



**University of Victoria, Faculty of Social Sciences, Department of Psychology**  
**PSYCHOLOGY 491**  
**Thinking, Fast and Slow**

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**Term:** Fall 2025  
**CRN:** 13003, **Units:** 1.5  
**Lecture Time:** Fri 9:30AM – 12:20PM  
**Room:**

**Instructor:** Dr. Chad Williams (He/Him)  
**Email:**  
**Office:**  
**Office Hours:** By appointment  
*See the communications and support section*

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**TERRITORY 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.

**LEARNING GOALS**

**BY THE END OF THE COURSE, STUDENTS SHOULD BE ABLE TO...**

**EXPLORE THE CHARACTERISTICS AND INTERACTIONS OF INTUITIVE (SYSTEM 1) AND ANALYTICAL (SYSTEM 2) THOUGHT PROCESSES, INCLUDING HOW THEY INFLUENCE DECISION-MAKING, PROBLEM-SOLVING, AND JUDGMENT UNDER UNCERTAINTY.**

**CRITICALLY ASSESS COMPETING PERSPECTIVES ON THE ARCHITECTURE AND FUNCTIONING OF DUAL-PROCESS MODELS, INCLUDING QUESTIONS ABOUT MODULARITY, AUTOMATICITY, AND THE BOUNDARIES BETWEEN SYSTEMS.**

**EXAMINE THEORETICAL FRAMEWORKS AND EMPIRICAL EVIDENCE THAT EXPLAIN HOW HUMANS REASON, INCLUDING HEURISTICS, BIASES, AND THE ROLE OF METACOGNITION IN REGULATING THOUGHT.**

**DEVELOP SKILLS IN IDENTIFYING KEY ARGUMENTS, METHODOLOGIES, AND FINDINGS IN ACADEMIC LITERATURE, AND SYNTHESIZE THEM INTO COHERENT, WELL-STRUCTURED REVIEWS THAT SUPPORT ORIGINAL ANALYSIS.**

**APPLY DIGITAL TOOLS AND RESOURCES—SUCH AS WRITING AND RESEARCH AIDS—TO ENHANCE THE EFFICIENCY AND QUALITY OF ACADEMIC RESEARCH AND COMPOSITION.**

## **FOSTERING A SUPPORTIVE LEARNING ENVIRONMENT**

In my classroom, there are a few policies meant to help support you and your mental health. These are outlined in this section – please make sure to read these policies carefully.

### **WELLNESS STATEMENT**

Please always put your health first. I understand that there is a lot of pressure on university students, and I want you to always remember that you need to consider your physical and mental well-being with the highest regard. I am here to support you in this class and offer that you may reach out to me if you are struggling with mental health to potentially adapt the course to your needs (e.g., flexible deadlines). If you need support, the University of Victoria has resources that you may want to take advantage of (see the UVic Support and Resources Section below). Please, take care.

### **FLEXIBLE DEADLINES**

This policy is an initiative that I've seen reduce stress and help students perform at their best. I understand that things don't always go as planned, and managing deadlines can be difficult. In this course, flexibility is built in by dropping the lowest two grades from each of your independent and group summaries. Furthermore, I will be providing you with all readings and rubrics early in the semester so that you can work on any of the assignments whenever you have the availability. If you need more flexibility than this, please email me to discuss—no personal disclosure required (see Disclosure Policy below). If possible, please let me know before the deadline. Otherwise, let me know as soon as possible—if you wait too long, it may no longer be possible to receive an extension. Flexibility is greater earlier in the semester and more limited toward the end, so plan accordingly. Extensions are meant to support you, not replace good time management. If you ask for one, take it as an opportunity to reflect on your habits and adjust so that you can better stay on track.

### **DISCLOSURE POLICY**

You are never required to disclose any personal information about yourself to me for any reason. Students often feel that to receive special accommodation, such as changing a deadline, they must share details about their personal lives. This is not the case. Your personal life is your own, and you have every right to keep it private.

### **ONGOING FEEDBACK**

I want this course to work well for all of you. To help with that, I'll provide an anonymous feedback form (linked on Brightspace) where you can share suggestions or concerns throughout the semester. When possible, I'll make adjustments based on your input—this process has been incredibly helpful in past courses for both students and myself. I may not be able to address every issue, but I'll always do my best. I just ask that feedback remains respectful—this helps me maintain my own well-being while supporting yours.

