

# PSYCHOLOGY 251 A01 (13024) – INTRODUCTION TO MIND AND BRAIN – FALL 2026

## COURSE OUTLINE

**TIME:** Mon. & Thu., 8:30am – 9:50am (80 min)

**LOCATION:** [REDACTED]

**WEBSITE:** Brightspace

**INSTRUCTOR:** Prof. Adam Krawitz

**EMAIL:** [REDACTED]

**OFFICE:** [REDACTED]

**OFFICE HOURS:** TBA on Brightspace

**TEACHING ASSISTANT:** Yueling Sun

**EMAIL:** [REDACTED]

**OFFICE:** [REDACTED]

**OFFICE HOURS:** TBA on Brightspace

### COURSE INSPIRATION & GOALS

“The question for me is how can the human mind occur in the physical universe? We now know that the world is governed by physics. We now understand the way biology nestles comfortably within that. The issue is how will the mind do that as well?”

*Allen Newell, Desires and Diversions, Dec. 4, 1991, Carnegie Mellon University*

My primary goals for this course are for you to:

Gain a broad foundation of knowledge in the study of mind and brain.

Improve your understanding of how scientists investigate mental and neural systems.

Develop your ability to think scientifically about the mind and brain.

Increase your appreciation for how the cognitive and neural sciences are applicable to everyday life.

### TERRITORY ACKNOWLEDGEMENT

We acknowledge and respect the Ləkʷəŋən (Songhees and Xʷsepsəm/Esquimalt) Peoples on whose territory the university stands, and the Ləkʷəŋən and WSÁNEĆ Peoples whose historical relationships with the land continue to this day.

### RESPECT FOR DIVERSITY & FEEDBACK

I intend that students from all backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that students' diversity be viewed as a resource, strength, and benefit. I intend to present materials and activities that are respectful of diversity, including gender, sexuality, disability, age, socio-economic status, ethnicity, race, and culture

(<https://www.uvic.ca/calendar/undergrad/index.php#/policy/HkQ0pzdAN>)

If any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you (<https://www.uvic.ca/calendar/undergrad/index.php#/policy/r1q0gofdN>)

Please suggest ways to improve the effectiveness of this course for you and your fellow students. You can email me, speak to me in office hours, arrange a meeting, or even slip an anonymous note under my door.

### UNITS, PREREQUISITES, & REGISTRATION

**UNITS:** 1.5      **PREREQUISITES:** PSYC 100A; and one of PSYC 100B, BIOL 184, or BIOL 186.

**REGISTRATION:** Students are responsible for their own registration status. **Add deadline: Fri., Sep. 25.**

**Drop deadlines: Tue., Sep. 22 (100% fee reduction); Tue., Oct. 13 (50% fee reduction); Sat., Oct. 31 (no fee reduction, academic drop deadline).** Refer to the Department of Psychology Important Course Policy Information and the UVic Calendar (<https://www.uvic.ca/calendar/dates/>) for details.

### CLASS RECORDINGS

I will do my best to record each class session and make it available in Echo360 through Brightspace. This is intended as a supplement to regular class attendance, **NOT** a replacement. The evidence is overwhelming that regular attendance is strongly correlated with student success. **To access the recordings in Echo360, you must first use the Activate Echo360 link in Brightspace.** Please refer to the Department of Psychology Important Course Policy Information for statements on privacy, auto-captioning, and copyright.

**NOTE:** The recording process is unreliable, so recordings of each class are **NOT** guaranteed. Borrowing notes from a fellow student is another good way to handle a missed class session.

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## COURSE OUTLINE

### REQUIRED MATERIALS

**TEXTBOOK:** Eagleman, D., & Downar, J. (2023). *Brain and Behavior: A Cognitive Neuroscience Perspective* (Second Edition). Oxford University Press.

**For sale at UVic Bookstore bundled with Sylvius (Digital: \$97.95) or standalone (Physical: \$221.99).**

Companion website: <https://learninglink.oup.com/access/eagleman2e-student-resources>

**WEB APP:** Williams, S. M., & White, L. E. (2013). Sylvius 4 Online: An Interactive Atlas and Visual Glossary of Human Neuroanatomy. Sinauer Associates, Inc.

