



**Psychology and Law
PSYCO 305, X50
Winter 2021**

Instructor: Jamin Blatter, Ph.D.

Office: BS P-343

Office hours: R 2-4 or by appointment through zoom

Email: jblatter@ualberta.ca (preferred, please

put *Psyco 305 X50 or Psych and Law in the subject*
somewhere and see email policy below)

Teaching Assistant: Danielle Mattson

Office: NA

Office hours: by appointment

Email: dmattson@ualberta.ca (preferred, please

put *Psyco 305 X50 or Psych and Law in the subject*
somewhere and see email policy below)

Class location: online via e-class (asynchronous delivery)

Class time: asynchronous delivery, but see class schedule and due dates below

Course website: accessible through e-class on the University homepage

Recommended text and other required materials:

Costanzo, M., Krauss, D., Schuller, R., & McLachlan, K. (2014). *Forensic and Legal Psychology: Psychological Science Applied to Law* (Canadian Edition). MacMillan Higher Education.

Note: Throughout the term, **supplementary readings will be required**. Links to these readings will be available on the course website.

Students must have access to a computer/laptop/tablet and the Internet (including YouTube) to access course materials, complete assignments, quizzes, and exams.

Technology Requirements/Recommendations for Remote Learning:

For an optimal online learning experience, please review the University guidelines for [Technology for Remote Learning](#). If a student has any questions or concerns about these requirements/recommendations, it is highly recommended that they contact the instructor at the beginning of term.

Course prerequisites:

PSYCO 104 or SCI 100, and PSYCO 105 (or equivalent as approved by the Psychology department).

Students who have not completed these prerequisites will not be given credit for completing PSYCO 305. It is the responsibility of the student to ensure they have the appropriate prerequisite(s) for the course.

[Faculty of Arts]

Course description and learning objectives:

The law is inherently psychological. It is made by people with varying desires and ambitions, interpreted by individuals with different (sometimes contradictory) perspectives, and experienced – either directly or indirectly – by all of us. The objective of this course is to provide an introduction to important topics in the field, highlighting some of the most influential and controversial questions and research. Topics include: theories of criminal behavior, eyewitness identification, competency to stand trial, and the insanity defense (see class schedule for complete list of topics covered). This class explores many captivating and controversial issues that arise at the crossroads of psychology and the law.

Hopefully by the end of the term you will have the skills to: (1) understand major theories, roles, controversies, and topics in psychology and law, (2) critically evaluate psychological research and media claims related to psychology and law, (3) recognize and apply this knowledge to the real world and your everyday life, and (4) clearly and concisely communicate to others how psychology and the law intersect and evolve.

Please note: In this course, we will discuss several examples of social behavior that may be unpleasant and/or controversial (e.g., aggression, stereotyping/prejudice, deception, rape, child abuse, objectification, torture, politics, the death penalty, abortion, and so forth). Additionally, discussions of the theories and empirical research may challenge your pre-existing beliefs about social behavior. Some students might find these topics or discussions uncomfortable or anxiety provoking. Nevertheless, all students will be responsible for all required topics, lectures, readings, assignments, and activities. I encourage concerned students to review the readings and slides in advance, so that they can anticipate the presentation of material they find discomfoting.

Lecture:

This is primarily a lecture-based course, and as such, lectures will be pre-recorded and provided on e-class. The purpose of the lectures is not to repeat the material covered in the text and readings. Instead, I will be introducing, clarifying, and elaborating on material about psychology and law, some of it in the text and readings, but not all. I may also use activities, demonstrations, videos/video clips, as well as examples from published research, and real life applications to supplement the text material. **All of this material, in addition to any assigned readings and lecture notes, is eligible to be covered on the quizzes and exams.**

The power point slides will be posted to accompany the lectures, but these slides may be incomplete. That is, some of the definitions, descriptions, and examples discussed during the lectures may not appear in the posted notes. In addition, descriptions of activities, demonstrations, and video clips (and how they may be relevant to the course material) will also not be posted. Allowing access to the slides is used to facilitate and supplement note taking, not eliminate it. Therefore, although students are encouraged to print and read the lecture notes if they wish, these activities will not be a sufficient alternative for the lectures. I will not simply administer the completed lecture slides via email if a student asks. Therefore, completed lecture slides will not be given out for any reason.

