

**COURSE SYLLABUS**  
**The Psychology of Women and Gender (PSCH 315) - FALL, 2016**  
**(PSCH CRN 37236; GWS CRN 37540)**  
**INSTRUCTOR: Dr. Karina Reyes, 413-2627, Rm. 1056A (BSB)**  
**Tuesdays and Thursdays, 11 a.m. - 12:15 p.m. LC D1**

**COURSE DESCRIPTION:** In this course, we will examine the literature on women in contemporary society. We will focus specifically on the intrapsychic, interpersonal, emotional, physical, and physiological makeup of women. This review will serve as the backdrop against which to consider the issues and circumstances of women's lives in America. We will look at both mainstream and non-mainstream (e.g., feminist) research-based explanations of women's lives and how they support or refute those explanations.

**BOOK:** Hyde, J. S., Quest, N. E., & Hyde, R. (2013). *Half the Human Experience: The Psychology of Women*. 8th ed. Cengage Learning. **EARLIER EDITION IS OK, but you are responsible for staying on top of differences between the 2 editions, which aren't that many.** ISBN: 1111833826 (ISBN13: 9781111833824).

**OFFICE HOURS, CONTACTING INSTRUCTOR/TA, AND EMAIL:** For instructor and TAs, students must always make appointment even during office hours; no walk-ins; this is done for your convenience so you don't find yourself waiting on a line of people who showed up before you. Of course, if you are not able to meet during our office hours, we'll come up with another time that fits with instructor/TA and your schedules.

Karina Reyes [kreyes@uic.edu](mailto:kreyes@uic.edu) Tuesdays 12:30-1:30 p.m. (**must make appt!!!**), Rm1056A BSB, 3-2627  
 Catherine Pichardi [Cpicha2@uic.edu](mailto:Cpicha2@uic.edu) TBA, office hours/location TBA (**must make appt!!!**)  
 Sophie Deldonno [sdeldo2@uic.edu](mailto:sdeldo2@uic.edu) TBA, office hours/location TBA (**must make appt!!!**)

The Instructor is available to read and respond to emails:

1. T & Th from 1:30 p.m.–4:30 p.m.; MWF 9 a.m. – 2:00 p.m.
2. Saturdays from 9 a.m.–12 p.m., and
3. Not available on Sundays

Regarding email, when sending it, always enter “315” in the **subject line so that there is no delay in our response to your email.**

**FORMAT:** The format of the class will be mix of lecture, discussion, and classroom activities. Class discussion, student questions, assignments, and instruction through lecture or in response to questions are designed to serve the purpose of clarifying key concepts and content in general. Students will be provided very limited notes/slides.

**PREREQUISITES:** Psychology 242. Students who have not completed this prerequisite must check with me so I can let them know if they can take the class. Otherwise, getting a grade for the class cannot be guaranteed.

**COURSE REQUIREMENTS & GRADING:** Three exams, a paper assignment, and participation contribute toward the final grade as follows:

Course Requirements	Points	Percent of Grade
1. Exam 1	100 (approximately)	28%
Exam 2	100 (approximately)	28%
2. Paper Assignment	100	28%
3. Participation	112	16%
<b>TOTAL</b>	<b>412 estimated</b>	<b>100%</b>

1. **Exams (100 estimated points per exam; 200 estimated point total):** There will be 2 total non-cumulative exams, with points for each possibly varying depending on how much content we are able to cover by the time of each exam. Exam 1 will include syllabus questions. Regarding exams:
  - a. Exams will consist of close-ended questions, for example, multiple choice, true/false, and matching
  - b. Exam content will be based on readings **and** lecture material, some of which may not be in book;
  - c. Exams will **NOT** be available for make-up unless there has been some catastrophe (e.g., serious illness/ death in family) that can be documented (e.g., doctor note, copy of a death certificate). In such a case, Dr. Reyes must be contacted **before the exam, on the day of the exam, or no more than 1 day (24 hours) after the exam**. Persons who do not contact Dr. Reyes in this time frame will not be allowed to make up the missed exam.
  - d. **Cell phone use (e.g., ringing/talking/texting) during an exam or class in general= minus 10 points, but minus 20 points for any of this if it occurs when a speaker is present.**
  
