



**University of Victoria, Faculty of Social Sciences, Department of Psychology
PSYCHOLOGY 351D (A01)
Biopsychology**

Term: Fall 2025
CRN: 12985, **Units:** 1.5
Lecture Time: Mon/Thurs 8:30AM – 9:50AM
Room:

Instructor: Dr. Chad Williams (He/Him)
Email:
Office:
Office Hours: Tues 9:00am – 10:00am
See the communications and support section

Teaching Assistant(s):

TERRITORY ACKNOWLEDGEMENT

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

LEARNING GOALS

BY THE END OF THE COURSE, STUDENTS SHOULD BE ABLE TO...
EXPLAIN THE FUNDAMENTAL PRINCIPLES OF NEUROPHYSIOLOGY AND NEUROANATOMY, INCLUDING THE HUMAN NERVOUS SYSTEM'S STRUCTURE AND FUNCTION.
USE NEUROBIOLOGICAL CONCEPTS TO INTERPRET AND EXPLAIN BEHAVIORAL PHENOMENA IN BIOPSYCHOLOGY.
CRITICALLY ANALYZE AND COMPARE DIFFERENT NEURAL SYSTEMS AND EXPERIMENTAL RESEARCH DESIGNS.
ASSESS THE VALIDITY AND RELIABILITY OF BIOPSYCHOLOGY RESEARCH FINDINGS AND DRAW EVIDENCE-BASED CONCLUSIONS.
CLEARLY SUMMARIZE SCIENTIFIC ARTICLES AND EFFECTIVELY COMMUNICATE BIOPSYCHOLOGY CONCEPTS AND RESEARCH RESULTS.

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 explanation or personal disclosure required (see Disclosure 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.

DISCLOSURE 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. This is not the case. 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 (linked on 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.

COURSE DETAILS

CALENDAR DESCRIPTION

Emphasizes the study of the biological basis of behavior at the molecular, cellular, and neural systems level. Covers the fundamentals of neurophysiology and neuroanatomy from a functional perspective, with an emphasis on the anatomy of the human nervous system. Examines the physiological basis of behaviours through review of contemporary research in areas such as sleep, reproduction, aggression, ingestion, learning and memory, motivation, and mental disorders.

CLASS STRUCTURE

Each week will include 2 lectures, each 80 minutes long, where we will focus on course content. Please note that students are expected to attend lectures and that lecture slides are not an adequate substitute for attending class.

PREREQUISITES AND REGISTRATION

PSYC 201 and PSYC 251. 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

Behavioral Neuroscience (10e) by Breedlove and Watson. You can purchase a physical or digital copy of this textbook from the UVic bookstore.

BRIGHTSPACE

All material for this course, and student evaluations, will be through [Brightspace](#). This will include materials such as lecture resources, assignments, exam rubrics, and more.

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.

SCHEDULE

<u>WK.</u>	<u>DAY</u>	<u>DATE</u>	<u>TOPIC</u>	<u>CHAPTER</u>	<u>SUMMARIES</u> DUE AT 11:59PM
1	THU	SEP 4	INTRODUCTION		
2	MON	SEP 8	UNDERSTANDING A SCIENTIFIC ARTICLE		
2	THU	SEP 11	NEUROPHYSIOLOGY (REVIEW)	3*	
3	MON	SEP 15	NEUROTRANSMITTERS (REVIEW)	4*	
3	THU	SEP 18	HORMONES	5	
4	MON	SEP 22	HORMONES	5	
4	THU	SEP 25	BRAIN DEVELOPMENT	7	
5	MON	SEP 29	BRAIN DEVELOPMENT	7	
5	THU	OCT 2	REVIEW		SUMMARY 1
6	MON	OCT 6	EXAM 1		
6	THU	OCT 9	SENSES & PERCEPTION	8-10**	
7	MON	OCT 13	NO CLASS (THANKSGIVING)		
7	THU	OCT 16	SENSES & PERCEPTION	8-10**	
8	MON	OCT 20	MOTOR CONTROL	11	
8	THU	OCT 23	MOTOR CONTROL	11	
9	MON	OCT 27	EMOTION	15	
9	THU	OCT 30	EMOTION	15	
10	MON	NOV 3	REVIEW		SUMMARY 2
10	THU	NOV 6	EXAM 2		
11	MON	NOV 10	NO CLASS (READING BREAK)		
11	THU	NOV 13	LEARNING & MEMORY	17	
12	MON	NOV 17	LEARNING & MEMORY	17	
12	THU	NOV 20	ATTENTION & HIGHER COGNITION	18	
13	MON	NOV 24	ATTENTION & HIGHER COGNITION	18	
13	THU	NOV 27	REVIEW		
14	MON	DEC 1	BEING A NEUROSCIENTIST		SUMMARY 3
	FORMAL EXAM PERIOD		EXAM 3		
*OPTIONAL CHAPTER READING					
**ONLY SECTIONS 8.1, 8.2, 9.1, 9.2, 9.7, 9.8, 10.1, 10.2, 10.3					