**Included w/purchase of digital textbook at UVic Bookstore! Also for sale stand-alone at bookstore (\$34.95) & online (\$25.99 USD).**

Website: <https://learninglink.oup.com/access/sylvius-4-online-access>

**APP/WEBSITE:** Vevox

**We will be using Vevox instead of iClicker as part of a UVic LTI pilot project.**

The biggest immediate benefit is that our use this term is free for all students!

No purchase necessary! Details will be provided in class.

### GRADES

Your final letter grade in the course is determined by your total percentage score according to the standard UVic grading scale. Refer to the Department of Psychology Important Course Policy Information and the UVic Calendar (<https://www.uvic.ca/calendar/undergrad/index.php#/policy/S1AAgoGuV>) for details.

### EVALUATION

Your grade is based on the following items:

| <u>ITEM</u>         | <u>DATE</u>     | <u>% OF GRADE</u> |          |
|---------------------|-----------------|-------------------|----------|
| Vevox Participation | throughout      | 5                 | } = 100% |
| Lab Activities      | throughout      | 25                |          |
| Midterm Exam 1      | Mon., Oct. 5    | 14                |          |
| Midterm Exam 2      | Mon., Nov. 16   | 21                |          |
| Final Exam          | (Exam Period)   | 35                |          |
| Extra Credit        | by Mon., Dec. 7 | (up to 2)         |          |

Students who complete both Midterm Exams and the Final Exam are considered to have completed the course. Failure to complete one or more of these exams 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.

**VEVOX PARTICIPATION (5%):** The use of Vevox gives you opportunities to participate in class and compare your thoughts with those of other students, and it provides me with feedback on your level of understanding.

**You are not evaluated on the answers you give, just on participation.** Vevox participation credit for a class is earned by making at least one Vevox response that day. Credit is given for each class, except for the first day and exam days, thus there are 21 available classes.

**POLICY ON MISSED VEVOX PARTICIPATION:** You can miss Vevox participation in up to 4 classes and still receive full credit. No communication with the instructor is necessary. If you miss participation in more than 4 classes, your grade is based on the number of days you participated divided by 17.

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## COURSE OUTLINE

**LAB ACTIVITIES (25%):** For each topic, a lab activity supported by online resources gives you hands-on experience and active engagement with the material. The labs are accessed through Brightspace and are completed online. Credit is divided evenly over the lab activities. Detailed instructions on how to access and complete the activities are provided on Brightspace. **Each lab is due at 11:59pm.**

**POLICY ON MISSED AND LATE LAB ACTIVITIES:** If you experience an obstacle that will prevent on-time completion, you must contact the instructor **BEFORE** the deadline to receive credit. **Unexcused missed and late submissions receive a 0.**

**EXAMS (70%):** Exams evaluate your understanding of the material presented in lectures, lab activities, and the textbook. The Exams will contain questions on the following topics:

**Midterm Exam 1: Foundation: Neurons and Foundation: Brains**

**Midterm Exam 2: Perception, Action, and Attention**

**Final Exam: cumulative, including Long-Term Memory, Language, and Decision Making**

The Midterm Exams are in-person during class, while the Final Exam is in-person during the examination period. You are responsible for taking examinations as scheduled. This responsibility includes the Final Exam, so **DO NOT plan your travel until the exam schedule is finalized.**

**POLICY ON MISSED EXAMS:** If you miss an exam for a valid reason (e.g., illness, accident, family affliction, or conflicting responsibilities) you must send me an email as soon as possible indicating that you will/have missed the exam and the reason for it. Students are not required to provide documentation to support their request for academic concession, unless it is for conflicting responsibilities. **For missed Midterm Exams you will be scheduled for a make-up exam. If you are unable to attend the Final Exam, you must make a Request for Academic Concession through the Office of the Registrar** (see the UVic Calendar for guidelines: <https://www.uvic.ca/calendar/undergrad/index.php#/policy/HJjAxiGO4>). If an academic concession is granted for the Final Exam, an alternative date to write the make-up exam **MUST** be arranged with the instructor. **Students who do not take all three exams will receive a grade of N in the course.**

**EXTRA CREDIT (UP TO 2%):**

**RESEARCH PARTICIPATION:** Experience research here at UVic while simultaneously helping our scientific community with data collection. Earn up to 2% toward your final grade by participating in research studies in the Department of Psychology. One hour of participation earns students one SONA credit, with credits given in 0.5 increments. Each credit increases your final grade by 1%, thus 2 credits earns the full 2%. There is a one credit bonus for in-person experiments regardless of the participation time.

