

# Personality

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*Psychology 330 (A01), CRN 22788, Spring 2026  
Mondays, Wednesdays and Thursdays, 3:30pm to 4:20pm*

***We acknowledge and respect the Lək'ʷəŋən (Songhees and Xʷsepsəm/Eskwimahl) Peoples on whose territory the university stands, and the Lək'ʷəŋən and WSÁNEĆ Peoples whose historical relationships with the land continue to this day.***

## Contact Information:

**Instructor:** Kelci Harris

**Office Hours:** Wednesdays, 12:30 pm–  
1:30pm

**Teaching Assistant:** Sammi Wong

**Office Hours:** By appointment

## Course Overview:

An introduction to personality theory and its applications. A survey of several major strategies followed in conceptualizing personality, plus emphasis on measurement of personality, current research, and approaches to personality change.

## Intended Course Learning Outcomes

1. By the end of the course, you will be able to accurately describe personality psychology as a discipline. You will compare and contrast different methods for studying personality, and thoughtfully appraise the strengths and weaknesses of major personality theories and approaches.
2. Through lectures, in-class activities and assignments, you will examine the question of “nature vs. nurture” in personality development. You will correctly describe different conceptualizations of personality stability and change, and carefully interpret biological, situational, and cultural influences on personality across the lifespan.
3. Finally, you will evaluate research about the impact of personality on important life outcomes. Through in-class activities and assignments, you will apply insights from personality psychology towards better understand yourself and others.

## What to expect from this course:

**Our class time will be used for lecture, small group discussions, and small group activities** that facilitate critical thinking and enhance your understanding of the material covered in the textbook and videos. **Outside of class, you will be expected to read the textbook and articles, complete writing assignments, and complete online activities** that will facilitate in-class activities. To help keep you on track with your readings, there are quizzes each week that you do not have a test. I encourage you to find a study buddy in the class to go over the course readings and your notes with! Not only will this help keep you accountable with completing the readings and watching the videos; it will

also make things more fun. You should expect to spend about 9 hours a week (3 hours of class time + 6 hours of asynchronous activities) on this course.

### Prerequisites:

The pre-requisites for this course are PSYC 201 AND either PSYC 231 or PSYC 260.

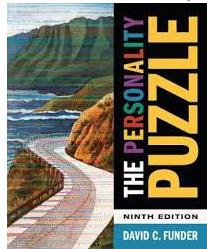
Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) at some later time if such courses are required for the degree program. Students are responsible for checking their registration status by the add/drop deadline.

### Course Drop Deadline:

The last day for dropping a course with a 100% fee reduction is **January 18<sup>th</sup>**. It is your responsibility to check your **registration status** by the drop deadline to ensure that you are registered only in courses that you have been attending.

### Text:

Funder, D. C. (2024). *The Personality Puzzle*. W.W. Norton & Company (**9<sup>th</sup> edition**)



- **Beware:** The 8<sup>th</sup> edition has a different chapter order, and is missing some information included in the 9<sup>th</sup> edition.

### Respect for Diversity:

It is my intent that students from all kinds of diverse backgrounds and perspectives will be well-served by this course, that students' learning needs will be addressed both in and out of class, and that the diversity that students bring to this class will be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, body size, socio-economic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious or cultural events, please let me know so that we can make arrangements for you.

## Communication:

- **Office Hours:** I would prefer to handle most requests face-to-face during office hours rather than over email. It's nice to be able to put a request to a face, and I find that a conversation can be more efficient than an email back and forth! Come to office hours to talk about the class, personality, psychology in general, getting into research or graduate school, accommodations, letters of recommendation, or anything that might be affecting your semester.
- **Emailing our TA:** Email our TA if you have questions about the following things:
  - To schedule a meeting with them.
  - Grading of writing assignments
  - Grading of activity days
  - Technical difficulties with the quiz.
- **Emailing Dr. Harris:** The best, fastest way to find out something from me is to ask me in person. I will usually have time after class to chat or you can drop by office hours. Otherwise, email is the second-best way to get in touch with me. Email me if you would like to schedule a meeting for a time outside of office hours or to inform me about something urgent.
  - If you don't hear from me, please send a follow up email, because things sometimes do get sent to spam.
  - **Please include "PSYC 330" in the subject line of your e-mail.** This will help save your email from being sorted into the spam folder by Outlook, but *it's not foolproof*, especially if you have a Hotmail account.
  - Make sure you include your name at the end of your message so I know who I'm talking to!
- **Computer Help Desk:** If you are having technology issues, contact the computer help desk. [helpdesk@uvic.ca](mailto:helpdesk@uvic.ca)

## Course Feedback:

I value your feedback on this course, and you have a couple of opportunities to provide it.

