



University of Victoria, Faculty of Social Sciences, Department of Psychology  
**PSYCHOLOGY 300B (A01)**  
**Statistical Methods in Psychology II**

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**Term:** Spring 2026

**CRN:** 22772, **Units:** 1.5

**Lecture Time:**

**Section A01:** Mon/Thurs 11:30AM – 12:50PM

**Room:** [REDACTED]

**Instructor:** Dr. Chad Williams (He/Him)

**Email:** [REDACTED]

**Office:** [REDACTED]

**Office Hours:**

Thurs 10:00am – 11:00am

*See the communications and support section*

**Lab:** Check the academic calendar to find the time for which you signed up. See lab Brightspaces for more information.

**Teaching Assistant(s):**

**Yaewon Kim:** [REDACTED]

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**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.

**LEARNING GOALS**

BY THE END OF THE COURSE, STUDENTS SHOULD BE ABLE TO...
<b>EXPLAIN WHICH STATISTICAL ANALYSES TO CONDUCT FOR A GIVEN STUDY DESIGN. EXPLAIN THE LOGIC AND THEORY BEHIND EACH ANALYSIS.</b>
<b>CALCULATE THE APPROPRIATE STATISTIC FOR THE APPROPRIATE PURPOSE. APPLY YOUR UNDERSTANDING OF STATISTICS TO ANSWER VARIOUS RESEARCH QUESTIONS.</b>
<b>EXAMINE, COMPARE, AND CONTRAST DIFFERENT TYPES OF STUDY DESIGNS AND ANALYSES. ORGANIZE, STRUCTURE, AND ANALYZE DATA.</b>
<b>EVALUATE THE QUALITY OF STATISTICAL ANALYSES THAT HAVE BEEN ALREADY CONDUCTED. THINK CRITICALLY ABOUT DATA AND ANALYSES.</b>
<b>DESIGN AND EXECUTE A PLAN FOR CONDUCTING ANALYSES ABOUT A NOVEL RESEARCH QUESTION.</b>
<b>CONVEY RESEARCH IDEAS AND RESEARCH FINDINGS IN WRITTEN COMMUNICATION. COMMUNICATE THE RESULTS OF AN ANALYSIS IN A CLEAR AND CONCISE MANNER.</b>
<b>USE STATISTICAL SOFTWARE TO EXPLORE AND ANALYZE A DATASET TO ANSWER A RESEARCH QUESTION.</b>

## **FOSTERING A SUPPORTIVE LEARNING ENVIRONMENT**

In my classroom, there are a few policies meant to help support you and your mental health. These are outlined in this section – please make sure to read these policies carefully.

### **WELLNESS STATEMENT**

Please always put your health first. I understand that there is a lot of pressure on university students, and I want you to always remember that you need to consider your physical and mental well-being with the highest regard. I am here to support you in this class and offer that you may reach out to me if you are struggling with mental health to potentially adapt the course to your needs (e.g., flexible deadlines). If you need support, the University of Victoria has resources that you may want to take advantage of (see the UVic Support and Resources Section below). Please, take care.

### **FLEXIBLE DEADLINES**

This policy is an initiative that I've seen reduce stress and help students perform at their best. I understand that things don't always go as planned, and managing deadlines can be difficult. If you need an extension, just email me to ask – no personal disclosure required (see Privacy Policy below). If possible, please let me know before the deadline. Otherwise, let me know as soon as possible – if you wait too long, it may no longer be possible to receive an extension. Flexibility is greater earlier in the semester and more limited toward the end, so plan accordingly. Extensions are meant to support you, not replace good time management. If you ask for one, take it as an opportunity to reflect on your habits and adjust so that you can better stay on track.

### **PRIVACY POLICY**

You are never required to disclose any personal information about yourself to me for any reason. Students often feel that to receive special accommodation, such as rescheduling an assignment, they must share details about their personal lives. Although you may need to provide general reasoning (e.g., illness) for some accommodations, specific details are not necessary. Your personal life is your own, and you have every right to keep it private.