For details, go to the Psychology Research Participation System web page (<https://www.uvic.ca/socialsciences/psychology/research/participants>) and follow the instructions for students. You are encouraged, but not required, to participate in studies pertaining to this class. The last day for earning and assigning credits towards this course is **Monday, December 7.**

**ALTERNATIVE ACTIVITY (ARTICLE REVIEWS):** If you want to earn extra credit without being a research participant, article reviews are an alternative. You will gain research experience by writing reviews of recent journal articles reporting original research relevant to our course. Each review is worth 1% extra credit and a maximum of 2 reviews are accepted. You must send an email to our TA to submit your chosen journal article(s) for approval. Completed reviews must be submitted via Brightspace no later than **Monday, December 7.** Details and requirements are on Brightspace.

**NOTE:** You can combine Research Participation and an Article Review, but the total cannot exceed 2%.

**POLICY ON LATE EXTRA CREDIT: Late submissions will not be accepted.**

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## COURSE OUTLINE

### INTENDED LEARNING OUTCOMES

By the end of the course, you will be able to:

1. Explain the basics of how neurons are structured and how they function
2. Describe basic neuroanatomy, including the organization of the nervous system, the location of important brain areas, and key terminology for navigating the brain
3. Articulate the mental and neural basis of core cognitive processes, including sensation and perception, action and motor systems, attention, long-term memory, and decision making
4. Explain the basic functional organization of key brain areas, including sensory cortices, motor cortices, prefrontal cortex, hippocampus, thalamus, cerebellum, basal ganglia, and amygdala
5. Describe strengths and weaknesses of research methods such as single-cell recording, ERPs, fMRI, lesion method (and logic of double dissociation), computational modeling, and reaction time
6. Articulate core concepts including neural computation and representation, neuroplasticity, interactive bottom-up and top-down processing, the constructive nature of perception and memory, and hierarchical organization
7. Provide examples of diverse and influential cognitive theories and how they contribute to our understanding of neurodiversity and individual differences in cognition
8. Discuss examples of how behavioral experiments help us gain insight into the organization and function of cognitive processes
9. Provide examples of how our understanding of the mental and neural basis of cognition is relevant to everyday life and claims in popular media
10. Evaluate ethical issues related to experimentation in the field of cognitive neuroscience
11. Share knowledge about how the study of mind and brain intersects with other areas of psychology and other fields of study

### TIPS FOR SUCCESS

Please consider the following suggestions for maximizing success:

Take care of yourself and do your best to maintain a **healthy lifestyle** by eating well, exercising, getting enough sleep, and taking some time to relax.

Attend, participate, and engage in **class**.

Use the posted **lecture slides and class recordings** for notetaking, reference, and studying.

Take the **lab activities** seriously, and make sure you understand how to arrive at the correct answers.

Read the **book chapters** to augment the lecture material.

When you are studying, don't just reread, actively **self-test**.

Focus not just on facts, but also on **concepts, methods, and relationships** between ideas.

**Don't cram**, rather, spread out your study time over days and weeks.

Organize a **study group** using the Student Discussion Forum on Brightspace.

If you struggle in the course, **seek help sooner rather than later** – we want you to succeed!

### STUDENT EXPERIENCE OF LEARNING (SEL) SURVEY

Near the end of the term, you will receive an email inviting you to complete the SEL survey online. **Please complete the SEL survey before the deadline, because it provides valuable feedback for improving the course and is used to evaluate my teaching.** Refer to the Department of Psychology Important Course Policy Information for further details.

