



PSYCHOLOGY 3730F (570)
Psychology of Politics
Fall/Winter 2025-2026

Instructor: Dr. Mike Morrison
Email: mmorr24@uwo.ca

Course Information

Calendar Description:

This course examines how psychological phenomena (e.g., attitudes, persuasion, information processing, biases, personality, group processes) play a role in contexts such as elections, political communication, diplomacy, and the behaviours of political staff and elected officials. Guests who work in politics will be invited to engage in class discussions with students.

Prerequisite(s): [Psychology 2840F/G](#) (or [Psychology 2801F/G](#), [Psychology 2802F/G](#), the former Psychology 2800E, the former Psychology 2820E, [Psychology 2830A/B](#), [Psychology 2855F/G](#) or [Psychology 2856F/G](#)) and registration in the third or fourth year of Honours Specialization in Psychology, Honours Specialization in Applied Psychology, Honours Double Major, Major or Specialization in Psychology, or permission of the Department.

Antirequisite(s): [Psychology 3995F/G](#) if taken in 2021-2022 or 2022-2023.

Extra Information: 3 lecture hours.

Course Weight: 0.50

Breadth: Category A

Subject Code: PSYCHOL

Notice: Unless you have either the requisites for this course (fulfilment of pre-requisites, no anti-requisite conflicts), or special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.



Psychology 3730F (570)
Psychology of Politics
Fall 2025

Instructor: Dr. Mike Morrison

Email: mike.morrison@uwo.ca

Course Information

Mode of Instruction: In-person

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INSTRUCTOR INFORMATION:

E-mail: mike.morrison@uwo.ca [Please put PSY 3730 in subject]

Office Hours (via Zoom): *Appointments should be made in advance via email.*

READINGS (REQUIRED)

Cottam, M.L., Mastors, E., Preston, T. & Dietz, B. (2022). *Introduction to Political Psychology (Fourth Edition)*. Routledge/Taylor & Francis Group.
ISBN-13: 978-0367200015 (paperback)/ 9780429534843 (e-text) (*earlier editions not accepted*)

Cost of Textbook: Approximately \$110 plus HST for paperback / e-text. Assigned textbook chapters will also be available on loan from the library in physical and digital format.

Additional required readings include journal, media and professional articles (see Course Schedule and Readings below). **All articles will be posted on the course website.**

No additional technical requirements for the course.

COURSE SCHEDULE AND READINGS

Date	Topic	Required Readings
Sep. 10	Introduction and Overview	Cottam, Mastors, Preston & Dietz (2022): Chapter 1
Sep. 17	Attitudes, Cognition, Emotions and Identity in Politics	Cottam et al. (2022): Chapter 3
Sep. 24	Group Influences in Politics	Cottam et al. (2022): Chapter 4
Oct. 1	Prejudice, Stereotyping and Discrimination in Politics (with Guest Speakers)	1. Cottam et al. (2022): Chapter 8 2. Wherry (2021) – “What Happened in London Should be a Pivot Point for Canada – and its Politicians”
Oct. 8	Exam 1 (during regular class time)	
Oct. 15	Psychology of Social Movements and Conflict Resolution (with Guest Speakers)	Cottam et al. (2022): Chapter 11 & Chapter 14
Oct. 22	Psychology of Elections (with Guest Speakers)	Cottam et al. (2022): Chapter 6
Oct. 29	Psychology of Working in Politics (with Guest Speakers)	1. Baxter, Jarrell, & Vieweger (2021) – “Mental Health Handbook for Parliamentarians and Staff” 2. Robson (2019) – “Some Practical Advice for New Political Staffers”
Nov. 5	READING WEEK	
Nov. 12	Psychology of Being an Elected Representative (with Guest Speakers)	Roberts (2022) – “‘Unrelenting Abuse’: What it’s Like Being a Politician on Social Media”
Nov. 19, 26, Dec. 3	Psychology of Political Leadership (with Guest Speakers).	Cottam et al. (2022): Chapter 5
TBD: Dec. 11-22	Final Exam (3 hours, non-cumulative)	-----

COURSE OBJECTIVES

This course will include lectures, videos, lively class discussion and guest talks and Q & A with over 15 individuals who work in politics including those who hold (or have recently held) the role of Party Leader, Member of Parliament (MP), Member of Provincial Parliament (MPP), mayor, city councillors and senior political staff. At the end of the course, you should have an understanding of the theories, concepts, methods, and findings in the literature on the psychology of politics and many first-hand accounts of how psychological influences play a role in many aspects of political life and your own.

