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</table>
Instructor: Liz Williams  
Email: williams.liz@uvic.ca  
Office hours: Tuesdays 18:00 – 19:20 or by appointment

Teaching Assistant: TBA  
Email:  
Office hours:

We thank you in advance for your patience as we do our best to support the many students enrolled in this course. We do want to hear from you!

**Before emailing with a question**, please check for the answer in the course documents (e.g., syllabus, rubrics), Brightspace, and discussion forums, or ask your peers. If you can’t find the answer, use the list below to determine whom to contact.

In your subject heading, please include “**PSYC 100B**”.

We will try our best to respond to emails within 24 hours (during office hours, Mon to Fri). Close to due dates and tests we are likely to have a higher volume of questions, so be sure to plan ahead.

<table>
<thead>
<tr>
<th>If you have questions / comments regarding:</th>
<th>Contact:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What is my grade?</td>
<td>All grades are posted on Brightspace, as available</td>
</tr>
<tr>
<td>• I would like feedback on my grade(s).</td>
<td>Please attend office hours</td>
</tr>
<tr>
<td>• How can I improve?</td>
<td></td>
</tr>
<tr>
<td>• I am having trouble understanding this material.</td>
<td></td>
</tr>
<tr>
<td>• I am interested in a particular topic and want to know where I can find more information.</td>
<td></td>
</tr>
<tr>
<td>Assignment or test accommodations (e.g., illness)</td>
<td>Instructor: Liz Williams</td>
</tr>
</tbody>
</table>
| Technical issues with computer, e-mail, Brightspace, Zoom, Netlink, login, password | Computer help desk helpdesk@uvic.ca; 250-721-7687  
Clearihue A004 or McPherson Library |
| Registering, purchasing, or logging in to LaunchPad | Customer Support online, 24 hrs, 7 days a week:  
OR 9 a.m. to 3 a.m. EST, 7 days a week at (800) 936-6899 |
| Research participation bonus points | Research participation coordinator Dr. Jim Tanaka at p100res@uvic.ca |
Welcome to Psychology 100B

We acknowledge with respect the Lekwungen peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day. We feel extremely privileged to learn, work, teach, and play on this beautiful territory.

Hello! This semester is likely looking different than what you were anticipating when you decided you wanted to go to university – I hope to make the best of this situation. We’ve put a lot of thought into how to deliver this course online in a way that helps you understand and apply important theories and concepts. Introductory Psychology is a course we are passionate about and we hope to engage those of you interested in majoring in psychology, as well as those of you who are non-psychology majors, in reflecting on how psychology can be used to tackle important issues in our communities and more broadly, in the world.

We hope this course will interest and challenge you. Did you know that introductory psychology is one of the most popular classes in post-secondary institutions world-wide? Psychology, as a field of study, has obvious intrinsic appeal: exploring the nature and causes of human behaviour is exciting! Yet the very accessibility and familiarity of psychology can pose a problem. Although we believe we have good, common-sense views of psychology, our perspectives are fundamentally shaped by our personal experiences, our contexts, and our folk wisdom. Our perspectives might not all be wrong, but they can sometimes interfere with our approaching the study of behaviour from other points of view. We are here to help you explore this issue both in this course and in the future, if you advance in further psychology courses.

This term, we have hundreds of students taking introductory psychology. Although it may not be possible for us to meet with all of you personally, we really like to engage in conversations with as many of you as we can. We encourage you to take the initiative and make contact with us during our virtual office hours, on the course forum, or by e-mailing us with a question about psychology.

We wish you the best for a successful and productive learning experience in Psychology 100B!

What is this course about?

Psychology is an exciting and complex scientific discipline, and it is an essential part of the helping professions as well. We designed PSYC 100A and PSYC 100B to provide an overview of:

- the main areas, findings, and methods of modern psychology
- various theoretical perspectives and professional orientations within psychology
- scientific methods of gathering information and forming conclusions from the study of human behaviour and functioning
- psychological principles that serve as a foundation for taking more advanced courses in psychology and related disciplines
- how psychological principles have been used to help people lead better, healthier lives, and to solve real world problems
- how to locate and utilize psychological research information

PSYC 100A focuses on the historical, methodological, biological, learning, and cognitive aspects of psychology. PSYC 100B focuses on human intelligence, personality, child and adult development, psychological disorders and psychological treatment. Please see the graphic syllabus below for an overview of the course topics. You do not have to continue on to PSYC 100A after you have
completed PSYC 100B, but you should be aware that if you wish to take any further courses in Psychology at the University of Victoria you have to complete both PSYC 100A and 100B.

