



- Produce a research proposal representative of a grant or fellowship application in the social sciences
- Communicate the science of friendship in clear and accessible language
- Think critically about your own friendships

## COURSE POLICIES

It is my intent that students from all kinds of diverse backgrounds and perspectives will be well-served by this course, that students' learning needs will be addressed both in and out of class, and that the diversity that students bring to this class will be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, body size, socio-economic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious or cultural events, please let me know so that we can make arrangements for you.

I will respond to emails within 2 business days of receiving them. I cannot guarantee that I will be checking email on weekends, so for a

course(s) at some later time if such courses are required for the degree program. Students are responsible for checking their registration status by the add/drop deadlines.

**Netiquette (adapted from Dr. Michael Stevenson, University of Southern Maine):**

Our discussions may lead to debate and disagreement, which is a great way to foster critical thinking; however, it is vital that you respect the ideas of others. Please be careful and considerate in all of your communications. Carefully consider what you are saying and remember that your readers (fellow students and instructor) might not infer your intent. These are a few suggestions:

- Take a moment to re-read everything you write--assume that it will be taken in the worst possible light (doing so will also provide you the opportunity to correct typos and other errors).
- Extend courtesy to others--assume the most charitable light possible

Exceptional, Outstanding,  
Excellent Performance

Very Good, Good, Solid  
Performance

You will complete a 500-word, double-spaced reflections in response to the required readings and discussion for each unit. There are 4 different units: theory, lifespan, development and context. You will be graded on 3 out of 4 of those reflections. The entries should include responses to 2 thought questions (addressing separate assigned articles) discussed in class, and can be used to reflect, question, attack, or defend ideas presented in class. Do not summarize discussion. Linking psychological theory to real-world applications would be an especially useful way of executing your reflections. Substantively, you can incorporate a paragraph about what you liked, didn't like, or what questions you might still have about the research (i.e., can you identify potential gaps in the literature?). Late work is not accepted. No assignment completed or unacceptable work will receive an automatic zero. It is suggested that a separate notebook, word document, or google drive shareable files be used to take notes on class discussions entries for submission.

**DUE: 11:59pm PT on the following dates: September 23, October 7, November 4, December 2)**

One of your term papers and one of your oral presentations will concern a study that you design based on your readings in this course.

The annotated reference list project is the first step towards designing your study. Your reference list assignment should begin with a brief paragraph identifying the problem or question you plan to address with your proposed study. You will then conduct a literature search using PsycINFO and prepare an annotated reference list of 5 research articles that will form the theoretical foundation for your research proposal. Your reference list must follow proper APA format and you must attach to your submission electronic copies of the journal articles on your list. Your reference lists will be marked based on adherence to APA style, as well as the breadth and cohesion of your chosen articles, your skill at locating the most important articles/researchers in the field, as well as the clarity and level of detail in your summary or each article (i.e., the annotated part of the project). Additional instructions will be posted on Brightspace.

**DUE: October 14<sup>th</sup>**

For this paper you will propose an experiment testing a hypothesis derived from the course content. Your proposal should follow the format of a grant proposal, and thus will include an introduction including a brief review of the relevant literature (based on your annotated bibliography) from earlier in the term) and a description of your hypothesis. You will then describe the methods you plan to use to test your hypothesis and conclude with a very short anticipated results section. You will also include a graphical depiction of your anticipated results. This paper is to be no more or much less than two pages (3/4 inch margins, double-spaced, standard Times New Roman 12pt font). Your title page, graph, and reference list do not count in this page limit. We will talk more about this assignment in class.



I will make every effort to accommodate the learning needs of all students enrolled in this course. Students should discuss any specific needs with me as soon as possible (i.e., within the first 5 classes). Some students may wish to consider registration at the Centre for Accessible Learning (formerly RCSD), <https://www.uvic.ca/services/cal/onlineservices/register/index.php>. The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations.

## HOW TO DO WELL IN THIS CLASS

- **Do the readings!** It would be easy to spend the whole course sharing anecdotes about our experiences with our friends. However, for us to have meaningful conversations about the **psychology** of friendship, we're going to have to engage with the scholarship about friendship presented in the required readings.
  - While you're reading, try to link the readings with things you've seen and experienced in your own life. Not only will that make the readings more engaging, but it will also help you remember what you read.
  - Take notes and write down questions as you read.
  - Try to write your own version of an abstract for the chapter/article.
- **Polish your writing!** There are several opportunities to practice your written communication in this course, from unit reflection papers to the research proposal to the final application paper. Clear, concise writing will be key to getting the best grade possible.
  - Here is a helpful resource for APA style: [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)
  - Once again, if you want some extra help, you can pay a visit to the Center for Academic Communication (<https://www.uvic.ca/learningandteaching/cac/>).