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## COURSE OUTLINE

### SOURCES OF ASSISTANCE

Please make use of the following resources as needed:

**COURSE MATERIAL:** Do you have questions about course material? Or do you just want to chat about the course? Please feel free to contact Prof. Krawitz or our TA during office hours or by email.

**COURSE MARKS:** Do you have questions about the marking of an exam or lab activity? First, review the course material, including the answer key (if applicable), to determine the explanation yourself. Second, if you still have questions, meet with our TA. Third, if talking to our TA does not resolve the issue, meet with Prof. Krawitz.

**SYLVIVUS ONLINE & ETEXTBOOK:** For questions about content, contact Prof. Krawitz or our TA. For technical problems, refer to Oxford Learning Link Support: <https://learninglink.oup.com/support/>

**BRIGHTSPACE, ECHO360, ETC...:** For issues using Brightspace, Echo360, or other online tools, visit the UVic Learn site: <https://onlineacademiccommunity.uvic.ca/uviclearn/>

**VEVOX:** For technical support with Vevox: <https://vevox.zendesk.com/>

**EMAIL, NETLINK ID, LAB COMPUTERS:** For technical matters, please contact the Computer Help Desk: [helpdesk@uvic.ca](mailto:helpdesk@uvic.ca), (250) 721-7687, Clearihue A004, or visit the University Systems Help Centre: <https://www.uvic.ca/systems/support/>

**PSYCHOLOGY RESEARCH PARTICIPATION SYSTEM:** Email the coordinator: [psycresearch@uvic.ca](mailto:psycresearch@uvic.ca), or refer to the documentation at: <https://www.uvic.ca/socialsciences/psychology/students/research-experience/>

**LEARNING ASSISTANCE PROGRAM:** Are you struggling with understanding course material or finding effective study methods? You may want to consult with the tutors and learning strategists at the Learning Assistance Program (fees may apply): <https://onlineacademiccommunity.uvic.ca/lap/>

**ACADEMIC ACCOMMODATION:** 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: <https://www.uvic.ca/accessible-learning/>

**ENGLISH AS AN ADDITIONAL LANGUAGE:** If English is not your first language and you are having trouble because of that, please contact the English Language Centre: <https://continuingstudies.uvic.ca/elc/>

**STUDENT WELLNESS:** Student Wellness 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/>

**INDIGENOUS SUPPORT:** The Office of Indigenous Academic and Community Engagement (IACE) provides multiple support services for Indigenous students, including Elders in Residence and Indigenous Counselling: <https://www.uvic.ca/iace/>

**MENTAL HEALTH AND WELL-BEING:** Most students at one time or another struggle with mental health issues (anxiety, depression, insomnia, substance abuse, etc.). UVic has a wealth of resources to help students through those tough times: <https://www.uvic.ca/students/health-wellness/mental-health-services/>

