

PSYC 241S

Dr. R. C. L. Lindsay

READ ALL 12 PAGES OF THE COURSE OUTLINE – IT DOES MATTER!

Contact: I am terrible at responding to phone messages but very reliable about responding to email so I strongly recommend email as the preferred method of contact! Also, Distance Studies would like as much as possible for all assignments to be handled by email so we might as well start out thinking of email as the primary and preferred method of communication for the course.

e-mail address: rod.lindsay@queensu.ca : Office 320 Craine; Phone 613-533-2880

Overview.

The objective of PSYC 241 is to introduce students to the study of social psychology. PSYC 241 offers a broad and balanced look at historical and current advances in the field. The aims are to offer students a course that:

- 1) provides students with an appropriate link between Introductory Psychology and upper year social psychology courses;
- 2) provides a comprehensive overview of the topics investigated in social psychology;
- 3) provides an understanding of theoretical and applied social psychological research.

Excellent summaries of each topic are provided at the end of each chapter of the text.

Text:

Kassin, S. M., Fein, S., & Markus, H. R. (2011). *Social psychology* (8th Edition). Belmont, CA: Wadsworth. (**required**)

There are no other required texts but I recommend having access to the study guide and on line materials.

Don't even ask if previous editions will do. If you do not use the required text you are on your own. No allowances of any kind will be made for this, no exceptions!

***Evaluation:* I consider the following points to be similar to a contract. I will follow the 'rules' described here and I will require you to do so as well. Please read this section carefully.**

1. **Ignoring your emails.** Students frequently fail to read course outlines. This one is extensive and thorough and the result of years of experience. If you email to ask a question that is already addressed below or in the online Questions and Answers, I will ignore that email. If you do not get a response after a few days – try (re)reading the course outline!
2. **Students are responsible for all text material AND all material in this package (the “lecture notes”).** That is, even if a topic in the text is not mentioned in the notes, you are responsible for the

information because it is in the text. Similarly, if a topic is discussed in the notes but not in the text you are responsible for knowing it for the assignments (information exclusively in the notes is not tested on the final).

READ ITEMS 3 to 11 VERY CAREFULLY!

3. **There are 3 assignments worth 16% each and a 52% final examination** (see assignments for specific due dates and *please check immediately as the first assignment can sneak up on you*). Each assignment consists of 2 questions requiring answers of no more than 500 words each. Grades are reduced for exceeding the maximum number of words. The formula used is simple. Assume the content of a 750 word answer was graded as an A+ (93%, see conversion scales below). The adjusted mark would be $750/500 \times 93\% = 62\% = C-$. In other words, rewrite as needed to conform to the word limit!
4. **If the correct assignment is not received by the due date, the assignment is considered to have been 'missed'**. No exceptions will be made for any reason (but see the next 3 points). Please include a request for a reply indicating that any email you send has been received and **save the replies**. This will provide you with concrete evidence that your assignments were submitted on time. To be on the safe side, I recommend planning to submit assignments 24 hours ahead of the deadlines so that a last minute computer malfunction or being “timed out” on line does not lead to your assignment being “missed”. Thus, no exceptions includes me saying “No” when students say “I had it ready but my computer crashed before I could send it.”
5. **Marks for up to 2 missed assignments may be added to the final examination**. Excuses (e.g., doctors notes) are not required. If you miss 1 or 2 assignments, the weight of the missed assignments will automatically be prorated to the final.
6. **If you miss (fail to submit on time), all 3 assignments (thus none are submitted on time), your mark for one assignment will be an F (zero) and the marks for the other 2 will be added to the final!** Again, no exceptions! If you have a medical (personal, whatever) reason for missing all of the assignments, you should seek permission for a late drop of the course (consult the Undergraduate Chair of Psychology or the Associate Dean of Studies). If you frivolously fail to submit assignments early on and then encounter a legitimate medical or other problem, you will suffer for your earlier decision. Obviously, the best approach is to write and submit at least one assignment as soon as possible.
7. **You will not be allowed to drop a mark because you did poorly on the assignment**. If you write and submit an assignment on time, it counts, no exceptions!
8. **A 52%, multiple-choice final examination will be given based solely on the Kassin, Fein, & Marcus textbook (2011, 8th edition)**. Yes, that means the final is based **only on the text**. Questions are drawn from all chapters with approximately equal distribution other than from the first chapter which has less content and thus fewer questions. Of course, the final may be worth 68% or 84% if marks for one or two assignments are added to the final.