Lecture time is limited, so you will be responsible for a great deal of the information in the readings and text on your own. Just because it hasn't been explicitly covered in the lecture does not mean that it won't be on the quiz or exam. Many students will find it helpful to complete the readings before listening to the lectures. The tentative outline for the course, including due dates and suggested chapters of the text covered each week is as follows:

Schedule & Assigned Readings*:

<u>Days</u>	<u>Week # & Due Dates</u>	<u>Topics Covered</u>	<u>Suggested Chapters & RAs</u>
Jan. 11 th – 15 th	1	Introduction to Course; Psychology & Law: Basic Choices & Roles	1
Jan. 18 th – 22 nd	2	Basic Choices & Roles; The Legal System & Players	10 RA #1 Due Jan. 21st
Jan. 25 th – 29 th	3	The Legal System & Players; Psychology of Crime	2 RA #2 Due Jan. 28th
Feb. 1 st – 5 th	4	Psychology of Crime; Psychology of Police	- RA #3 Due Feb. 4th
Feb. 8 th – 12 th	5 Assignment #1 Due Feb. 8th	Psychology of Police; Eyewitness Memory	5 RA #4 Due Feb. 11th



Feb. 15 th – 19 th	-	Reading Week	-
Feb. 22 nd – 26 th	6	Eyewitness Memory; Evaluating Criminal Suspects	6 RA #5 Due Feb. 25th
Mar. 1 st – 5 th	7 Assignment #2 Due Mar. 1st	Evaluating Criminal Suspects; Forensic Assessment	3 & 4 RA #6 Due Mar. 4th
Mar. 8 th – 12 th	8	Forensic Assessment; Psychology of Victims	9 RA #7 Due Mar. 11th
Mar. 15 th – 19 th	9	Psychology of Victims; Preparing for Trial	12 & 13 RA #8 Due Mar. 18th
Mar. 22 nd – 26 th	10 Assignment #3 Due Mar. 22nd	Preparing for Trial; Jurors & Juries	7 RA #9 Due Mar. 25th
Mar. 29 th – Apr. 2 nd	11	Jurors & Juries; Punishment & Sentencing	8 RA #10 Due Apr. 1st
Apr. 5 th – 9 th	12 Term Project Due Apr. 5th	Punishment & Sentencing; Start Preparing for Final	11 RA #11 Due Apr. 8th
Apr. 12 th – 16 th	13 Assignment #4 Due Apr. 12th	Final Exam Wednesday, April 15th 5:00-8:00 on e-class	Cumulative: Includes all assigned material

***This is a tentative schedule and may be subject to change. The instructor reserves the right to make changes to this schedule as the course progresses. Any changes made to the chapters/topics covered will be announced to the class.**

Note: RA in this table refers to the Reading Assessment quizzes for the readings and topics to be completed by the indicated due date by 11:55 pm. All due dates/deadlines refer to mountain standard time. See below for more information.

Important dates:

See the current Calendar for the [Academic Schedule, Dates, and Deadlines](#), which include the Registration Add/Drop deadline and Withdrawal date.

Final exam (see learning objectives 1 and 3):

Students are responsible for all lecture, assigned readings, and course material. In addition, any content covered in a demonstration/activity, or in any videos is eligible to be covered on the exams. Thus, listening to the lectures and taking notes is essential to success in this course. The instructor will not answer questions regarding what content the students should focus on for the exam. All material listed above is eligible for testing. It is up to the students to decide what they should spend more time reviewing.

The final exam is worth 35% of the final grade and will be 3 hours long. The final exam will be cumulative and will therefore cover material from the entire course. The final exam will be written and consist entirely of short and long answer questions. The emphasis of the exam will be on conceptual, definitional, and application questions. Students should know the material in three ways: (1) understand the technical language, (2) be able to word it in ordinary language, and (3) be able to recognize and apply

it to the real world. Students should also be familiar with the names of key researchers in the area, and be able to link these researchers to the theories and studies with which they are associated. Sample questions will be posted on e-class prior to the exam.