### NOTICE & DISCLAIMER

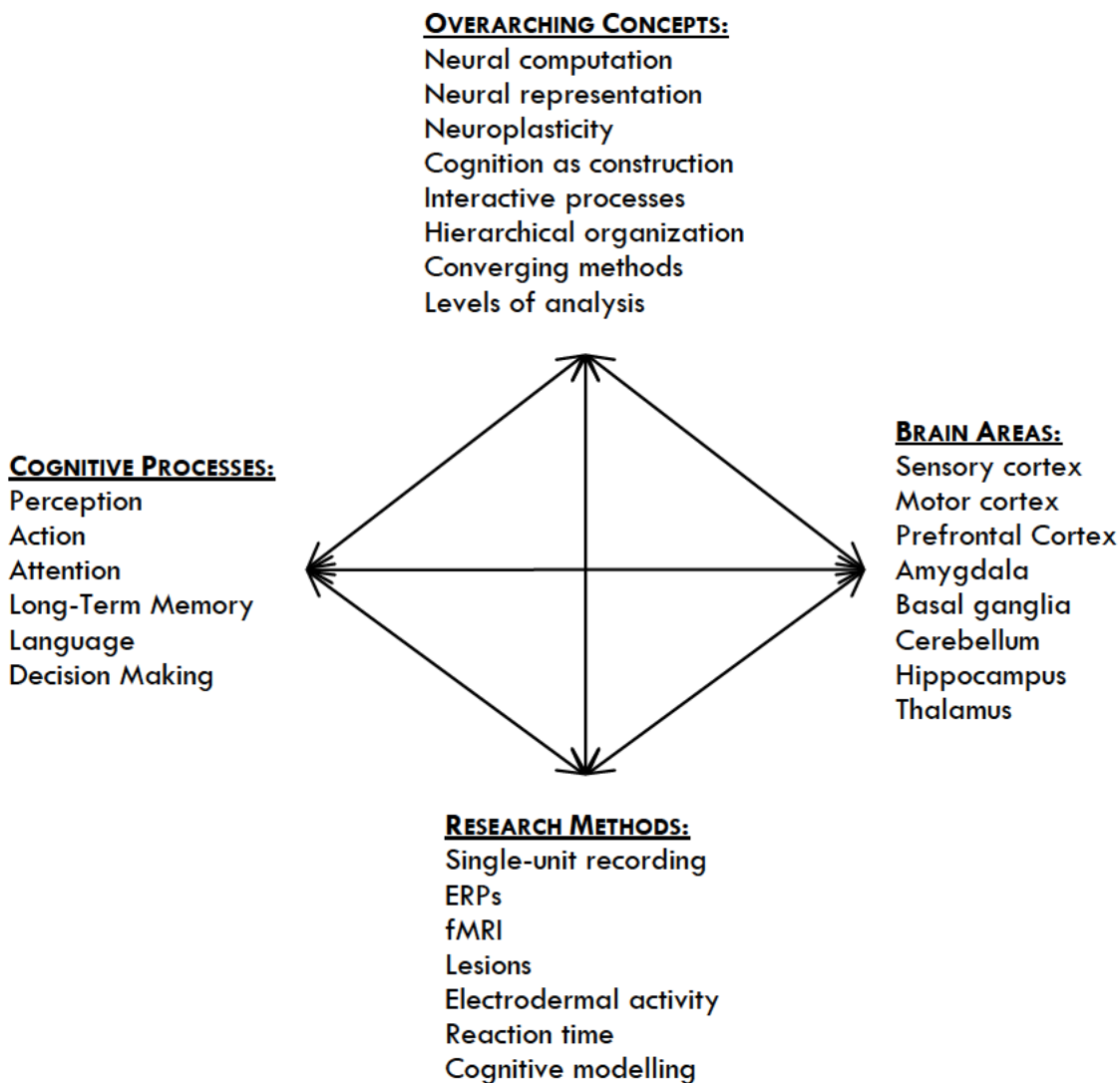
Students are expected to familiarize themselves with the Department of Psychology Important Course Policy Information which is included in this Course Outline.

All information in this Course Outline is subject to change in the event of extenuating circumstances.

## PSYCHOLOGY 251 A01 (13024) – INTRODUCTION TO MIND AND BRAIN – FALL 2026

### COURSE CONTENT

This course consists of a series of main **topics**. Each topic will include a textbook reading, lectures, and an online lab activity. After the introductory topics on neurons and brains, each topic will focus on a key **cognitive process**. As we learn about these cognitive processes, we will also encounter key **brain areas**, **research methods**, and **overarching concepts**. We will grapple with the interrelationships between these ideas (and others) throughout the term:



**COGNITIVE PROCESSES:** Constituent parts of our mind. While they are often studied as distinct entities, we should not assume they are separable in terms of theoretical conception, mental realization, or neural implementation.

**BRAIN AREAS:** Anatomical components of our brain. These areas are highly interconnected and function as an interactive, dynamical system. The implementation of each cognitive process depends on many brain areas.

**OVERARCHING CONCEPTS:** These high-level principles describe concepts that hold true across multiple cognitive processes and brain areas and provide organizing principles for understanding mind and brain.

