

**Introduction to Social Psychology**  
 Psychology 231 (A01), Fall 2025 (CRN: 12953)  
 Tues, Wed, and Fri, 1:30pm to 2:20pm

*We acknowledge and respect the Lək'wəṇən (Songhees and X̱wsep̓səm/Esquimalt) Peoples on whose territory the university stands, and the Lək'wəṇən and W̱SÁNEĆ Peoples whose historical relationships with the land continue to this day.*

**Instructor:** Dr. Alyssa Maryn (she/her), Department of Psychology

**Drop-In Hours:** Tuesdays from 3-4pm *or by appointment*

**Teaching Assistant:** Chenxi Wu

### **Part 1: Overview**

#### **Course Description**

This course will introduce you to social psychology and provide a broad overview of the field. We will also cover applications of social psychology to real-world issues and situations. Topics include the self, self-esteem, culture, behaviour, attitudes, persuasion, prosocial behavior, antisocial behaviour, attraction, relationships, stereotyping, prejudice, and others. The textbook is broad while the lectures will tend to cover more specific issues, especially recent experimental and theoretical approaches.

#### **Learning Outcomes**

- When presented with social psychology research, students will be able to effectively evaluate and interpret its methodology, results, and implications.
- Students will be able to accurately identify, define, and provide examples of key social psychology theories and concepts.
- When presented with depictions or descriptions behaviours, attitudes, and thoughts, students will be able to identify and describe relevant social psychology theories and concepts.
- Students will learn to identify common cultural biases and ideologies that inform people's social thinking, feeling, and behavior, and to recognize how those implicit belief systems can affect social psychological processes.

#### **Class Sessions**

- During class time, I will lead a lecture on a particular topic (see the [class schedule](#)).
- There is some overlap between the textbook and lectures, but there is also material that is only in the lectures and material that is only in the textbook. Assessments will cover all course material.
- You or someone who cares about you is paying for you to be in this course. Engaging in class is strongly encouraged. It will help your grade and overall education.

- I will post slides on Brightspace but not recordings of the lectures. Slides will be posted the morning before the corresponding lecture to support note taking. The slides are just outlines and will not contain all the information you need for your quizzes and exams. If you require access to lecture recordings due to CAL accommodations or because you missed class due to illness or other extenuating circumstances, please email me.

## **Student and Classroom Rights**

Students have a right to a learning environment high in both support and accountability.

I want you to succeed, and I aim to be fair and reasonable. It is my job to hold you accountable for learning the course material and maintain academic integrity. I do my best to accommodate student requests while protecting fairness to your fellow students.

Students have a right to learn in an environment with minimal distractions.

Please silence your phones, open any food with loud wrappers before the lecture, and enter class quietly if you arrive late. Please do not have conversations during lecture, take calls during class, or do anything on your computer that will distract the students behind you.

We all have the right to a learning environment that celebrates diversity among students.

As we will learn, the world is full of people with a wide range of identities, experiences, and relationships to others around them. I aim to teach courses that celebrate this diversity among students. There will be no tolerance of racism, sexism, ableism, homophobia, transphobia, xenophobia, fatphobia, classism, islamophobia, antisemitism, and any other form of mistreatment based on a person's body, identity, or group. I'm always open to feedback about how I can make the course more accommodating and respectful for all students.

We all have the right to a learning environment free of harassment and bullying.

This course does cover some topics that can be seen as controversial, and it's likely that you will disagree with your classmates. Respectful discussions are a valuable learning tool, but personal attacks are not acceptable. Treat each other with respect. Further, remember that topics that may be theoretical to you may be the real lived experience of your classmates.

We all have a right to an accessible learning environment.

Please do not wear scented perfume or lotion to class, keep aisles clear, and be mindful of the fact that you may have classmates who need to sit up front, at the end of a row, or in other specific places to accommodate a disability or other need.

## **Other Class Policies**

- Disabilities, English language learners, and religious/cultural accommodations: The University of Victoria is committed to creating a learning experience that is as accessible as possible. If you are registered with the [Centre for Accessible Learning](#) and anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you are a student with a disability or chronic health condition, you can meet with a CAL advisor to discuss access and accommodations. If you need

accommodations (e.g., absences, alternative testing, etc.) related to any of these reasons or another extenuating circumstance, please email me.