The Final Exam is scheduled by the University exams office, and has a tentative date of Wednesday, April 15th at 5:00 pm (**note: students must verify the date and time on Bear Tracks when the Final Exam Schedule is posted**). Students will not be allowed to begin an exam after it has been in progress for 30 minutes. The exam will be open note and open book, but you are not allowed to use another person(s) or any online services to complete the exams. Any students found violating the exam policies (and thus the [Code of Student Behavior](#)) will be submitted to the Dean for disciplinary review. See Calendar information on [Conduct of Exams](#) for more information.

Notes on open-book exams: Open book exams emphasize higher order skills instead of relying on memorization. The questions will require students to do things with the information, rather than summarize or rewrite it. Most of the weight of the exam will be placed on knowledge, comprehension, and critical thinking, rather than just recall. Examples of higher order skills include:

- *Applying: Using information in new situations (e.g. particular task, scenario, or problem).*
- *Analyzing: Examining different concepts, and making connections or distinctions between them.*
- *Evaluating: Making judgments (e.g., critiquing a theory, or defending a decision).*
- *Creating: Producing a new or original work (e.g., designing a new study, or formulating a theory).*

Remember: Even though the exam is open-book, you ***do*** need to study! Don't underestimate how long it takes to locate the information you need in your notes. Bringing too much information to write the exam will hinder your retrieval of the necessary knowledge. We recommend creating a cheat sheet(s) of material you would like to be able to use during the exam. This content won't answer potential questions, but will be needed to construct the answers.

Missed exams:

For an excused absence where the cause is religious belief, a student must contact the instructor within two weeks of the start of Fall or Winter classes to request accommodation for the term (including the final exam, where relevant). In all cases, instructors may request adequate documentation to substantiate the student request. Deferral of term work or tests is a privilege and not a right; there is no guarantee that a deferral will be granted. Misrepresentation of facts to gain a deferral is a serious breach of the Code of Student Behavior.

In addition, students are expected to take the final exam as scheduled (see above for tentative date). Students have access to their final exam schedule through Bear Tracks and on the Registrar's website well in advance. Multiple exams and/or closely scheduled final exams are not valid excuses for a deferral of one or more final exams.

A student who cannot take the final exam due to incapacitating illness, severe domestic affliction, or other compelling reasons must apply for a deferral through their Faculty Office since that exam is scheduled during the Final Examination Period. Students who failed at the start of the term to request exam accommodations for religious beliefs are expected to follow the normal deferral process. Such an application must be made to the student's Faculty Office within two working days of the missed examination and must be supported by appropriate documentation or a Statutory Declaration (see Calendar for information on [Attendance](#)). Deferred examinations are a privilege and not a right; there is no guarantee that a deferred examination will be granted. Misrepresentation of facts to gain a deferred examination is a serious breach of the Code of Student Behavior.

If a student is granted a deferral for the Final Exam (with a valid reason), the deferred exam will be cumulative, and will consist entirely of short and long answer questions. The deferred examination will be held on May 21st at 2:00 pm on e-class.

Students should refer to the Calendar information on [Conduct of Exams](#) for more information.

Reading assessment quizzes (*see learning objectives 1 and 3*):

Students will complete 9 of 11 possible reading assessment quizzes over the course of the term. These quizzes will make up 25% of the final grade. These quizzes consist of 10 multiple choice questions regarding the material covered/assigned in the assigned readings, lectures, videos, etc. for each section of the course. The material including the reading(s), and lecture section(s) to be covered will be specified for each quiz on e-class, so be sure to read the instructions and prepare accordingly.

Students will complete these quizzes through the appropriate “Quizzes” function on e-class. Once the student has begun the quiz, they will have 15 minutes to complete it. Students will only be allowed one attempt per quiz. Due dates for these quizzes can be found on the lecture outline on e-class (as well as the class schedule above). Quizzes must be completed and submitted by 11:55 pm on the given due date. Each quiz will be available (or open) at least one week before the due date, allowing ample time for completion (e.g., the first quiz is due on Thursday, January 21st, and will be available no later than the Thursday of the previous week, January 14th). Late quizzes will not be accepted for any reason. Any late quizzes (i.e., submitted after 11:55 pm on the due date) will automatically be granted a grade of zero.