2. **Participation (112 points).** Participation is a requirement. The “Packback Answers” platform will be used as the vehicle for satisfying this requirement. The platform is a tool for online discussion about class topics. For your participation grade you will be required to contribute questions and answers to the Packback community, which, for our purposes, will consist of students enrolled in the course. Hopefully you will appreciate this as an opportunity that goes beyond just using it because it is a class requirement. Use the Abnormal Psychology Packback Community to ask questions about things that aren’t clear, help others (answer questions), or simply as a place *to be curious* and talk about what has made you think or excite you about class. It’s a chance to take class knowledge and turn it into real-world knowledge.

Eight points per the 2<sup>nd</sup> through 15<sup>th</sup> weeks of the semester count toward class participation. In order to receive these points, each week you must contribute two questions (2 points each=4) and provide two answers (2 points each=4) to questions posted on Packback. Each week is treated as an assignment. You are always welcome to ask more questions and provide more answers but you can’t do this for extra credit or to make up for points you missed in previous weeks. Once a week has passed, you cannot earn points for that week anymore. The questions you post must be **relevant to the subject matter and MUST BE QUESTIONS**. You can comment and add a question to your comment, but it must be a question. Questions and answers will be assessed weekly for their relevance and adequacy. That is, your contributions must be meaningful. You will be given feedback when your question or answer is not meeting the standard for questions and answers. In the case where questions/answers are not satisfactory, you won’t get credit. The **deadline** for weekly questions/answers is **Sunday at 11:59 PM**, beginning week 2 and through the last possible day, Wednesday, November 30<sup>th</sup>, 2016.

#### **To start posting on Packback Questions:**

1. Navigate to [Packback.co/Questions](http://Packback.co/Questions) and click “Register as a new student” Note: 1) The cost of registration and use of Packback is \$18. But if you already have an account on Packback Books (the rental site) you can log in with your login credentials.
2. Make sure to register with your SCHOOL email address and real first name and last name, or else I won’t be able to grade your participation and you won’t receive participation points.
3. Enter our class community’s access code into the “Join a new Community” module on your dashboard. Our PSCH 315 Community Access Code is: **320D2D91-F2A8-4DFD-D421-7AA6F8E6E89B**.
4. Follow the instructions on your screen to finish registration, and then click into our class “Curiosity Community.” Make your first post by clicking the gold “Ask a Question” button.

For a brief introduction to Packback Questions and why we are using it in class, watch this video: [vimeo.com/packback/Welcome-to-Packback-Questions](https://vimeo.com/packback/Welcome-to-Packback-Questions). **Also you can get Packback Questions FREE when you rent your eTextbook for class on Packback Books.**

If you have any questions about Packback or registration issues, email Packback's student success team at [holla@packbackbooks.com](mailto:holla@packbackbooks.com) (not your professor!!!) to get them answered within 24 hours.

3. **Paper Assignment (100 points) (Specifics about paper below):** The details and format of the assignment will be discussed in class in the 1<sup>st</sup> week. This assignment is a 7-8 page paper on one of the topics listed in the table below. A grading rubric for the specific sections of the paper is provided at the end of this syllabus so that students can know what is expected. Students must attach this grading rubric at the end of their paper. The paper is due electronically on SafeAssignment no later than **5 minutes before class** as indicated on the **PSYCHOLOGY 315 TOPIC SCHEDULE**. Safe Assignment submissions not received by the due date will lose 10 minutes per day late beginning one minute after the day and time due as indicated on the **PSYCHOLOGY 315 TOPIC SCHEDULE** below. Please, please, please be careful when submitting your assignment. You do not want to submit the wrong copy because that is the copy that will be graded.

