

Advanced Infant and Child Development (PSYC 435A)

Spring 2026 (CRN: 22807)

Course Description and Goals

This advanced seminar provides an in-depth examination of seminal theories and contemporary research on infant and early child development. We will explore neural, cognitive, emotional, and social processes, as well as the influence of broader environmental contexts on developmental trajectories. Throughout the course, we will emphasize the methodological and theoretical foundations of developmental science and build your ability to think critically about research questions, synthesize evidence across studies, and propose new avenues for research. My goal is not only to support your understanding of early development, but also to help you develop a framework and skill set for exploring research questions that interest you, skills that are transferable to many other contexts.

The seminar format assumes that you have completed all assigned readings prior to class and are prepared to engage actively with the material. Our meetings will center on discussion rather than lecture, with a focus on clarifying key concepts, evaluating methodological approaches, and weighing theoretical strengths and limitations. You will be encouraged to participate fully in dialogue, collaborate with peers in evaluating ideas, and contribute your own perspectives as we work toward evidence-based conclusions each week. Over the term, you will also have opportunities to strengthen your writing, oral communication, and critical thinking skills.

By the end of the course, you will have deepened your understanding of key developmental processes in infancy and early childhood and developed the ability to communicate this knowledge clearly to academic, professional, and community audiences. You will be able to critically evaluate research on infant and child development. In addition, you will refine your scientific writing and presentation skills, particularly your ability to synthesize findings from multiple sources, write a critical review on a focused topic in early development, and formulate your own research questions.

Land Acknowledgement

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

Class Times

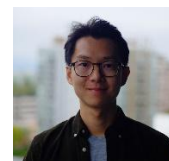
Tuesdays, Wednesdays, and Fridays, 1:30–2:20pm

Location

TBD

Instructor

Enda Tan



Pronouns: he/him

Course Prerequisites

To enroll in this course, you must have completed PSYC 300A (Statistical Methods in Psychology) and PSYC 335 (Infant and Child Development), as well as one of the following: PSYC 336 (Adolescent Development) or PSYC 339 (Adult Development and Aging). In addition, you must have completed or be concurrently enrolled in PSYC 300B (Statistical Methods in Psychology II).

Course Materials

Course Website: Our course website can be accessed through [Brightspace](#). It can be used to download course materials, view grades, and stay informed about course announcements. Any updates to the course schedule, including any changes to assignment deadlines, will be announced during lectures and posted on the website. Please check the website regularly for updates.

Course Readings and Seminar Structure

The readings for this course (typically 3 pieces per week) will include empirical, theoretical, and review papers. You are expected to complete all assigned readings each week and come to class ready to participate in thoughtful, scholarly discussion. Contributions grounded in the readings, such as observations, questions about methods or interpretations, connections to other research, or relevant experiences from your own life or community, are all encouraged.

Because we meet three times a week, our weekly flow will generally follow a consistent pattern. The first two class sessions will focus on understanding the papers by summarizing their main points, clarifying key concepts and methods, and making connections across readings as well as to your lived experiences and work from other courses. The third class session will usually take a step back to consider the readings as a whole, including how they align or differ, what new questions they raise, and how they might shape future research or real-world practice. Good discussions can sometimes take us in unexpected directions, so we will adjust this structure as needed.

Registration and Drop Deadlines

Students are responsible for checking their registration status before the end of the [add/drop deadline](#).