Instructions for how to complete the quizzes can be found on e-class. It is the student’s responsibility to ensure that they know how to access and complete these assignments, and that they do so by the due date. Quizzes will be graded out of 10 points (1 point per question). If students have questions about their performance on these quizzes they should contact the instructor. Because there are 11 quizzes, but students are only responsible for doing 9, this means that students can miss 2 quizzes (for whatever reason) without their grades being affected. It also means that if students receive a poor score on a quiz, they will have the opportunity to make it up by completing the additional quizzes, and therefore not have that poor score count towards the final grade. Thus, the best 9 quiz scores for each student will be counted towards this 25% portion of their final grade.

Assignments (worth 20%; see learning objectives 2 and 3):

Students will complete 3 of a possible 4 written assignments. Detailed instructions for the assignments will be provided on e-class. The purpose of these assignments is to apply psychological concepts learned in class to real world phenomena. Accordingly, for one assignment, students will be asked to evaluate how the legal system is portrayed in the media (e.g., on television, in books, or in movies). The remaining assignments will involve reading assigned articles as well as incorporating outside sources and information learned in class and/or the textbook to synthesize, summarize, and answer a series of questions related to various topic in the field of psychology and law.

The assignments will each be graded out of 10 points, and the scores for the best 3 assignments for each student will be averaged and worth 20% of the final grade. Because the lowest grade of the 4 assignments will be dropped, this means that students will be permitted to miss 1 assignment (for whatever reason) without it affecting their grade. It also means that if they receive a poor grade on 1 assignment, they will have the opportunity to do better by completing the 4th assignment. Students who fail to submit assignments early on and then encounter a legitimate medical or other problem later will suffer for their earlier decisions to not submit assignments. Obviously, the best approach is to complete three assignments as soon as possible. Students will not be allowed to redo an assignment because they did poorly on it. If they complete and submit an assignment, it counts. No exceptions.

Students will submit their assignments through the appropriate assignments function on the course website, and instructions for how to submit assignments can be found on the course website. If you are unsure about how to submit an assignment, you are encouraged to contact the instructor well before

the due date. **It is the student's responsibility to ensure that they know how to submit these assignments. Due dates for these assignments can be found on the lecture outline, and on the class schedule on the course website. Assignments must be submitted by 11:55 pm on the given due date. A late penalty will be applied to the assignments such that 2 points will be deducted off the total for each day late.** The assignments will be posted to e-class at least 1 week prior to their respective due dates. Thus, students are encouraged to submit assignments well before the due dates. These assignments should be graded within 2 weeks of submission, and these grades will appear on the course website. If students have questions about their assignments, they should contact the instructor

Oral presentation term project (worth 20%; see learning objective 4):

As part of a term project (worth 20% of the final grade), students will work independently to create a recorded presentation (i.e., including audio) to demonstrate their knowledge and mastery of the course material. For the term project, you will be expected to prepare a presentation (e.g., PowerPoint) to guide your discussion, and you should feel free to be creative. Further instructions and information about the term project will be provided on e-class. Term projects will be due by April 5th at 11:55 pm. For each day late, 20% will be deducted from your project and projects will not be accepted after April 10th at 11:55 pm. It is the student's responsibility to ensure that they know how to submit these assignments. If you have questions about the term project, you should contact the instructor well in advance of the due date.

Oral presentation topics:

One theme throughout this course is that the law must be responsive to a constantly changing society, and as such, the law will evolve over time. Thus, the oral presentations will be given on a **landmark legal case (e.g., a case study)** that has had an impact on the legal system in a prominent way. What this means is that you are to choose a particular case that has shaped the law based on its outcome or that highlights a real life example of a relevant legal issue in which the case has challenged (and perhaps changed) the law. Your task is to pick one such case and provide a brief description of the individuals and/or issues involved. Then discuss how this case either amended (or not) the legal system/process (i.e., what was the final ruling in the case?). This exercise is to help expose you to the way the legal system operates, as well as emphasize the fact that the law is constantly evolving.