The assignment involves developing a proposal, in which you describe a study that you would do as if you were actually going to carry it out. You will not actually be carrying it out! For your paper, you will choose one of the two topics below.

Activity	Page in book with example of a study for the given topic
<p><b>Beliefs about gender differences.</b> These are examples of the kinds of research questions you might ask in your paper.</p> <ol style="list-style-type: none"> <li>1. Do males and females believe that boys and girls are different in math ability?</li> <li>2. Do males and females believe that boys and girls are different academically?</li> <li>3. Do males and females believe that adolescent boys and girls are different in... YOU PICK YOUR OWN IDEA BUT BE SURE TO CLEAR IT WITH US FIRST</li> </ol>	<p>Page 84 (new edition)</p> <p>OR</p> <p>Page 116 (old edition)</p>
<p><b>Gender differences in sexuality.</b> These are examples of the kinds of research questions you might ask in your paper.</p> <ol style="list-style-type: none"> <li>1. Do males and females have different perspectives about premarital sex?</li> <li>2. Do males and females have different perspectives about sexual practices (e.g., sexual intercourse, oral sex)?</li> <li>3. Do males and females have different perspectives about other than heterosexual behavior (e.g., homosexuality OR bisexuality)?</li> </ol>	<p>Page 265 (new edition)</p> <p>OR</p> <p>Page 354 (old edition)</p>

- a. Beliefs About Gender Differences, that is, what males and females believe about how different males and females are on skills or behavior: For your paper, you might choose to focus only on whether males and females believe, for example, that boys have a stronger math ability than girls. You would then review the literature to see what research studies say about whether males and females differ in what they believe about boys' and girls' math ability. Let's say that the literature says that males believe that boys are better at math than girls, but that females believe there is no difference in ability. Maybe the literature also found this to be the case for a white population but that for other minority groups, findings were inconsistent. From reading the different studies on minority groups' beliefs about gender differences in math ability you might find out that the inconsistency in findings might be a result of the fact that different age groups

were used in the different studies. Based on this, you might propose a study to test whether male and female beliefs about gender differences in math ability are different for different minority groups and you might use only one age group. Your paper would be about how you would study this. That is, you would have to design a study to test your idea. But, again, you wouldn't be carrying it out. You would predict (hypotheses) about how your hypothetical study would turn out differently. The table above shows the page in the book on which you could find an example of a study based on this topic.

- b. Gender Differences in Sexuality, that is, whether males and females are different in their attitudes about sexuality. Once again, you would have to review the literature on males' and females' attitudes about sexuality. Maybe your literature review shows that gender differences on sexual attitudes vary by age, showing that there are no gender differences in attitudes for younger people but that there are for older participants. You might thus propose a study in which you examine gender differences in attitudes about sexual behavior for different age groups. Again, as with example above, you would also propose a hypothesis. The table above shows the page in the book on which you could find an example of a study based on this topic.

Your 7-8 page paper will include all of the following parts:

- 1) Title Page
- 2) Abstract
- 3) Introduction
- 4) Method
- 5) References

You must use APA style in writing the paper. Here is a website for APA formatting, including for references: <https://owl.english.purdue.edu/owl/resource/560/01/>. Students are welcome to see the instructor and/or TA(s) for guidance on how to prepare their assignment. A breakdown of the parts of the paper, approximate page length of each section, and the points per section follow below.

***Parts 1 & 2 (15 pts)***

***Title Page (1 page, 5 pts) and Abstract (1 page, 10 pts)***

***These pages count toward your page requirement***

**From Grading rubric breakdown of points for abstract:**

***2 points for formatting*** (i.e., does your formatting follow the sample paper on the Purdue Owl website EXACTLY)

***4 points for clarity*** (i.e., would someone who didn't know anything about psych 315 understand what you mean?)

***4 points for completeness*** (i.e., did you cover the main ideas from your introduction and methods, including your hypothesis with some justification/support for this hypothesis?)