**UVic Psyc 100 B – Graphic Syllabus**

### How do minds develop, solve problems, and want things?
- Ch. 5: Developing through the life span
- Ch. 10: Intelligence
- Ch. 11: What Drives Us: Hunger, Sex, Friendship, Achievement

**Test 1 (15%)**

### How do we feel and who are we in a social world?
- Ch. 12: Emotions, Stress, and Health
- Ch. 13: Social Psychology
- Ch. 14: Personality

**Test 2 (15%)**

### What are disorders and how do we treat them?
- Ch. 15: Psychological Disorders
- Ch. 16: Therapy

**Test 3 (10%)**

**Materials: What will you need for this course?**

**Required Technology**
- Reliable internet connection
- Laptop or desktop computer (most features of this course are compatible on a tablet with a web browser, however, when using a tablet, some features may not work as expected).

**Course Website**
- The PSYC 100B course page is accessible through the **UVic Brightspace** system ([http://bright.uvic.ca](http://bright.uvic.ca)). As an online course, this site is central to your participation and completion of the course. Please sign-in regularly and keep up-to-date on the content and announcements. The site includes a copy of the course outline, notes, assignments and rubrics, and other essential information.
- To access Brightspace you will need a valid UVic **Netlink ID**. Register at [http://netlink.uvic.ca/](http://netlink.uvic.ca/). If you can't access Brightspace after receiving your NetLink ID, contact the computer helpdesk ([helpdesk@uvic.ca](mailto:helpdesk@uvic.ca); 250-721-7687).
Videoconferencing
- To participate in group discussions, office hours, and other course activities, you will require access to your Zoom account, hosted through UVic. You are required to sign in to Zoom using your Netlink ID: https://uvic.zoom.us

Required Text and Online Resource Material
  - You have the option to purchase the text at the bookstore as looseleaf pages that go in a binder, or as an ebook. You should have continuing access in order to master the material. **We recommend ordering your textbook as soon as possible because it may take some time for you to receive it (even if it's the ebook).**
  - Both options include access to online resources, including an online version of the text, at the publishers LaunchPad website.

- Textbook “LaunchPad” Online Study Resources
  - If you purchased your textbook from the bookstore, you will have received an access code for the Textbook website "LaunchPad": http://www.macmillanhighered.com/launchpad/myers12e/10729915
  - Please bookmark the page to make it easy to return to.
  - **Please register using the same name you used when registering for this course.** This will ensure we correctly allocate your marks from LaunchPad activities.
  - If you have problems registering, purchasing, or logging in to LaunchPad, do NOT contact us until after you have contacted the publisher’s Customer Support. You can reach a representative 24 hrs, 7 days a week through the online form, by chat at: https://community.macmillan.com/community/digital-product-support/college-students-support-community or 9 to 3 a.m. EST, 7 days a week by phone at (800) 936-6899.

What is the format of the course?

This course is offered fully online and **blended** (a mix of “real-time” and asynchronous sessions). This means that you will be expected to attend the regularly scheduled timeslots for some live (synchronous) activities, discussions, and tests. Other aspects of the course will be asynchronous, including pre-recorded videos, self-directed learning activities, etc.

You will be asked to complete some mini activities as an introduction to psychology, followed by eight chapters, or modules. Activities **for each module** include:

- **To read and review**
  - One assigned textbook chapter
  - Chapter summary slides that highlight important course concepts
  - Pre-recorded mini-lectures, and additional learning material (e.g., a video, article or podcast)

- **To complete and submit**
  - Mini-activities related to the content of each module
  - Group discussions on Zoom, followed by an individual reflection
  - Learning Curve quizzes for each chapter (on LaunchPad)

On **Tuesdays, from 18:00 to 19:20 PST**, we will offer a live class session on Zoom in which you can come and pose questions (office hours) and work on your weekly activities. These classes are not mandatory, but if you can make it, we’d love to see you there! On Brightspace there will also be a discussion forum for you to ask any questions you may have (e.g., about material in the chapter or
one of our mini-lectures that requires further clarification, or additional information you’d like on a topic that you found interesting). As needed, within a week we will have posted a recorded mini-lecture, or a posted document that responds to the questions we received.