Only one individual will be allowed to present on each specific case. Cases will be approved on a first come, first served basis. When emailing me to choose a case, please list your **top 3 choices (in order of preference)** in case your top choice has already been taken (see below).

Oral presentation sign-up:

Presentations will due on **Monday, April 5th**, but you will sign up for your topic in advance. You will sign up for a presentation topic by emailing me (jblatter@ualberta.ca) **after 12 pm on Friday, January 22nd** (this is to give everyone a chance to figure out an interesting topic and ask questions). You must sign up for a presentation topic no later than **11:55 pm on Monday, February 1st**. Any emails I receive before 12 pm on January 22nd will not be considered.

Oral presentation assessment details:

Students will give an oral presentation on an approved legal case of their choice. The presentation should include a short background explanation of the case (i.e., what were the circumstances surrounding the crime, the trial, the individuals, and/or issues involved, etc.), **including a description of how the case may be linked to relevant course material** (e.g., lecture and/or textbook/readings). Examples of linking the case include, but are certainly not limited to: issues with eyewitness identification, faulty lineup procedures, polygraph examinations, criminal profiling, dilemmas/choices in psychology and law, theories of criminality, etc. Presentations should be between 12-15 mins long. **0.5%**

will be deducted from the overall grade for each minute over 15 mins.; therefore, *be sure to practice your timing*. Presentations should also be interesting and engaging (e.g., brownie points for using a relevant media clip to explain the case – but media clips should be **no longer than 2 minutes and will be part of the presentation time limit**). **The oral presentation will be worth 20% of the final grade.**

Grades will be assigned based on quality of presentation substance, coherence of presentation, aesthetics of presentation, and presentation delivery. A detailed grading rubric will be posted on e-class.

Grading:

Quizzes:	25%	Final grades will be reported using letter grades. Final grades will be determined after combining scores for all components of the course into a percentage total for each student. These percentages will then be converted into letter grades based on the following conversion system*:
Assignments:	20%	
Term Project:	20%	
Final Exam:	35%	
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Total:	100%	

*Note: There is no possibility of a reexamination in this course.

Distribution of Grades in Undergraduate Courses												
Letter grade	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	F
% grade range	≥95	90-94.9	85-89.9	80-84.9	75-79.9	71-74.9	67-70.9	63-66.9	60-62.9	55-59.9	50-54.9	<50
Grade points	4.0	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0
Descriptor	Excellent			Good			Satisfactory			Poor	Minimal Pass	Fail

***Note:** This is not a curved course and this table contains an approximate guideline for the course. However, the instructor reserves the right to adjust this table to correspond to University-suggested ranges and assign appropriate grades based on relative performance (i.e., the instructor reserves the right to revise grade cutoffs for the conversion of percentage grades to the equivalent letter grade). Cutoffs may be adjusted so that the proportion of students receiving each letter grade corresponds to the University-suggested ranges, depending on class performance and clustering of scores, and will reflect your performance in relation to the rest of the class.

Exams, assignments, and quiz grades will be posted under “My Grades” on e-class. Exams will not be passed back to the students. Grades are unofficial until approved by the Department and/or Faculty offering the course.

Missing a significant portion of the course work will result in a “1” being applied to your final letter grade on your transcript (e.g., a student may receive a C1, indicating that they received a C and missed significant course work). This notation will be applied to the grades of any students who meet any of the following criteria:

1. Have an unexcused absence from any of the exams, and/or
2. Fails to complete the term project and/or
3. Fails to complete at least half of the reading assessment quizzes and/or
4. Fails to complete at least one of the assignments

Re-Grading: If you believe that there is a grading error for one of your quizzes, tests, or assignment questions, you must complete a Re-grading Request Form (available on the course website) where you will have an opportunity to outline the perceived error and refer to any evidence (e.g., reference to a

statement from the readings, or a particular lecture slide). Students will submit completed forms via email to the instructor (NOT the TA) whose decision will be final (e.g., **there is no guarantee that submitting a form will result in an increase in score, and may actually result in a decrease if an error is found**). Any requests for reviewing or re-grading any questions on quizzes, assignments, or tests must be received before the end of the last day of classes (i.e., by 5:00 pm on April 16th).