- Children and Pets: If your child or pet care falls through, feel free to bring them to class. However, please aim to minimize distractions to your classmates.
- Brightspace & Email: You are responsible for checking [Brightspace](#) and your email for course material and updates.
- Academic Integrity: You are expected to do your own work and present only your own responses on all graded assignments. For each assignment, the materials you are allowed to use are noted in the description of the assignment. If you are found to have used unauthorized materials, including the use of AI, or submitted work that is not your own, you will receive a zero for that assignment and could incur further penalties. Aiding another student in cheating, including sharing exam or quiz questions, is also a violation of the academic integrity policy. Review the university's [Academic Integrity Policy](#) for more details, as you are responsible for knowing and adhering to these standards.
- Masks in Class: One of our classes does fall on Halloween. I'd love to see your costumes *as long as I can also see your face*. No costume masks, please. You will be asked to remove them in the classroom. Religious/cultural head coverings and masks worn for medical purposes are always allowed.
- Grade Appeals: If you feel strongly that your grade on an exam or quiz was unfair or mistaken, you must express that concern to me via email within one week of the date that the grade was first posted on Brightspace.

### Resources Available to Students

Resource	Support Provided
<a href="#">English Language Centre</a>	Support for students facing language barriers
<a href="#">UVic Learn</a>	Support with learning technology, studying, and well-being
Computer Help Desk; (250) 721-7687; itsupport@uvic.ca	Technical support with emails, Brightspace, and other learning software.
<a href="#">Learning Assistance Program</a>	Tutors and learning strategists (fees may apply)

### Contacting Dr. Maryn

Please read the entire syllabus to ensure it doesn't contain the answer to your question before reaching out. Please do not contact me using the messaging system on Brightspace. Please do not seek my attention before lecture when I am trying to get set up. Please do:

- Stick around to talk to me super briefly after lecture (best for very simple questions!)
- Attend my weekly drop-in hours
- Email me. Please:
  - Include “**PSYC 231**” in the subject line.
  - Make sure you put your name and student number at the end of all emails.

- If the request is private or sensitive (e.g., about a personal situation requiring an accommodation), please feel free to email just me. If the question is more general, you may get a quicker response if you also CC our TA.

I typically do not respond to work emails during evenings, holidays, or weekends. If you email outside of work hours, I will reply as soon as I can and we will resolve your concerns.

### **Prerequisites**

The pre-requisites for this course are PSYC 100A & 100B. This class usually has a long waitlist of qualified students, so these pre-requisites cannot be waived.

### **Course Drop Deadline**

The last day for dropping a course with a 100% fee reduction is **September 16<sup>th</sup>** and the last day to register for classes is **September 19<sup>th</sup>**. It is your responsibility to check your registration status by these deadlines to ensure that you are registered only in courses that you have been attending.

## Part 2: Grading & Assignments

### Assignments

Assessments for this course include 3 exams, 8 short take-home quizzes, 3 participation grades, and a research participation or research summaries assignment. Please see the tables below for information on how your grades are calculated.

#### Grade Weights

Grade	Weight
Quizzes (best 6/8)	20%
Exam 1	26%
Exam 2	27%
Exam 3	15%
SONA/Research Summaries	3%
Participation	9%

#### Grading Scale

Score	Grade
90-100	A+
85-90	A
80-85	A-
77-79	B+
73-76	B
70-72	B-
65-69	C+
60-64	C
50-59	D
0-49	F

### Grading Policies

- Grades are rounded to the nearest whole number. For example, an 89.5 is an A+, while an 89.4 is an A.
- Traditional curves that assign a predetermined number of students an A+, an A, etc to force the class grade distribution into a bell curve are [prohibited at the University of Victoria](#). If there is evidence that an assignment is unfair (e.g., a low class average, test items that many students missed), I will adjust grades to compensate. In this instance, I will only apply changes that increase your grade.
- If you're wondering what grade you need to get on the final exam, or any other assignment, please download the spreadsheet on Brightspace titled "Final Grade Estimator" and enter the grades you've gotten so far. Then, you can enter hypothetical grades for the remaining assignment(s) and exam(s) to see what your final grade would be. This is just an estimate.