On Thursdays, from 18:00 to 19:20 PST, you will participate in a group discussion on Zoom. During the first week of class we will assign you to a group that you will work with throughout the term. Group participation is mandatory for completion of this course. (You may also decide to arrange additional study time with your group throughout the term).

You will also complete three tests and three assignments, used to assess your understanding of the course content. Details are listed below (See: How will we evaluate your progress).

Online courses can be tricky to complete if you do not stick to a schedule. The format for this course is designed to help you stay on track. Psychology is a scientific discipline, and as such it requires considerable thought and time to develop an understanding of psychological research and principles. We expect you to complete the assigned weekly materials, to attend and engage in virtual classroom time and office hours when needed, and to spend several hours a week towards mastering the course material. And don’t forget to check the Brightspace website often! All course materials will be available through Brightspace (http://bright.uvic.ca).
### Tentative Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Starting Monday</th>
<th>Reading</th>
<th>Topic(s)</th>
<th>Key Dates: Tests and Assignments</th>
<th>Mini-Activities</th>
<th>Reflections &amp; Learning Curve Quizzes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sep 7 (Classes start Sep 9)</td>
<td>Course syllabus + Ch 5</td>
<td>Course Intro + Developing Through the Life Span</td>
<td>Due Friday 17:00 (reflection only)</td>
<td>Intro Quiz: Due by Thurs Sept 17, 17:00</td>
<td>Due Thurs 17:00; Due Friday 17:00</td>
</tr>
<tr>
<td>2</td>
<td>Sep 14</td>
<td>Ch 5</td>
<td>Developing Through the Life Span</td>
<td>Due Thurs 17:00; Due Friday 17:00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Suggestion:** Submit all tests, quizzes, mini-assignments, and reflections well before deadlines, to avoid technical issues. **Late submissions will not be accepted.**

**Sep 22** is last day to drop courses and receive 100% of tuition fees. **Sep 25** is last day to add courses.

<table>
<thead>
<tr>
<th>Week</th>
<th>Starting Monday</th>
<th>Reading</th>
<th>Topic(s)</th>
<th>Key Dates: Tests and Assignments</th>
<th>Mini-Activities</th>
<th>Reflections &amp; Learning Curve Quizzes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Sep 21</td>
<td>Ch 10</td>
<td>Intelligence</td>
<td>Due Thurs 17:00; Due Friday 17:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Sep 28</td>
<td>Ch. 11</td>
<td>What drives us</td>
<td>Assignment 1: Due Thurs Oct 1, 17:00</td>
<td>Due Thurs 17:00; Due Friday 17:00</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Oct 05</td>
<td>Study tips</td>
<td>Review/ catch-up</td>
<td>Test 1: Thurs Oct 8 (Ch 5, 10, 11) Available 16:00 – 20:00</td>
<td></td>
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</tbody>
</table>

**Oct 16** is the last day to drop courses and be reimbursed 50% of tuition fees + final day to submit request for alternative to research participation credit.

<table>
<thead>
<tr>
<th>Week</th>
<th>Starting Monday</th>
<th>Reading</th>
<th>Topic(s)</th>
<th>Key Dates: Tests and Assignments</th>
<th>Mini-Activities</th>
<th>Reflections &amp; Learning Curve Quizzes</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Oct 12</td>
<td>Ch. 12</td>
<td>Emotions, stress and Health</td>
<td>Due Thurs 17:00; Due Friday 17:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Oct 19</td>
<td>Ch. 13</td>
<td>Social Psychology</td>
<td>Due Thurs 17:00; Due Friday 17:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Oct 26</td>
<td>Ch. 14</td>
<td>Personality</td>
<td>Assignment 2: Due Thurs Oct 29, 17:00</td>
<td>Due Thurs 17:00; Due Friday 17:00</td>
<td></td>
</tr>
</tbody>
</table>

