

Psychology 431K (A01): Psychology of Friendship

Fall 2026, CRN 13066

Time: Mondays and Thursdays, 1:00 – 2:20 pm

[REDACTED]

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

CONTACT INFORMATION

Instructor: Dr. Kelci Harris (she/her)

[REDACTED]

“IT’S IN THE SYLLABUS.”: AN OUTLINE

Within this syllabus, you will find all sorts of information that will help you prepare for and succeed in this course. Here is a short list with what is included:

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COURSE DESCRIPTION

An in-depth examination of social psychological research, methods, and theory on friendships. Topics include friendship formation, maintenance, and dissolution, commitment and interdependence.

LEARNING OUTCOMES

At the end of this course, you should be able to do the following:

- Read, reflect on, and discuss with fluency a variety of primary and secondary sources on relationship science and friendship

- Actively engage in ongoing scientific conversations about friendship by expressing your opinions and analyses of psychological theories and empirical findings effectively, both orally and in writing
- Examine the meaning, purpose, form and function of friendships from a lifespan approach
- Think critically about the role of friendship in your life

COURSE POLICIES

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.

Email Policy

I will try to respond to emails within 2 business days of receiving them. I cannot guarantee that I will be checking email on weekends, so for a prompter response, catch me during business hours. To make our email correspondence as seamless as possible make sure to take the following steps:

1. Check the syllabus and Brightspace first for questions about course procedures, assignments, and due dates.
2. Include the course number (PSYC 431K) in the subject line, otherwise it might get to filtered to spam.
3. Keep your question simple (i.e. the answer will not require over 2-4 sentences).
4. Come to office hours for more complex questions and concerns.

Required Texts and Media

There is no textbook for this class. Each week, you are required to read chapters, journal articles, and op-eds. Occasionally you will need listen to a radio broadcast, podcast, or watch a video. A complete reading and media list will be made available on Brightspace. Most of the journal articles can be located through the UVic Library. Chapters will be posted on Brightspace, but can also be found through the UVic Library. If you have trouble reading the journal articles, please see me for guidance.

Prerequisites

The pre-requisite for this course is a passing grade in PSYC 300A, PSYC 300B (this may be a co-requisite), PSYC 375 and at least one of the following: PSYC330, PSYC 385, PSYC386, or PSYC387. Students will only be admitted without these pre-requisites at the discretion of the Psychology Undergraduate Advisor. 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 deadlines.

Netiquette (adapted from Dr. Michael Stevenson, University of Southern Maine):

Our discussions may lead to debate and disagreement, which is a great way to foster critical thinking; however, it is vital that you respect the ideas of others. Please be careful and considerate in all of your communications. Carefully consider what you are saying and remember that your readers (fellow students and instructor) might not infer your intent.

These are a few suggestions:

- Take a moment to re-read everything you write--assume that it will be taken in the worst possible light (doing so will also provide you the opportunity to correct typos and other errors).
- Extend courtesy to others--assume the most charitable light possible.
- Keep in mind that online mediums are poor at conveying tone. What was intended as a joke or irony may not always be read as such. If you aren't sure how something will come across, ask someone else to read it over and give you feedback.
- Please avoid typing in all caps when posting messages to either myself or your peers.

EVALUATION AND GRADING POLICY

Evaluation	Date	Percentage
Presence: Participation	Throughout semester	10%
Presence: Discussion Questions	Sundays @ 12pm Wednesdays @ 12pm	11%
Presence: Discussion Leading	Three times during the semester	12%
Mid-Term Reflection	September 28	10%
Op-Ed: Paper Trail	October 15	10%
Op-Ed: Paper	<i>Draft for Peer Review: October 29</i> Final: November 16	15%
Op-Ed: Data Blitzes	Between September 21 and November 2	2%
Op-Ed: Presentation Presentations	November 5 and 12	5%
Interview or Creative Project	December 9	25%

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, 79.43 is rounded to 79 and 79.55 is rounded to 80. The following grading scale will be used:

A+	A	A-	B+	B	B-	C+	C	D	F
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

Completing the Course

Students who have completed the following elements will be considered to have completed the course: mid-term reflection, paper trails, op-ed, and the interview/creative project.

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.

ASSIGNMENT DESCRIPTIONS

1. Presence (Total: 33%)

This is a discussion-based course. Your active presence is essential for making this class work! Attending class and being engaged in class discussions, as well as asking questions that are relevant to the course materials, will be worth a total of 20% of your grade.