### Course Completion

Students who have completed all three exams will be considered to have completed the course. Failure to complete one or more of these elements will result in a grade of "N" regardless of the cumulative percentage of all other elements of the course. N is a failing grade and factors into GPA as a value of 0. In accordance with the University's policy on academic concessions, "A student who completes all course requirements is not eligible for an academic concession." Consequently, students can only request deferrals for the completion of required course components and not for non-essential course components.

### Assignments

### Quizzes (Best 6 of 8 = 20%)

Students will complete 8 quizzes during the term that assess knowledge of the textbook readings and lectures. Each quiz will consist of 10 multiple choice or matching questions and will be available on Brightspace. Quizzes will typically open on Fridays after class and will cover the course content since the past quiz (see the following table for more specifics). On the due date, at the specified time, the quiz will close and you will no longer have an opportunity to complete the quiz. Your best 6 marks will count towards your final grade.

Quiz	Open (2:30pm)	Due (1:30pm)	Covers
1	Sep 12	Sep 16	Introduction & Foundations; Social Selves
2	Sep 19	Sep 23	Social Beliefs & Judgements; Behaviour & Attitudes
3	Oct 10	Oct 14	Persuasion; Conformity; Truth & Reconciliation in Psychology
4	Oct 17	Oct 21	Group Influence
5	Oct 24	Oct 28	Prosocial & Antisocial Behaviour
6	Nov 5	Nov 11	Interpersonal Relationships
7	Nov 18	Nov 21	Intergroup (Prejudice, Stereotyping, & Discrimination; Implicit Bias; Structural Discrimination)
8	Nov 25	Nov 28	Intergroup (Racism, Sexism, Contact Theory)

Exceptions to the typical schedule are that Quiz 6 opens on Wednesday, November 5<sup>th</sup> to allow more time to complete the quiz before reading break. Quizzes 7 and 8 will also open on Tuesday and close on Friday of their respective weeks.

You may use your textbook, readings, and notes, but you must submit your own work. Once you begin the quiz, you will have 20 minutes to complete it. I recommend reviewing your materials before starting the quiz, as you will not have time to look up the answer to every question.

Regarding quiz extensions, as your lowest two quiz grades are dropped, missing one quiz will not necessarily negatively impact your final grade. If you have extenuating circumstances that will impact 3 or more quizzes and you know about these circumstances in advance, please send us an email to discuss accommodations. This cannot be done for a quiz that is currently open.

If you are concerned about technical difficulties, I have posted a test quiz on Brightspace. You can take this test quiz to get a sense of what the quizzes are like and test for any potential technical issues. You go through the test quiz as many times as you like; it will not impact your grade. If you experience technical issues when completing the quiz please contact the Computer Help Desk ([helpdesk@uvic.ca](mailto:helpdesk@uvic.ca); 250-721-7687).

### Exams (68%)

There will be three in-class exams that are worth a total of 68% of your final grade. Exams are entirely multiple choice and not cumulative. Exam 1 is worth 26%, exam 2 is worth 27%, and exam 3 is worth 15% of your final grade. Each exam will cover all material from the textbook, lectures, and other course materials from the period leading up to the exam (see the following table for more specifics). Please note that exam 3 is on the last day of class, not the final exam period. This course does not have an exam during the final exam period.

Exam	Date	Topics
1	Oct 3	Introduction; Social Selves; Social Beliefs & Judgements; Behavior & Attitudes; Truth and Reconciliation in Psychology
2	Oct 29	Persuasion; Conformity; Group Influence; Prosocial & Antisocial Behaviour
3	Dec 3	Interpersonal Relationships; Intergroup Relationships

While we expect you to do your best to attend exams, life happens. Please email me and your TA as soon as you know you will miss an exam, whether it's before or after the exam, to set up an alternative testing time. If you miss an exam due to an unexpected emergency, you must send an email as soon as possible to reschedule. This is especially critical for the final exam so that we can ensure your final grades are entered on time.