### **ONGOING FEEDBACK**

I want this course to work well for all of you. To help with that, I'll provide an anonymous feedback form (see Brightspace) where you can share suggestions or concerns throughout the semester. When possible, I'll make adjustments based on your input – this process has been incredibly helpful in past courses for both students and myself. I may not be able to address every issue, but I'll always do my best. I just ask that feedback remains respectful – this helps me maintain my own well-being while supporting yours.

### **DIVERSITY AND INCLUSION STATEMENT**

The University of Victoria embraces an inclusive learning community that respects and recognizes that we are enriched and strengthened by diversity including, but not limited to, ethnicity and national origins, language, gender and gender identity, sexuality, ability, age, socioeconomic status, and spirituality. We are committed to increasing the participation of people who have been historically and systemically excluded from higher education and welcome all who share this aspiration. We are committed to answering the Calls to Action from the Truth and Reconciliation Commission of Canada. We are a campus that educates for and encourages respect, acceptance of others, inclusion and diversity, with one principal limit: acts that incite hatred, espouse or encourage bigotry, either implied or explicit, will not be tolerated. Please also consult the **UVic equity policy**: [www.uvic.ca/equity/index.php](http://www.uvic.ca/equity/index.php).

## **COURSE DETAILS**

### **CALENDAR DESCRIPTION**

This course provides a conceptual and practical understanding of statistical analyses applied to research designs with one, two, and more than two groups. Students will develop their skills to evaluate and carry out statistical analyses in psychology. Students will analyze a data set with statistical software using the appropriate statistical procedures and prepare a research report.

### **CLASS STRUCTURE**

Each week will include 2 lectures, each 80 minutes long, where we will focus on course content. There will also be labs, which will include guided activities for you to apply the course content by using relevant statistical software. You must attend the lecture and lab section you are registered in. You will be able to ask questions during lectures and labs. You may also ask questions and provide feedback anonymously (see below). Please note that students are expected to attend lectures and labs and that lecture slides are not an adequate substitute for attending lectures and labs.

### **PREREQUISITES AND REGISTRATION**

PSYC 300A with a minimum grade of 50%. Students who remain in courses for which they do not have the prerequisites do so at their own risk. Those who complete courses without prerequisites are not exempt from having to complete the prerequisite course(s) at some later date if such courses are required for the degree program. Students are responsible for checking their registration status by the add/drop deadline.

### **INSTRUCTOR EXPECTATIONS**

I feel it is necessary to outline what you may expect of me. In the *Fostering a Supportive Learning Environment* statements above, I briefly describe that I strive to provide a safe and positive environment for all students. Thus, you may expect me to treat everyone with respect. In addition, I will ensure that I am always timely with class as well as with scheduled office hours and meetings. You may also expect me to provide you with examples and rubrics for your exams and assignments with ample time so that you may not only prepare yourself adequately but also keep these in mind as we progress through class. Finally, I will do my best to promptly provide you with feedback on your exams and assignments to ensure that we have enough time to discuss my comments if needed.

## **TEXTBOOK AND EQUIPMENT**

### **REQUIRED TEXTBOOK**

There is no required textbook for this class – the lecture slides will serve as a supplement to a textbook.

### **BRIGHTSPACE**

All material for this course, and student evaluations, will be through Brightspace ([bright.uvic.ca](http://bright.uvic.ca)). This will include materials such as lecture resources, assignments, quizzes, exam rubrics, and more.

### **CALCULATOR**

You will need a scientific (non-graphing) calculator for this course to be able to work on problems. It is recommended that the calculator have exponents, brackets, square root, etc., which are standard functions on a scientific calculator.

### **IClicker**

Both the first and second-generation iClickers can be used. See the assessment section below for more information about how we will use iClickers and how to register yours for this class.

### **LAPTOP OR TABLET**

For labs, you will need an electronic device that can run R (and R Studio).

