

Choose two specific behaviours, one from yourself or someone close to you, and one from a broader group (e.g., community, workplace, online community).

3. Analyze the role of culture

Use the following prompts to guide your analysis:

How might cultural values such as individualism vs. collectivism, power distance, or uncertainty avoidance have influenced these behaviours?

How did group processes play a role? Consider:

Social facilitation: Did being part of a group influence people to follow or reject health

guidelines?

Social loafing: Did some individuals rely on others to take precautions, reducing their own efforts?

Group polarization: Did discussions in social circles or online communities push people toward more extreme beliefs or behaviours?

Groupthink: Did the desire for harmony or conformity affect decisions about safety or skepticism?

4. Reflect on insights

What do these examples reveal about the influence of culture on group behaviour during a crisis?

How could understanding these cultural and group dynamics improve public health messaging or community response in future pandemics?

Suggested Resources

Ryder, A., Berry, J.W., Safdar, S., & Yampolsky, M. (2020, May). “Psychology Works” Fact Sheet: Why Does Culture Matter to COVID-19?

https://cpa.ca/docs/File/Publications/FactSheets/FS_CultureAndCOVID-19.pdf

Gelfand, M. (2020, March). To survive the coronavirus, United States must tighten up.

Boston Globe. [https://6df1098c-05f3-4ab1-a049-](https://6df1098c-05f3-4ab1-a049-b59ba7f3ecfe.usrfiles.com/ugd/6df109_6da2e95a748c49adb1fefdc34d966569.pdf)

[b59ba7f3ecfe.usrfiles.com/ugd/6df109_6da2e95a748c49adb1fefdc34d966569.pdf](https://6df1098c-05f3-4ab1-a049-b59ba7f3ecfe.usrfiles.com/ugd/6df109_6da2e95a748c49adb1fefdc34d966569.pdf)

Week 9 – November 3 - 9

Readings

- Textbook: Chapter 11

Assessments

- November 4, **In-Class Quiz 13**
- November 6, **In-Class Quiz 14**

Week 10 – November 10 - 16

Readings

- Textbook: Chapter 4 & 10

Assessments

- November 11, In-Class Quiz 15
- November 13, In-Class Quiz 16

Week 11 – November 17 - 23

Readings

- Textbook: Chapter 13

Assessments

- November 18, In-Class Quiz 17

- November 20, In-Class Quiz 18
- **Discussion Activity #6**
 Opens: November 17 at 12:01 am ET
 Closes: November 23 at 11:59 pm ET
 Initial Response due: November 18 by 11:59 pm ET

Discussion Activity 6: Exploring Altruism Across Cultures

Altruism, the act of helping others without expecting a reward, is influenced by cultural values and social norms. In this activity, you will reflect on an example of altruistic behaviour and analyze how culture may have shaped it.

1. Recall an altruistic behaviour

- Think of a time when you, a friend, or someone in your community engaged in helping behaviour. Examples include volunteering for a charity or community service, donating time, money, or resources to someone in need, offering emotional support during a crisis, acts of kindness in everyday situations

2. Analyze the role of culture

- Describe the behaviour clearly.
- Reflect on how cultural values may have influenced it. Consider factors such as:
 - Individualism vs. collectivism: Was the behaviour motivated more by concern for the group or personal values?
 - Power distance: Did hierarchy or social status affect who helped and how?
 - Other cultural norms: How might societal expectations or traditions have shaped the action?

3. Reflect on insights

- What does this example reveal about the influence of culture on altruistic behaviour?
- How might understanding these cultural influences help promote prosocial behaviour in your community or society?