COURSE EVALUATION

Component	Weight	Due Date/Test Date
Midterm Test	25%	October 8, 2025
Participation	5%	Every class
Questions for Guest Speakers	5%	Each class from October 1 st , 2025 onward
Reflections on Guest Speakers	5%	December 5, 2025
Class Presentation	10%	TBD (students sign-up on <i>Brightspace</i> to record a presentation to be submitted in advance of a specific week of class)
Written Assignment	25%	November 26, 2025
Final Exam	25%	TBD: December 11-22 (Final Examination Period)

Passing the course requires achieving a cumulative grade 50% or higher from the assessments above.

Examinations (non-cumulative, each worth 25%)

There will be two written exams during this course, the first to take place during class time, and the final exam to take place during the final examination period. Exams will cover material from course readings, in-class discussions, and material as well as class presentations.

The format of each exam will include multiple-choice, short-answer and long answer questions, with a focus on applying course material to real-world settings. The midterm exam will test material from the first four weeks of class. The final exam will cover material from the remaining weeks of class (non-cumulative).

Participation (worth 5%)

Students are expected to attend and actively participate in each class. For each week of the course (with the exception of the midterm exam date), several discussion questions will be posed in-class. Each student will be asked to come up with discussion questions for at least one class. You will be graded based on the quality and consistency of your contributions.

Participation can include answering questions posed to the class, facilitating further discussion around those questions, or asking questions related to the material being covered that week. Questions will also be posted to the *course Brightspace website* so you have further opportunities to contribute to discussion if you did not get a chance in a particular class.

Questions for Guest Speakers (worth 5%)

From each class from October 1st, 2025 onward, guest speakers will speak to our class about how psychological factors have played a role in their experiences in politics. Guest speakers will include those who hold (or have recently held) the role of Party Leader, Member of Parliament (MP), Member of Provincial Parliament (MPP), mayor, city councillors and senior political staff. Guest speakers will sometimes appear on their own and other times as part of a panel (depending on scheduling availability for the guest speakers invited). Students will receive the full 5% for this component of the course if they provide in advance, or ask in class, at least one question directed at a guest speaker, for each class a guest speaker appears. If a question is not provided in advance or asked of a guest speaker for all such classes, the grade for this component of the class will be based on a percentage of applicable classes where at least one question was provided in advance or asked of at least one guest speaker. If a question provided by a student is not asked due to lack of time, it will still be provided to the guest speaker to answer at a later date and the student will still receive equivalent credit for the question.

To better inform students and aid question generation, biographies and websites (if available) for each guest speaker will be provided to students before speakers appear.

Reflections on Guest Speakers (worth 5%)

Students will be expected to submit three reflections of 250-500 words each providing your thoughts and insights on specific guest speakers who spoke to the class. Each reflection must provide your reflections on a different class. For any class with more than one guest speaker, your reflection may focus on any (or all) of the guest speakers for that week. Further guidance will be provided in class. **All three reflections need to be uploaded to the course Brightspace website by 11:59 PM on December 5, 2025. A late penalty of 3% per day will apply for assignments submitted after this time.**

Written Assignment: Analyze a Political Campaign (worth 25%)

The purpose of this paper is for you to enhance your understanding of the psychology of politics persuasion by applying the material you've learned in this class (and beyond) to a real-life political campaign. Your task is to choose a political campaign that occurred since the year 2000 at either the municipal, provincial/state or national level in any country and apply the material from at least four topics covered in this class along with outside research. Your paper should be in APA Format and be 6-7 pages in length (double spaced, 12 point Times New Roman font), not including your title page or references section. You will be expected to do outside research for this paper – relying solely on course readings will be deemed insufficient. **More details will be provided in class and on the course Brightspace website. Please note that your assignment needs to be uploaded to the course Brightspace website by 11:59 PM on November 26, 2025. A late penalty of 3% per day will apply for assignments submitted after this time.**

Presentation to Class (worth 10%)

Each student will submit a 5 minute (maximum) recorded online presentation based on **one** of the peer-reviewed journal articles listed on the next two pages. Your presentation should include the research question(s) being investigated, method (including applicable information about participants, procedure, all variables measured and how they were measured), results (can be a brief summary, does not need to include statistics, but should note any statistically significant differences found) and conclusions made by the author(s) in the article.