### **DIVERSITY AND INCLUSION STATEMENT**

The University of Victoria embraces an inclusive learning community that respects and recognizes that we are enriched and strengthened by diversity including, but not limited to, ethnicity and national origins, language, gender and gender identity, sexuality, ability, age, socioeconomic status, and spirituality. We are committed to increasing the participation of people who have been historically and systemically excluded from higher education and welcome all who share this aspiration. We are committed to answering the Calls to Action from the Truth and Reconciliation Commission of Canada. We are a campus that educates for and encourages respect, acceptance of others, inclusion and diversity, with one principal limit: acts that incite hatred, espouse or encourage bigotry, either implied or explicit, will not be tolerated. Please also consult the **UVic equity policy**: [www.uvic.ca/equity/index.php](http://www.uvic.ca/equity/index.php).

## **COURSE DETAILS**

### **CALENDAR DESCRIPTION**

Our decisions range from fast, intuitive responses to slow deliberations. These two modes of reasoning are classified as intuitive and analytical, respectively. Intuitive reasoning is fast, automatic, and effortless, while analytical reasoning is slow, contemplative, and effortful. In this course, we will explore the cognitive processes underlying each mode. For instance, intuitive reasoning involves the habitualization of decisions through reinforcement learning, whereas analytical reasoning requires the employment of effort through cognitive control. At the fulcrum of these modes lies a heated debate in cognitive science: how do we decide which mode to engage? We will also examine the competing cognitive models that seek to explain this mechanism of choice.

### **CLASS STRUCTURE**

This class is designed as a flipped classroom that combines lectures and active writing during class. See the assessment section for details.

### **PREREQUISITES AND REGISTRATION**

PSYC 300A. Students who remain in courses for which they do not have the prerequisites do so at their own risk. Those who complete courses without prerequisites are not exempt from having to complete the prerequisite course(s) at some later date if such courses are required for the degree program. Students are responsible for checking their registration status by the add/drop deadline

### **INSTRUCTOR EXPECTATIONS**

I feel it is necessary to outline what you may expect of me. In the *Fostering a Supportive Learning Environment* statements above, I briefly describe that I strive to provide a safe and positive environment for all students. Thus, you may expect me to treat everyone with respect. In addition, I will ensure that I am always timely with class as well as with scheduled office hours and meetings. You may also expect me to provide you with examples and rubrics for your exams and assignments with ample time so that you may not only prepare yourself adequately but also keep these in mind as we progress through class. Finally, I will do my best to promptly provide you with feedback on your exams and assignments to ensure that we have enough time to discuss my comments if needed.

## **TEXTBOOK AND EQUIPMENT**

### **REQUIRED TEXTBOOK**

There is no required textbook for this class – the class readings will serve as a supplement to a textbook.

### **BRIGHTSPACE**

All material for this course, and student evaluations, will be through Brightspace ([bright.uvic.ca](http://bright.uvic.ca)). This will include materials such as lecture resources and assignments.

### **LAPTOP (OR SIMILAR DEVICE)**

The course is designed as a flipped classroom where you will be actively writing independently and collaboratively during class. As such, it is necessary for each of you to have a laptop or similar device within the classroom time. If you do not have a laptop, you [may borrow one from the library](#).