- **Mid-Course Evaluation:** The mid-course evaluation is your chance to provide feedback about the course as it's happening. You can share what you think is going well, as well as what you think could be improved. Based on your feedback, I will make adjustments to the course in order to aid your learning and improve future offerings of this course.
- **Course Experiences Survey (CES)** 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.

## Requirements

### Overview:

Assignment	Due Date	Weight
Tests	Test 1: February 2	15%
	Test 2: March 9	15%
	Test 3: April 2	15%
Writing Prompts: One per Type	Methods: January 15 or January 29 Reflection: February 12 or March 12 Self-Tracking: February 26 or March 26	24%
Activity Days: 4 of 5	January 15, January 29, February 26, March 12, April 1	15%
Reading Quizzes: 10 of 11	Mondays Throughout the Term	12%
Check-Ins	Weekly Throughout the Term	3%

### Completing the Course:

**Students who have completed the following elements will be considered to have completed the course: 2 tests, 3 writing prompts, 2 activity days, and 5 quizzes.** Failure to complete one or more of these elements will result in a grade of "N" regardless of the cumulative percentage of all other elements of the course. N is a failing grade and factors into GPA as a value of 0. In accordance with the University's policy on academic concessions, "A student who completes all course requirements is not eligible for an academic concession". Consequently, students can only request deferrals for the completion of required course components and not for non-essential course components.

### Grades:

In determining your final letter grade, the final percentage is rounded such that marks ending in 0.49 or lower are rounded down and marks ending in 0.50 and up are rounded up. For example, 79.1 is rounded to 79 and 79.6 is rounded to 80.

A+	A	A-	B+	B	B-	C+	C	D	F
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Exceptional, Outstanding, Excellent Performance			Very Good, Good, Solid Performance			Satisfactory, Minimally Satisfactory Performance		Marginal Performance	Unsatisfactory Performance
90-100	85-89	80-84	77-79	73-76	70-72	65-69	60-64	50-59	0-49
9	8	7	6	5	4	3	2	1	0

### Specific Requirements:

#### Tests (45%):

There will be **three tests, each one worth 15% of your final grade**. Tests are not cumulative. They will cover all material from the text, videos, activity days, and lectures presented since the last test. Tests will be a combination of multiple-choice, matching, and short answer. There is **no final exam**.

- a) ***Missing Tests***: There are no make-up tests for this course. If you miss one test and give me proper notice, you can receive an **alternative test score**. If you miss a midterm due to illness, accident, or family affliction (this includes pets), you must send me an email as soon as possible indicating that you have missed the midterm, and the reason for it. You are not required to provide documentation to support your request for academic concession, unless it is for conflicting responsibilities. A grade for the missing midterm will be generated by proportionally weighting the performance on the remaining exams.
  - a. **Proper notice**: Please notify me that you will miss the test by completing the **Missing Test survey** on Brightspace **at least 1 full day prior to the test date**.
  - b. **Emergencies**: Sometimes things happen you can't give notice ahead of time. **In the case of urgent, unforeseen emergencies, email me within 4 days of the missed exam and fill out the Missing Test survey on Brightspace**.
  - c. **Alternative Test Score**: The grade percentage for the missed test will be redistributed to the other two tests. For example, if you miss Test 1, then Test 2 will be worth 22.5% and Test 3 will be worth 22.5%.
  - d. **If you miss a test and fail to contact me as described, you will receive a score of 0 for the test**.
  - e. **If you miss two tests, you will receive an "N" (failure due to not completing a course requirement) for your final grade**.

#### Writing Prompts (24%; 3 of 6 – One Per Type)

24% of your final grade will come from **writing three, short papers**. You will complete **one prompt for each of the three types: Methods, Reflection, and Self-Tracking**. Each paper is worth 8%. Each reflection prompt response should be between 600 and 700 words. If you submit responses to both prompts for each type (e.g. You submit Methods

A and Methods B), only the first prompt you submitted will be graded. These assignments should be written with proper spelling and grammar. These writing assignments will require you to correct use of APA style. The use of generative AI to complete these assignments is not allowed. See the schedule for the due dates.