***Part 3 (45 points)***

***Introduction***

***(Approx. length of Part 3: 3-4 pages)***

***At least 4 references for this section.***

Once you have chosen your topic, you will conduct a literature review (of actual studies!) on the topic that your activity is about. A literature review is where you examine research that has been done on the topic and you discuss what it says. The example I gave above involving the "Beliefs" activity is an example of a literature review.

**From Grading rubric breakdown of points for this section:*****10 pts for five correct citations (i.e., you cited everything requiring citing using APA format)******15 points for clarity***

Ask yourself:

1. Would someone who didn't know anything about psych 315 understand what you mean?
2. Do all your sentences make sense when you read them aloud?
3. Am I explaining myself so that it shows that I understand the concepts I am talking about?

***15 points for completeness***

Ask yourself:

1. Am I explaining what happened in every study I discuss in my paper (including what their methods were and exactly what they found)?
2. Do I have a sound argument about why it would be important/interesting to run this study?
3. Do I have a specific hypothesis ("I hypothesize that elementary school boys will have significantly higher scores on the math achievement test than elementary school girls")?
4. Is this hypothesis supported with evidence from the literature?

***5 points for organization/formatting***

Ask yourself:

1. Does my paper look like the sample paper on the Purdue Owl website?
2. Do my paragraphs "hang together" in that each paragraph introduces new information that covers one main coherent point?

**Part 4 (35 pts)*****Method******(Approx. length of Part 4: 2 pages)******Minimum of 1 reference for measure(s).***

In this section, you will describe specifically how you would conduct your hypothetical study. It will be based on what you learn in your Introduction. You have to include these subsections as:

- a. participants: describe who they would be (e.g., 75 college females from Asian backgrounds),
- b. procedures: describe exactly how you would conduct the study (e.g., "participants will be recruited at... They will complete two questionnaires during school hours..."); and,
- c. measures: describe what data you will collect (e.g., a 20-item Self-Esteem questionnaire that uses a 5=point response scale from 1=strongly disagree to 5=strongly agree, and an interview); you must also include some sample items from your measure but not all).

**From Grading rubric breakdown of points for this section:*****15 points for clarity***

Ask yourself:

1. Would someone who didn't know anything about psych 315 understand what I mean? Do all my sentences make sense when you read them aloud? Am I explaining all the words I am using so readers know that I understand the concepts I am talking about?

***15 points for completeness***

Ask yourself:

1. Am I covering all the subheadings with a lot of detail (participants, measures, procedure)
2. Am I explaining every step of the experiment I am proposing?

***5 points for organization/formatting***

Ask yourself:

1. Do my paragraphs "hang together" in that each paragraph introduces new information that covers one main coherent point?

Part 5 (5 pts., see grading rubric for explanation)*Reference Page*

*(Approx. length of Part 5: 1 or more pages depending on number of references, but at least the 5 required references but you could have more)*

Part 6

*Additional Grading: There is nothing you have to do for this section. In this section penalties are assigned for not meeting the technical requirements of the paper, for example, page length and being late. See grading rubric under assignments tab on Blackboard for specifics.*

**PAPER ASSIGNMENT CHECKLIST**

**(SO IMPORTANT; IF YOU CHALLENGE YOUR PAPER GRADE, VERY LIKELY IT WILL BE FOR NOT DOING SOMETHING ON THIS LIST. SO CHECK IT OUT!)**