**SCHEDULE**

<b><u>WK.</u></b>	<b><u>DAY</u></b>	<b><u>DATE</u></b>	<b><u>TOPIC</u></b>	<b><u>READING</u></b>	<b><u>SUMMARY</u></b>
1	FRI	SEP 5	INTRODUCTION & UNDERSTANDING A SCIENTIFIC ARTICLE		
2	FRI	SEP 12	SYSTEM 1 AND SYSTEM 2	KAHNEMAN, 2011	1
3	FRI	SEP 19	COMPETING DUAL-PROCESS FRAMEWORKS	DA SILVA, 2023	2
4	FRI	SEP 26	THE COGNITIVE REFLECTION TEST	FREDERICK, 2005	3
5	FRI	SEP 18	INTUITION (SYSTEM 1)	GIGERENZER, 2023	4
6	FRI	OCT 3	MENTAL EFFORT (SYSTEM 2)	KOOL & BOTVINICK, 2018	5
7	FRI	OCT 10	RESTRICTING SYSTEM 2	BAGO & DE NEYS, 2017	6
8	FRI	OCT 17	DEFAULT-INTERVENTIONIST MODEL	EVANS & STANOVICH, 2013	7
9	FRI	OCT 24	PARALLEL MODEL	TRIPPAS & HANDLEY, 2017	8
10	FRI	OCT 31	THE THREE-STAGE MODEL	PENNYCOOK, 2017	9
11	FRI	NOV 7	EXPECTED VALUE OF CONTROL MODEL I	KOOL ET AL., 2017	10
12	FRI	NOV 14	EXPECTED VALUE OF CONTROL MODEL II	SHENHAV ET AL., 2017	11
13	FRI	NOV 21	DEFAULT-INTERVENTIONIST REVISITED	EVANS, 2019	12
14	FRI	NOV 28	LITERATURE REVIEW WORK-DAY (OPTIONAL)	LITERATURE REVIEW DUE (SUBMIT BY 11:59PM)	

PSYC 491 Course Outline, version 1

<u>WK.</u>	<u>DAY</u>	<u>DATE</u>	<u>READING</u>
1	FRI	SEP 5	<i>None</i>
2	FRI	SEP 12	Kahneman, D. (2011). Thinking, fast and slow (chapters 1-3). macmillan.
3	FRI	SEP 19	Da Silva, S. (2023). System 1 vs. system 2 thinking. <i>Psych</i> , 5(4), 1057-1076.
4	FRI	SEP 26	Frederick, S. (2005). Cognitive reflection and decision making. <i>Journal of Economic perspectives</i> , 19(4), 25-42.
5	FRI	SEP 18	Gigerenzer, G. (2023). Biases: Mistaking Intuition for Irrationality. <i>The Intelligence of Intuition</i> , 42.
6	FRI	OCT 3	Kool, W., & Botvinick, M. (2018). Mental labour. <i>Nature human behaviour</i> , 2(12), 899-908.
7	FRI	OCT 10	Bago, B., & De Neys, W. (2017). Fast logic?: Examining the time course assumption of dual process theory. <i>Cognition</i> , 158, 90-109.
8	FRI	OCT 17	Evans, J. S. B., & Stanovich, K. E. (2013). Dual-process theories of higher cognition: Advancing the debate. <i>Perspectives on psychological science</i> , 8(3), 223-241.
9	FRI	OCT 24	Trippas, D., & Handley, S. J. (2017). The parallel processing model of belief bias: Review and extensions. <i>Dual process theory 2.0</i> , 28-46.
10	FRI	OCT 31	Pennycook, G. (2017). A perspective on the theoretical foundation of dual process models. In <i>Dual process theory 2.0</i> (pp. 5-27). Routledge.
11	FRI	NOV 7	Kool, W., Shenhav, A., & Botvinick, M. M. (2017). Cognitive control as cost-benefit decision making. <i>The Wiley handbook of cognitive control</i> , 167-189.
12	FRI	NOV 14	Shenhav, A., Musslick, S., Lieder, F., Kool, W., Griffiths, T. L., Cohen, J. D., & Botvinick, M. M. (2017). Toward a rational and mechanistic account of mental effort. <i>Annual review of neuroscience</i> , 40, 99-124.
13	FRI	NOV 21	Evans, J. S. B. (2019). Reflections on reflection: the nature and function of type 2 processes in dual-process theories of reasoning. <i>Thinking &amp; Reasoning</i> , 25(4), 383-415.
14	FRI	NOV 28	<i>None</i>

## ASSIGNMENTS AND EVALUATION

### COURSE EVALUATION

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<b>WEEKLY COURSEWORK:</b>	<b>50%</b>	<b>SEMESTER COURSEWORK:</b>	<b>50%</b>
INDEPENDENT SUMMARIES:	25%	STUDENT LECTURE:	25%
GROUP SUMMARIES:	25%	LITERATURE REVIEW:	25%

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### **COURSE COMPLETION REQUIREMENTS**

You must complete at least 5 independent and group summaries, the student lecture, and the literature review. Failure to complete one or more of these requirements will result in a grade of “N”, which is a failing grade and factors into a 0 GPA value.