Learning Assessment

Learning Component	Weight	Due Date / Timing
Weekly Email Questions	20%	Submitted weekly by Saturdays at 5:00 pm
Leading Seminar Discussion	30%	Scheduled once per team during the term; dates assigned in Week 1
Participation (when not discussion leader)	10%	Throughout the term
Writing Assignment (Mini Research Proposals <u>or</u> Review Paper)	40%	Choice of option due January 16, 2026 Two Mini Research Proposals deadlines: Feb 27 and April 5, 2026 Review Paper deadline: April 5, 2026

Weekly Email Questions (20%)

Each week, after you finish the assigned readings, you will write one discussion question that reflects the week's material as a whole (100-150 words). Strong questions might highlight strengths or weaknesses in the arguments or evidence, draw connections among papers, identify tensions or open issues, or suggest directions for future research. Please avoid raising concerns that are clearly addressed in other readings for the same week. Send your question by email to me and to that week's discussion leaders. Questions are due by Saturday at 5:00 pm before the first class meeting of the following week. Weekly questions will be graded on a three-point scale: check minus, check, or check plus. This component is designed to support consistent preparation and to give you practice formulating meaningful research questions.

You have one free pass week during the term when you may skip the weekly question with no penalty. No explanation is needed.

Leading Seminar Discussion (30%)

Students will work in teams of two or three. Each team will lead the seminar discussion for one week, drawing on the assigned readings and classmates' weekly questions. As a discussion leader, you should read the papers closely, review your peers' questions, and identify a clear focus for the week, such as a central theoretical issue, a methodological challenge, or a developmental question.

During your week, your team will give a brief 10-minute presentation that introduces key ideas, highlights central debates or open issues, and frames a small set of themes for the class to explore. The goal is to set the stage for an engaging conversation rather than deliver a formal lecture. You will plan and facilitate structured discussion for the first two class meetings. This may include posing targeted questions, inviting interpretation of specific passages or figures, and prompting real-world connections. For the third class meeting, I will take the lead in synthesizing the week's ideas with your input.

You will be evaluated on how effectively you facilitate discussion in your two lead sessions. Effective discussion leadership includes drawing together key ideas, building on classmates' questions, and helping the group explore the topic in greater depth. This assignment is designed to strengthen your communication skills and your ability to reason collaboratively.

Participation When You Are Not Discussion Leader (10%)

This portion of your grade reflects general attendance, preparation, and contributions in class. Regular, on-time attendance is expected. High-quality participation can include asking clarifying or challenging questions, offering interpretations, building on peers' comments, connecting research to real-world or community contexts, and engaging respectfully with different perspectives. You do not need to speak frequently to earn a strong grade. What matters is that your contributions are thoughtful and well grounded.

Writing Assignment (40%)

By the end of the second week, you will choose either the Two Mini Research Proposals option or the Review Paper option. Your choice is due Friday, January 16, 2026, at 11:59 pm, submitted through Brightspace. More details will be provided in class. Both options will help you practice framing research questions, synthesizing literature, and proposing research in infant and early child development. The two options differ mainly in scope and structure.

Option 1: Two Mini Research Proposals

You will write two mini research proposals, each 2 to 3 double-spaced pages, excluding references. For each paper, identify an unanswered question, summarize relevant background, present hypotheses,

and outline one or more specific methods for testing them. Explain why the question matters, describe the type of study you would conduct (including participants, methods, and predicted outcomes), and clarify how the results would inform developmental theory or practice.

- Paper 1 is due Friday, February 27, 2026, at 11:59 pm.
- Paper 2 is due Sunday, April 5, 2026, at 11:59 pm.

Early submissions are welcome. Submit all papers through Brightspace unless otherwise noted.

Option 2: Review Paper

You will write one review paper of about 8 double-spaced pages, excluding references, figures, and tables. It is due Sunday, April 5, 2026, at 11:59 pm, submitted through Brightspace.

This paper should provide a focused and critical review of a recent body of literature on a topic related to infant or early child development that we have discussed in class. Rather than summarizing studies individually, organize your paper around clear theoretical and empirical questions. Synthesize and critique the research, identify patterns and gaps, and propose a coherent program of future work that could guide multiple studies. While the mini research proposals emphasize generating several precise ideas, the review paper emphasizes developing a broader research direction that is conceptually strong and methodologically feasible. You are welcome to model your structure on review articles in journals such as *Developmental Review* or *Trends in Cognitive Sciences*, using subheadings and clear thematic organization to guide your reader.