## EARNING BONUS CREDIT

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

Because experiential learning is highly valued in the Department of Psychology and in this course, student participants may earn up to 2% in bonus credits in PSYC 491 by participating in Psychology studies conducted by students and faculty in the Department of Psychology. Each 30 minutes of participation will earn .5 SONA participation credit. Thus, to earn the full 2% for Bonus Research Participation in PSYC 491, students need to earn **two (2) SONA participation credits**. Researchers will record students' participation and will advise the course instructor of the total SONA credits earned by each student at the end of the term. Students who do not

wish to participate in research may choose an alternative approach to completing this assignment; this is explained below in “Alternative to participating in research”.

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

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

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

#### How do I sign up?

For details on participating in research studies, go to the Department of Psychology web site ([web.uvic.ca/psyc](http://web.uvic.ca/psyc)), click on the **Research** link near the top of the page, then click on the **Participant Pool** link at the left of the new page to see instructions for participating in the system. You must be sure to assign your credits to this course (and this section of the course) no later than the last day of class, otherwise you will not receive extra credit in this course.

#### When should I sign up?

Right away, the sooner the better!!! You should try to spread your participation out over the term, if you wait until the last possible day then there may not be studies available to you. The last day to participate for credit is the last day of term, December 2.

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

Research Participation Coordinator: [p100res@uvic.ca](mailto:p100res@uvic.ca)



- **Be submitted on Brightspace by noon on December 2<sup>th</sup>. Late submissions will not be accepted under any circumstances. E-mail submission will not be accepted**
- **Be typed using 12 point font, Times New Roman, double spaced, 1 inch margins, no**

|                        |         |        |                          |                               |
|------------------------|---------|--------|--------------------------|-------------------------------|
|                        | Week 5  | 04-Oct | Adults                   |                               |
|                        |         | 07-Oct | Kids and Teens           | <b>Lifespan Reflection</b>    |
| Friendship Development | Week 6  | 11-Oct | Thanksgiving             |                               |
|                        |         | 14-Oct | Making Friends           | <b>Annotated Bib</b>          |
|                        | Week 7  | 18-Oct | Personality              |                               |
|                        |         | 21-Oct | Closeness/Intimacy       |                               |
|                        | Week 8  | 25-Oct | Maintenance              |                               |
|                        |         | 28-Oct | Social Media             | <b>Project Meetings</b>       |
|                        | Week 9  | 01-Nov | Bad Friends and Breakups |                               |
|                        |         | 04-Nov | Advice Column Activity   | <b>Development Reflection</b> |
| Friendship in Context  | Week 10 | 08-Nov | Peer Review              |                               |
|                        |         | 11-Nov | Reading Break            |                               |
|                        | Week 11 | 15-Nov | Work                     |                               |
|                        |         | 18-Nov | Romanc-69.8 0.48         |                               |



## ***Policy on Academic Integrity including Plagiarism and Cheating***

The Department of Psychology fully endorses and intends to enforce rigorously the Senate Policy on Academic integrity

[https://www.uvic.ca/calendar/future/undergrad/#/policy/Sk\\_0xsM\\_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies](https://www.uvic.ca/calendar/future/undergrad/#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism**. You must make sure that the work you submit is your work and not someone else's. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.
2. **Unauthorized use of an editor**. The use of an editor is prohibited unless the instructor grants explicit written authorization.
3. **Use of work submitted to fulfill another requirement**. Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.
4. **Use of unauthorized materials**. This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.
5. **Use of unauthorized materials**. You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.
6. **Assistance in cheating**. It is a violation to help others or attempt to help others to engage in any of the conduct described above.

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

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar September 2021.

for information on Academic Integrity is the University Calendar

1. The Ombudsperson's office: <https://uvicombudsperson.ca/tips/plagiarism/>  
The [Office of the Ombudsperson](#) is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an ap is2.7 (g)-8 (a)-5.1 (n)3.82 (84Tc 0ink ꝛ Ott Wvaeo)9.7 (r)-r ioe n

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*Social Life, Friends, & Community at UVic:*