- a. \_\_\_\_\_ Must be submitted only in electronic form through Safe Assignment, a plagiarism detection system (see Blackboard, under “Assignments”). Safe Assignment searches to see if any parts of your work were copied from other sources and creates a record of exactly when your work was submitted. While it is a good tool, it is not foolproof. If you run into trouble getting something to upload into Safe Assignment, immediately send it as an attachment to your TAs and to me. That proves that you had it completed on time. After you have done that, arrange to get help from your TAs to get the work accepted through Safe Assignment. Please note that the re-use of papers or parts of papers that a student has completed in other classes will not be accepted for this class. The content from these previous works will not be graded as part of the assignment for this course. That is, if 6 paragraphs are used in the current assignment that the student used in a paper from a previous class, these will not be considered in grading the current assignment.
- b. \_\_\_\_\_ Is due via SafeAssignment on the date indicated on the Class Schedule. Submissions not received by the due date will lose 10 points per day late beginning one minute after the day/time due. Please be careful when submitting your assignment. Do not submit the wrong copy.
- c. \_\_\_\_\_ As with exam make-ups, only some catastrophic event will exempt a student from these rules. Printer breakdowns, for example, do not count as catastrophic given that advanced planning can prevent such things. The reason (e.g., serious illness, car accident, death of a family member) and proof (e.g., physician's note, police report) for lateness must be furnished immediately upon realizing that you won't be able to turn your paper in on time.
- d. \_\_\_\_\_ Must be written in APA style; You must use APA style in writing the paper. Here's a website for APA formatting: <https://owl.english.purdue.edu/owl/resource/560/01/>
- e. \_\_\_\_\_ Margins: 1 inch at top, 1 inch at bottom, 1 inch on right, 1 inch on left.
- f. \_\_\_\_\_ Must use psychological, medical, education, and/or health journals as references; **NOT** books, magazines, Wikipedia, or any electronic references. This link is to a 3-minute video that describes popular vs. scholarly sources: <http://www.library.vanderbilt.edu/peabody/tutorials/scholarlyfree/>.
- g. \_\_\_\_\_ Must cite all sources using APA style. Here are a couple of links on how to correctly cite sources: <http://www.lib.berkeley.edu/instruct/guides/apastyle.pdf>; <https://owl.english.purdue.edu/owl/resource/560/01/> and here is a website about reference formatting, see: <https://owl.english.purdue.edu/owl/resource/560/06/>.

- h. \_\_\_\_\_ Must use references that are no more than 20 years old.
- i. \_\_\_\_\_ Must adhere to the page limits indicated in the assignment description.
- j. \_\_\_\_\_ Must not violate any of UIC's Guidelines of Academic Integrity as described in the UIC Student Handbook and the UIC Undergraduate Catalog (<http://www.uic.edu/ucatalog/GR.shtml#qa>). Violation of these guidelines, that is, committing academic dishonesty will not be tolerated and will be subject to consequences as outlined in the [Student Disciplinary Policy](#). Within the context of the class, aside from any sanction the University might impose, the student who violates the Guidelines of Academic Integrity will automatically fail the assignment. The most common problem of academic dishonesty with assignments is cheating by plagiarizing or using non-original works (e.g., like using the same paper or parts of that paper for two classes or using someone else's paper). You are responsible for knowing what plagiarism. According to UIC's policy "plagiarism is the act of taking the words, ideas, or research of another person and putting them forward without citation as if they were your own." But, in addition, because you are supposed to follow APA style in your paper assignment for this class, you must also follow APA's policy on plagiarism. The following link provides an excerpt from the *Publication manual of the American Psychological Association* that describes this policy: [https://docs.google.com/document/d/1nq6KIhBwrzOW3oDqrTuejWLSAL\\_hiE4Bsl-M00HyXR/edit](https://docs.google.com/document/d/1nq6KIhBwrzOW3oDqrTuejWLSAL_hiE4Bsl-M00HyXR/edit). Please note that this policy includes limits to the re-use of any previous paper you've written as "self-plagiarism." Please read the policy carefully so you understand it.

**EXTRA CREDIT:** There will be extra credit offered on exams ranging from 10-20 or so points. In addition, there may be EC opportunities offered in class. There are no make-ups for missing these.