Additional considerations...

Office hours and email:

Students are welcomed and encouraged to ask questions via email. If you are having trouble understanding the course material, please contact the instructor well in advance of the exams. Waiting until the last minute is an unwise strategy, as I am unable to help those students that do not take the initiative.

Also, a note about emailing questions: **Students are encouraged to read through their syllabus and lecture notes before asking their questions to determine whether they can find the answer on their own before emailing the instructor or TA.** Also, the instructor will answer only brief and succinct questions regarding material via email. If your question is even somewhat intricate/complex, **or if you have more than a couple of questions**, please set up a meeting for office hours. Questions sent via email should also be as specific as possible, so that an appropriate response can be given quickly. Students who email vague, nonspecific, complex, or otherwise unclear questions or comments (e.g., “I don’t understand profiling”) will be encouraged to set up a meeting with the instructor.

Additionally, it would be useful for students to be clear about what specific aspect of the material they do not understand. So, rather than emailing something vague (e.g., “I don’t understand profiling”) students should first tell me what you know about the topic and then ask your specific question. This policy will result in the ability of the instructor to respond to all students in a timely manner as well as not waste my time or yours providing information about things you already understand.

Note on email etiquette: In writing any email to the instructor or TA, students will be required to include the following information if they desire a response:

1. The **student’s first and last name**
2. Their **student ID number**
3. The **course number/name**
4. If requesting a meeting, **at least 2 time windows you would be available to meet.**

Failure to include this information may result in the email going unanswered. The instructor teaches more than one course, so not including this information makes it very difficult to get back to students accurately and in a timely fashion (aside from the fact that not including your name – or a greeting – in an email is disrespectful to the recipient).

For a bonus point on the final exam, send the instructor an email by January 25th, 2020 at 11:55 pm following the guidelines listed in this syllabus (e.g., including the course number/name, a greeting, your name, etc.). Include either a “fun fact” about yourself or something that you’d like me to know (e.g., are you in a different time zone, working full time, caring for a family member(s), etc.).

Any emails (anonymous or otherwise) sent to the instructor or TA that are disrespectful, aggressive, hostile, or harassing in nature will be reported to the Associate Chair of the Undergraduate Program in Psychology, Cor Baerveldt, and will be investigated for violations of the Student Code of Conduct. Any students found to be in violation of the code will be disciplined accordingly. If you have comments or concerns about the class, you are encouraged to see the instructor in person, make such comments on the course evaluations at the end of the term, or to see the Associate Chair. Disrespectful behavior (including emails) will not be tolerated.

Absence from class or exams, and missed work:

Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify the instructor by e-mail within two days.

Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult the sections of the University Calendar regarding [Attendance](#) and [Examinations](#).

Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

Note: In this course, students are allowed to miss a certain number of quizzes and assignments, and still earn 100% (i.e., an A+) in the course (see those specific sections of this syllabus for details). **These procedures are in place to take care of various circumstances that students might find themselves in** (including, but not limited to, adding the class late, illness, forgetfulness, computer issues); **that is, students have been accommodated for these circumstances in advance.** Unfortunately, if you miss more than the allowed number of quizzes, assignments, or exams, then it will start to affect your grade, and I cannot accommodate you more than this. There has to be a minimum amount of work that everyone is responsible for completing in order to achieve the same grade/credit for this course. To offer further accommodation would be unfair to the other students in the class. Therefore, extensions or additional accommodations for missed work will not be granted beyond that already outlined for each course component.

Classroom etiquette:

Students are expected to behave appropriately in their courses reflecting respect for the instructor and their classmates. This includes virtual environments and platforms. **Inappropriate behavior will not be tolerated.**

Recording and/or distribution of course materials:

Note: Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed **only with the prior written consent of the instructor or as a part of an approved accommodation plan.** Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s). **This includes uploading course content to third party websites.**

STUDENT RESPONSIBILITIES...