IMPORTANT INSTRUCTION CORRECTION for GUESSING

Marks on the multiple-choice final will be corrected for guessing.

Since all questions have four alternatives, one in four questions answered by guessing should be correct leading to an artificially high mark (people should not be rewarded for guessing). One third of the wrong answer total will be subtracted from the total of correct responses to determine the final mark. For example, if there were 100 questions and you answered 70 correctly and 30 incorrectly, your mark on the final would be $70 - (30/3) = 60\%$ and 60 correct would produce a final value of $60 - (40/3) = 47\%$.

- You are **NOT** required to answer every question. Unanswered questions do not contribute to either total (correct or incorrect responses). If you were to answer 70 questions correctly, 12 questions incorrectly, and not answer the remaining 18 questions, your final mark would be $70 - (12/3) = 66\%$.
 - People who are not accustomed to this correction may employ a poor strategy and fail to answer any question that they are not certain they know the answer to. This may not be the best strategy. Generally, guessing should not hurt students on average. For example, if you guess 36 times but get 9 correct that leaves 27 incorrect resulting in a correction of $27/3 = 9$ and you neither gain nor lose. But marks **may** be better if you can eliminate some alternatives as definitely wrong. Eliminating one leads, on average, to being correct 33% of the time and 50% of the time if you correctly eliminate two alternatives. Thus, if you can eliminate one response and guess on 30 items, you should by chance get 10 correct and 20 incorrect your expected mark would be $10 - (20/3) = 3.33$ higher than if you did not guess at all. If you can eliminate two responses for 30 guesses you would expect your mark to be better by $15 - (15/3) = 10$.
 - You can be unlucky when guessing. If you guess 30 times and get only 3 correct, the adjustment ($3 - 27/3 = -6$) means that your grade will be 6% lower than if you had not guessed at all! The strategy you decide to use is your choice and your responsibility. No allowance will be made after the fact based of claims that you should have guessed more or less.
9. **It is a policy of the Department of Psychology that a student can not pass a correspondence course without passing the final examination in the course! No Exceptions!** Thus if you answered 60 of 120 questions correctly, 45 incorrectly, and did not answer 15, the correction for guessing would produce a final mark of $60 - 45/3 = 45 = 37.5\%$ and you would fail the course no matter how well you did on the assignments. If you can't "live with" this, drop this course now!
10. **The study guide provides excellent materials for preparing for the final exam!** The multiple-choice questions used on the final are not created by the instructor. The questions are taken from a test bank, a prepared collection of multiple-choice questions provided to instructors with the text. Although no prior final exams are available for study, the questions in the test bank are very similar to those in the study guide. No, the questions on the final will **NOT** be taken from the study guide – but they are similar to the examples in the study guide.
11. **The date, time, and location of the final exam will be determined by the exams office.**

All of these rules tend to generate some questions. I provide answers to the most common ones:

What's with all of these "no exceptions" comments? Over about 35 years of giving courses I have learned quite a bit about the kinds of issues that come up. There are all sorts of problems that arise for students and lead them to ask for leniency in some form or another. In general, I was reasonable in these situations.

So in the past, when a student would say "I was ill and could not get the assignment in on time", I might have said it was acceptable to take an extra week. But then I would learn through the grapevine that this was abused as students would take advantage of the fact that another student had received feedback on the assignment and the "ill" student took this as an opportunity to cheat. Since there is no way to know who may or may not do this, only assignments received on time count and no feedback is given prior to the due date (in fact, I do not provide the marking key to the TAs until midnight on the due date).

Then a student who has missed the first assignment has a problem for the second assignment, and then the third. This tests the instructor's limits. I discovered that my absolute limit was that I would not permit a student to miss more than 2/3 of the term work – it just seemed too much. Since consistency and transparency are important aspects of fairness, once I had come to this decision it seemed sensible to let everyone know what the limits would be from the beginning. And then the department passed a policy stating that students could not pass without passing the final exam in correspondence courses so no choice existed on that issue.