**Oct 31** is last day to drop courses without penalty of failure.

<table>
<thead>
<tr>
<th>Week</th>
<th>Starting Monday</th>
<th>Reading</th>
<th>Topic(s)</th>
<th>Key Dates: Tests and Assignments</th>
<th>Mini-Activities</th>
<th>Reflections &amp; Learning Curve Quizzes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Nov 02</td>
<td>Study tips</td>
<td>Review/ catch-up</td>
<td>Test 2: Thurs Nov 5 (Ch 12, 13, 14) Available 16:00 – 20:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Nov 9</td>
<td>Ch. 15</td>
<td>Psychological Disorders</td>
<td>Reading Break Nov 9-11</td>
<td>Due Thurs 17:00</td>
<td>Due Thurs 17:00; Due Friday 17:00 (reflection only)</td>
</tr>
<tr>
<td>11</td>
<td>Nov 16</td>
<td>Ch. 15 Ch. 16</td>
<td>Psychological Disorders + Therapy</td>
<td>Due Thurs 17:00</td>
<td>Due Thurs 17:00; Due Friday 17:00</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Nov 23</td>
<td>Ch. 16</td>
<td>Therapy</td>
<td>Assignment 3: Due Thurs Nov 26, 17:00</td>
<td>Due Thurs 17:00; Due Friday 17:00</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Nov 30</td>
<td>Study tips</td>
<td>Review/ catch-up</td>
<td>Test 3: Thurs Dec 3 (Ch 15, 16) Available 16:00 – 20:00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Last day for Research Bonus Points: Fri Dec 4**
How will we evaluate your progress?

You will be graded on assignments, tests, and participation in course activities, including surveys, discussions, and reflections. **Your final grade will be based on the following criteria:**

<table>
<thead>
<tr>
<th>% grade</th>
<th>Evaluation tool</th>
<th>Format</th>
<th>Purpose</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Intro quiz</td>
<td>Open book test. Primarily multiple choice. Quiz and instructions posted on Brightspace.</td>
<td>Gives both you and the instructors a sense of how well you understand the course outline, policies, and introductory materials. And you receive credit for reviewing the course outline and material.</td>
<td>Thurs Sept 17</td>
</tr>
<tr>
<td>15</td>
<td>Test 1 (Ch 5, 10, 11)</td>
<td>Open book tests. Primarily multiple choice. Tests are held in Brightspace. You may begin between 16:00 and 20:00, and will have 80 mins to complete each test.</td>
<td>Assesses your understanding of course concepts (as presented in lectures, textbook chapters, supplementary materials, activities, etc.). Identifies material in need of further instruction/clarification.</td>
<td>Thurs Oct 8th</td>
</tr>
<tr>
<td>15</td>
<td>Test 2 (Ch 12, 13, 14)</td>
<td>Primarily short- and long-answer questions. Instructions and rubrics provided on Brightspace 2+ weeks before due dates. Late assignments deducted 10% per day.</td>
<td>Gives you the opportunity to think critically about the material learned in the course, and apply the concepts and principles to everyday situations and events.</td>
<td>Thurs Nov 5</td>
</tr>
<tr>
<td>10</td>
<td>Test 3 (Ch 15, 16)</td>
<td>Primarily short- and long-answer questions. Instructions and rubrics provided on Brightspace 2+ weeks before due dates. Late assignments deducted 10% per day.</td>
<td>Primarily short- and long-answer questions. Instructions and rubrics provided on Brightspace 2+ weeks before due dates. Late assignments deducted 10% per day.</td>
<td>Thurs Dec 3</td>
</tr>
<tr>
<td>30</td>
<td>Assignments x 3 (10% each)</td>
<td>Primarily short- and long-answer questions. Instructions and rubrics provided on Brightspace 2+ weeks before due dates. Late assignments deducted 10% per day.</td>
<td>Primarily short- and long-answer questions. Instructions and rubrics provided on Brightspace 2+ weeks before due dates. Late assignments deducted 10% per day.</td>
<td>Thursday 17:00: Oct 1, Oct 29, Nov 26</td>
</tr>
<tr>
<td>8</td>
<td>Reflections</td>
<td>Discussions are held weekly on Zoom. Groups are assigned the first week of class. Short reflections about group discussions are completed on Brightspace. Instructions and rubrics are provided on Brightspace. Feedback will be provided broadly to the class.</td>
<td>Learning from your peers and contributing to their learning are core aspects of the university experience. Discussions give you an opportunity to share information and ideas about different topics with classmates and to learn from their ideas and reasoning. Discussion and writing are also a deep form of learning, to remember and understand new information.</td>
<td>Discussions at 18:00 on Thursdays</td>
</tr>
<tr>
<td>8</td>
<td>Learning Curve quizzes</td>
<td>Quizzes are via Launchpad. The number of quizzes per chapter varies (typically 3 per chapter). Successful completion of all quizzes for each chapter contributes 1 mark toward your final grade.</td>
<td>Chapter quizzes are an added incentive to keep up with reading in the course. They give you some practice in using and applying the concepts discussed in the textbook, as well as practice with multiple choice questions similar to those used on the tests.</td>
<td>Due Fridays at 17:00</td>
</tr>
<tr>
<td>10</td>
<td>Mini-activities</td>
<td>Information about the mini-activities for each module will be posted on Brightspace. Mini-activities will typically take between 10 – 20 minutes each. There will be 30+ mini-activities offered (3+ per module).</td>
<td>Help you engage with the course material in diverse formats, expose you to various perspectives and experiences, and provide an opportunity to experience some tools used in the field of psychology. Some mini-activities (e.g., surveys) provide the instructors with feedback from you regarding aspects of the course, or help prepare for group discussions.</td>
<td>Due Thursdays 17:00 (to prepare for group discussions, as applicable)</td>
</tr>
</tbody>
</table>

