Psychology 491 (A02): Advanced Personality
Spring 2026, CRN 22815

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

██████████████████

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.

CONTACT INFORMATION

Instructor: Dr. Kelci Harris (she/her)
Office Hours: Wednesdays, 12:30 – 1:30 pm or by appointment

"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:

1. Contact Information: Page 1
2. Course Description: Page 1
3. Learning Outcomes: Page 1
4. Course Policies: Page 2
5. Evaluations and Grading Policy: Page 3
6. What to Expect from this Course: Page 4
7. Assignment Descriptions: Page 5
8. Accommodations: Page 7
9. Tips for Success: Page 7
10. Earning Bonus Credit: Page 8
11. Schedule: Page 9

COURSE DESCRIPTION

This course is designed to provide an in-dept examination of personality psychology research and methods. Students will be exposed to a variety of theoretical and methodological viewpoints, as well as statistical techniques and research designs. Topics may include measurement, narrative inquiry, personality dynamics, and personality development.

LEARNING OBJECTIVES

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

- Comfortably read and critique empirical personality psychology articles and communicate their research aims, methods, results, and implications to a general audience.
- Synthesize and apply personality psychology research in order to address a problem or answer a research question.
- Give clear, concise, informative, and engaging presentations of personality psychology research, in groups and alone.
- Work effectively on a team in order to complete a project.

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

The best, fastest way to find out something from me is to ask me in person. I will usually have time after class to chat or you can drop by office hours. Otherwise, email is the second-best way to get in touch with me. 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 491) 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), and PSYC 330. 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.

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

EVALUATION AND GRADING POLICY

Evaluation	Date	Percentage
Presence	Throughout semester	20%
Discussion Questions	Sundays @ 12pm Wednesdays @ 12pm	18%
Discussion Leading	Once during the semester	6%
Jigsaw Days	January 15, January 29, March 19	10%
UP Series Reflection	March 5	6%
Final Project: Group Contract	January 22	3%
Final Project: Data Blitz	February 2, February 5, March 2, March 23, or March 26	5%
Final Project: Literature Review Matrix	March 12	12%
Final Project: Group Presentations	March 30 or April 2	5%
Final Project	April 9	15%

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: one Jigsaw Day, five Discussion Posts, UP series reflection, literature review matrix, data blitz, final project presentation, and final 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.

WHAT TO EXPECT FROM THIS COURSE

- On most days, we will have class discussion in pairs and small groups lead by peer discussion leaders. Here are the expectations for **Regular Class Days**:
    - *Before Class*: Do the assigned readings and post on the discussion boards. Discussion leaders will review the posts and create questions based on the common themes from people's posts.
    - *During Class*: In pairs, we will go through the paper's methods and results to make sure everyone understands what's going on. We will pay special attention to the strengths and limitations of the articles' chosen methods and analyses, and then imagine how different choices might affect the interpretations of the work. After close reading the articles, we will break out into smaller groups lead by discussion leaders where you'll discuss the major themes of the assigned readings.
- **Jigsaw Days** are meant to help you practice knowledge synthesis and working as a group, so that for your final project you're well set up to apply these skills to create something together. We will have three Jigsaw Days.
    - Before Class: The whole class will be split into four expert groups. Each group will be assigned one paper to read. Read it carefully and take notes, because you will have to teach your paper to your jigsaw group during class.
    - During Class: At the start of class, I will provide the "Question of the Day" that the Jigsaw groups will work through. Then, the expert groups will meet for 15 minutes to discuss their articles and make sure everyone is on the same page about what they read. After the expert groups meet, Jigsaw Groups will be formed with 3-4 people who read at least 3 of the different articles. Each

expert will teach their article to their group members, and then the group will work together, using the articles they read and any other materials from this course or other courses they have taken, to answer the question.