The class presentation file (that should include slides and audio in the file) will be due to be uploaded on the course Brightspace website before class begins (with the slides uploaded to the *course Brightspace website*) on the day the topic is covered in class. Students will sign up via the *course Brightspace website* on a first-come first serve basis after the first class (the time sign-ups will open will be announced during the first class and via a *Brightspace website* announcement). *Up to two students may present the same article; however, their presentations must be worked on and presented separately.*

The articles that students are to choose from are not required readings for students in this course. However, students will be tested on the content of student presentations that are based on these articles (only content contained in the presentations will be tested) and class discussion and discussion questions can be based on any of the articles for a given week.

The following articles will be presented by the Professor in the second class (September 17th) to further demonstrate to students what is expected for this assignment:

Bail, C. A., Argyle, L. P., Brown, T. W., Bumpus, J. P., Chen, H., Hunzaker, M. B. F., . . . Volfovsky, A. (2018). Exposure to opposing views on social media can increase political polarization. *PNAS Proceedings of the National Academy of Sciences of the United States of America*, 115(37), 9216-9221.

Gawronski, B., Galdi, S., & Arcuri, L. (2015). What can political psychology learn from implicit measures? empirical evidence and new directions. *Political Psychology*, 36(1), 1-17.

Traberg, C. S., & van der Linden, S. (2022). Birds of a feather are persuaded together: Perceived source credibility mediates the effect of political bias on misinformation susceptibility. *Personality and Individual Differences*, 185, 15.

Students are asked to choose to present **one** of the following articles to present in class for the class date noted. Only one student may present a given article and students can choose any one article from the list below on a first come first serve basis on the *course Brightspace website* once presentation sign-ups are open:

Week 3 (September 24th): Group Influences in Politics

1. Badie, D. (2010). Groupthink, Iraq, and the War on Terror: Explaining US policy shift toward Iraq foreign policy analysis. *Foreign Policy Analysis*, 6, 277–296.
2. Ehrlich, G. A., & Gramzow, R. H. (2015). The politics of affirmation theory: When group-affirmation leads to greater ingroup bias. *Personality and Social Psychology Bulletin*, 41(8), 1110-1122.

Week 4 (October 1st): Prejudice, Stereotyping, and Discrimination in Politics

1. Chirumbolo, A., Leone, L., & Desimoni, M. (2016). The interpersonal roots of politics: Social value orientation, socio-political attitudes and prejudice. *Personality and Individual Differences*, 91, 144-153.
2. Duckitt, J., & Sibley, C. G. (2010). Personality, ideology, prejudice, and politics: A dual-process motivational model. *Journal of Personality*, 78(6), 1861-1893.

Week 5 (October 15th): Psychology of Social Movements and Conflict Resolution

1. Bartusevičius, H., Bor, A., Jørgensen, F., & Petersen, M. B. (2021). The psychological burden of the COVID-19 pandemic is associated with antisystemic attitudes and political violence. *Psychological Science*, 32(9), 1391-1403.

Week 6 (October 22nd): Psychology of Elections

1. Coronel, J. C., Bullock, O. M., Shulman, H. C., Sweitzer, M. D., Bond, R. M., & Poulsen, S. (2021). Eye movements predict large-scale voting decisions. *Psychological Science*, 32(6), 836-848.
2. Druckman, J. N. (2004). Priming the vote: Campaign effects in a U.S. senate election. *Political Psychology*, 25(4), 577-594.
3. Wright, J. D., & Esses, V. M. (2019). It's security, stupid! voters' perceptions of immigrants as a security risk predicted support for Donald trump in the 2016 US presidential election. *Journal of Applied Social Psychology*, 49(1), 36-49.

Week 7 (October 29th): The Psychology of Working in Politics

1. Robson, J. (2015). Spending on political staffers and the revealed preferences of cabinet: Examining a new data source on federal political staff in Canada. *Canadian Journal of Political Science*, 48(3), 675-697.

Week 8 (November 12th): The Psychology of Being an Elected Representative

1. Blidook, K. (2010). Exploring the role of 'legislators' in Canada: Do members of parliament influence policy? *The Journal of Legislative Studies*, 16(1), 32-56.
2. Flinders, M., Weinberg, A., Weinberg, J., Geddes, M., & Kwiatkowski, R. (2020). Governing under pressure? The mental wellbeing of politicians. *Parliamentary Affairs*, 73, 253-273.
3. Linde, J., & Vis, B. (2017). Do politicians take risks like the rest of us? an experimental test of prospect theory under MPs. *Political Psychology*, 38(1), 101-117.
4. Vos, D. (2016). How ordinary MPs can make it into the news: A factorial survey experiment with political journalists to explain the newsworthiness of MPs. *Mass Communication & Society*, 19(6), 738-757.