Optional Early Feedback on Writing

If you choose the Two Mini Research Proposals option, you may submit a brief 1-page plan for each proposal at least two weeks before its due date for optional feedback. Your plan should include a working title, your research question, a short background paragraph, and a brief description of your proposed methods (e.g., participants and measures).

If you choose the Review Paper option, you may submit a brief 1-page plan at least two weeks before the due date for optional feedback. Your plan should include a tentative title, a guiding question, a rough outline of main sections, and a few key references.

I will provide short, big-picture comments on your question, scope, and overall approach. I am not able to give detailed line-by-line edits or feedback on full drafts. Submitting a plan is optional but may help you strengthen your final paper.

Required Course Components

Students who complete all of the following elements, or who have an approved academic concession, will be considered to have completed the course: weekly email questions, leading seminar discussion, class participation, and the writing assignment. 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.

Tips for Success in this Course

- **Participate.** I encourage you to engage deeply, ask questions, and talk about course content with your classmates. You can learn a great deal from discussing ideas and perspectives with your peers and instructor.
- **Manage your time.** Students often succeed when they plan ahead and set aside dedicated time each week for readings, reviewing course material, and working on assignments.
- **Log in regularly.** Please check Brightspace several times a week for announcements, grades, and assignment instructions. You may need to check more frequently around major due dates.
- **Ask for help when needed.** If you need help with Brightspace or other technology, please contact [UVic IT Support](#). If you are struggling with a course concept or assignment, reach out to me and your classmates for support, and consider coming to office hours for additional guidance.

Communication with Instructor:

Please include the course number in your email header. Please DO NOT email with questions that are easily found in the syllabus or on Brightspace (i.e., *When is this paper due? How much is it worth?* etc.). However, please DO reach out about personal, academic, and intellectual concerns or questions. I will do my best to respond to emails within 48 hours on business days, and you are most likely to receive replies Monday through Friday between 9:00 am and 5:00 pm Pacific Time.

COURSE SCHEDULE

Any changes to this schedule will be announced during lectures and on the course website.

Week 1 – Jan 6, 7, 9

Weekly Theme: Foundations of Developmental Science

Readings

- Spelke, E. S., & Kinzler, K. D. (2007). Core knowledge. *Developmental Science*, 10(1), 89–96.
- Heyes, C. (2020). Psychological mechanisms forged by cultural evolution. *Current Directions in Psychological Science*, 29(4), 399–404.
- Smith, L. B., & Thelen, E. (2003). Development as a dynamic system. *Trends in cognitive sciences*, 7(8), 343–348.

Week 2 – Jan 13, 14, 16

Weekly Theme: Prenatal Environments, Inequality, and Birth Outcomes

Readings

- Dominguez, T. P., Dunkel-Schetter, C., Glynn, L. M., Hobel, C., & Sandman, C. A. (2008). Racial differences in birth outcomes: The role of general, pregnancy, and racism stress. *Health Psychology*, 27(2), 194–203.
- Kozak, K., Greaves, A., Waldfogel, J., Angal, J., Elliott, A. J., Fifier, W. P., & Brito, N. H. (2021). Paid maternal leave is associated with better language and socioemotional outcomes during toddlerhood. *Infancy*, 26(4), 536–550.
- Troller-Renfree, S. V., Costanzo, M. A., Duncan, G. J., Magnuson, K., Gennetian, L. A., Yoshikawa, H., ... & Noble, K. G. (2022). The impact of a poverty reduction intervention on infant brain activity. *Proceedings of the National Academy of Sciences*, 119(5), e2115649119.

Notes (Writing Assignment – 40%)

Writing Assignment option (Two Mini Research Proposals vs. Review Paper) due Fri Jan 16, 2026, 11:59 pm (Brightspace).