**NOTE:** Your two lowest reflection marks will not count toward your final grade.

**NOTE:** To receive full marks, complete all assigned quizzes.

**NOTE:** To receive full credit, you must complete at least 24 of the mini-activities*.
NOTE:
*What do I do if I miss a mini-activity?*
- Because you only need to complete 24 of the 30+ mini-activities, the additional mini-activities serve as “make-up” activities and thus we do not offer any additional ones.
- Ideally, you will complete all the mini-activities because they will help enhance your learning of the course material. Also, information from some of the activities will be on the tests. However, it is in your best interest to complete the mini-activities scheduled earlier in the term and use the later ones in the term as “supplementary” ones to be used if you wish to improve your mark or if you missed one of the earlier ones because of illness or a personal emergency.

**There are bonus points for research participation, up to a maximum of 5% (See: Extra Credit for Research Participation).**

### Cutoff Points for Marks

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
</tr>
<tr>
<td>C+</td>
<td>65-69</td>
</tr>
<tr>
<td>C</td>
<td>60-64</td>
</tr>
<tr>
<td>D</td>
<td>50-59</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
</tr>
</tbody>
</table>

(The full Undergraduate Grading Scale can be found in the academic calendar)

**Important information about: Tests (40%)**

You will write three open-book tests on Brightspace. Tests are non-cumulative which means they will only cover material since the previous test. All course material is testable (lectures, textbook chapters, supplementary materials, activities). The format of all three tests will be primarily multiple choice. Each test will be offered during a 4-hour window of time (16:00 – 20:00 PST). Once you begin your test, you will have 80 minutes in which to complete it. Specific instructions on signing up for a test start time and test protocol will be posted to Brightspace. You are responsible for attending tests as scheduled. You must write the online exams during the scheduled class period. **Be sure to have a reliable internet connection on exam dates.**

Although the tests are open-book, you are not permitted to receive help from anyone or anything (e.g., the internet). In other words, you are required to complete the exam on your own, using only course materials, the textbook, and your notes. Anything else constitutes cheating and can have severe consequences for your academic career.

*If you miss an exam due to illness or family affliction:*  
Contact **me by email** as soon as possible and explain that you missed the exam and why (you do not have to submit the Request for Academic Concession form as it only applies to exams that are written in the final exam period). I will inform you when your online make-up test will be held.

***Although you are expected to complete all course requirements, you must complete all three tests to receive credit for the course. If you miss a test and fail to contact me within seven days of the test date, we will consider you to have not completed a major course requirement and will assign an N mark (failure due to not completing a course requirement) for the course.***

*If you are a student who requires special arrangements for exams (due to a disability):*  
1. You must be officially registered with the Centre for Accessible Learning – please see https://www.uvic.ca/services/cal/onlineservices/register/index.php for more information. We will automatically be informed of your registration with them.
2. Prior to your exam, if you have questions about your accommodation, please contact me by email.
Extra credit for research participation (+5%)

An important component of this course is for you to learn about research in psychology. Faculty and advanced students in the Department of Psychology will be conducting research throughout the year, performing studies exploring processes such as social interaction, perception, memory, problem solving, and communication. We encourage you to participate in this research, to experience first-hand how psychological research is done. As part of this encouragement, we have arranged for you to earn extra credit toward your course mark by participating in approved research.