**RESEARCH METHODS:** Types of data, including behavioral, computational, and physiological measures, collected to study the relationships between cognitive processes and brain areas informed by overarching concepts.

|                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------|
| <b>PSYCHOLOGY 251 A01 (13024) – INTRODUCTION TO MIND AND BRAIN – FALL 2026</b><br><b><u>TENTATIVE</u> COURSE SCHEDULE</b> |
|---------------------------------------------------------------------------------------------------------------------------|

| <u>DATE</u>                                                                                        | <u>TOPIC</u>                  | <u>READING</u>   | <u>LAB*</u>                     |
|----------------------------------------------------------------------------------------------------|-------------------------------|------------------|---------------------------------|
| Thu., Sep. 10                                                                                      | <b>0. COURSE INTRODUCTION</b> | Chpt. 1          |                                 |
| Mon., Sep. 14                                                                                      | <b>1. FOUNDATION: NEURONS</b> | Chpt. 3          | <b>LAB 1. Due Wed., Sep. 23</b> |
| Thu., Sep. 17                                                                                      | “                             |                  |                                 |
| Mon., Sep. 21                                                                                      | <b>2. FOUNDATION: BRAINS</b>  | Chpt. 2          | <b>LAB 2. Due Wed., Sep. 30</b> |
| Thu., Sep. 24                                                                                      | “                             |                  |                                 |
| Mon., Sep. 28                                                                                      | “                             |                  |                                 |
| Thu., Oct. 1                                                                                       | <b>3. PERCEPTION</b>          | Chpts. 4, 5, & 6 | <b>LAB 3. Due Wed., Oct. 21</b> |
| <b>Mon., Oct. 5      MIDTERM EXAM 1 (Foundation: Neurons and Foundation: Brains)</b>               |                               |                  |                                 |
| Thu., Oct. 8                                                                                       | “ (PERCEPTION)                |                  |                                 |
| (Mon., Oct. 12                                                                                     | THANKSGIVING DAY – NO CLASS!  |                  |                                 |
| Thu., Oct. 15                                                                                      | “ (PERCEPTION)                |                  |                                 |
| Mon., Oct. 19                                                                                      | <b>4. ACTION</b>              | Chpt. 7          | <b>LAB 4. Due Wed., Oct. 28</b> |
| Thu., Oct. 22                                                                                      | “                             |                  |                                 |
| Mon., Oct. 26                                                                                      | “                             |                  |                                 |
| Thu., Oct. 29                                                                                      | <b>5. ATTENTION</b>           | Chpt. 8          | <b>LAB 5. Due Wed., Nov. 11</b> |
| Mon., Nov. 2                                                                                       | “                             |                  |                                 |
| Thu., Nov. 5                                                                                       | “                             |                  |                                 |
| (Mon., Nov. 9                                                                                      | READING BREAK – NO CLASS!     |                  |                                 |
| Thu., Nov. 12                                                                                      | <b>6. LONG-TERM MEMORY</b>    | Chpt. 9          | <b>LAB 6. Due Wed., Nov. 25</b> |
| <b>Mon., Nov. 16      MIDTERM EXAM 2 (Perception, Action, and Attention)</b>                       |                               |                  |                                 |
| Thu., Nov. 19                                                                                      | “ (LONG-TERM MEMORY)          |                  |                                 |
| Mon., Nov. 23                                                                                      | “                             |                  |                                 |
| Thu., Nov. 26                                                                                      | <b>7. LANGUAGE</b>            | Chpt. 11         | <b>LAB 7. Due Wed., Dec. 2</b>  |
| Mon., Nov. 30                                                                                      | “                             |                  |                                 |
| Thu., Dec. 3                                                                                       | <b>8. DECISION MAKING</b>     | Chpts. 12 & 14   | <b>LAB 8. Due Wed., Dec. 9</b>  |
| Mon., Dec. 7                                                                                       | “                             |                  |                                 |
| <b>Exam Period      FINAL EXAM (cumulative, w/Long-Term Memory, Language, and Decision Making)</b> |                               |                  |                                 |

\* Lab Activities are due at **11:59pm** on the due date.

## 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/>

# UNIVERSITY OF VICTORIA

## Department of Psychology Important Course Policy Information Fall Session 2026

### 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 who do not attend their classes during the first two weeks (and do not inform the instructor of valid circumstances that prevent their attendance) may be dropped from both class registration and the waitlist.

