

Introductory Psychology I: Biological & Cognitive CRN 13003

ZOOM class sessions: Monday & Wednesday 6:00-7:20PM

Instructor: Katia Dilkina, PhD

Email: kdilkina@uvic.ca

Zoom office hours: Wednesday 1-2 pm or by appointment

Teaching Assistant: Helia Sehatpour

Email: hsehatpour@uvic.ca

Office hours: by appointment only

We acknowledge and respect the lək^wəŋən peoples on whose traditional territory University of Victoria stands, and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationship with the land continue to this day.

Course Resources: Zoom, Brightspace

Required Textbook: Myers, D.M. and DeWall, C. N. (2021). *Psychology* (13th ed.) New York: Worth Publishers.

NOTE: The previous edition of this textbook can also be used.

Course Description:

Why do we forget? Why do we remember?? What is the relationship between language and thought? How do our genes and our environment interact to give rise to our behaviour? In what ways are our sense of taste and smell similar, and how do they differ? How can we study awareness? This course will address these intriguing questions among many others related to the biological and cognitive aspects of psychology. We will discuss sensation and perception, memory, language, learning, consciousness, neurobiology, research methodology, nature and nurture, and the fascinating diversity in human psychology.

Learning Outcomes:

- Identify, explain, and apply major concepts and theoretical perspectives in the areas listed above.
- Describe and interpret empirical findings and historical trends in these areas.
- Conceptualize psychology as a science in terms of research methods and design.
- Think critically about scientific research in general and specifically in the domain of biological and cognitive psychology.
- Summarize scientific papers in the domain of biological and cognitive psychology, and relate their content to course topics as well as to self, society, and real life.

*** Note: This is a tentative outline. The most updated version is available on **Brightspace**. ***

IMPORTANT: Course Format

This course is divided into nine modules (see schedule below). Each of the nine modules as well as the introduction to the course will be covered in two **scheduled meetings**:

We will use the **first meeting** for live zoom lectures – I will present material from the current module in a way that complements the textbook. You are welcome and encouraged to ask (and answer!) questions and participate in polls. I recommend that you attend these interactive lectures because you will be responsible for the material presented. However, I will also record the lectures and post them on Brightspace for those who are unable to attend, or if you wish to re-view them later.

We will use the **second meeting** for further engagement on the topic – we will continue discussing the material from the current module and we will complete related activities. **Attendance during these meetings is highly recommended** as your participation grade is largely based on these interactive class meetings (see below).

For ALL meetings, use this zoom link to join:

<https://uvic.zoom.us/j/84517380873?pwd=eUwzSUxObIcZdU1WRENISktGYzBxZz09>

Meeting ID: 845 1738 0873 Password: PSYC100A

The expected **250 learners** will be divided into 50 teams of 5 people.

The assignment of teams will be posted on Brightspace. Having a team means at least two things:

- (1) You automatically have at least a few people in the class that you will meet in a smaller-group setting (breakout rooms) and you will hopefully make helpful social connections for the whole semester, potentially even beyond!
- (2) You will have the opportunity to actively engage with the course material not just by yourself but with other learners, and you can benefit from their knowledge and perspective.

In order for the breakout rooms to function smoothly, you are **required to sign in to Zoom using your Netlink ID**. HOW? On the zoom login screen, choose “Sign in with SSO”. Enter domain “uvic.zoom.us” and press continue. When you are redirected to the login website, enter your UVic credentials. Join the meeting!

Please do this starting on the first day!! **Zoom will not let you access the meeting unless you have been authenticated.**

To complete each module, you need to complete the following tasks:

- Read the corresponding textbook chapter (preferably before lecture).
 - Complete the module quiz.
 - Attend lecture (or watch recording, as described above).
 - Attend our interactive class meeting which we will use to (1) further address module concepts, and (2) actively engage with the material in the form of team activities.
 - As a team, submit a writeup of your team activity.
-

What Is Expected of You:

- Course Preparation:

- Read the assigned textbook material BEFORE each class meeting. This will enable you to learn the concepts more deeply, think about them, and engage during class meetings in meaningful ways.

- Course Engagement:

- Attend the scheduled class meetings.
- Complete all assessments on time. If you cannot, you must contact me (Katia) as soon as possible, preferably in advance.
- Think deeply and critically about the material. Try and relate it to your own experience and prior knowledge. (More on *active learning* below.)

- Communication:

- Early and prompt communication is essential. I cannot address questions or concerns that I am not aware of. Please get in touch.
- If you register late for the course, you are responsible for contacting me to make up any missed material or assessments.