Week 3 – Jan 20, 21, 23

Weekly Theme: Motor Development, Culture, and Everyday Practices

Readings

- Adolph, K. E., & Tamis-LeMonda, C. S. (2014). The costs and benefits of development: The transition from crawling to walking. *Child development perspectives*, 8(4), 187-192.
- Karasik, L. B., Tamis-LeMonda, C. S., Ossmy, O., & Adolph, K. E. (2018). The ties that bind: Cradling in Tajikistan. *PLOS ONE*, 13(10), e0204428.
- Karasik, L. B., & Robinson, S. R. (2022). Milestones or millstones: How standard assessments mask cultural variation and misinform policies aimed at early childhood development. *Policy Insights from the Behavioral and Brain Sciences*, 9(1), 57–64.

Week 4 – Jan 27, 28, 30

Weekly Theme: Expectancy Violation, Surprise, and Learning

Readings

- Wynn, K. (1992). Addition and subtraction by human infants. *Nature*, 358(6389), 749-750.
- Berger, A., Tzur, G., & Posner, M. I. (2006). Infant brains detect arithmetic errors. *Proceedings of the National Academy of Sciences*, 103(33), 12649–12653.
- Stahl, A. E., & Feigenson, L. (2015). Observing the unexpected enhances infants' learning and exploration. *Science*, 348(6230), 91–94.

Week 5 – Feb 3, 4, 6

Weekly Theme: Number and Symbols

Readings

- Odic, D., & Starr, A. (2018). An introduction to the approximate number system. *Child Development Perspectives*, 12(4), 223-229.
- Decarli, G., Zingaro, D., Surian, L., & Piazza, M. (2023). Number sense at 12 months predicts 4-year-olds' maths skills. *Developmental Science*, 26(6), e13386.
- DeLoache, J. S. (2000). Dual representation and young children's use of scale models. *Child Development*, 71(2), 329–338.

Week 6 – Feb 10, 11, 13

Weekly Theme: Executive Function and Cognitive Control

Readings

- Rueda, M. R., Rothbart, M. K., McCandliss, B. D., Saccomanno, L., & Posner, M. I. (2005). Training, maturation, and genetic influences on the development of executive attention. *Proceedings of the National Academy of Sciences*, 102(41), 14931-14936.
- Diamond, A., Barnett, W. S., Thomas, J., & Munro, S. (2007). Preschool program improves cognitive control. *Science*, 318(5855), 1387-1388.
- Doebel, S. (2020). Rethinking executive function and its development. *Perspectives on Psychological Science*, 15(4), 942–956.

Week 7 – Feb 17, 18, 20

Weekly Theme: No Class – Family Day and Reading Week

Notes

- No weekly email question due for this week.
- Use this time to catch up on readings and work on your Writing Assignment.

Week 8 – Feb 24, 25, 27

Weekly Theme: Language and Bilingualism

Readings

- Saffran, J. R., Aslin, R. N., & Newport, E. L. (1996). Statistical learning by 8-month-old infants. *Science*, 274(5294), 1926-1928.
- Bergelson, E. (2020). The comprehension boost in early word learning: Older infants are better learners. *Child Development Perspectives*, 14(3), 142–149.
- Byers-Heinlein, K., Morin-Lessard, E., & Lew-Williams, C. (2017). Bilingual infants control their languages as they listen. *Proceedings of the National Academy of Sciences*, 114(34), 9032-9037.

Notes (Writing Assignment)

Mini Research Proposal 1 due Fri Feb 27, 2026, 11:59 pm (Brightspace) for students who chose the Two Mini Research Proposals option.

Week 9 – Mar 3, 4, 6

Weekly Theme: Social Preferences and Race

Readings

- Kinzler, K. D., & Spelke, E. S. (2011). Do infants show social preferences for people differing in race?. *Cognition*, 119(1), 1-9.
- Pauker, K., Williams, A., & Steele, J. R. (2016). Children's racial categorization in context. *Child development perspectives*, 10(1), 33-38.
- Lee, K., Quinn, P. C., & Pascalis, O. (2017). Face race processing and racial bias in early development: A perceptual-social linkage. *Current Directions in Psychological Science*, 26(3), 256–262.