**SCHEDULE**

<b><u>WK.</u></b>	<b><u>DAY</u></b>	<b><u>DATE</u></b>	<b><u>UNIT</u></b>	<b><u>TOPIC</u></b>	<b><u>ASSIGNMENTS</u></b> DUE AT 11:59PM	<b><u>QUIZZES</u></b> DUE AT 11:59PM
1	MON	JAN 5		INTRODUCTION		
1	THU	JAN 8	1.1.	REVIEW & HYPOTHESIS TESTING REVISITED		
2	MON	JAN 12	1.2.	RELATED SAMPLES DESIGN		
2	THU	JAN 15	1.3.	CORRELATIONAL DESIGN		
3	MON	JAN 19	1.4.	INDEPENDENT SAMPLES DESIGN	ASSIGN. 1	
3	THU	JAN 22	1.4.	INDEPENDENT SAMPLES DESIGN		
4	MON	JAN 26	1.5.	VARIABILITY EXPLAINED		
4	THU	JAN 29		<b>REVIEW</b>	ASSIGN. 2	QUIZ 1
5	MON	FEB 2		<b>MIDTERM 1</b>		
5	THU	FEB 5	2.1.	POWER		
6	MON	FEB 9	2.1.	POWER		
6	THU	FEB 12	2.2.	MULTIGROUP DESIGN (ANOVA)	ASSIGN. 3	
7	MON	FEB 16		<i>NO CLASS – READING BREAK</i>		
7	THU	FEB 19		<i>NO CLASS – READING BREAK</i>		
8	MON	FEB 23	2.2.	MULTIGROUP DESIGN (ANOVA)		
8	THU	FEB 26	2.3.	MULTIPLE COMPARISONS	ASSIGN. 4	
9	MON	MAR 2	2.3.	MULTIPLE COMPARISONS		
9	THU	MAR 5		<b>REVIEW</b>	ASSIGN. 5	QUIZ 2
10	MON	MAR 9		<b>MIDTERM 2</b>		
10	THU	MAR 12	3.1.	MULTIFACTORIAL DESIGN (ANOVA)		
11	MON	MAR 16	3.1.	MULTIFACTORIAL DESIGN (ANOVA)		
11	THU	MAR 19	3.2.	INTERACTIONS IN MULTIFACTORIAL DESIGNS		
12	MON	MAR 23	3.3.	ANALYSIS OF FREQUENCY DATA	ASSIGN. 6	
13	THU	MAR 26	3.3.	ANALYSIS OF FREQUENCY DATA		
14	MON	MAR 30	3.4.	VIOLATED ASSUMPTIONS	ASSIGN. 7	QUIZ 3
14	THU	APR 2		<b>REVIEW</b>		
	FORMAL EXAM PERIOD				<b>FINAL EXAM</b>	

STUDENT SURVEY: DUE JANUARY 11<sup>TH</sup>, 11:59PM

RESEARCH PROJECT: PART 1 DUE MARCH 13<sup>TH</sup>, 11:59PM AND PART 2 DUE MARCH 27<sup>TH</sup>, 11:59PM

## ASSIGNMENTS AND EVALUATION

For tips and tricks on how to pass a stats course, check out my video [How to Pass a Stats Class: Adopt These Habits!](#)

### COURSE EVALUATION

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**EXAMS: 60%**

MIDTERM 1: 15%

MIDTERM 2: 15%

FINAL: 30%

**COURSEWORK: 30%**

ASSIGNMENTS: 6%

QUIZZES: 9%

RESEARCH PROJECT: 15%

**BONUS (OPTIONAL): +3%**

STUDENT SURVEY: +1%

IClicker: +2%

**LABS: 10%**

LAB ASSIGNMENTS: 10%

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### COURSE COMPLETION REQUIREMENTS

You must complete at least 1 midterm exam, submit the research project (both part 1 and 2), and complete the final exam. Failure to complete one or more of these requirements will result in a grade of “N”, which is a failing grade and factors into a 0 GPA value. Labs are also mandatory, and you must get a passing grade (50% or higher) in the lab portion of the course. If you do not get a passing grade in the labs, you will be ineligible to write the final exam and will receive a failing grade “F” in the course regardless of your performance on the rest of the material. 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.