- You're all busy people, and finding time to work together outside of class can be difficult. **Project Work Days** are here to make the group project process go a little more smoothly. I've scheduled in these days so that your group has time to work together during class time.
  - o Before Class: Do any prep you need to do for your group project so that you are prepared to work on it with your group during class time.
  - o During Class: We will have 5 data blitz presentations to start each project work day. This should take 20 about 20 minutes to complete, which will leave your groups with an hour to work together and make progress on your final projects.
- We will have one Activity Day where you will have a chance to practice one of the personality research methods that we have been discussing in class.

ASSIGNMENT DESCRIPTIONS

1. *Presence (20%)*
   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. 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.**
2. *Discussion Questions (18%)* 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.
   a. 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.**

3. *Discussion Leading (6%)* In addition to participating in class discussion, each student is responsible in leading the class discussion **one time**. Discussion assignments will be **chosen the second week of class**. In groups of 3 to 4, you will organize the discussion questions students submit on Sundays and Wednesdays and facilitate discussion during class. The group is responsible for selecting discussion questions, 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.

4. *Jigsaw Days (10%)* See the "What To Expect" section above for an explanation on how jigsaw days will run. You grade will come from your group's answer to the question of the day. One person from the jigsaw group will submit the group assignment.

5. *Up Series Reflection (6%)* In class, we will watch two selections from the Up Series, a British documentary series following a group of children from early from 7 to their 70s. This series offers a great opportunity to reflect on personality continuity and change, which is just what you'll be doing in this assignment. You will write a short reflection piece about the two selections from the Up Series. More information will be posted on Brightspace and discussed in class.

6. *Final Project (15%)* For your final project, you will be working in a group of 2 or three to practice knowledge synthesis and creation of one of three ways: writing an op-ed, writing a research proposal, or writing a psychobiography. More detail about each of these will be provided in class and posted on Brightspace. Along the way, there will be smaller assignments intended to set you and your group up for success. Unless otherwise indicated, you will receive a group grade for these assignments.

   a. *Group Contract (3%)* Clear communication and accountability are essential elements of teamwork. The group contract is meant to facilitate conversation and make a plan for both of those things. In completing the group contract, your and your group will discuss your availability, expectations around communication, expectations around deadlines, plans for distributing work, and plans for addressing any conflict that might arise over while working on the project. The contract you submit to me should be something that is agreed on by everyone in the group, and will be used as the standard for your behaviour with regards to group work during this term. It is, however, a living document. If something is not working well, you, as a group, can agree to amend it. You will receive a group grade for this assignment.

   b. *Literature Review Matrix (12%)* The literature review matrix is the first step towards designing your final project. Your assignment should begin with a brief paragraph identifying the problem or question you plan to address with your project. You will then conduct a literature search using PsycINFO and prepare a lit review matrix of 8 to 12 research articles (i.e. 4 articles per person) that will form the foundation for your project. Your reference list must follow proper APA format. You must attach PDFs of

the articles your read with your submission. Your lit review matrix 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. **You will receive a group grade for this. One person from the group will submit a complied literature review matrix for the group.** Additional instructions will be posted on Brightspace.

c. *Data Blitz Presentation (5%)* **This is an individual assignment.** Each of you will give a 4-minute presentation on of one of the articles you are including in your literature review matrix and will 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.

d. *Final Project Presentation (5%)* This **group presentation** is an opportunity for your group to show off what you all created for your final project. Each group will have 10 minutes to present and 1.5 minutes to take questions from the audience. Just like with the data blitzes, I encourage everyone to ask at least one question over the course of the presentation days.

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, from unit reflection papers to the research proposal to the final application paper. 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. .

a) *Participating in Research on SONA:* Because experiential learning is highly valued in the Department of Psychology and is part of this course, student participants may earn up to 2% in extra credit in PSYC 330 by participating in Psychology studies conducted by students and faculty in the Department of Psychology. One (1) hour of participation earns you one (1) SONA credit and credits are given in 0.5 increments,

with one (1) credit required for a 1% increase in your final grade. You must be sure to assign your credits to this course (and this section of the course) no later than the last day of class, otherwise you will not receive extra credit in this course. For details on participating in research studies, go to the Department of Psychology web site:https://www.uvic.ca/socialsciences/psychology/research/participants/

b) *Article Review Conversation:* As an alternative to participation in research, students may discuss a journal article from an approved journal (see below) with me or our TA during office hours. You will provide the article to us at least 48 hours ahead of time, then come to the meeting prepared to answer a few questions about the article. Each article review counts as one percentage point and will be marked on a pass/fail basis. To receive credit, you must follow specific guidelines.