I came up with the policy of automatically prorating missed assignment marks to the final. This generally is beneficial to students. If life has been difficult, just don't do that assignment. It is better than feeling undue pressure and doing a hasty, and thus possibly poor, job. It is better than trying to catch up when you are already behind, often in other courses that insist you must turn something in soon. You must read the entire text for the final anyway so you will just deal with the missed material at that time. The appeal that writing a final that has such a heavy weight makes you nervous is moot for a psychology correspondence course – since you must pass the final to pass the course, the final is effectively 100% in terms of pass/fail.

So the "no exceptions" policies are not a sign of rigidity but rather a limit to flexibility (or at least that's my story and I'm sticking to it).

All chapters will be covered in order:

Assignment 1 covers material from chapters 1 through 5.

Assignment 2 covers material from chapters 6 through 10.

Assignment 3 covers material from chapters 11 through 14.

NOTE:

1. The text and these notes contain all information covered on the assignments and the final examination.
2. The text is an excellent one with good organization and coverage of topics. But it is an American text. To make up for this, I have added sections on **Canadian content** at various points. These are descriptions of research done in Canadian universities (and at Queen's in particular) on the topics covered in the chapters.

Marking/Grades

The assignments will be marked by assigning letters to your responses to the two questions for each assignment. Following Faculty of Arts and Science guidelines, the following criteria will be applied:

Grade	Long Descriptor
A+	<p>Indicates exceptional performance that exceeds the highest standards. The course content has been mastered, the ability to apply the material in new ways has been demonstrated, and an understanding of the wider context is evident.</p> <p><i>Consistent performance at this level leads to placement on the Dean's Honour List with Distinction (DHL-D: historically the top 3%).</i></p>
A	<p>Indicates outstanding performance that meets the highest standards. The course content has been mastered, the ability to apply the material in new ways has been demonstrated, and an understanding of the wider context is evident.</p> <p><i>Consistent performance at this level leads to placement on the Dean's Honour List with Distinction (DHL-D: historically the top 3%).</i></p>
A-	<p>Indicates excellent performance that meets very high standards. Mastery of the course material and ability to apply the material in new ways have been demonstrated.</p> <p><i>Consistent performance at this level leads to placement on the Dean's Honour List (DHL: historically the top 20%).</i></p>
B+	<p>Indicates very good performance that meets high standards. The course content has been mastered, with a comprehensive understanding of concepts and techniques.</p>
B	<p>Indicates good comprehension of the course material. The expectations set for the course have been met.</p>
B-	<p>Indicates reasonably good comprehension of the course material. Most expectations set for the course have been met.</p>
C+	<p>Indicates an acceptable comprehension of the course material, meeting and in some cases exceeding basic standards.</p>
C	<p>Indicates a generally acceptable comprehension of the course material, meeting basic standards.</p> <p><i>Consistent performance at this level is acceptable for an Honours Degree.</i></p>
C-	<p>Indicates a minimally acceptable comprehension of the course material while falling short of basic standards in some areas.</p> <p><i>Consistent performance at this level is acceptable for a General Degree, but not for an Honours degree.</i></p>
D+	<p>Indicates significant shortcomings in the level of understanding. Nonetheless, enough comprehension of the course material has been demonstrated for credit to be granted.</p> <p><i>Consistent performance at this level will lead to placement on Academic Probation and, potentially, further sanctions.</i></p>
D	<p>Indicates significant shortcomings in the level of understanding. Nonetheless, enough comprehension of the course material has been demonstrated for credit to be granted.</p> <p><i>Consistent performance at this level will lead to placement on Academic Probation and, potentially, further sanctions.</i></p>
D-	<p>Indicates significant shortcomings in the level of understanding. Nonetheless, enough comprehension of the course material has been demonstrated for credit to be granted.</p> <p><i>Consistent performance at this level will lead to an automatic requirement to withdraw.</i></p>
F	<p>Indicates that the minimum standards have not been met. Credit has not been granted.</p> <p><i>Consistent performance at this level will lead to an automatic requirement to withdraw.</i></p>