### EXAMS

There are a total of two midterm exams and one final exam all together worth 60% of your final mark. All midterm exams will be written in-person during regular class hours and will last 75 minutes. These exams will be designed as 50-minute exams. The final exam will be scheduled during the formal exam period. This exam will last 3 hours and will be designed as a 2-hour exam. The midterm exams will only focus on the course content since the last midterm (although statistics consistently builds on itself, so in a way they will be cumulative). The final exam will focus on course content since the last midterm but will also include a portion that contains additional conceptual questions drawn from the entire course (so, this portion is cumulative in the traditional sense). All grades will be posted on BrightSpace following each exam. It is your responsibility to check this posting to ensure the grade is correct. You must complete at least one midterm and the final exam or else you will receive an “N” in the course.

#### **MISSED MIDTERM EXAMS**

You are responsible for attending exams as scheduled. **No make-up exams will be given.** If you miss one of Midterm Exams 1 or 2 due to **illness, accident, or family affliction**, you must contact me as soon as possible to indicate that you have missed the exam, and the reason for it (see my Privacy Policy). Students are not required to provide documentation to support their request for academic concession (e.g., medical notes). If you miss a midterm exam due to illness, accident, or family affliction, then your grade for the missed exam will be proportionally transferred to the remaining Midterm Exam and Final Exam. For example, if you miss Midterm Exam 1 (which is originally 15% of the final grade), then Midterm Exam 2 will be worth 20% and the Final Exam will be worth 40% of your final grade. Students who miss both Midterm Exams will earn a grade of “N” in the course as they will be deemed to have missed too much of the course material to have met course completion requirements.

### **MISSED FINAL EXAM**

If you are unable to attend the final exam, you must apply to Records Services for a “Request for Academic Concession”, typically within 10 working days of the exam date. If an academic concession is granted for the final exam, an alternative date to write the make up exam must be arranged with me. If you do not take the final exam, you will earn an “N” in this course regardless of the course percentage earned up until the exam. The final exam **must be taken**.

### **ASSIGNMENTS**

The goal of the assignments is to get students to practice applying what they are learning in class. There will be 7 homework assignments over the term, and they will be **due at 11:59PM** on the due date (see Schedule). The lowest score across all your assignments will be dropped and so only the 6 best scores will count towards your grade (each worth 1% of your final grade). Assignment questions will be assigned and graded automatically on Brightspace. Students can complete the assignments in groups; however, each person must submit their own answers on Brightspace. There are no make-ups for assignments.

### **QUIZZES**

The goal of quizzes is to help you gauge your own understanding of course concepts. There will be 3 quizzes (each worth 3% of your final grade) over the term, all of which are **due at 11:59PM** on a review day (see Schedule). The intent here is that the quizzes provide you with feedback on what content you know and where you lack. Quiz questions will be assigned and graded automatically on Brightspace. You can attempt each quiz up to four times while it is open and your final grade for any quiz will be the highest score of your quiz attempts. As these quizzes are meant to help you address your own knowledge, they must be completed individually (i.e., students cannot work collaboratively on quizzes). All quizzes will contribute to your grade (there are no dropped quizzes). There are no make-ups for quizzes, but you may ask for an extension if needed.

### **RESEARCH PROJECT**

***PART 1 DUE MARCH 13<sup>TH</sup>, 11:59PM***

***PART 2 DUE MARCH 27<sup>TH</sup>, 11:59PM***

The overall goal of the research project is for students to apply what they learn about data analysis to a research question using a dataset. Students will be provided with a dataset. Students will then use statistical software to execute the appropriate analyses and write a final report. Students will be required to conduct all data analyses using R. The research report is meant to challenge your knowledge about course content and refine your skills in data analysis and scientific writing. I suggest you begin this project early in the semester and work on it throughout. Furthermore, I suggest you regularly back up your work, for example by using cloud storage, to save you from potentially losing your work. A detailed description of the research project will be provided on Brightspace. An original research report is required for the successful completion of this course. If you do not submit the research report, you will earn an “N” in this course.