Suggested Resources

Psychology Today – Why People Help Each Other
<https://www.psychologytoday.com/us/basics/altruism>

World Values Survey

<https://www.worldvaluessurvey.org/>

Hofstede Insights – Country Comparison

<https://www.hofstede-insights.com/country-comparison/>

Week 12 – November 24 – 27

Assessments

- November 27, In-Class Quiz 19

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
In-Class Quizzes (1% each) Best of 15 out of 19 quizzes	See Schedule above	15%	LO # 1 & 2
Written Assignments 1 & 2: using the Assignment Review tool with AI-assisted grading 2 x 6% = 12%	See Schedule above	12%	LO # 3 & 4
Written Assignments 3 & 4: using the Peer Review activity 2 x 6% = 12%	See Schedule above	12%	LO # 3 & 4
Peer Grading for assignments 3 & 4 2 x 3% = 6%	See Schedule above	6%	LO # 3 & 4
Written Assignments 5 & 6: Group discussions, evaluated by the TAs 2 x 7% = 14%	See Schedule above	14%*	LO # 3 & 4
Midterm Exam	October 9 th 10:00 am – 11:20 am EST, Online	15% or 25%**	LO # 1 & 2
Final Exam	December 12 th 11:30 am – 12:30 pm EST, Online	15% or 25%**	LO # 1 & 2

Additional Notes:

The final grade is based on in-class quizzes, online written assignments, a midterm, and a final exam. The final exam is not cumulative. Lectures and textbook materials are examined in each test. All tests consist of multiple-choice items.

Note on grading:

* Note that if you submit all six discussion activities you earn one bonus mark, regardless of your grades on them. This incentive encourages full participation in these assignments.

** To assist students with their final mark, a lenient policy is developed. That is, the exam with the higher mark will count as 25% of your final mark and the exam with the lower mark will count as 15%. For example, if you receive 75% on the midterm and 70% on the final exam, your midterm will count as 25% of your final mark while your final exam will count as 15%.

Alternatively, if you receive 70% on the midterm and 75% on the final exam, your midterm will count as 15% of your final mark while your final exam will count as 25%.

(1) Midterm

Chapters: 1, 2, 3, 5, 6, & 7 and lecture materials.

(2) Final exam

Chapters: 4, 8, 9, 10, 11, 12, & 13 and lecture materials since the midterm.

(3) Six written assignments (44% + 1%)

Written assignments and discussion activities are designed to give you frequent opportunities to engage with and critically explore social psychological phenomena. Each assignment opens on Monday and closes on Sunday. Detailed grading information for Assignments 1–4 can be found in the rubric for each assignment on CourseLink.

Discussion Activities 5 and 6 are group-based and require you to collaborate virtually with a small group of students. Each virtual group opens on Monday and closes on Sunday of the scheduled week. To receive full participation marks, you must post your initial comment by Tuesday at midnight. Further details are provided in the discussion rubric on CourseLink.

Note that if you submit all six written assignments you earn one bonus mark, regardless of your grades on them. This incentive encourages full participation in these assignments.

(4) In-class quizzes (15%)

Nineteen quizzes are administered in class and your mark consists of the best 15. Each quiz is worth 1% and consists of 2 questions. You can only complete these quizzes virtually during class time using your clicker or your phone (information about i>clickers is presented in the first day of class). Each quiz is based on the lecture that is presented on that day. If you do not attend a lecture that contains a quiz or you do not have access to the clicker website, you miss the quiz and there is no make-up for it.

The pedagogical reason for incorporating these quizzes during class time is to increase students' participation and involvement in class and receive feedback from students on their understanding of the material.

You must register your clicker on the course website, using CourseLink. You will not receive a mark for in-class quizzes if your clicker is not registered properly. The grades for in-class quizzes are updated on CourseLink at the end of each week. It is your responsibility to check your grades on CourseLink on a regular basis and inform the instructor ASAP if you have no mark for in-class quizzes. You have until the last day of class to inform the instructor if your

marks for in-class quizzes are not uploaded on CourseLink. After this date no changes will be made and you will receive zero for this assignment.

Final examination date and time:

December 12th, 11:30 am – 12:30 pm EST, Online

There is no face-to-face schedule for the final exam as this is completed only virtually at the scheduled time specified above.

Final exam weighting:

Final exam is based on all the chapters and lecture materials since the midterm. It worth either 15% or 25% of your final grade depending on your grade on the midterm (see above for more details). Please familiarize yourself with online [Examination Regulations](#)

Course Resources

Textbook / Learning Resource	Required	Cost*
Access code for: Safdar, S. & Sanderson, C.A. (2021). Social psychology (Second Canadian edition). Mississauga: John Wiley & Sons Canada	Required	\$30.00
Access code for iClicker App	Required	\$14.50

Required Texts:

*Note that students are required to purchase ONE access code, which gives them access to the e-textbook. Hard copy of the textbook is not required. Hard copies of the textbook are available on Reserve in the Library for two hours.