Notice that there are no percentage values given here but the final exam will result in a numerical grade as the % of questions correctly answered minus 1/3 of the % of questions incorrectly answered. To obtain the final mark in the course, the letter grades from the

assignments will be combined with the % from the final exam using the following scale (also based on A & S policy):

Arts & Science Letter Grade Input Scheme

Assignment mark	Numerical value for calculation of final mark
A+	93
A	87
A-	82
B+	78
B	75
B-	72
C+	68
C	65
C-	62
D+	58
D	55
D-	52
F48 (F+)	48
F24 (F)	24
F0 (0)	0

To illustrate, if you completed all three assignments, you will have 6 letter grades (one for each question) plus the final. Assume the assignment marks were A, C-, B, B-, D, A+ and your score on the final was 78%. First, the letters are converted to % from the table above. Your final grade would be:

$$\{[(87\% + 62\% + 75\% + 72\% + 55\% + 93\%)/6] \times .48\} + (78\% \times .52) = 76.1. (B)$$

Assume the same assignment marks but a final where exactly 50% of questions were answered correctly and 45% incorrectly (5% were not answered). The final grade by calculation would be:

$$\{[(87\% + 62\% + 75\% + 72\% + 55\% + 93\%)/6] \times .48\} + (35\% \times .52) = 53.7. (F)$$

This student failed because of the final exam. This is true even though the calculated course mark was higher than 50%!

Do you fail the course if you had 60% of the questions on the final answered correctly and 40% incorrectly? Correcting for guessing the final exam mark will be $60 - 40/3 = 46.67\%$. Yes, you would fail the course.

Converting the final percentage back to a letter grade follows from the next table:

Grade	Numerical Range	Grade Point Equivalent
A+	90-100	4.3
A	85-89	4.0
A-	80-84	3.7
B+	77-79	3.3
B	73-76	3.0
B-	70-72	2.7
C+	67-69	2.3
C	63-66	2.0
C-	60-62	1.7
D+	57-59	1.3
D	53-56	1.0
D-	50-52	0.7
F	49 and below	0.0

All values at .5 will be rounded up automatically. Please note that Moodle does not do this so do not panic, it will be done for SOLUS (the official grades).

Does this mean that a 1% increase on any of an assignment would produce an increase to the final grade if the calculated final grade was just under a cutoff? No, it does not. The assignments are not marked on a percent scale. The numerical values substituted for letters to calculate the final grade are a means to permit a fair calculation as determined by a faculty committee and approved by faculty board. Notice that the assigned mark of D for an assignment is 55% but the range for a grade of D is 53% to 56%. A D could just as easily have been 53% such that adding 3%, if that was meaningful, which it is not because percent is never assigned to the responses, but if it was meaningful, adding 3% still would result in 56% and a D. There are two purposes of telling you this. 1. Knowing allows you to calculate where you stand in the course at any time. 2. Appealing marks is different under this system. You can't argue for 1 or 2 more marks but instead must have a convincing argument that your response is worth an entire grade level (e.g., B- raised to B) more than assigned.

Marking is always a source of concern for students, markers, and instructors. I provide the markers with fairly clear ideas of what I am looking for and they assign letter grades reflecting the degree to which you provide good answers. If an answer is perfect, an A+ **MAY** be assigned. However, answers are rarely perfect. Once a less than perfect response is provided the letter assigned will always be a judgment call and thus there is no "right" response. On the other hand, responses can be more or less fair. The fair response is obtained when everyone giving a similar response gets a similar grade. The only way this can be done is to ask the markers to reexamine answers if an appeal is made and ask if the grade given was consistent with those given to others with similar responses. I never second guess the markers and raise a mark if they tell me the mark is consistent with others who provided similar responses. One issue we will not have is inconsistency across markers. There are two markers for the course. One will mark all of the answers to one question while the other will mark all of the answers to the other question for each assignment. Thus, for any given question, all students in the course will have been marked by the same marker. Obviously, this facilitates things when I ask the marker to decide if the mark given is representative. To be

clear, I encourage markers to adjust marks if they believe they made an error; but I support them when they believe they did not.