#### Activity Days (15%; 4 of 5)

This grade will come from participating in the in-class activities. **We will have in-class activities on five days.** The in-class activities are meant to enhance your learning experience by providing opportunities for application and critical thinking. One of these in-class activities will be completed individually, but the other four are meant to be completed in groups. Assignments will be turned in during class or shortly after class is finished. **There will be online prep work required for some of the activities.** There are no make-up options for activity days. See the schedule below for the specific dates. You can miss one activity day with no penalty, but will receive a 0 for any additional missed days. The use of generative AI to complete these assignments is not allowed.

#### Reading Quizzes (12%; 10 out of 11)

These quizzes serve as a tool to help you keep up with the readings throughout the course, and review what you have learned so far. They will cover material any material presented in the readings since the quiz or test. There are **eleven quizzes** and the **lowest quiz grade** will be dropped. Quizzes are due on **Mondays at 11:59pm**, unless it is a holiday Monday or it is the Monday immediately following a test. Please review the schedule below for specific dates. Because one quiz will be dropped, late assignments and requests extensions will not be accepted. Each quiz is worth 1.2%.

#### Weekly Check-Ins (3%)

These low-stakes, weekly assignments that are meant to provide feedback about the material presented in the lectures. These will be completed in class. You will receive a prompt during the lecture and will submit your response on paper or on Brightspace.

#### Late Assignments:

**Extensions can be granted for writing assignments if arranged by the due date.** You will need to submit a “Request for Extension” form on Brightspace, indicating which writing assignment you would like the extension for, and for how long the extension is requested. **You can have up to 48 hours of extensions in the term.** On the form, indicate whether you need a 12, 24, or 48 hour extension. Any assignment turned in beyond the extension will not be accepted. With the exception of emergencies, any request for more than 48 hours of extensions will not be accepted.

#### Accommodations:

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

I will make every effort to accommodate the learning needs of all students enrolled in this course. Students should discuss any specific needs with me as soon as possible (i.e., within the first 4 classes).

Bonus (up to 2%):

**Students may complete any combination of a) participation in research, b) article review conversations, and c) getting your writing reviewed by the CAC up to a total of 2% credit.**

- a) *Participating in Research on SONA:* Because experiential learning is highly valued in the Department of Psychology and is part of this course, student participants may earn up to 2% in extra credit in PSYC 330 by participating in Psychology studies conducted by students and faculty in the Department of Psychology. One (1) hour of participation earns you one (1) SONA credit and credits are given in 0.5 increments, with one (1) credit required for a 1% increase in your final grade. You must be sure to assign your credits to this course (and this section of the course) no later than the last day of class, otherwise you will not receive extra credit in this course. For details on participating in research studies, go to the Department of Psychology web site:<https://www.uvic.ca/socialsciences/psychology/research/participants/>
- b) *Article Review Conversation:* As an alternative to participation in research, students may discuss a journal article from an approved journal (see below) with me or our TA during office hours. You will provide the article to us at least 48 hours ahead of time, then come to the meeting prepared to answer a few questions about the article. Each article review counts as one percentage point and will be marked on a pass/fail basis. To receive credit, you must follow specific guidelines.
  - **The article review must occur during office hours.**
  - **The articles must be related to personality and published in the last 5 years in one of the following journals:** *Social Psychological and Personality Science, Journal of Personality and Social Psychology, Personality Science, Social and Personality Compass, Collabra*
  - **A PDF of the article, along with an APA style citation, must be submitted on Brightspace 48 hours before the office hours review. Late submissions will not be accepted under any circumstances.** If you miss the 48 hour submission window, make plans to come to office hours the next week, instead!
  - You will be asked to summarize the research questions, hypotheses, key variables, types of data, and hypotheses of the research and identifying the psychological concepts in the article. Finally, you will be asked to critically evaluate the results: Why do you agree or disagree with their findings? Provide evidence from the text or lecture to support your conclusions.
  - *Reviewing your writing with the Center for Academic Communication:* Everyone's writing has room for improvement. I invite you to get someone

from the Center for Academic Communication to review a draft your writing assignments, and then revise your draft based on their feedback. If you submit the appointment confirmation, a copy of the feedback they provided, and a paragraph on how you addressed that feedback in your final draft, you can get .5% extra credit for each visit to the CAC.