Other Resources:

The lecture notes and additional readings will be accessible through CourseLink. The lecture notes for each week are available at the end of that week. The results of examinations and the grades for all assignments will also be posted and regularly updated on CourseLink. All relevant course messages will be posted on CourseLink. You are responsible to check CourseLink on a regular basis to avoid missing messages that are posted and ensure the accuracy of your grades that are regularly updated on CourseLink.

Course Policies

If you miss the midterm, you must provide supporting documentation to receive permission for a make-up. Please note that there are no make-up opportunities or late submissions allowed for in-class quizzes. If you miss a lecture with a quiz, forget your clicker, or cannot access the clicker app on your device, you will miss the quiz, and there will be no make-up.

However, you can still achieve a perfect score for in-class quizzes as only your best 15 out of 19 quizzes will be counted, allowing you to miss up to four quizzes without penalty.

Similarly, there are no make-ups for discussion activities. You are expected to post your reflection and respond to a group member's post within the week that each discussion activity is due.

[Undergraduate Grading Procedures](#)

Course Policy regarding use of electronic devices and recording of lectures:

Electronic recording of classes is not allowed without consent of the instructor. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the written consent of the instructor.

University Policies

Disclaimer:

Please note that a revision of the format of course offerings, changes in classroom protocols, and academic schedules is occasionally required. Any such changes will be announced via CourseLink and/or class email. This includes on-campus scheduling during the semester, mid-terms and final examination schedules.

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration:

[Academic Consideration, Appeals and Petitions](#)

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

[Academic Misconduct Policy](#)

Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email accessibility@uoguelph.ca or the [Student Accessibility Services Website](#)

Student Feedback Questionnaire

These questionnaires (formerly course evaluations) will be available to students during the last 2 weeks of the semester. Students will receive an email directly from the Student Feedback Administration system which will include a direct link to the questionnaire for this course. During this time, when a student goes to login to Courselink, a reminder will pop-up when a task is available to complete.

[Student Feedback Questionnaire](#)

Drop date

The last date to drop one-semester courses, without academic penalty, is Friday November 28, 2025. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).

Instructors must provide [meaningful and constructive feedback, at minimum 20% of the final course grade, prior to the 40th class day](#). For courses which are of shorter duration, 20% of the final grade must be provided two-thirds of the way through the course.

[Current Undergraduate Calendar](#)

Additional Course Information

Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic

misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in. Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

In this course, your instructor will be using Turnitin.com to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to prevent plagiarism in the College of Social and Applied Human Sciences.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

The assignments for this course have been developed to reinforce the course materials and support your learning. The aim is to assist you in learning independently, to promote peer-to-peer learning, to provide guidance on the subject matter and assignments, to provide you with feedback on your assignments and to assist you with understanding the course content. Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in. Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor. In this course, your instructor will be using Turnitin.com and others software to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to prevent plagiarism in the College of Social and Applied Human Sciences.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

Netiquette Expectations

The course website is considered an extension of the classroom and the same protections, expectations, guidelines, and regulations used in face-to-face settings apply, plus other policies and considerations that come into play specifically because these courses are online. Inappropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include:

- Posting inflammatory messages about your instructor or fellow students;
- Using obscene or offensive language online;
- Copying or presenting someone else's work as your own;
- Adapting information from the Internet without using proper citations or references;
- Buying or selling term papers or assignments;
- Posting or selling course materials to course notes websites;
- Having someone else complete your quiz or completing a quiz for/with another student;
- Stating false claims about lost quiz answers or other assignment submissions;
- Threatening or harassing a student or instructor online;
- Discriminating against fellow students, instructors, and/or TAs;
- Using the course website to promote profit-driven products or services;
- Attempting to compromise the security or functionality of the learning management system; and
- Sharing your username and password.