You are probably wondering why “an A+ **MAY** be assigned” to a perfect answer. Consider the criterion for an A+: “Indicates outstanding performance that meets the highest standards. The course content has been mastered, the ability to apply the material in new ways has been demonstrated, and an understanding of the wider context is evident.” Clearly, a question that is very easy may result in most, even all students giving a perfect response (such as a question that asked for a definition). If all responses are the same, then none are “outstanding” and an A+ is not warranted. Such responses may best be evaluated with a B or B+. I endeavor to ask more challenging questions that produce variance in responses such that it is reasonable to distinguish excellent from average or poor responses. However, until the assignments are submitted, it is impossible to know if such a range of response will exist. This issue has never come up but it seemed prudent to warn people that it could.

Finally, because all of the assignment responses are essays, your grade depends not only on content but also on factors such as spelling, grammar, and clarity of expression. It will be possible to provide a response that includes all of the facts but presents them in a confusing or unclear fashion. It is your job to ensure that the answer indicates your understanding of the question and knowledge of the issue(s). Right the perfect words having does all mean answer is or even correct the not. OOPS, sorry, I meant to say “Having all the right words does not mean the answer is perfect or even correct.” This can result in a lower mark, possibly even an F (as the example would).

Content of the Notes: In many places, I have added little. Indeed for some chapters I added nothing because the areas are ones I have not done research in and the text seemed to provide good coverage. Thus, where little is added to the text, little may appear in these notes. On other topics I have added a great deal. The added material is there for interest and edification and may be relevant to completing some assignments. The added material is NOT tested on the FINAL exam.

TECHNICAL PROBLEMS: If you are having technical problems such as accessing Moodle, downloading files, contacting your marker via email, etc. **DO NOT CONTACT ME!** Contact Continuing and Distance Studies.

ACADEMIC PROBLEMS: If you have problems understanding portions of the course material or simply wish to know more about some content issue, that is what we (markers and I) are here for!

ACADEMIC INTEGRITY: Please read this carefully – the issue comes up every year and some students have failed this course because of departures from academic integrity!

Academic integrity is a serious issue and one that the university requires that instructors address. Correspondence courses have particular problems in this domain. The university’s regulations and thoughts on this issue can be addressed via the web as indicated below:

Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect, and responsibility

1. Regulation 12 <http://www.queensu.ca/calendars/artsci/pg532.html>
2. New forms (the new forms are not available yet on the web)
3. Revised Guidelines <http://www.queensu.ca/artsci/integrity/guidelines.html>

Next I will present a brief discussion of the most common problem for correspondence students, plagiarism. Plagiarism is the act of taking the ideas or writing of another and passing them off as your own. Consider the following paragraph:

“Malpass and Devine (1981) exposed students to a staged crime and had them attempt identifications from either a criminal-present or criminal-absent lineup. In this study, all of the foils were reasonably similar in appearance to the suspects. Prior to being shown the lineup, some witnesses were led to believe that the criminal was in the lineup (biased instructions) while others were told that he may not appear in the lineup (fair instructions). Fair (83%) versus biased (75%) lineup instructions did not significantly influence the rate of identification of the guilty party. However, fair instructions (33%) led to a significantly lower rate of identification of the innocent suspect than did biased instructions (78%). Again, the biased lineup procedure failed to discriminate between guilty (75%) and innocent (78%) suspects. Biased lineup instructions destroyed the probative value of the lineup, presumably by encouraging witnesses to use relative judgments in this case. Fair instructions resulted in significantly fewer false identifications. Once again, the pattern of the results is that biased versus fair lineup procedures produce equal rates of correct identification but a biased lineup produces inflated rates of false identification. Again, nothing is gained by using a biased procedure.”