- a. ***In-Class Participation (10%)*** During class I will observe your active participation in class discussions. Periodically, the class will be dedicated to participating in activities rather than discussion, and your completion of these activities will inform your participation grade. Because this is a seminar-style course where learning occurs during our time together, your attendance and engagement is key! **Points will be taken off if you miss more than 5 classes.**

DUE: During class on Mondays and Thursdays

- b. ***Discussion Questions (11%)*** For each class, you are assigned a set of materials (readings, podcasts, and videos) that will inform our class discussion. It is important you complete the required materials and spend some time thinking about thinking about them. Developing your own discussion questions is meant to

enhance your understanding of the material and help you better prepare you to contribute to the class discussion.

Your questions should demonstrate an appropriate knowledge of the material (i.e., did you read?) and a depth of thought (i.e. did you think about what you read?). I encourage you to draw connections between psychological theory and real-world applications. You must submit **three quality questions about the assigned materials**. Your discussion questions will be marked on a Pass/Fail basis (assume that you received full credit unless I inform you otherwise). Late questions may not be accepted as contributions to the class discussion. **You will not submit questions the day you present as a discussion leader.**

DUE: Sundays and Wednesdays at 12:00 pm PT

- c. *Discussion Leading (12%)* In addition to participating in class discussion, each student is responsible in leading the class discussion **three times**. Discussion assignments will be **chosen the first day of class**. In groups of 5 to 6, you will organize the discussion questions students submit on Sundays and Wednesdays and facilitate discussion during class. The group is responsible for introducing the class discussion materials with a short summary, and then presenting the associated discussion questions. **The slides with the discussion questions should be emailed to me with a description of who did what.** During the small group discussion, you will take notes as your group is talking, and then summarize your group's discussion for the rest of the class. If you must reschedule you should contact me and your fellow students in advance to potentially switch days with someone else.

2. Mid-Term Reflection (10%)

You will write a 500-word, double-spaced reflection in response to the questions "What is friendship?" and "What is friendship for?" You can use these 500 words to provide your own perspective on the meaning of friendship while also reflecting, questioning, attacking, or defending ideas presented in class. **Do not summarize discussion.** An excellent reflection links psychological theory (from this class or any other psych class that you have taken) to real-world applications. Substantively, you can incorporate a paragraph about what you liked, didn't like, or what questions you might still have about the research (i.e., can you identify potential gaps in the literature?). Keeping a notebook separate notebook, Word document, or GoogleDoc to take notes in class and as you're reading will really help as you prepare your reflections.

DUE: 11:59pm PT on September 28

3. Opinion Editorial (Op-Ed) (Total: 33%)

One of your major projects for the semester is writing an op-ed. This project is scaffolded so that you have multiple opportunities for summative and formative feedback before the final paper is submitted.

- a. *Paper Trails (10%)* Literature review is the first step towards designing your study. This paper trails assignment will combine literature review with reflection. Your reference list assignment should begin with a brief paragraph identifying the problem or question you plan to address with your proposal. You will then conduct a literature search using PsycINFO and prepare a reference list of 5 peer-reviewed articles that will form the theoretical foundation for your research proposal. You will write a short summary of each article, and then a reflection on your process of finding and selecting the articles that you did. Your reference list must follow proper APA format and you must submit PDFs of each article along with your list. Your reference lists will be marked based on adherence to APA style, as well as the breadth and cohesion of your chosen articles, your skill at locating the most important articles/researchers in the field, as well as the clarity and level of detail in your summary or each article. I highly recommend you come talk to me about your project during office hours. Additional instructions will be posted on Brightspace.

DUE: October 15

- b. *Data Blitz Presentation (2%)* Each of you will give a 4-minute presentation on one of the articles you are including in your paper trails literature review. You will also respond to at least 1 question from the audience. In your presentation, you will clearly articulate the paper's main goals, methods, results, and implications. The slides should be neat, concise, and informative. The presentations are also a great opportunity to practice active listening and critical thinking on the fly. I encourage everyone to ask at least one question over the course of the data blitzes.
- c. *Paper (15%)* Your op-ed, aka opinion editorial, should 1) have a clear opinion about something related to friendship, 2) be written with a general audience in mind, and 3) be engaging. It should be no longer, and not much shorter, than two, single-spaced pages. **You must incorporate a minimum of 8 peer-reviewed articles to strengthen your claims and inferences.** For example, if you discuss the impact of personality on friendship satisfaction, you should cite and reference a paper about Big Five personality traits and friendship satisfaction.