### **FLIPPED CLASSROOM STYLE**

Alongside learning the content of the course, this classroom is designed to practice skills that are often used in both academia and industry—specifically, understanding, summarizing, and presenting research. The class will follow a flipped classroom model, combining lectures with active writing and discussion. Each session will focus on a specific article that **must be read in advance**. You can find the list of articles above, and there will be PDF versions of each on Brightspace. At the start of class, you will independently write a summary of the article, which must be submitted before the session proceeds. Next, you will be randomly assigned to a group of 4-5 students for a small-group discussion. Following this, there will be a lecture on the article. Finally, you will return to your small groups to write a group summary, which must be submitted by the end of class.

#### **CLASS OUTLINE:**

1. Independent Summary (15 mins)
2. Small Group Discussion (15 mins)
3. Break (15 mins)
4. Lecture (60 mins)
5. Break (15 mins)
6. Group Summary (45 mins)

### **INDEPENDENT SUMMARIES**

At the start of each class, you will write an independent summary of the assigned article. This task must be completed directly in Brightspace and will not permit copy-pasting. You’ll use a computer with access to the article, but no other resources are allowed—this includes the internet, personal notes, or external documents. Your summary should be written in complete sentences. While spelling and grammar are not graded, your evaluation will focus on the accuracy and clarity of the content. You will complete 12 independent summaries in total. The two lowest scores will be dropped. Each summary is worth 2.5% of your final grade, for a total of 25%. **You must be present in class to submit your summary.**

### **GROUP SUMMARIES**

The final third of each class will be dedicated to writing a group summary. Small groups will be randomly assigned each session. During class, you’ll have multiple opportunities to engage with the article and deepen your understanding—through both group discussion and lecture. Your group will then collaborate to produce a final summary. I recommend using a shared platform like Google Docs so everyone can contribute in real time. Start by combining your individual summaries to form the foundation of the group version, then add any new insights from class that weren’t originally included. Spelling and grammar won’t be graded, but your summaries will be easier to read if they’re written clearly. You’re welcome to use Grammarly to assist with this (see *The Use of AI in This*

## PSYC 491 Course Outline, version 1

*Classroom* section below). Although the summary is written collaboratively, each student must submit their own copy on Brightspace. You'll complete 12 of these in total, with your two lowest scores dropped. Each summary is worth 2.5% of your final grade, for a total of 25%. **Group summaries are due at the end of class, and you must be present to submit.**

### STUDENT LECTURES

Student lectures will take place throughout the semester and must be completed in groups of 2–3. We will determine groups on the first day of class – you will be able to select your own group or else put your name in a hat to be randomly grouped. Each group will present the content of an assigned article using standard presentation methods, such as PowerPoint slides. However, this is more than a typical presentation—students are expected to step into the role of a lecturer. Each lecture must include at least one active engagement opportunity for the rest of the class, such as discussion prompts, peer-to-peer interaction, or activities designed to deepen understanding. While the intent is for groups to collaborate closely and deliver a cohesive lecture, groups may also choose to divide the presentation into distinct sections, with each member responsible for a different part of the article. Regardless of how the work is divided, the lecture will be marked as a group.

### LITERATURE REVIEW

For your final project, you will write a literature review based on the themes and content discussed throughout the semester. This review can be completed individually or in groups of up to three people. You may choose your own group or opt to be randomly assigned by submitting your name for selection. The topic of your review is open-ended, allowing you to focus on the material you found most interesting. Your review must include at least five references not covered in our course readings, along with any number of sources from the assigned materials. The scope of your review can be broad, reflecting the overall direction of the course, or more focused—such as examining how dual-process theory is applied in fields like medicine or with clinical populations. You are encouraged to incorporate content from your previous independent and group summaries to support your writing. Specifically, the summaries you created throughout the semester can serve as a foundation for your literature review; however, the research should be synthesized into a cohesive framework rather than presented as isolated explanations. If you choose to work in a group, the review will be submitted and graded collectively. The final review is due at the end of the last day of class (Nov 28, 11:59PM). The last day of class is designated as an optional writing work-day.