To protect the integrity of the exams, they will not be returned to students. If you would like to review your responses, please make an appointment with your TA.

### Research Participation or Summary Credits (3%)

You have the option of either participating in psychology studies through the Research Participation Pool, or completing short journal article reviews, for a total of 3% of your grade. Students may complete any combination of a) participation in research or b) article reviews up to a total of 3% credit. This is not a bonus or optional part of your grade like in some other classes.

#### *Option 1: SONA Research Participation*

Because experiential learning is highly valued in the Department of Psychology and is part of this course, student participants may earn up to 3% in PSYC 231 by participating in Psychology studies conducted by students and faculty in the Department of Psychology. Each 60 minutes of participation will earn 1 SONA participation credit, and **one** SONA participation credit is required to earn a 1% contribution towards your grade in PSYC 231. Thus, to earn their full 3% for Research Participation in PSYC 231, students need to earn **three (3) 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.

Sign up for research participation on the [Research Participation Website](#). For more information, you can also reach out to the Research Participation Coordinator ([psycresearch@uvic.ca](mailto:psycresearch@uvic.ca)) or check out the [SONA system website](#). If you choose this option, please sign up as soon as possible. If you wait until the end of the term, there may not be many research participation

options available. 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
- 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 they participated.

#### *Option 2: Research Summaries*

Students are not required to participate in research, and not all students wish to do so. As an alternative to participation in research, students may submit 1-page summaries of journal articles. Each article review counts as one percentage point and will be marked on a pass/fail basis. To receive credit, you must follow specific guidelines. The review must:

- Be submitted on Brightspace (not email) by noon on December 3<sup>rd</sup>.
- Be typed using 12-point Times New Roman, double-spaced, and with 1-inch margins.
- Be no longer and not significantly shorter than 1 page.
- Be on articles from the journal *Social Psychological and Personality Science*.
- Fully identify the title, author(s), source and date of the article.
- Include a PDF copy (not a link) of the article submitted along with your review. Students who do not submit a PDF copy of their article with their summary will not receive credit.
- Summarize the hypotheses of the research and the methods used to test the hypotheses. Identify the psychological concepts in the article and indicate the pages in our textbook that discuss the concepts. Critically evaluate the study. Do you agree with their findings? Why or why not? Provide evidence from the text or lecture to support your conclusions.
- Keep a copy of your review in the unlikely event we misplace the original.
- Do not copy paste quotes directly from the article.

#### Participation (9%)

On three occasions throughout the term, we will use our class time for group discussion and activities relating to the videos that are assigned watching for our class.



- Students in Group A (students with last names starting with letters A - J) will participate on Feb 3, Mar 8, and Apr 4. Students in Group B will use these sessions as study days.
- Students in Group B (students with last names starting with letter K - Z) will participate on Feb 7, Mar 10, and Apr 5. Students in Group A will use these as study days.

Prior to each class, students will be expected to watch the assigned video and complete a Guided Listening worksheet, which they will bring to class. Then in class, students will meet in small groups of 4-5 students to discuss their worksheets as well as other questions I will pose. Each group will assign one member to the role of “record keeper” for each day. The record keeper will complete a worksheet on behalf of the group. And at the end of these classes, the record keeper will also submit the worksheet on Brightspace on behalf of the group, and each member of the group will receive 3% towards their participation grade for completing one of these worksheets. If you must miss one of these classes, please email me to open a dialogue about your alternatives.

### **Part 3: Texts & Course Materials**

#### **Readings**

##### Textbook

Myers, Jordan, Smith, & Twenge (2021). *Social Psychology*, Ninth Canadian Edition.

Available at the bookstore. Old versions, digital copies, and shared copies are all acceptable.

##### Reading List

The following readings are also essential for this course. They are numbered, with the numbers on the course schedule indicating when they should be read.