Draft Due for Peer Review Day: In Class on October 29

Final Version Due: 11:59pm PT on November 16

- d. *Presentation (5%)* You will give a 4.5-minute presentation on of your research op-ed, and respond to at least 1 question from the audience. In your presentation, you will clearly articulate your opinion and how the research supports it. The slides should be neat, concise, and informative. The presentations are also a great opportunity to practice active listening and critical thinking on the fly. I

encourage everyone to ask at least one question during the two days of questions. this paper you will propose your own research study on friendship.

Due: In-Class November 5 or 12

4. *Interview or Creative Project (25%)*

For this project, you have the opportunity to engage creatively with the course material and class discussions we've had about friendship. You have two options for the project format: an interview or a creative product. Whichever route you choose, you will be required to submit a product and a reflection paper on the creation process and how the product relates to the course.

DUE: 11:59pm PT on December 9

- a. **Creative.** For the creative project, you get to be creative! With this option, you have to creatively engage with and represent some of the key concepts about friendship we have read about and discussed in class. You have a good deal of freedom for how you would like to handle this. You could draw a comic, write some poems, write a song, sew a quilt, put on a puppet show. You know your talents better than me; play to your strengths! Your grade on this project will not be graded on its artistic merit, however whatever you produce should be neat and well-constructed. Additional instructions will be posted on Brightspace and discussed in class.
- b. **Interview.** One theme of this course is that friendships are subjective experiences that are impacted by our various identities. If you decide to do interviews, you will be exploring those subjective experiences in more depth. For this project, you will interview two people about their friendship experiences. One person you interview has to be at a different age or in a different life stage than you. For example, you could interview one of your parents about what their friendships are like in middle age or a younger sibling about what their friendships are like in middle school. The second person you interview has to have a different social identity than you. In other words, you need to interview someone of a different gender, sexual orientation, race, ethnicity, or other identity that has some impact on the way they move through the world. You will use these interviews to write a critical reflection on friendship across the lifespan and in context. The interviews should be recorded so that you can 1) use them as references while you're writing the reflection and 2) submit part of the interview, either as audio or as transcriptions, with your written assignment. Additional instructions will be posted on Brightspace and discussed in class.

ACCOMMODATIONS

Late Assignments

Extensions can be granted for writing assignments if requested 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.

Other 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).

HOW TO DO WELL IN THIS CLASS

- **Do the readings!** It would be easy to spend the whole course sharing anecdotes about our experiences with our friends. However, for us to have meaningful conversations about the *psychology* of friendship, we're going to have to engage with the scholarship about friendship presented in the required readings.
 - While you're reading, try to link the readings with things you've seen and experienced in your own life. Not only will that make the readings more engaging, but it will also help you remember what you read.
 - Take notes and write down questions as you read.
 - Try to write your own version of an abstract for the chapter/article.
- **Be engaged in discussion!** This is a discussion-based class. Discussion is a great opportunity to improve your understanding of the class materials. Practice your active listening skills as you hear from your classmates about their ideas and experiences. Bounce your own ideas off of your group members. These conversations will help bring the readings to life and clarify your ideas, which will ultimately help you learn the material more deeply.
- **Polish your writing!** There are several opportunities to practice your written communication in this course. Clear, concise writing will be key to getting the best grade possible.
 - Here is a helpful resource for APA style:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html
 - Once again, if you want some extra help, you can pay a visit to the Center for Academic Communication (<https://www.uvic.ca/learningandteaching/cac/>).

EARNING BONUS CREDIT

You have a few options for earning up to 2% bonus credit in this course. You can participate in research on SONA, write research summaries, attend EQHR training, or pay a visit to the Centre for Academic Communication.

Research Participation

Experiential learning is considered an integral part of the undergraduate program in Psychology. Participation in research is one example of this. A number of undergraduate courses have been expanded to include opportunities for Psychology students to volunteer as research participants enabling them to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience.

Because experiential learning is highly valued in the Department of Psychology and in this course, student participants may earn up to 2% in bonus credits in PSYC 431K by participating in Psychology studies conducted by students and faculty in the Department of Psychology. Each 30 minutes of participation will earn .5 SONA participation credit. Thus, to earn the full 2% for Bonus Research Participation in PSYC 431K, students need to earn **two (2) SONA participation credits**. Researchers will record students' participation and will advise the course instructor of the total SONA credits earned by each student at the end of the term. Students who do not wish to participate in research may choose an alternative approach to completing this assignment; this is explained below in "Alternative to participating in research".

Please note that all Psychology studies have undergone prior ethics review and clearance through the Office of Research Ethics.