### **GRADING.**

1. If students have an issue with their grade on the paper assignment, they must contact the TA who graded their paper within **no more than** 3 days from the date that the paper is returned. This does not mean you have to see them within 3 days, only that you must have made contact within 3 days to set up a time to see them. If the student is not satisfied with the response from the TA, the student then has 1 day from the time that they meet with the TA to contact the instructor for a meeting. In the case of exams, students have 3 days from when the exams are returned to challenge or question any grading.
2. Prior to a meeting with either the TA and/or the instructor, the student must submit a one-paragraph email explaining what he/she thinks is the problem with the grading of the exam/assignment; students will not be seen until we receive such an email
3. Students must attend this meeting with a copy of their email (with date and time of email) and with highlighting of the parts of the exam/assignment that are in question.

Regarding the final course grade, sometimes students are disappointed with their grades and ask if "there is anything I [the student] can do" to bring up their grade, for example, to re-do a portion of a paper or re-do one of the exam questions. Given the amount of extra credit I offer in class, there will be no other opportunity to bump up one's grade no matter how close. But if student grades are .5 or less points (raw points, not percentage points) away from the next highest grade, I will round up to the next number.

**ACCOMMODATIONS FOR DISABILITIES.** Consistent with UIC policy, I will make accommodations for disabilities as indicated by the Disability Resource Center. In keeping with the university policy: "Students with disabilities must provide the instructor in writing the need for accommodations and what they are. Those who require accommodations for access and participation in this course must be registered with the Disability Resource Center." Please contact ODS at 312/413-2183 (voice) or 312/413-0123 (TTY)."

### PSYCHOLOGY 315 TOPIC SCHEDULE

Week	Date	Topic	Ch
1 T, Th	8-23, 8-25	Introduction, Gender Identity, <b>Discussion of Paper</b>	1
2 T	8-30	Gender Identity, The Psychology of Men	1,16
Th	9-1	The Psychology of Men	16
3 T	9-6	The Psychology of Men	16
	9-8	Theoretical Perspectives	2
4 T, Th	9-13, 9-15	Theoretical Perspectives	2
5 T	9-20	Theoretical Perspectives	2
Th	9-22	Theoretical Perspectives <b>OPTIONAL: Safeassignment link (link is called “Self-Check SafeAssignment Submission”) for students to get a preliminary check on plagiarism percentage is available at 9 a.m. today</b>	2
6 M	9-26	<b>OPTIONAL: By 4:30 p.m: students can submit paper drafts to: Catherine Pichard, <a href="mailto:Cpicha2@uic.edu">Cpicha2@uic.edu</a> if last name ends in A-M Sophie Deldonno, <a href="mailto:sdeldo2@uic.edu">sdeldo2@uic.edu</a> if last name ends in N-Z Papers will be emailed back by no later than Thursday of week 7.</b>	
T	9-27	Women’s Biological Influences	10
Th	9-29	Women’s Biological Influences	10
7 T	10-4	From Infancy to Old Age	7
Th	10-6	From Infancy to Old Age <b>(Paper drafts are returned to students by today)</b>	7
8 M	10-10	<b>1. Self-check SafeAssignment link unavailable today at 6 p.m. 2. ‘Final paper submission’ link available today at 7:01 pm</b>	
T	10-11	From Infancy to Old Age; <b>Study Session for Exam 1 (30 minutes)</b> <b>PAPER DUE TODAY by 10:55 a.m. on Final Paper SA link</b> <b>Late SA site opens at 10:56 a.m. today; NO HARD COPY!</b> <b>-10pts for submissions starting at 10:56 through 11:59 p.m.</b> <b>-10pts each late day after begins at 12 a.m. &amp; ends at 11:59 p.m.</b> <b>Weekend days also count as late days</b>	7
Th	10-13	<b>EXAM 2</b>	
9 T	10-18	From Infancy to Old Age;	7
Th	10-20	Psychology and Women’s Health Issues	11
10 T	10-25	Psychology and Women’s Health Issues	11
Th	10-27	Women & Mental Health Issues	15
11 T	11-1	Women & Mental Health Issues	15
Th	11-3	The Victimization of Women	14
12 T	11-8	The Victimization of Women	14
Th	11-10	Women of Color	4
13 T	11-15	Women of Color	4
Th	11-17	Sexual Orientation: Lesbian and Bisexual Women	13
14 T	11-22	Sexual Orientation: Lesbian and Bisexual Women	13
Th	11-26	<b>NO CLASS</b>	
15 T	11-29	If-We-Fall-Behind Class; <b>Study Session for Last Exam (30 mins)</b>	
Th	12-1	<b>EXAM 2 (non-cumulative); no final during finals week</b>	