Weeks 9-11 (November 19th, 26th and December 3rd): The Psychology of Political Leadership

1. Lilienfeld, S. O., Waldman, I. D., Landfield, K., Watts, A. L., Rubenzer, S., & Faschingbauer, T. R. (2012). Fearless dominance and the U.S. presidency: Implications of psychopathic personality traits for successful and unsuccessful political leadership. *Journal of Personality and Social Psychology*, 103(3), 489-505.
2. Merolla, J. L., & Zechmeister, E. J. (2013). Evaluating political leaders in times of terror and economic threat: The conditioning influence of politician partisanship. *The Journal of Politics*, 75(3), 599-612.

More details regarding the class presentations will be provided in the first class and on the course *Brightspace website*. Opting out of the class presentation will only be granted on medical, compassionate, or religious grounds, and you must provide supporting documentation. Conflicts with religious observances must be brought to the attention of the instructor during the first two weeks of class. If you cannot take part in the class presentation, you must write an additional eight-page paper on a topic to be assigned.

Academic Consideration: Documentation Required for Missed Midterm Exam

One in-semester assessment in this course requires formal documentation for academic consideration: Midterm exam scheduled for October 8, 2025

Academic Integrity: Plagiarism and Use of Artificial Intelligence (AI) Tools

All written course assignments submitted via the Brightspace course website space will be reviewed by Turnitin.com, which is plagiarism detection software which analyzes submissions for similarity to documents in the Turnitin.com reference database. The Turnitin.com reference database includes assignments similar to those in nature to those in this course. All assignments that you submit for review will subsequently be included as source documents in the Turnitin.com reference database for the purpose of detecting plagiarism of papers submitted in the future to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>). ***Please note that Turnitin analysis now includes AI detection.***

Department of Psychology Policies Related to AI Tools

1. Policy on the Use of Generative AI Tools

The Department of Psychology expects that students will submit work that is truly their own, completed without external assistance (human or artificial).

The use of generative AI tools (such as ChatGPT) is not permitted for any submitted coursework unless express permission has been granted by your instructor.

Students **should not have AI tools write any part of their assignments or papers, either by copying and pasting or by paraphrasing the output.** Unauthorized use of AI constitutes an academic offence and will be subject to academic discipline.

Additional information: Students can use AI tools to clarify questions they have about course content (e.g., you can ask ChatGPT about a course concept to help with your understanding), but students should be aware that the response may be inaccurate or inconsistent with the course content. Asking your instructor is a more effective strategy. Students should note that information provided by AI tools such as ChatGPT can include mistakes, inaccuracies, biases, and outdated information. Whenever these tools are used, students should cross-verify the information provided to them. This means verifying that the sources used by AI exist and have been accurately summarized, consulting multiple original and reputable up-to-date sources to verify information, and being cautious of bias that could be present in the information provided.

2. Policy on Use of Translation Tools*

The Department of Psychology views the unapproved use of translation or language applications as an academic offence.

Any usage of translation applications or language generation by students to complete specific assigned work for this course **must be approved** by the instructor **prior** to submitting the work **and noted by the student in the submitted work** itself.

Writing text and then feeding it into a computer application to improve or translate your own words, changing a few words, and then submitting this text as if it was your own **constitutes plagiarism**. You must compose text, choose words, construct logic flow, structure sentences and paragraphs to organize, synthesize, interpret information with your own mind. When you borrow language or ideas from another person or from a machine this must be acknowledged with quotation marks and/or citations.

Why do we have this policy?

- Translation is intellectual work and produces intellectual property, thus any text which is translated must cite the translator.
- Psychology endeavors to advance students' linguistic, analytic, and reasoning competencies – this can not happen outside of specific language competencies.
- Earning a university degree signals that an individual has advanced literacy and communicative skill in the language of instruction at the university; this is English at King's University College at Western University. If translation machines are used by students without regulation, we will have no way of certifying whether these competencies exist and fewer mechanism for encouraging students to do the hard work to develop them.

** Based on the policy developed by the Department of Child and Youth Studies*

KING'S UNIVERSITY COLLEGE

GENERAL COURSE POLICIES

2025-2026

1. Academic Accommodations, Consideration for Absences

Academic Accommodation (Accessibility)

Accessibility Services works to ensure that academic programs are accessible to all students, and supports students who may have a condition related to, but not limited to, vision, hearing, mobility, different ways of learning, mental health, chronic illnesses, chronic pain, autism spectrum disorder, ADD/ADHD, and temporary conditions (beyond short-term academic consideration). Accessibility Services provides recommendations for accommodation based on medical documentation or psychological and cognitive assessment. The accommodation policy can be found here [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

Academic Consideration for Student Absence

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate), they should follow the procedures below.