1. Cialdini, R. (1997). Professionally responsible communication with the public: Giving psychology a way. *Personality and Social Psychology Bulletin*, 23(7), 9.  
<https://doi.org/10.1177/0146167297237001> (On Brightspace)  
*Overall inclusive message but does use outdated language in some places.*
2. Psychology's Response to the Truth and Reconciliation Commission of Canada's Report (May 2018). Prepared by the Task Force on Responding to the Truth and Reconciliation Commission of Canada's Report. (On Brightspace)  
[https://cpa.ca/docs/File/Task\\_Forces/TRC%20Task%20Force%20Report\\_FINAL.pdf](https://cpa.ca/docs/File/Task_Forces/TRC%20Task%20Force%20Report_FINAL.pdf)
3. Peplau, L. A., & Fingerhut, A. W. (2007). The close relationships of lesbians and gay men. *Annual Review of Psychology*, 58(1), 24.  
<https://doi.org/10.1146/annurev.psych.58.110405.085701>  
*This article is US-centric but there's not a Canadian alternative. Unless you know of one! Then please let me know ☺ It also doesn't include the experiences of many members of the 2SLGBTQIA+ community. We'll cover more in class.*

##### Videos

Video Assignment 1: Inside Out - <https://streaming-acf-film-com.ezproxy.library.uvic.ca/audiocine/watch/4E8482B2FDDDC7C?referrer=direct>

Video Assignment 2: 12 Angry Men - <https://streaming-acf-film-com.ezproxy.library.uvic.ca/audiocine/watch/10B9E475475EBED6?referrer=direct>

Video Assignment 3: Daryl Davis on Befriending Members of the KKK - <https://www.pbs.org/wnet/amanpour-and-company/video/daryl-davis-on-befriending-members-of-the-kkk/>

### Class Schedule

Week	Topic	Read	Date	Specific Lecture	Due
1	Introduction	Ch 1, 1	W, 9/3	Syllabus/Introduction	
1	Introduction	Ch 1, 1	F, 9/5	Social Psychology Intro & Methods	
2	Social Selves	Ch 2	T, 9/9	The Self & Self Esteem	
2	Social Selves	Ch 2	W, 9/10	Social Identity & Culture	
2	Social Beliefs	Ch 3	F, 9/12	Conscious & Unconscious Mind	
3	Social Beliefs	Ch 3	T, 9/16	Heuristics & Bias	Qz 1
3	A & B	Ch 4	W, 9/17	Attitudes & Behaviour	
3	A & B	Ch 4	F, 9/19	Programs & Interventions	
4	Video		T, 9/23	Video Discussion 1 Group A	Qz 2
4	Video		W, 9/24	Video Discussion 1 Group B	
4	TRC	2	F, 9/26	Truth & Reconciliation in Psychology	
5	No Class		T, 9/30	National Day for Truth and Reconciliation	
5	Exam 1 Review		W, 10/1	Exam 1 Review	
5	Exam 1		F, 10/3	<b>Exam 1</b>	
6	Persuasion	Ch 5	T, 10/7	Persuasion	
6	Conformity	Ch 6	W, 10/8	Conformity & Obedience	
6	Group Influence	Ch 7	F, 10/10	Social Facilitation & Loafing	
7	Group Influence	Ch 7	T, 10/14	Polarization & Groupthink	Qz 3
7	Group Influence	Ch 7	W, 10/15	Example - Incels	
7	Prosocial	Ch 8	F, 10/17	Altruism & Helping	
8	Antisocial	Ch 9	T, 10/21	Aggression & Preventing Violence	Qz 4
8	Video		W, 10/22	Video Discussion 2 Group A	
8	Video		F, 10/24	Video Discussion 2 Group B	
9	Exam 2 Review		T, 10/28	Review	Qz 5
9	Exam 2		W, 10/29	<b>Exam 2</b>	
9	Interpersonal	Ch 10	F, 10/31	Liking & Love	
10	Interpersonal	Ch 10	T, 11/4	Attachment Theory	
10	Interpersonal	3	W, 11/5	2SLGBTQ+ Relationships	
10	Intergroup	Ch 11	F, 11/7	Prejudice, Stereotyping & Discrimination	
11	No Class		T, 11/11	Remembrance Day/Reading Break	Qz 6
11	No Class		W, 11/12	Reading Break	