Week 10 – Mar 10, 11, 13

Weekly Theme: Temperament, Risk, and Early Psychopathology

Readings

- Morales, S., Tang, A., Bowers, M. E., Miller, N. V., Buzzell, G. A., Smith, E., ... & Fox, N. A. (2022). Infant temperament prospectively predicts general psychopathology in childhood. *Development and Psychopathology*, 34(3), 774–783.
- Tang, A., Crawford, H., Morales, S., Degnan, K. A., Pine, D. S., & Fox, N. A. (2020). Infant behavioral inhibition predicts personality and social outcomes three decades later. *Proceedings of the National Academy of Sciences*, 117(18), 9800–9807.
- Di Giorgio, E., Frasnelli, E., Rosa Salva, O., Luisa Scattoni, M., Puopolo, M., Tosoni, D., ... & Vallortigara, G. (2016). Difference in visual social predispositions between newborns at low- and high-risk for autism. *Scientific Reports*, 6(1), 26395.

Week 11 – Mar 17, 18, 20

Weekly Theme: Caregiving, Culture, and the Developing Self

Readings

- Hane, A. A., & Fox, N. A. (2016). Early caregiving and human biobehavioral development: a comparative physiology approach. *Current Opinion in Behavioral Sciences*, 7, 82-90.
- Broesch, T., Callaghan, T., Henrich, J., Murphy, C., & Rochat, P. (2011). Cultural variations in children's mirror self-recognition. *Journal of Cross-Cultural Psychology*, 42(6), 1018–1029.
- LoBue, V., & Ogren, M. (2022). How the emotional environment shapes the emotional life of the child. *Policy insights from the behavioral and brain sciences*, 9(1), 137-144.

Week 12 – Mar 24, 25, 27

Weekly Theme: Moral Development and Prosociality

Readings

- Blake, P. R., McAuliffe, K., Corbit, J., Callaghan, T. C., Barry, O., Bowie, A., ... & Warneken, F. (2015). The ontogeny of fairness in seven societies. *Nature*, 528(7581), 258-261.
- Hepach, R., Vaish, A., & Tomasello, M. (2012). Young children are intrinsically motivated to see others helped. *Psychological Science*, 23(9), 967–972.
- Grueneisen, S., & Warneken, F. (2022). The development of prosocial behavior—from sympathy to strategy. *Current Opinion in Psychology*, 43, 323–328.

Week 13 – Mar 31, Apr 1 (no Friday class this week)

Weekly Theme: Risk, Resilience, Culture, and Global Challenges

Readings

- Owais, S., Ospina, M. B., Ford, C. D., Hill, T., Lai, J., Krzeczowski, J., ... & Van Lieshout, R. J. (2024). Determinants of socioemotional and behavioral well-being among First Nations children living off-reserve in Canada: A cross-sectional study. *Child Development*, 95(6), 1879–1893.
- Rao, N., Fisher, P. A., & COVID-19 Special Section Editors. (2021). The impact of the COVID-19 pandemic on child and adolescent development around the world. *Child Development*, 92(5), e738–e748.
- Vergunst, F., & Berry, H. L. (2022). Climate change and children's mental health: a developmental perspective. *Clinical Psychological Science*, 10(4), 767–785.

Notes (Writing Assignment – 40%)

Mini Research Proposal 2 or Review Paper due Sun Apr 5, 2026, 11:59 pm (Brightspace).

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/>

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/>

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

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.

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).

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

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 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 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 2026.

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 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!

Academic Important Dates

Spring session – second term (January – April)

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

Add and drop dates for standard 2026 Spring session courses

Term	Start Date	End Date	100% Fee Reduction	Add Deadline	50% Fee Reduction	Academic Drop no Fee Reduction
Second term	Jan 5	Apr 2	Jan 18	Jan 21	Feb 8	Feb 28