### **BONUS STUDENT SURVEY**

***DUE JANUARY 11<sup>TH</sup>, 11:59PM***

A brief survey will be available for students to complete and earn 1% bonus for the course. The goal of this survey is to collect a bit of data that will be used in the course labs to practice R. This means that we will be analyzing the data in this course for the purposes of learning data analysis using statistical software. The survey will ask questions about your views on streaming services and no identifying information will be collected in the main survey.

The survey is anonymous, will remain confidential, and will only be used for the purposes of this course. This survey is also voluntary, meaning that students can skip questions they do not want to answer. The survey will not be published anywhere and will not be shared with anyone outside this course. Given that this survey is worth a bonus point, students will not earn any points for completing the survey late.

### **iCLICKERS (OPTIONAL)**

To help me assess whether the material is coming through clearly, our live lectures will include iClicker questions to gauge your understanding. If the majority of the class answers a question correctly, we'll move forward. If not, we'll pause to revisit the concept and clarify any confusion. Participation is optional but can earn you up to a 2% bonus in the course – nearly equivalent to an entire letter grade. This bonus is based on participation, not accuracy, and will be evenly distributed across all lectures (except for the introduction, review and exam days). To receive the bonus for a given lecture, you must respond to at least half of the iClicker questions during that session. You will be able to miss two iClicker days and still receive full bonus marks.

You will need an iClicker Personal Response System. You can choose to purchase the iClicker device (new or used) or the iClicker Student app subscription or at the bookstore.

**iCLICKER DEVICE:** Both the first and second-generation iClickers can be used. In order to earn participation points, you must register your iClicker using the following steps:

1. Log into the UVic portal (<http://www.uvic.ca/>)
2. Click on: My page
3. Student Services
4. Scroll down to Tools and Forms
5. Select iClicker
6. Enter your iClicker's serial number
7. Click submit

Note that iClicker serial numbers do not contain letter O's, only number 0's. For FAQ about the iClicker, see: <http://elearning.uvic.ca/iclicker/students>.

**iCLICKER STUDENT APP:** Here are the steps to acquiring the app and registering for the course:

1. Create an account (<https://student.iclicker.com/#/login>) with your campus email address and enter your correct V-number to the profile section.
2. Download the iClicker Student app iOS or Android app from your iTunes or Play Store.
3. Enter your access code (received when you purchase an iClicker Student app subscription from the store).
4. Log into your iClicker account using a web browser (access codes cannot be entered via smartphone or tablet apps). If you are using a smartphone or tablet, simply use the web browser on your device to follow the registration guidelines.

To continue onto registration: click the "Menu" icon in the upper left corner, select "Subscriptions", click "Polling", click "Enter Access Code", type in the code, and click "Submit".

### **LABS**

The goal of labs is to get hands-on practical experience so that students can deeply integrate the course material and learn from fellow class members. To complete labs, you will work in groups of 3-6 students during lab sessions. Each group will hand in one lab at the end of each lab session. Each group member is expected to contribute equally to the submitted product. If a person has concerns regarding the contribution of one or more members of the group, they should speak to the Senior Lab Instructor and myself, it is possible to request re-assignment to a different group. Students are expected to come to lab sessions prepared with a laptop, a tablet, or another web-enabled device. There will be 10 lab sessions in total, which include 7 computer labs and 3 research project labs. Students' lowest computer lab and lowest research project lab will be dropped such that the best 6/7 computer labs (worth 9% of total grade), and the best 2/3 research project labs (worth 1% of total grade) will count towards the final lab grade. This will allow you to miss up to two lab sessions due to illness or other external factors without penalty. There are no make-ups for labs.

## PSYC 300B Course Outline, version 1

Labs in PSYC 300B are mandatory, and you must get a passing grade (50% or higher) in the lab portion of the course. If you do not get a passing grade in the labs, you will be ineligible to write the final exam and will receive a failing grade “*F*” in the course regardless of your performance on the rest of the material.

The computer labs will cover how to run statistics using the R programming language. Although in no way required for this course, you might want to check out my [Get R Done | R Tutorial](#) YouTube Series, which will set you up for success for dealing with R and these assignments.