11	Intergroup	Ch 11	F, 11/14	Implicit Bias	
12	Intergroup	Ch 11	T, 11/18	Structural Discrimination	
12	Intergroup	Ch 11	W, 11/19	Racism	
12	Intergroup	Ch 11	F, 11/21	Sexism	Qz 7
13	Intergroup	Ch 12	T, 11/25	Contact Theory	
13	Video		W, 11/26	Video Discussion 3 Group A	
13	Video		F, 11/28	Video Discussion 3 Group B	Qz 8
14	Exam 3 Review		T, 12/2	Review	
14	Exam 3		W, 12/3	<b>Exam 3</b>	

# UNIVERSITY OF VICTORIA

## Department of Psychology Important Course Policy Information Fall Session 2025

### Accessible Learning

The University of Victoria is committed to creating a learning experience that is as accessible as possible. If you are registered with the [Centre for Accessible Learning](#) and anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you are a student with a disability or chronic health condition, you can meet with a CAL advisor to discuss access and accommodations.

### Attendance and Absences

**Attendance is important.** Students are expected to attend all classes in which they are enrolled. Students may be assigned a final grade of N or debarred from writing final examinations if they fail to satisfy a minimum attendance requirement set by the instructor for lectures, laboratories, online course discussions or learning activities, tutorials, or other learning activities set out in the course outline.

Medical documentation for short-term absences is **not required** (approved by Senate). Students who cannot attend due to illness are asked to notify their instructors immediately. If illness, accident, or family affliction causes a student to miss the final exam or to fail to complete any required assignment/assessment by the end of the term students are required to submit a request for academic concession (see below).

### Children and Pets

If you need to bring your children or pet to class, please do not hesitate to do so. It is understood that sometimes this is necessary due to care circumstances. However, please aim to have minimal class disturbance so that student learning is not impacted.

### Class Recording and Auto-Captioning Statement

The instructor may record class sessions and those recordings may be made available to all students in the class via Brightspace. If you have questions or concerns regarding class recording and privacy, please contact [privacyinfo@uvic.ca](mailto:privacyinfo@uvic.ca)

Auto-generated captioning may be enabled in this course. Auto-captioning is highly error-prone, especially for specialized terminology and proper names. Students are asked to refer to the audio feed for clarification of any errors. If you find captioning errors that are offensive, please contact your instructor and/or teaching assistant so that they are aware. If you require captions as part of an academic accommodation, please contact [CAL](#).

### Commitment to Inclusivity, Diversity, and Respectful Environments in the Classroom and Online

The University of Victoria is committed to providing a positive and supportive and safe learning and working environment for all its members. All members of the university community have the right to this experience and the responsibility to help *create* such an environment. The University will not tolerate racism, sexualized violence, or any form of discrimination, bullying, or harassment.

Please be advised that, by logging into UVic's learning systems or interacting with online resources and course-related communication platforms, you are engaging in a University activity.

All interactions within this environment are subject to the university expectations and policies. Any concerns about student conduct may be reviewed and responded to in accordance with the appropriate university policy.

To report concerns about online student conduct: [onlineconduct@uvic.ca](mailto:onlineconduct@uvic.ca)

## Copyright

All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class<sup>1</sup>. The material is protected under copyright law, even if not marked with ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Violations may result in disciplinary action under the [Resolution of Non-Academic Misconduct Allegations policy \(AC1300\)](#) or the [Academic Integrity Policy](#), whichever is more appropriate for the situation.

## Course Experience Survey (CES)

I value your feedback on this course. Toward the end of term, you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to the instructor regarding the course and their teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to <http://ces.uvic.ca>. You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. You will be reminded nearer the time, but please be thinking about this important activity, especially the following three questions, during the course.

1. What strengths did your instructor demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the instructor could have helped you learn more effectively.
3. Please provide specific suggestions as to how this course could be improved.

## Disclaimer

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances.