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.

## Student Experience of Learning (SEL) Survey

I value your feedback on this course. Toward the end of term, you will have the opportunity to complete a confidential Student Experience of Learning (SEL) survey 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://sel.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 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 have 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/>.

## Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to adhere to the [Senate Policy on Academic Integrity](#).

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

As per the student academic integrity [website](#):

“Academic integrity is built on honesty, respect, and fairness. Students, faculty, and staff at UVic are members of an intellectual community. As such, it’s expected that we’ll adhere to ethical values in all our learning, teaching, and research.”

This policy is in place to ensure that students’ work is being evaluated fairly and that students carry out and benefit from the learning activities assigned in each course.

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 another person or a Content Generator. 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 or Content Generator.** The use of an Editor or Content Generator is prohibited unless the instructor grants explicit written authorization.
3. **Multiple Submission without Prior Permission.** 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 Work, 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.** 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 can take actions 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 university approved tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected academic integrity violations, instructors will follow prescribed procedures for alleged academic dishonesty. If academic dishonesty is likely, instructors can take steps consistent with the degree of the offence (see the academic integrity section on [policy violations](#)).

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar September 2026.

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

**Other useful resources on Plagiarism and Cheating include:**

1. The student academic integrity website: <https://www.uvic.ca/students/academics/academic-integrity/>
2. 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](https://uvicombudsperson.ca).

3. UVic Library Resources: <https://www.uvic.ca/library/research-learning/citation-help/academic-integrity/index.php>
4. 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, Indigenous cultural or community obligations, 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 Code of Conduct**

The [Student Code of Conduct](#) explains how University policies regarding student behaviour are interpreted and applied within the Faculties of Humanities, Science and Social Sciences.

## Student Support Services

[UVic LEARN](#) is the student support portal for a full range of student academic and support services. Other resources for students include: [Centre for Academic Communication](#), [Math & Stats Assistance Centre](#), [Student Wellness Centre](#), [Indigenous Student Services](#), [Library](#), [Community Engaged Learning](#), [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 9 <sup>th</sup>         | First term classes begin for all faculties                                                                                                                           |
| Tuesday, September 22 <sup>nd</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 25 <sup>th</sup>           | Last day for adding courses that begin in the first term                                                                                                             |
| Wednesday, September 30 <sup>th</sup>        | Last day for paying first term fees without penalty                                                                                                                  |
| Wednesday, September 30 <sup>th</sup>        | University Closed (National Day for Truth and Reconciliation)                                                                                                        |
| Monday, October 12 <sup>th</sup>             | University Closed (Thanksgiving Day)                                                                                                                                 |
| Tuesday, October 13 <sup>th</sup>            | Last day for 50% reduction of tuition fees for standard courses                                                                                                      |
| Saturday, October 31 <sup>st</sup>           | Last day for withdrawing from first term courses without penalty of failure                                                                                          |
| November 9 <sup>th</sup> - 11 <sup>th</sup>  | Reading Break for all faculties                                                                                                                                      |
| Wednesday, November 11 <sup>th</sup>         | University Closed (Remembrance Day)                                                                                                                                  |
| Monday, December 7 <sup>th</sup>             | Last day of classes in first term for all faculties                                                                                                                  |
| Monday, December 7 <sup>th</sup>             | National Day of Remembrance and Action on Violence Against Women - (Classes and exams cancelled from 11:30am - 12:30pm)                                              |
| Thursday, December 10 <sup>th</sup>          | First term examinations begin for all faculties                                                                                                                      |
| Wednesday, December 23 <sup>rd</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 2026-2027 Winter Session courses

| Term        | Start Date | End Date | 100% Fee Reduction | Add Deadline | 50% Fee Reduction | Academic Drop no Fee Reduction |
|-------------|------------|----------|--------------------|--------------|-------------------|--------------------------------|
| First term  | Sep 9      | Dec 7    | Sep 22             | Sep 25       | Oct 13            | Oct 31                         |
| Second term | Jan 6      | Apr 7    | Jan 19             | Jan 22       | Feb 9             | Feb 28                         |