This paragraph appears later in the course notes (Chapter 12, Law). Assume that you were asked to describe an experiment that tested the influence of a lineup bias. If your answer were identical to the above paragraph, was not set off by quotation marks at the beginning and end of the passage, and failed to provide the page number and reference information about the source from which it came, this would be a very clear case of plagiarism. The results would be unpleasant. The following information is copied directly from the web documents on “departures from academic integrity” and lists possible consequences:

rewriting or revising the assignment, the completion of other work, a low mark as is judged necessary, a failing grade (down to a grade of zero) in the course. **If the penalty amounts to a failure in the course, the student may NOT drop the course regardless of the drop deadlines.** Or, if the instructor believes that a more serious penalty is warranted, the case shall be referred to the Associate Dean (Studies)—see item 6 below, **Referral of Departures from Academic Integrity.**

Let’s try another example. Below, I repeat the beginning of the paragraph but alter a few words and leave out some parts. Parts that are in *smaller text* have been dropped from the original while those in *larger text* have been added and both are in *italics* while the mid sized text is identical to the original:

Malpass and Devine (1981) **Researchers** exposed students to a staged crime and had them attempt identifications from *either a criminal-present or criminal-absent* lineups. *In this study, all of the foils were reasonably similar in appearance to the suspects. Prior to being shown the lineup,* Some witnesses were led to believe that the criminal was in the lineup (biased instructions) while others were told that he may not appear in the lineup (fair instructions). Fair (83%) versus biased (75%) lineup instructions did not *significantly* influence the rate of

identification of the guilty *party person*. However, fair instructions (33%) led to a *significantly* lower rate of identification of the innocent suspect than did biased instructions (78%).

Edited, this would look like the following:

Researchers exposed students to a staged crime and had them attempt identifications from lineups. Some witnesses were led to believe that the criminal was in the lineup (biased instructions) while others were told that he may not appear in the lineup (fair instructions). Fair versus biased lineup instructions did not influence the rate of identification of the guilty person. However, fair instructions led to a significantly lower rate of identification of the innocent suspect than did biased instructions.

This is still plagiarism! The fact that a couple of words have been substituted and some parts dropped does not alter the fact that this is the writing from the longer paragraph originally presented, not the student's own writing. When cases were previously reported to the Faculty office for departures from academic integrity in this course they have been accompanied by copies of the assignment with the "copied" portions highlighted so it would look like this (this is the last version exaggerated only by increasing font size for the copied material):

Researchers **exposed students to a staged crime and had them attempt identifications from lineups. Some witnesses were led to believe that the criminal was in the lineup (biased instructions) while others were told that he may not appear in the lineup (fair instructions). Fair versus biased lineup instructions did not influence the rate of identification of the guilty person. However, fair instructions led to a lower rate of identification of the innocent suspect than did biased instructions.**

The student thus "wrote" two words on their own!

Let's assume you provided exactly the same original paragraph copied directly from the Lecture Notes but put quotation marks around it and at the end it read "...Again, nothing is gained by using a biased procedure. (2012 Lecture Notes, PSYC 241S, pg 93)" Are you "off the hook"? Yes in terms of plagiarism because you have honestly disclosed your source so you are not cheating. On the other hand, you also are not describing your knowledge and thinking about the issue. This response would be given a lower grade than a response in your own words that conveyed the same information. I would not give such an answer anything better than a C-: "Indicates a minimally acceptable comprehension of the course material while falling short of basic standards in some areas."

Here is an example that would **not** be a problem:

Two researchers (Malpass & Devine) conducted a study to test if biased instructions influenced eyewitness accuracy when doing a lineup task. After seeing a crime staged, people were either told that the guilty

person was in the lineup or that he may not be in the lineup. Telling people that the guilty person is in the lineup was considered a biased instruction. Warning people that he may not be there was deemed a fair instruction. The difference in instructions did not matter if the guilty person was in the lineup because about the same number of people picked him with either instruction. But when the guilty person was not there, referred to as a “target-absent” lineup, people were much more likely to choose some one (an innocent person) if they had been given the biased instructions. The difference was large enough that it was statistically significant. I conclude that “nothing is gained by using a biased procedure (241S Notes, 2007, pg 93).”