## Grading

In classes that are based on a percentage grading scheme, the following [Undergraduate Grading Scale](#) is used

Grade	A+	A	A-	B+	B	B-	C+	C	D	F
Percentage	90-100	85-89	80-84	77-79	73-76	70-72	65-69	60-64	51-59	< 50
GP Value	9	8	7	6	5	4	3	2	1	0

Rounding is only applied to the final grade and is rounded up at the 0.5% level (e.g., 84.49% is rounded to 84% and 84.50% is rounded to 85%).

## Medical Documentation for absences

No medical documentation for short-term absences is required (Approved by Senate).

If you are seeking a Withdrawal Extenuating Circumstances or an Aegrotat grade, medical documentation may be required if relevant.

## Ombudsperson and Academic Concerns

From the course calendar...

*Depending on the nature of the academic matter of concern to the student, the order in which the student should normally try to resolve the matter is: first, the course instructor; second, the Chair of the department; third, the Dean of the faculty; and finally, the Senate.*

If you are having an academic concern or problem that cannot be resolved with your instructor or the Department Associate Chair, you may wish to consult with the Office of the Ombudsperson (<https://uvicombudsperson.ca>). Current contact information for the office can be found here <https://uvicombudsperson.ca/contact/>.

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<sup>1</sup> Syllabi belong to the department through which the course is administered.

## 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](#). 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. **Multiple Submission.** 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. **Falsifying Materials Subject to Academic Evaluation.** 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. **Cheating on Assignments, Tests, and Examinations.** 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. **Aiding Others to Cheat.** It is a violation to help others or attempt to help others to engage in any of the conduct described above.

**The use of a generative artificial intelligence (AI) is strictly prohibited in any submitted work (unless expressly endorsed by the instructor as part of an assignment).**

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 Spring 2025.

The definitive source for information on Academic Integrity is the University Calendar

Other useful resources on Plagiarism and Cheating include:

1. The Ombudsperson's office: <https://uvicombudsperson.ca/academic-integrity/>  
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 appeal, investigate and make recommendations. Phone: 250-721-8357; Email: [ombuddy@uvic.ca](mailto:ombuddy@uvic.ca); Web: [uvicombudsperson.ca](http://uvicombudsperson.ca).
2. UVic Library Resources: <http://www.uvic.ca/library/research/citation/plagiarism/>
3. UVic Library Document on [Avoiding Plagiarism](#)

### Prerequisites

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

### Program Requirements

For more information see the [UVic Calendar](#).

### Registration Status

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the [deadlines](#) set out in the current UVic Calendar.

Students who do not attend classes must not assume that they have been dropped from a course by an academic unit or an instructor. Courses that are not formally dropped will be given a failing grade, students may be required to withdraw and will be required to pay the tuition fee for the course.

### Request for Academic Concessions

Students can apply for [academic concessions](#) if their course requirements are affected by (i) unexpected and/or unavoidable circumstances (e.g., illness, family affliction, etc.), or (ii) conflicting responsibilities (e.g., service in the armed forces or first responder, representing the university).

- **Request an in-course extension**  
If you require more time to complete a course requirement or miss a test or midterm exam, then you will need to complete the ["In-Course Extension Form"](#) and submit it directly to your course instructor. All course requirements must be completed prior to the submission of final grades.
- **What to do if you miss the final exam scheduled during the formal exam period**  
Apply at Records Services for a ["Request for Academic Concession"](#), normally within 10 working days of the date of the exam. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student's academic record.
- **What to do if you require additional time to complete course requirements beyond the normal term.**  
Apply at Records Services for a ["Request for Academic Concession"](#), normally within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation. Where a concession is not applied for or where such application is denied, an N grade will be entered on the student's academic record if the missing work has been deemed required. Note, only required course components may be deferred.

### Research Participation Opportunities with the Department of Psychology

The Department of Psychology offers multiple opportunities to participate in research studies over the year. Students are encouraged to learn more about the field of psychology by volunteering in these studies. Information about studies can often be found posted on notice boards around the Department as well as through our Participant Pool webpage at <https://www.uvic.ca/socialsciences/psychology/research/participants/>.