- **The article review must occur during office hours.**
- **The articles must be related to personality and published in the last 5 years in one of the following journals:** *Social Psychological and Personality Science, Journal of Personality and Social Psychology, Personality Science, Social and Personality Compass, Collabra*
- **A PDF of the article, along with an APA style citation, must be submitted on Brightspace 48 hours before the office hours review. Late submissions will not be accepted under any circumstances.** If you miss the 48 hour submission window, make plans to come to office hours the next week, instead!
- You will be asked to summarize the research questions, hypotheses, key variables, types of data, and hypotheses of the research and identifying the psychological concepts in the article. Finally, you will be asked to critically evaluate the results: Why do you agree or disagree with their findings? Provide evidence from the text or lecture to support your conclusions.

Reviewing your writing with the Center for Academic Communication: Everyone's writing has room for improvement. I invite you to get someone from the Center for Academic Communication to review a draft your writing assignments, and then revise your draft based on their feedback. If you submit the appointment confirmation, a copy of the feedback they provided, and a paragraph on how you addressed that feedback in your final draft, you can get 1% extra credit for each visit to the CAC

SCHEDULE

Date	Day	Topic
05-Jan	Mon	Intro
08-Jan	Thurs	Psychometrics - Factor Analysis
12-Jan	Mon	Facets and Nuances
15-Jan	Thurs	Culture - Jigsaw 1
19-Jan	Mon	*Movie Day 1*

22-Jan	Thurs	Narratives 1 **Group Contract Due**
26-Jan	Mon	Narratives 2
29-Jan	Thurs	<u>Psychobiography - Jigsaw 2</u>
02-Feb	Mon	*Narrative Activity*
05-Feb	Thurs	**Work Day**
09-Feb	Mon	Historical Approaches
12-Feb	Thurs	Whole Trait
16-Feb	Mon	Reading Break
19-Feb	Thurs	Reading Break
23-Feb	Mon	Networks
26-Feb	Thurs	*Movie Day 2*
02-Mar	Mon	**Work Day**
05-Mar	Thurs	Measuring Situations **Due: Up Series Reflection**
09-Mar	Mon	Change theories
12-Mar	Thurs	Measuring change **Due: Lit Review Matrix**
16-Mar	Mon	Behavioural Genetics
19-Mar	Thurs	<u>Volitional Change/ Targeted Interventions - Jigsaw 3</u>
23-Mar	Mon	**Work Day**
26-Mar	Thurs	**Work Day**
30-Mar	Mon	Presentations
02-Apr	Thurs	Presentations
09-Apr	Exam Week	**Due: Final Project**

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

UNIVERSITY OF VICTORIA

Department of Psychology
Important Course Policy Information
Spring Session 2026

Accessible Learning

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

Attendance and Absences

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

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

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

Children and Pets

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

Class Recording and Auto-Captioning Statement

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

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 class[1]. The material is protected under copyright law, even if not marked with ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Violations may result in disciplinary action under the **Resolution of Non-Academic Misconduct Allegations policy (AC1300)** or the **Academic Integrity Policy**, whichever is more appropriate for the situation.

Course Experience Survey (CES)

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

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

Disclaimer

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

Grading

In classes that are based on a percentage grading scheme, the following **Undergraduate Grading Scale** is used

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

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

Medical Documentation for absences

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

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

Ombudsperson and Academic Concerns

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

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

---

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

Policy on Academic Integrity including Plagiarism and Cheating

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

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

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

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

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

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

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

Other useful resources on Plagiarism and Cheating include:

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

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/