You will receive 0.25 points for each 15 minutes (or part thereof) of participation, up to a maximum of 5 points. You may participate in as many projects as you wish, but you will receive no more than 5 points per term, and you may not carry over points from one term to another. Note that while we have set 5 points to be a maximum, the opportunity to earn all 5 points may not be available, as this depends on the number of research projects requiring participants. You may participate in any given project only once. The last day for participation in experiments for extra credit is Dec 4.

If you do not wish to participate in research studies, but want the opportunity to earn an equivalent amount of extra credit, contact me by Oct 16 to arrange an alternative option involving written assignments. Information about signing up for research participation is posted on Brightspace.

Supporting an Effective Learning Environment

Respect for Diversity

Our intent is that:

- students from diverse backgrounds and perspectives be well-served by this course
- students' diverse learning needs be addressed
- the diversity that students bring to this class be viewed as a resource, strength, and benefit

Our intent is to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socio-economic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. In a constructive way, please let us know how we might improve the effectiveness of the course for you personally or for other students or student groups.

Netiquette

We're all navigating new technology and doing our best to adapt to the changes in class delivery. Text-based communication is vital in this course because it is the primary, and sometimes only, way we will connect with each other. Our discussions may lead to debate and disagreement, which is a great way to foster critical thinking, so it is vital that you feel comfortable expressing your opinion but also respect the ideas of others. Please be careful, considerate, and respectful in all your communications.

Here are a few tips that can help things go a bit more smoothly in our online format:

- Conduct and express yourself in a way that is respectful.
- Mute your mic when you’re not speaking, to reduce background noise interference.
- Turn on your camera when possible, to create a sense of community.
- Look at the camera to make eye contact when talking.
- Use the chat field and whiteboard for constructive questions and comments only.
- Before you post your comments/questions, take a moment to re-read them – because they lack nonverbal cues, they might land differently than you intended.
Before responding to someone’s question or comment, take a moment to make sure you’re coming from the perspective that they have posted with good intentions (remember, lack of nonverbal cues may have resulted in a misunderstanding of what they meant...if you’re unsure, be curious and ask in a respectful way!).

## Important UVic Course Policy Information

### 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
See the UVic Calendar Sep 2020: [https://www.uvic.ca/calendar/undergrad/index.php#/home](https://www.uvic.ca/calendar/undergrad/index.php#/home)

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

### Commitment to Inclusivity and Diversity
The University of Victoria is committed to promoting, providing, and protecting a positive and supportive and safe learning and working environment for all its members.

### In the Event of Illness, Accident or Family Affliction
- What to do if you miss a test
  - Submit documentation of the illness or family affliction directly to your instructor
- What to do if you require additional time to complete course requirements
  - 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 (e.g., 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.
  - OR, you can download the Request for Academic Concession form here: [http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf](http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf)

### 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 (Click on “Policy on Academic Integrity”): [https://www.uvic.ca/calendar/future/undergrad/index.php#/policies](https://www.uvic.ca/calendar/future/undergrad/index.php#/policies)

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. 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. **Being an Accessory to Offences.** This means that helping another student to cheat (for instance, by showing or communicating to them answers to an assignment, or by allowing them to view answers on an exam) is an academic offence.

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.

**The definitive source** for information on Academic Integrity is the University Calendar (Click on “Policy on Academic Integrity”):
https://www.uvic.ca/calendar/undergrad/index.php#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies

**Other useful resources on Plagiarism and Cheating include:**
1. The Study Solutions Office: https://www.uvic.ca/services/counselling/success/study/index.php

2. The Ombudsperson’s office: https://uvicombudsperson.ca/tips/plagiarism/
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

4. Dr. Mitchell of the UVic English Department:

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**Be Well**

Being a student can be stressful! Please take care of yourself – eat well, exercise, get enough sleep, take some time to relax, and talk to someone if you’re feeling overwhelmed. This will help you achieve your goals and cope with stress. You are not alone – all of us benefit from support during times of struggle.

**Centre for Accessible Learning:** The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations (www.uvic.ca/services/cal/). The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

**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/mentalhealth/undergraduate/connecting/index.php

**Counselling Services:** Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. www.uvic.ca/services/counselling/

**Health Services:** University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives: www.uvic.ca/services/health/

**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: www.uvic.ca/mentalhealth/undergraduate/

**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: Sexualized violence resource office in EQHR, Sedgewick C119
- Phone: 250.721.8021
- Email: ssvpcoordinator@uvic.ca
- Web: www.uvic.ca/svp