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables
- Expected results
- References for at least two related research articles
- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study
- Contact information for the Director of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with

human participants, or specific questions or concerns about the study in which she/he participated.

How do I sign up?

For details on participating in research studies, go to the Department of Psychology web site (web.uvic.ca/psyc), click on the **Research** link near the top of the page, then click on the **Participant Pool** link at the left of the new page to see instructions for participating in the system. 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.

When should I sign up?

Right away, the sooner the better!!! You should try to spread your participation out over the term, if you wait until the last possible day then there may not be studies available to you. The last day to participate for credit is the last day of term, December 3.

Where can I get more information, instructions, help with login problems etc?

Research Participation Coordinator: p100res@uvic.ca

SONA system website: <http://uvic.sona-systems.com>

Research Summary

Students are not required to participate in research, and not all students wish to do so. As an alternative to participation in research, students may submit short summaries (1 page double spaced, 12 pt. times New Roman font, 1 inch margins) of journal articles from a specified journal (see below). Each article review counts as one percentage point and will be marked on a pass/fail basis. To receive credit, you must follow specific guidelines. The review must:

- **Be submitted on Brightspace by 11:59pm PT on December 3rd. Late submissions will not be accepted under any circumstances. E-mail submission will not be accepted**
- Be typed using 12 point font, Times New Roman, double spaced, 1 inch margins, no longer or much shorter than one page.
- Be on articles from the following journal: *Journal of Social and Personal Relationships*.
- Fully identify the title, author(s), source and date of the article. A PDF copy of the article must be attached to your review. Links to an online article do not count!
- Summarize the hypotheses of the research, as well as the methods used to test the hypotheses. Identify the independent and dependent variables. Identify the psychological concepts in the article and indicate the pages in our textbook that discuss the concepts. Finally, critically evaluate the results of the study. Do you agree with their findings? Why or why not? Provide evidence from the text or lecture to support your conclusions.
- Keep a copy of your review in the unlikely event we misplace the original.

Students may complete any combination of a) participation in research or b) article reviews up to a total of 2% bonus credit.

EQHR and Office of Student Life Workshops and Trainings

Another way to earn extra-credit is to participate in any of the EQHR or Office of Student Life workshops and trainings. These workshops and trainings include, but are not limited to the EQHR antiracism series, bystander intervention trainings, and sexual violence prevention and awareness. Part of the goal of this course – and the psychology major, in general – is to help you gain a better understanding of people and their experiences. These trainings are often geared to help you be a better ally and support to people with identities that might differ from your own. They might also give you some tools to support yourself.

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 of one of your writing assignments or your psychobiography, 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.

SCHEDULE

Date	Day	Topic	Assignment Due
10-Sep	Thursday	Defining Friendship	
14-Sep	Monday	Relationship Theories	
17-Sep	Thursday	Lifespan Theories	
21-Sep	Monday	Social Network Approaches	<i>Data Blitzes Begin</i>
24-Sep	Thursday	Making Friends	
28-Sep	Monday	Getting Closer	Mid-Term Reflection
01-Oct	Thursday	Maintenance	
05-Oct	Monday	Conflict	
08-Oct	Thursday	Dissolution	
12-Oct	Monday	Thanksgiving	
15-Oct	Thursday	<i>Activity Day: Friend-tervention</i>	Op-Ed Paper Trail
19-Oct	Monday	Gender	
22-Oct	Thursday	Sexuality	
26-Oct	Monday	Romance (and Sex)	
29-Oct	Thursday	<i>Activity Day:</i>	Op-Ed Draft

		<i>Peer Review</i>	
02-Nov	Monday	Singles and Couples	<i>Last Day for Data Blitzez</i>
05-Nov	Thursday	<i>Presentations</i>	
09-Nov	Monday	Reading Break	
12-Nov	Thursday	<i>Presentations</i>	
16-Nov	Monday	<i>Activity Day: Debate</i>	Op-Ed Final
19-Nov	Thursday	Race/Ethnicity	
23-Nov	Monday	Ability and Health	
26-Nov	Thursday	Family	
30-Nov	Monday	Work	
03-Dec	Thursday	<u>**Class Choice**</u>	
07-Dec	Monday	<i>Activity Day: Cards and Zines</i>	
09-Dec	Thursday	Exam Week	Final Project

UNIVERSITY OF VICTORIA

DEPARTMENT OF PSYCHOLOGY

IMPORTANT COURSE POLICY INFORMATION

FALL SESSION 2026

Accessible Learning

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

Attendance and Absences

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

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

Medical documentation for short-term absences is **not required** (approved by Senate). Students who cannot attend due to illness are asked to notify their instructors immediately. If illness, accident, or family affliction causes a student to miss the final exam or to fail to complete any

required assignment/assessment by the end of the term students are required to submit a request for academic concession (see below).