Guidelines for Respectful Online Engagement:

“Students from many different backgrounds participate in courses at the University of Alberta. Sexist, racist, homophobic comments and other inflammatory remarks are not conducive to learning in our courses, and absolutely are not permitted. All participants are governed by the [Code of Student Behaviour](#). Be mindful when discussions involve controversial topics or issues, and consider the possibility that members of our community have themselves experienced some of these issues and/or very different realities because of these issues. Participate in a respectful and considered manner.

If you are witness to or the target of abusive or offensive behaviour in any course, please inform your instructor immediately. You may also contact the Psychology Undergraduate/Graduate Advisor, Associate Chair of Undergraduate/Graduate, or Chair.”

Academic integrity:

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the [Code of Student Behavior](#) and avoid any behavior which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in

an offense. Academic dishonesty is a serious offense and can result in suspension or expulsion from the University.

All students should consult the [Academic Integrity website](#) for clarification on the various offences. If you have any questions, ask your instructor.

All forms of dishonesty are unacceptable at the University. Any offense will be reported to the Associate Dean of the Faculty, who will determine the disciplinary action to be taken. See the [Academic Discipline Process](#). Sanctions range from a grade of zero for an exam or paper in question, with no opportunity to replace the grade or redistribute the weights, to a disciplinary failing grade with a period of suspension or expulsion from the University of Alberta.

Academic honesty:

All students should consult the information provided by the [Student Conduct and Accountability Office](#) regarding avoiding cheating and plagiarism in particular and academic dishonesty in general. If in doubt about what is permitted in this class, ask the instructor.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](#). Before unpleasantness occurs, consult the appropriate resources and also discuss this matter with any tutor(s) and with your instructor.

STUDENT RESOURCES:

COVID-19 Updates:

Updates pertaining to university-related activities can be found on the [COVID-19 Information website](#).

Student Services and Resources:

General information about various services, including academic, financial, health, safety, and career development, can be found on the website for [Current Students](#).

Accessibility resources (AR) (1-80 SUB):

The University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. AR promotes an accessible, inclusive, and universally designed environment. For general information to register for services visit the [Accessibility Resources](#) webpage. Eligible students have both rights and responsibilities with regard to accessibility-related accommodations. Students who take exams with accommodation are responsible for meeting the required AR deadlines and regulations. Consequently, scheduling exam accommodations in accordance with AR deadlines and procedures is essential, and adherence to procedures and deadlines is required for U of A to provide accommodations.

Failing to meet AR regulations will likely result in AR being unable to provide the necessary services required. Should this happen, students will be invited to take their exams with their peers during the allotted time.

Students registered with AR who will be using accommodations in the classroom are required to provide a "Letter of Introduction" to the instructor as soon as possible. Students are encouraged to make an appointment with the instructor to discuss any required accommodations. Those students who need accommodated exams must provide the instructor with an "Exam Instructions & Authorization" form one week prior to each exam.

Academic success centre (1-80 SUB):

[The Academic Success Centre](#) provides professional academic support to help students strengthen their academic skills and achieve their academic goals. Individual advising, appointments, and group workshops are available year round in the areas of Accessibility, Communication, Learning, and Writing Resources. Modest fees apply for some services.

The centre for writers (1-42 Assiniboia Hall):

The [Centre for Writers](#) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

First Peoples' House:

[The First Peoples' House](#) provides an environment of empowerment for First Nations, Métis, and Inuit learners to achieve personal and academic growth.

Health and wellness support:

There are many health and community services available to current students. For more information visit the [Health and Wellness Support](#) webpage.

Office of the student ombuds:

The [Office of the Student Ombuds](#) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

LEARNING AND WORKING ENVIRONMENT:

The Department of Psychology, Faculty of Arts, and Faculty of Science are committed to ensuring that all students, faculty, and staff are able to work and study in an environment that is safe and free from discrimination, harassment and violence of any kind. It does not tolerate behavior that undermines that environment. This includes virtual environments and platforms.

The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.

Final note (disclaimer):

Any errors (typographical or otherwise) in this Course Outline are subject to change and will be announced to the class. The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) section of the University Calendar.

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