### PUBLISHING AS A PREPRINT

I try to design my courses with the intention of helping you build a strong academic portfolio—a curated collection of materials that showcase your skills and knowledge. This portfolio is valuable not only when applying to graduate programs, but also when seeking opportunities in industry or other professional settings. A well-developed portfolio gives you a significant advantage. To support this goal, I encourage you to publish your literature review on a preprint server such as [PsvArXiv](#). Preprints are publicly accessible, non-peer-reviewed articles that can range from early drafts to published manuscripts. Sharing your work in this way allows others to read and cite it and enables you to include it in your Curriculum Vitae (CV). In some fields (e.g., computer science), preprints are the primary mode of dissemination and may never be formally published in journals—yet they are still widely cited. If you're working in a group, be sure to submit the article only once, listing all contributing authors.

## THE USE OF AI IN THIS CLASSROOM

### GRAMMARLY

For all the group summary articles and the literature review, there will be no grades around spelling or grammar. However, please do not submit an article riddled with spelling and grammar mistakes. Feel free to use [Grammarly](#) to edit your documents (other editing software must be approved by me if you do not want

to use Grammarly). To be absolutely clear, it is against [UVic policy](#) to use any AI tool (including Grammarly) to *write* for you (it is considered plagiarism and will result in a grade of 0 in the assignment). So, do not use AI writing features from these tools (for example, Grammarly will re-write sections for you). Instead, simply use the spelling and grammar checking features of these software. Note that the use of Grammarly is against [UVic policy](#) unless explicitly authorized by your instructor. I am here authorizing the use of Grammarly for the purposes described above, but do not expect to be able to use Grammarly in other courses without permission. For these assignments the **free version of Grammarly** is sufficient – please **do not pay** for Grammarly for this course as it will only give you access to the features that are not allowed in this course.

### ELICIT

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



## **COMMUNICATION AND SUPPORT**

In general, it's always best to start by looking through this syllabus and Brightspace to find the answer to your questions.

### **PERSONAL QUESTIONS**

Questions of a personal nature (e.g., extensions, concerns, accessibility) should be directed to me via email. Be sure to read my disclosure policy in the *Fostering a Supportive Learning Environment* section to know my expectations.

### **QUESTIONS TIMELINES**

It's important that you ask your questions as early as possible. I will outline a few methods to ask questions in order of fastest to slowest response times. However, questions being asked right before due dates and such are unlikely to be answered in the timeline you need.

### **DURING CLASS TIME (IMMEDIATE RESPONSES)**

You're encouraged to ask questions during lectures—chances are, others have the same question. If something is unclear and no one asks, I won't know to clarify it, which can leave you and your classmates behind. If time allows, feel free to come speak with me before or after class, or during our mid-class break.

### **DISCUSSION BOARD (FAST RESPONSES)**

Outside of class, the first place to ask questions is our Brightspace discussion board. These boards are incredibly useful because answers are posted—so if someone else has the same question, they can find the answer easily. They also give you the opportunity to help one another, which is a scientifically supported way to reinforce your own understanding. While participation is not required, contributing to the discussion is highly encouraged. I monitor the board closely and will respond when I can. If another student answers your question, I'll follow up to confirm the accuracy of their response. While I'm always happy to meet with students, I believe that fostering an active online community is one of the most effective ways for everyone to learn. Plus, it allows me to respond asynchronously and dedicate more time to creating resources to support your learning.

### **EMAIL AND APPOINTMENTS (SLOW RESPONSES)**

Finally, if the discussion board does not work to answer your questions, you can contact me via email to ask asynchronously, or else to schedule an appointment outside of office hours. This can be the slowest way to get an answer (it can take a day or two to get a response), depending on the complexity of the question and how busy I am. When emailing me, please include the course in the subject line (e.g., Psyc 491), and use your UVic email (or else the email may go to spam).

## UVIC POLICY AND RESOURCES



# BE WELL

A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

### ***Social Life, Friends, & Community at UVic:***

Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus.

<https://www.uvic.ca/undergraduate/housing-student-life/student-life/index.php>

### ***Counselling Services:***

The Student Wellness Centre can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. <https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-counsellors>

### ***Health Services:***

The Student Wellness Centre also provides a full service primary health clinic for students.