Children and Pets

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

Class Recording and Auto-Captioning Statement

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

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.

Student Experience of Learning (SEL) Survey

I value your feedback on this course. Toward the end of term, you will have the opportunity to complete a confidential Student Experience of Learning (SEL) survey regarding your learning experience. The survey is vital to providing feedback to the instructor regarding the course and their teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to

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

do so. If you do not receive an email invitation, you can go directly to <http://sel.uvic.ca>. You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. You will be reminded nearer the time, but please be thinking about this important activity, especially the following three questions, during the course.

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

Disclaimer

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

Grading

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

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

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

Medical Documentation for absences

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

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

Ombudsperson and Academic Concerns

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

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

Policy on Academic Integrity including Plagiarism and Cheating

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

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

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

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

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

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

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

Instructors can take actions to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of university approved tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected academic integrity violations, instructors will follow prescribed procedures for alleged academic dishonesty. If academic dishonesty is likely, instructors can take steps consistent with the degree of the offence (see the academic integrity section on [policy violations](#)).

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

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

Other useful resources on Plagiarism and Cheating include:

1. The student academic integrity website:
<https://www.uvic.ca/students/academics/academic-integrity/>
2. The Ombudsperson's office: <https://uvicombudsperson.ca/academic-integrity/>
The **Office of the Ombudsperson** is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify

information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: ombuddy@uvic.ca; Web: uvicombudsperson.ca.

3. UVic Library Resources: <https://www.uvic.ca/library/research-learning/citation-help/academic-integrity/index.php>
4. UVic Library Document on [Avoiding Plagiarism](#)

Prerequisites

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

Program Requirements

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

Registration Status

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

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

Request for [Academic Concessions](#)

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

- **Request an in-course extension**

If you require more time to complete a course requirement or miss a test or midterm exam, then you will need to complete the “[In-Course Extension Form](#)” and submit it directly to your course instructor. All course requirements must be completed prior to the submission of final grades.

- **What to do if you miss the final exam scheduled during the formal exam period**

Apply at Records Services for a “[Request for Academic Concession](#)”, normally within 10 working days of the date of the exam. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record.

- **What to do if you require additional time to complete course requirements beyond the normal term.**

Apply at Records Services for a “[Request for Academic Concession](#)”, normally within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the

situation. Where a concession is not applied for or where such application is denied, an N grade will be entered on the student's academic record if the missing work has been deemed required. Note, only required course components may be deferred.

Research Participation Opportunities with the Department of Psychology

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

Student Code of Conduct

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

Student Support Services

[UVic LEARN](#) is the student support portal for a full range of student academic and support services. Other resources for students include: [Centre for Academic Communication](#), [Math & Stats Assistance Centre](#), [Student Wellness Centre](#), [Indigenous Student Services](#), [Library](#), [Community Engaged Learning](#), [Ombudsperson](#), and [Computer Help Desk](#)

This classroom is a trans-inclusive space

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

University of Victoria Students' Society (UVSS)

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

Academic Important Dates

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

Wednesday, September 9 th	First term classes begin for all faculties
Tuesday, September 22 nd	Last day for 100% reduction of tuition fees for standard first term and full year courses. 50% of tuition fees will be assessed for courses dropped after this date.
Friday, September 25 th	Last day for adding courses that begin in the first term
Wednesday, September 30 th	Last day for paying first term fees without penalty
Wednesday, September 30 th	University Closed (National Day for Truth and Reconciliation)
Monday, October 12 th	University Closed (Thanksgiving Day)
Tuesday, October 13 th	Last day for 50% reduction of tuition fees for standard courses
Saturday, October 31 st	Last day for withdrawing from first term courses without penalty of failure
November 9 th - 11 th	Reading Break for all faculties

Wednesday, November 11th University Closed (Remembrance Day)

Monday, December 7th Last day of classes in first term for all faculties

Monday, December 7th National Day of Remembrance and Action on Violence Against Women - (Classes and exams cancelled from 11:30am - 12:30pm)

Thursday, December 10th First term examinations begin for all faculties

Wednesday, December 23rd First term examinations end for all faculties

December 25th - 31st University Closed (Winter Break)

Add and drop dates for standard 2026-2027 Winter Session courses

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