In some cases, where instructors have built flexibility into their assessments, this flexibility will already address consideration needs.

Requests for academic consideration should be directed to the Academic Advising Office of your faculty/college of registration. Requests must be made as soon as possible and no later than 48 hours after the missed assessment.

As a rule, documentation is required for academic consideration. For academic consideration requests on medical grounds, the Student Medical Certificate is available at https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses_enrollment/exams_and_tests/SMC-Feb-2025.pdf.

Students are permitted one academic consideration request without supporting documentation per term per course.

Instructors may designate one assessment per half-course weight as requiring formal supporting documentation. Please refer to the course outline for each course.

For further information, please see:

https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf

Absences from Final Examinations

If you miss the Final Exam, contact the Academic Advising Office of your faculty/college of registration as soon as you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a "Multiple Exam Situation" (e.g., more than 2 exams in 23-hour period, or more than 3 exams in a 47-hour period).

If a student fails to write a scheduled Special Examination, the date of the next Special Examination (if granted) normally will be the scheduled date for the final exam the next time this course is offered. The maximum course load for that term will be reduced by the credit of the course(s) for which the final

examination has been deferred. See the Academic Calendar for details (under [Special Examinations](#)).

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give notice in writing to the instructor and Academic Advising Office if a course requirement will be affected by a religious holiday/observance. Notice must be given as early as possible, and no later than two weeks prior to an examination, and one week prior to a midterm test date. It is the responsibility of such students to inform themselves concerning the work done in classes from which they are absent and to take appropriate action.

2. Support Services

Accessibility, Counselling and Student Development at King's University College:

<https://www.kings.uwo.ca/current-students/student-services/>

Students experiencing emotional or mental health distress can access services at King's University College:

<http://www.kings.uwo.ca/current-students/campus-services/student-support-services/personal-counselling/>

Good2talk is a good online and phone 24/7 resource for students and is available in English, Mandarin, and French: <https://good2talk.ca>, 1-866-925-5454

MentalHealth@Western provides a complete list of options about how to obtain help:

https://www.uwo.ca/health/mental_wellbeing/

Academic Support Services at King's University College:

<https://www.kings.uwo.ca/current-students/academic-resources/>

GBSV Support:

King's is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at: <https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

You can reach someone supports at Kings by emailing Care@kings.uwo.ca or calling 519-930-4640 to reach a social worker who can offer help.

You can also reach Western's Gender-Based Violence & Survivor Support Case Manager by [email](#) or by calling 519-661-3568.

Further supports can be found on this website: <https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

See also https://www.uwo.ca/health/student_support/survivor_support/get-help.html

University Students' Council offers many valuable support services for students, including the health insurance plan: <http://westernusc.ca/services/>

3. Statement on Use of Electronic Devices

Use of Electronic Devices: Unless explicitly stated otherwise, you are not allowed to have a cell phone, or

any other electronic device, with you during tests or examinations. Unauthorized possession of such a device during a test or examination constitutes an academic offence.

Use of Laptops, Tablets, and Smartphones in the Classroom: King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of electronic devices such as laptop computers, tablets, or smartphones can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students share jointly the responsibility to establish and maintain a respectful classroom environment conducive to learning.

The use of electronic devices by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using electronic devices for purposes not directly related to the class may be subject to sanctions under the Student Code of Conduct; see <https://www.kings.uwo.ca/current-students/student-affairs/code-of-student-conduct1/>

Inappropriate use of electronics (e.g., laptops, tablets, smartphones) during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students attending in-person class sessions are strongly advised to operate laptops with batteries rather than power cords.

4. Statement on Academic Offences

King's is committed to academic integrity. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, is posted at http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

It is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor. Check with you instructor on what tools, including generative AI (ChatGPT, translation tools, grammar-checking tools) are permitted in the course. Because a tool is permitted in one course, that does not mean it is permitted in other courses.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system; see https://elearningtoolkit.uwo.ca/tools/Originality_Reports_-_TurnItIn.html.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

5. Copyright of Course Material

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Unauthorized sharing of class content is subject to academic discipline.

Similarly, students own copyright in their own original papers and exam essays. If a faculty member wishes to post a student's answers or papers on the course website, they should ask for the student's written permission.

6. Use of Recordings

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation and/or the participant has the prior written permission of the instructor. Unauthorized recording and/or sharing of class content is subject to academic discipline.

7. Policy on Attendance

Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course, after due warning has been given. On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course.