This paragraph conveys the information from the original paragraph but without using the original words and phrasing. What is the best way to balance the needs for accuracy, honesty, and originality? I suggest that you thoroughly read the materials that will be the basis of your answer. As part of this, you may wish to record some *brief* quotations including source and page numbers. Then put aside all original materials such as the course notes and write your answer in your own words looking only at the recorded quotations if you decide to include them to ensure that they are accurate. That is what I did when I wrote the acceptable example. After the answer is complete, return to the original sources to see if you believe that anything you wrote was incomplete or inaccurate as a response to the question. If so, follow the same procedure again. Prepare to answer, then put the sources away, then write the changes in your own words. Think about what you want to say but be sure the original materials are not being quoted unless that is your intention and then use proper acknowledgment (quotation marks and statements of where the quotation came from). Again, that is what I did. I did not mention the conclusion when I first wrote the acceptable version but thought it would add to the answer, I then thought it worked well as a quote so went that way.

Note that some exact wording is obviously acceptable. Thus, your answer could include terms such as “biased lineup” and “biased instructions” and the use of such terms is not plagiarism. If in doubt, place quotation marks around the phrase but the purpose of this warning is not to make you paranoid about using any word or term but rather to make you aware that anything beyond a brief phrase that is identical to the source from which you got it needs to be properly acknowledged.

Another variation of plagiarism that arises in correspondence courses occurs when two students submit very similar answers, or sometimes completely identical assignments. Yes, this too is plagiarism since at least one student is claiming that another’s work is his or her own. Note that the person who wrote the original version is guilty of a breach of academic integrity if he or she allowed another person to submit the work as their own. The (unacceptable) excuse sometimes provided for this is that “we worked on the assignment together.” Good for you, study groups are a useful and often socially rewarding practice. But after the studying is over, follow the recommendation suggested above and write your answers completely independently and you will never produce identical answers. Just consider your study partners to be another source of information and avoid using their exact words.

IGNORANCE IS NO EXCUSE!

One reason for the above section is to make it crystal clear that you know what plagiarism is and thus no argument that you did not understand will be acceptable. Sorry to have raised this as I know it applies to only a very few students but I am required to address the issue and in my experience it does come up every year (so we are vigilant).

Consequences of Plagiarism. As the instructor in the course, if I suspect plagiarism I must inform you and give you a chance to convince me that you did not plagiarize. Note that no one, including 6 students last year, has ever convinced me that big chunks of verbatim material was accidentally included. If you fail to convince me, I am compelled to report the incident to the Office of the Dean of Studies who will send a formal finding of a departure from academic integrity. If you can't convince that office that there was no plagiarism, the mark for the entire assignment is F and goes into the calculation of the final grade as 0% (that's my policy but the Dean can do worse such as an F for the course or requiring you to withdraw from the university). PLEASE DO NOT DO THIS!

Citation. So how and when should you cite your sources? To be on the safe side, you could cite any sources you used, even if only in an opening sentence, e.g., "My response is based on the material in the text, course notes, and the following paper: Smith and Jones (1998). Answering social psychology assignment questions. *Journal of Great Learning*, 2, 23-987." That would cover everything except quotes which can then be handled as follows: "He said" (notes, pp 25-26). "They said" (text pg 56). "They said" (S&M, pg 980). Although it is not APA style, you may use another form of citation because you are working with word limits. You may provide your citations at the end of the answer, number them, and just use the numbers in the body of your answer. Using this approach, do not count the references in your word count (but do count the (1, etc). For example:

Your answer might start "Researchers (1) found X. Others (2, 3) have argued that their interpretation is wrong.... "

At the end you would list references:

- (1) Dufus, J. & Dufus, K. (2001). Silly conclusions are us. *Journal of Irreproducible Results*, 67, 1-3.
- (2) Noble, A. (2012). I know better. *Journal of Criticism*. 7, 11-21.
- (3) Zaborg, R. (2009). More reasons to doubt the Dufuses. *Higher Learning*, 109, 1232-1236.

The full first reference is 17 words while the (1) counts as 1. Using this method, 43 words from the 3 references provided used up only 3 words in the answer.

Two short forms are fine for your referencing in this course. You may simply cite "Text" for anything from the textbook and "Notes" for anything from these notes. In either case, if you are quoting a passage you must provide page references.