ASSIGNMENTS AND EVALUATION

COURSE EVALUATION

EXAMS: 45%	ARTICLE SUMMARY: 45%	BONUS (OPTIONAL): +5%
EXAM 1: 15%	SUMMARY 1: 15%	IClicker: +3%
EXAM 2: 15%	SUMMARY 2: 15%	SONA: +2%
EXAM 3: 15%	SUMMARY 3: 15%	

STRENGTH ALLOCATION: 10%

COURSE COMPLETION REQUIREMENTS

You must complete at least 2 exams and 2 article summaries. 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.

EXAMS

All exams will be composed of multiple choice questions, fill in the blanks and/or matching questions, and short answer questions. These exams will contain questions from the lectures, which are supported by textbook readings. They will be written in-person and will last 60 minutes. The first two exams will take place during regular class time and the last exam will take place in the formal exam period. These are non-cumulative exams.

MISSED EXAMS AND REDOING EXAMS

It is the student’s responsibility to attend exams as scheduled. If you miss an exam, let me know at your earliest convenience. After completing Exam 3 during the formal exam period, you will have the opportunity to redo **one** exam (either Exam 1 or Exam 2). This can be either an exam you missed or one you wish to attempt again. The redo will be an alternative version of the original exam, covering the same content, and will last 60 minutes. Your final grade for that exam will be the higher of the two attempts, so redoing an exam cannot lower your grade in this course.

ARTICLE SUMMARIES

You will select three articles and write a summary for each. For each summary, I will provide you with a list of three articles on Brightspace, from which you will choose one to focus on. The first summary will be completed using the Article Summary Template, which is available on Brightspace. This template is designed to guide your reading and help you extract the most relevant information from the article. For the second summary, you will submit a written version that includes all the elements from the Article Summary Template but formatted as a cohesive document. This means using full sentences and transitions to connect each section. It is recommended that you begin by completing the template first and then use it as the basis for your written summary. In addition to the standard components, your second summary must also include a section called *Future Directions*. In this section, you should reflect on how the research might be expanded in the future. This part of the assignment is meant to encourage creative thinking, and grading will be relaxed—you are not expected to consult or cite other sources. Instead, focus on generating your own ideas about what future studies could explore based on the article you read. Make sure to discuss future directions that are not described in the article itself. Finally, your third summary will be the same as the second (a cohesive document with a *Future Directions* section) but with the addition of an *Extra Resources* section. For the extra resources section, I want you to find a minimum of three additional experimental articles (experimental in that they ran an experiment) that are related to the article that you have summarized. For each of these articles, simply write a *broad summary of the abstract* in one or two sentences. To be clear, you do not need to read each of these articles – just the abstracts. This section is intended to help you think about your summarized article in the context of the broader literature and to strengthen your literature review skills. Again, grading for this portion will be relaxed.

MISSED ARTICLE SUMMARIES

As per my flexible deadline and disclosure policies, you can request an extension on an article summary without disclosing any personal information on why. To do so, send me an email and we can negotiate a new deadline.