## Course Schedule

Date	Day	Topic	Reading	Due
05-Jan	Mon	Intro	Chapter 1	
07-Jan	Wed	History		
08-Jan	Thurs	History	Chapter 2	
12-Jan	Mon	Methods	Chapter 3	<b>Quiz 1</b>
14-Jan	Wed	Methods		
15-Jan	Thurs	<b>Activity Day 1</b>		<b>Methods A</b>
19-Jan	Mon	Persons and Situations	Chapter 4	<b>Quiz 2</b>
21-Jan	Wed	Persons and Situations		
22-Jan	Thurs	Traits and Types	Chapter 5	
26-Jan	Mon	Traits and Types		<b>Quiz 3</b>
28-Jan	Wed	Traits and Types		
29-Jan	Thurs	<b>Activity Day 2</b>		<b>Methods B</b>
02-Feb	Mon	<b>Test</b>		
04-Feb	Wed	Personality Development	Chapter 6	
05-Feb	Thurs	Personality Development		
09-Feb	Mon	Personality Development		<b>Quiz 4</b>
11-Feb	Wed	Emotions and Motivations	Chapter 13	
12-Feb	Thurs	Emotions and Motivations		<b>Reflect A</b>
16-Feb	Mon	<i>Reading Break</i>		<b>Quiz 5</b>
18-Feb	Wed	<i>Reading Break</i>		
19-Feb	Thurs	<i>Reading Break</i>		
23-Feb	Mon	Mental Health	Chapter 16	<b>Quiz 6</b>
25-Feb	Wed	Happiness/Well-Being	Chapter 12	
26-Feb	Thurs	<b>Activity Day 3</b>		<b>Track A</b>
02-Mar	Mon	Culture		<b>Quiz 7</b>
04-Mar	Wed	Culture		
05-Mar	Thurs	Culture		
09-Mar	Mon	<b>Test 2</b>		<b>Quiz 8</b>
11-Mar	Wed	Nature		
12-Mar	Thurs	<b>Activity Day 4</b>	Chapter 7	<b>Reflect B</b>

16-Mar	Mon	Nature	Chapter 8	<b>Quiz 9</b>
18-Mar	Wed	Nature		
19-Mar	Thurs	Health	Chapter 16	
23-Mar	Mon	Nurture		<b>Quiz 10</b>
25-Mar	Wed	Nurture	Chapter 10 and part of 9	
26-Mar	Thurs	Work and Relationships	Chapter 15	<b>Track B</b>
30-Mar	Mon	Work and Relationships		<b>Quiz 11</b>
01-Apr	Wed	<b>Activity Day 5</b>		
02-Apr	Thurs	<b>Test 3</b>		

Other Dates to Know:

- Sunday, Jan. 18 - Last day for 100% reduction of first term and full year fees for standard courses 50% of tuition fees will be assessed for courses dropped after this date.
- Tuesday, Jan. 21 - Last day for adding courses that begin in the first term
- Saturday, Jan. 31 - Last day for paying first term fees without penalty
- Sunday, Feb. 8 - Last day for 50% reduction of tuition fees for standard courses 100% of tuition fees will be assessed for courses dropped after this date.
- Saturday, Feb. 28 - Last day for withdrawing from full year and second term courses without penalty of failure

**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.

## 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/>.

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

## **Policy on Academic Integrity including Plagiarism and Cheating**

The Department of Psychology fully endorses and intends to enforce rigorously the [Senate Policy on Academic Integrity](#). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else's. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.
2. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.
3. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.
4. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.
5. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.
6. **Aiding Others to Cheat.** It is a violation to help others or attempt to help others to engage in any of the conduct described above.

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

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar Spring 2025.

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

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

1. The Ombudsperson's office: <https://uvicombudsperson.ca/academic-integrity/>  
The [Office of the Ombudsperson](#) is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: [ombuddy@uvic.ca](mailto:ombuddy@uvic.ca); Web: [uvicombudsperson.ca](https://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)

### **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

## 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/>