<https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-physicians>

### ***Centre for Accessible Learning:***

The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations <https://www.uvic.ca/accessible-learning/index.php>. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

### ***Elders' Voices:***

The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being. [www.uvic.ca/services/indigenous/students/programming/elders/](http://www.uvic.ca/services/indigenous/students/programming/elders/)

### ***Mental Health Supports and Services:***

Mental health supports and services are available to students from all areas of the UVic community:

<https://www.uvic.ca/student-wellness/wellness-resources/mental-health/>

**UNIVERSITY OF VICTORIA**

Department of Psychology

Important Course Policy Information

Fall Session 2025

**Accessible Learning**

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

**Attendance and Absences**

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

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

**Children and Pets**

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

**Class Recording and Auto-Captioning Statement**

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

Auto-generated captioning may be enabled in this course. Auto-captioning is highly error-prone, especially for specialized terminology and proper names. Students are asked to refer to the audio feed for clarification of any errors. If you find captioning errors that are offensive, please contact your instructor and/or teaching assistant so that they are aware. If you require captions as part of an academic accommodation, please contact [CAL](#).

**Commitment to Inclusivity, Diversity, and Respectful Environments in the Classroom and Online**

The University of Victoria is committed to providing a positive and supportive and safe learning and working environment for all its members. All members of the university community have the right to this experience and the responsibility to help *create* such an environment. The University will not tolerate racism, sexualized violence, or any form of discrimination, bullying, or harassment.

Please be advised that, by logging into UVic's learning systems or interacting with online resources and course-related communication platforms, you are engaging in a University activity.

All interactions within this environment are subject to the university expectations and policies. Any concerns about student conduct may be reviewed and responded to in accordance with the appropriate university policy.

To report concerns about online student conduct: [onlineconduct@uvic.ca](mailto:onlineconduct@uvic.ca)

## Copyright

All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class<sup>1</sup>. The material is protected under copyright law, even if not marked with ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Violations may result in disciplinary action under the [Resolution of Non-Academic Misconduct Allegations policy \(AC1300\)](#) or the [Academic Integrity Policy](#), whichever is more appropriate for the situation.

## Course Experience Survey (CES)

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

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

## Disclaimer

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

## Grading

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

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

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

## Medical Documentation for absences

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

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

## Ombudsperson and Academic Concerns

From the course calendar...

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

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

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

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

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

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

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

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

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

## This classroom is a trans-inclusive space

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

## University of Victoria Students' Society (UVSS)

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

## Academic Important Dates

### Fall session – first term (September – December)

Wednesday, September 3 <sup>rd</sup>	First term classes begin for all faculties
Tuesday, September 16 <sup>th</sup>	Last day for 100% reduction of tuition fees for standard first term and full year courses. 50% of tuition fees will be assessed for courses dropped after this date.
Friday, September 19 <sup>th</sup>	Last day for adding courses that begin in the first term
Tuesday, September 30 <sup>th</sup>	Last day for paying first term fees without penalty
Tuesday, September 30 <sup>th</sup>	University Closed (National Day for Truth and Reconciliation)
Tuesday, October 7 <sup>th</sup>	Last day for 50% reduction of tuition fees for standard courses
Monday, October 13 <sup>th</sup>	University Closed (Thanksgiving Day)
Friday, October 31 <sup>st</sup>	Last day for withdrawing from first term courses without penalty of failure
Tuesday, November 11 <sup>th</sup>	University Closed (Remembrance Day)
November 10 <sup>th</sup> - 12 <sup>th</sup>	Reading Break for all faculties

## PSYC 491 Course Outline, version 1

Wednesday, December 3<sup>rd</sup> Last day of classes in first term for all faculties

Wednesday, December 3<sup>rd</sup> National Day of Remembrance and Action on Violence Against Women - (Classes and exams cancelled from 11:30am - 12:30pm)

Saturday, December 6<sup>th</sup> First term examinations begin for all faculties

Saturday, December 20<sup>th</sup> First term examinations end for all faculties

December 25<sup>th</sup> - 31<sup>st</sup> University Closed (Winter Break)

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

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

### SEXUALIZED VIOLENCE PREVENTION AND RESPONSE AT UVIC

UVic takes sexualized violence seriously and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting [www.uvic.ca/svp](http://www.uvic.ca/svp). If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

**Where:** Office of Equity and Human Rights, Sedgewick Building, Room C133

**Phone:** 250 721 8021

**Email:** [eghr01@uvic.ca](mailto:eghr01@uvic.ca)

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