### **COMPUTER AND SOFTWARE**

This course will involve learning about and using the statistical software called R. You will use R to analyze data during Labs and for your Research Report. Note that every student is expected to conduct analyses themselves on their personal device. You will be required to get set up with the software on your own device before your R labs begin. You will also be expected to already know how to open a dataset on your device before beginning labs. Information on setting up R and practicing opening up a dataset on your device can be found in the Labs Module on Brightspace.

## COMMUNICATION AND SUPPORT

In general, it's always best to start by looking through this syllabus and Brightspace to find the answer to your questions.

### **PERSONAL QUESTIONS**

Questions of a personal nature (e.g., extensions, accessibility) should be directed to me via email. Be sure to read my privacy policy in the Fostering a Supportive Learning Environment section to know my expectations.

### **QUESTIONS TIMELINES**

It's important that you ask your questions as early as possible. I will outline a few methods to ask questions in order of fastest to slowest response times. However, questions being asked right before due dates and such are unlikely to be answered in the timeline you need.

### **DURING CLASS TIME (IMMEDIATE RESPONSES)**

You're encouraged to ask questions during lectures and labs – chances are, others have the same question. If something is unclear and no one asks, I won't know to clarify it, which can leave you and your classmates behind. If time allows, feel free to come speak with me before or after class, or during our mid-class break.

### **DISCUSSION BOARD (FAST RESPONSES)**

Outside of class, the first place to ask questions is our Brightspace discussion board. These boards are incredibly useful because answers are posted – so if someone else has the same question, they can find the answer easily. They also give you the opportunity to help one another, which is a scientifically supported way to reinforce your own understanding. While participation is not required, contributing to the discussion is highly encouraged. I monitor the board closely and will respond when I can. If another student answers your question, I'll follow up to confirm the accuracy of their response. While I'm always happy to meet with students, I believe that fostering an active online community is one of the most effective ways for everyone to learn. Plus, it allows me to respond asynchronously and dedicate more time to creating resources to support your learning.

### **OFFICE HOURS (MEDIUM RESPONSES)**

You are welcome to join me at office hours to discuss your questions. If appropriate, I still urge you to ask your questions on the discussion board first. Office hours are in-person and first-come-first-serve. Office hours will take place in my office (Cornett A183).

### **EMAIL AND APPOINTMENTS (SLOW RESPONSES)**

Finally, if the discussion board and office hours do not work to answer your questions, you can contact me via email to ask asynchronously, or else to schedule an appointment outside of office hours. This can be the slowest way to get an answer (it can take days to get a response), depending on the complexity of the question and how busy I am. When emailing me, please include the course in the subject line (i.e., Psyc 300B), and use your UVic email (or else the email may go to spam).

UVIC POLICY AND RESOURCES



# 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  
Spring 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.

### 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 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.

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

### **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/>.

### **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 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**

[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](http://uvss.ca)!

### **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/>

## PSYC 300B Course Outline, version 1

### Academic Important Dates

#### Spring session – second term (January – April)

Monday, January 5 <sup>th</sup>	Second term classes begin for all faculties
Sunday, January 18 <sup>th</sup>	Last day for 100% reduction of tuition fees for standard second term courses. 50% of tuition fees will be assessed for courses dropped after this date.
Wednesday, January 21 <sup>st</sup>	Last day for adding courses that begin in the second term
Saturday, January 31 <sup>st</sup>	Last day for paying second term fees without penalty
Sunday, February 8 <sup>th</sup>	Last day for 50% reduction of tuition fees for standard courses. 50% of tuition fees will be assessed for courses dropped after this date.
Monday, February 16 <sup>th</sup>	University Closed (Family Day)
February 16 <sup>th</sup> - 20 <sup>th</sup>	Reading Break for all faculties
Saturday, February 28 <sup>th</sup>	Last day for withdrawing from full year and second term courses without penalty of failure
Monday, March 9 <sup>th</sup>	First registration date for Summer Session 2026
Thursday, April 2 <sup>nd</sup>	Last day of classes for all faculties
Tuesday, April 7 <sup>th</sup>	Examinations begin for all faculties
Wednesday, April 22 <sup>nd</sup>	Examinations end for all faculties

#### 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