THE USE OF AI IN ARTICLE SUMMARIES

GRAMMARLY

For all the summary articles, there will be no grades around spelling or grammar. However, please do not submit an article riddled with spelling and grammar mistakes. Instead, please use [Grammarly](#) to edit your article (other editing software must be approved by me if you do not want to use Grammarly). To be absolutely clear, it is against [UVic policy](#) to use any AI tool (including Grammarly) to *write* for you (it is considered plagiarism and will result in a grade of 0 in the assignment). So, do not use AI writing features from these tools (for example, Grammarly will re-write sections for you). Instead, simply use the spelling and grammar checking features of these software. Note that the use of Grammarly is against [UVic policy](#) unless explicitly authorized by your instructor. I am here authorizing the use of Grammarly for the purposes described above, but do not expect to be able to use Grammarly in other courses without permission. For these assignments the **free version of Grammarly** is sufficient – please **do not pay** for Grammarly for this course as it will only give you access to the features that are not allowed in this course.

ELICIT

For article summary 3, you must include an extra resource section. For this, you are allowed to use [Elicit](#) to *find appropriate articles*. This tool automatically finds articles relevant to your research question and summarizes each found article for you. This is a great way to vet a range of articles to see if they contain research you are interested in including in your review. Again, it is against [UVic policy](#) to use any AI tool (including Elicit) to *write* for you (it is considered plagiarism and will result in a grade of 0 in the assignment). Only use this tool to find articles to include and then extract the relevant details needed yourself. Again note that the use of Elicit is against [UVic policy](#) unless explicitly authorized by your instructor. I am here authorizing the use of Elicit for the purposes described above, but do not expect to be able to use Elicit in other courses without permission. For these assignments the **free version of Elicit** is sufficient – please **do not pay** for Elicit for this course as it will only give you access to the features that are not allowed in this course.

STRENGTH ALLOCATION

Students vary in how they learn and perform across different assessments—some may prefer and do better on exams, while others excel in article summaries. To account for this, the 10% strength allocation grade will be used to re-weight the component (exams or summaries) in which you performed best. Specifically, this 10% will be distributed evenly across all three exams or all three summaries, depending on which area reflects your strongest performance.

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 3% bonus in the course—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 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".

SONA PARTICIPATION (OPTIONAL)

Students in this course may earn up to 2% extra credit toward their final grade by participating in approved research studies conducted by the Department of Psychology. One (1) hour of participation earns one (1) SONA credit, and credits are awarded in 0.5 increments. One (1) credit corresponds to a 1% increase in the student's final grade. There is also a one (1) SONA bonus credit for in-person experiments, regardless of total participation time. For details on participating in research studies, visit the Department of Psychology website: <https://www.uvic.ca/socialsciences/psychology/research/participants/>.

Be sure to assign your credits to this course (and this section) no later than the last day of class; otherwise, you will not receive extra credit. If you do not wish to participate in research but want to earn equivalent extra credit, please contact your course instructor to arrange an alternative option involving written assignments.

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, concerns, accessibility) should be directed to me via email. Be sure to read my disclosure 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.

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 a day or two 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 351D), 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/

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 2025

Accessible Learning

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

Attendance and Absences

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

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

Children and Pets

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

Class Recording and Auto-Captioning Statement

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

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

Copyright

All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class¹. 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.

¹ Syllabi belong to the department through which the course is administered.

PSYC 351D Course Outline, version 1

Course Experience Survey (CES)

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

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

Disclaimer

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

Grading

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

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

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

Medical Documentation for absences

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

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

Ombudsperson and Academic Concerns

From the course calendar...

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

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

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

PSYC 351D Course Outline, version 1

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; Web: 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

PSYC 351D Course Outline, version 1

N grade will be entered on the student's academic record.

- **What to do if you require additional time to complete course requirements beyond the normal term.**
Apply at Records Services for a "[Request for Academic Concession](#)", normally within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation. Where a concession is not applied for or where such application is denied, an N grade will be entered on the student's academic record if the missing work has been deemed required. Note, only required course components may be deferred.

Research Participation Opportunities with the Department of Psychology

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

<https://www.uvic.ca/socialsciences/psychology/research/participants/>.

Student Support Services

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

This classroom is a trans-inclusive space

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

University of Victoria Students' Society (UVSS)

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

Academic Important Dates

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

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

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

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

SEXUALIZED VIOLENCE PREVENTION AND RESPONSE AT UVIC

UVic takes sexualized violence seriously and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. 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

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