### Student Support Services

[Learn Anywhere](#) is the student support portal for a full range of student academic and support services. Services include: [Centre for Academic Communication](#), [Math & Stats Assistance Centre](#), [Counselling Services](#), [Health Services](#), [Library](#), [Ombudsperson](#), and [Computer Help Desk](#)

### This classroom is a trans-inclusive space

Please indicate if you have a preferred name and pronoun that you'd like to be used in the classroom. Please e-mail your instructor or your TA if you would like to discuss the climate of this classroom for trans students. Gender neutral bathrooms are available at UVic.



## University of Victoria Students' Society (UVSS)

The [UVSS](#) is a social justice based non-profit run by students, for students and is entirely separate from UVic. As an undergrad student, you are already a member! We work on issues affecting students such as affordability, public transit, sexualized violence, sustainability, student employment, and much more. We fund clubs and course unions, and have several advocacy groups. We also have a Food Bank and Free Store, a Peer Support Centre, and run your health and dental plan. We are here to support you, so please reach out to us at [uvss.ca](mailto:uvss.ca)!

### Academic Important Dates

#### [Fall session – first term \(September – December\)](#)

Wednesday, September 3 <sup>rd</sup>	First term classes begin for all faculties
Tuesday, September 16 <sup>th</sup>	Last day for 100% reduction of tuition fees for standard first term and full year courses. 50% of tuition fees will be assessed for courses dropped after this date.
Friday, September 19 <sup>th</sup>	Last day for adding courses that begin in the first term
Tuesday, September 30 <sup>th</sup>	Last day for paying first term fees without penalty
Tuesday, September 30 <sup>th</sup>	University Closed (National Day for Truth and Reconciliation)
Tuesday, October 7 <sup>th</sup>	Last day for 50% reduction of tuition fees for standard courses
Monday, October 13 <sup>th</sup>	University Closed (Thanksgiving Day)
Friday, October 31 <sup>st</sup>	Last day for withdrawing from first term courses without penalty of failure
Tuesday, November 11 <sup>th</sup>	University Closed (Remembrance Day)
November 10 <sup>th</sup> - 12 <sup>th</sup>	Reading Break for all faculties
Wednesday, December 3 <sup>rd</sup>	Last day of classes in first term for all faculties
Wednesday, December 3 <sup>rd</sup>	National Day of Remembrance and Action on Violence Against Women - (Classes and exams cancelled from 11:30am - 12:30pm)
Saturday, December 6 <sup>th</sup>	First term examinations begin for all faculties
Saturday, December 20 <sup>th</sup>	First term examinations end for all faculties
December 25 <sup>th</sup> - 31 <sup>st</sup>	University Closed (Winter Break)

#### Add and drop dates for standard 2025-2026 Winter Session courses

Term	Start Date	End Date	100% Fee Reduction	Add Deadline	50% Fee Reduction	Academic Drop no Fee Reduction
First term	Sep 3	Dec 3	Sep 16	Sep 19	Oct 7	Oct 31
Second term	Jan 5	Apr 2	Jan 18	Jan 21	Feb 8	Feb 28

## Sexualized Violence Prevention and Response at UVic

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting [www.uvic.ca/svp](http://www.uvic.ca/svp). If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Office of Equity and Human Rights, Sedgewick Building, Room C133

Phone: 250 721 8021

Email: [eqhr01@uvic.ca](mailto:eqhr01@uvic.ca)

Web: <https://www.uvic.ca/sexualizedviolence/>



# BE WELL

A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

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

Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus.

<https://www.uvic.ca/undergraduate/housing-student-life/student-life/index.php>

## ***Counselling Services:***

The Student Wellness Centre can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. <https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-counsellors>

## ***Health Services:***

The Student Wellness Centre also provides a full service primary health clinic for students. <https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-physicians>

## ***Centre for Accessible Learning:***

The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations <https://www.uvic.ca/accessible-learning/index.php>. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

## ***Elders' Voices:***

The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being. [www.uvic.ca/services/indigenous/students/programming/elders/](http://www.uvic.ca/services/indigenous/students/programming/elders/)

## ***Mental Health Supports and Services:***

Mental health supports and services are available to students from all areas of the UVic community: <https://www.uvic.ca/student-wellness/wellness-resources/mental-health/>