### ADDITIONAL IMPORTANT INFORMATION:

The following points reflect my basic teaching philosophy:

1. I see students at this educational level as young adults. I will treat you this way and not like a high school student.
2. Because college is not an expected educational step to take in our society, I assume you are in college because you chose it.
3. Somebody is paying for your education at UIC, whether by you, your parents, some scholarship/loan money, or some combination of these different sources. Given your monetary investment in school, I see you as being free to use your education in my class the way that you see fit, just as if you bought a treadmill or a gym membership. This means that I have no rules about attendance or tardiness. All of this is your call.
4. Because you are paying for my teaching, you are entitled to get what you paid for. Given the nature of what you are paying for, however, what you give out of it depends on both of us. So it is important for you to think about what you want out of the class, for example, what grade you want. My part is to work with you to achieve this grade, whatever that might be. So we will each play a part in helping you realize your goal. I am prepared to offer whatever reasonable support I can to help you in this process.
5. If you are not getting what you want out of the course both with the effort you are putting into the class and the help I am giving you, you always have the option of pursuing a grievance against me. This link is to the procedures for filing a grievance:  
[http://www.uic.edu/depts/dos/docs/FINAL\\_VERSION\\_STUDENT\\_PROCEDURES.pdf](http://www.uic.edu/depts/dos/docs/FINAL_VERSION_STUDENT_PROCEDURES.pdf). Additional resources for you are our Director of Undergraduate Studies, Dr. Evelyn Behar ([behar@uic.edu](mailto:behar@uic.edu)), and our Department head, Dr. Mike Ragazzino ([mrago@uic.edu](mailto:mrago@uic.edu)).
6. In any work performed for this class, students must follow the guidelines regarding academic integrity as described in the UIC Student Handbook and the UIC Undergraduate Catalogue (<http://dos.uic.edu/handbook.shtml>; [http://www.uic.edu/depts/dos/docs/FINAL\\_VERSION\\_STUDENT\\_PROCEDURES.pdf](http://www.uic.edu/depts/dos/docs/FINAL_VERSION_STUDENT_PROCEDURES.pdf); <http://dos.uic.edu/docs/Student%20Disciplinary%20Policy.pdf>; <http://www.uic.edu/depts/dos/conductforstudents.shtml>). Violation of these guidelines, that is, committing academic dishonesty or violating the school's code of conduct, will not be tolerated and will be subject to consequences as outlined in the Student Disciplinary Policy. The Guidelines on Academic Integrity describe what constitutes "Academic Dishonesty."

The most common problem of academic dishonesty in the preparation of assignments is cheating by plagiarizing or using non-original works. This includes using the words, ideas, or research of another person and representing them as your own without citing them. To be even more specific, plagiarism also includes copying the words or ideas of a fellow student or any other author in your papers, copying even short phrases from written work that you are using as a reference (even if you cite it properly), handing in papers you've gotten from the internet or other students, etc. You are responsible for knowing what plagiarism is and for avoiding its use. If you do not clearly understand what constitutes plagiarism, including how to properly cite a source within your paper, you should ask the instructor or your TA(s). Not knowing this has cost many a student a lot of grief and penalty via both the instructor and the university. Violation of these guidelines, that is, committing academic dishonesty will not be tolerated. The student will, at minimum, automatically fail that assignment, and judicial charges will be filed against him/her. Other penalties might be imposed depending on the specific context of the cheating (for example, in the case of the student dropping the class after the dishonesty event for whatever reason).