- If you have a **question**, here is [where / how to get an answer](#):

- If you have a question related to technical issues such as Brightspace, Zoom, or Netlink login, please contact the computer help desk (helpdesk@uvic.ca ; 250-721-7687).
- If you have questions regarding research participation bonus points, please contact the participation coordinator at psycresearch@uvic.ca .
- If you have questions regarding your feedback on assignments, please contact our TA.
- If you have questions regarding the textbook, the lectures, the team activities, or course accommodations, please contact me at kdilkina@uvic.ca .
- If you have questions related to the content of the textbook and/or the lectures:
 - Bring them up during the scheduled **zoom class meetings**.
 - Visit **my office hours**: Wednesdays 1-2pm, use the same zoom link as for class.
 - Bring them up with **your team** – perhaps your teammates can answer.
 - Post them on the **discussion board** in Brightspace for anyone to answer.
- Email me – this should really be the last resort. It is to everyone's advantage to give all learners a chance to hear *and* answer material-related questions. Also, there are 250 of you and only one of me!

- Netiquette: As you might have already discovered, online learning is different from face-to-face learning. Because communication may be stripped of essential cues such as tone, affect, facial expressions, and body language – especially in written format, – it is even more important that we all follow a few basic guidelines to ensure good communication and a positive learning environment:

- Stay respectful of others and open-minded about their questions, thoughts, and views – the same way you probably expect them to be towards you.

- You are welcome – and encouraged! - to respond to others' comments and suggestions but please refrain from making your response personal.
- If you are typing a response, re-read it at least once before posting it. Consider how (or even the worst way in which) it could be interpreted.
- If you feel very strongly about a certain point, especially if you feel upset or angry, delay posting your thoughts / comments. Give it a few minutes, perhaps a day. Or ask someone uninvolved in the discussion to read it for you before posting it.
- Academic Integrity:
 - Honour the academic integrity policy of University of Victoria.
 - You are responsible for familiarizing yourself with the [Policy on Academic Integrity](#). Violations of this policy include plagiarism, unauthorized collaboration, and other forms of cheating. At minimum, the penalty for any instance of these behaviours will be a grade of 0% on the assessment in question. The course penalty for more extensive violations of this policy will be a failing grade for the class.
 - At the beginning of this course, you will sign an **academic integrity pledge** through Brightspace. All course assessments are conditional on that pledge.
 - NOTE that quizzes and exams in this class are open-book. This means that you ARE permitted to access the textbook, the lectures, and your notes while taking the tests. However, you are **NOT permitted to access additional resources or use the internet**. In addition, these are individual assessments – collaboration or sharing of information regarding the quizzes and exams is in violation of the university's academic integrity policy. Assignments are also individual assessments. Furthermore, in reporting other people's work (i.e. research papers you select), you need to **use your own words** and **cite sources** accordingly.

What You Can Expect of Me:

- Statement of Intent:
 - I am fully committed to enable and support your learning in any way that I can.
- Communication:
 - As stated above, I find timely, thorough, and transparent communication to be essential. You will receive that from me – during class time, in announcements, and through email.
- Availability / Approachability:
 - I have one scheduled office hour per week. You are welcome to drop by not only if you have specific questions about the course but also if you simply wish to talk about Cognitive Psychology more broadly.
 - If my office hours do not fit your schedule, do not hesitate to contact me. We can make alternative arrangements to meet so we can address your learning goals.
- Course Engagement:
 - I see knowledge not as something we acquire but as something we create. I look forward to cooperatively creating knowledge with you. I will share my expertise, and I will seek to learn from what you share.

- Respect & Appreciation for Diversity:
 - I see the diversity that students bring to this class as a resource, strength, and benefit. I intend for students from all diverse backgrounds to be well-served by this course and for everyone's learning needs to be addressed.
 - I intend to present materials that are respectful of diversity: gender, sexuality, disability, age, socio-economic status, ethnicity, race, and culture.
 - Openness to & Active Interest in Feedback:
 - I warmly encourage and appreciate your feedback and suggestions – not only at the end of the semester through the Course Experience Survey, but also throughout the term.
-

Assessment

As we will discover in this course, we learn much more effectively when we actively engage with the material than when we simply expose ourselves to it. Simply reading the textbook and/or listening to lectures is not an effective way to learn, the outcomes are poorer and shorter-lasting compared to the outcomes of active learning.

What is active learning?

Engaging with the material.

What does that look like?

- *Asking questions.*
- *Summarizing.*
- *Explaining concepts to other learners.*
- *Relating concepts to your personal experience.*
- *Relating concepts to other knowledge you already have.*
- *Applying concepts to specific scenarios / situations – either real or hypothetical ones.*
- *Assessing your own grasp of the material (often by using one of the above strategies) and identifying areas that you need to understand better.*

Doing any of these requires engagement with the material, deeper (and more aware) processing of the concepts.

If you feel like you don't know where to start (you don't know what questions to ask, how to relate, how to apply), the next best thing is to pair up with someone who does. **Working together** is a great way to learn! Everyone perceives things uniquely; everyone can benefit from someone else's perspective. Being part of a team should give you a starting point!

The assessment for this course is designed to encourage all of these active learning strategies.

Breakdown of evaluation:

Zoom Poll Participation	4%
Team Activities (8 out of 10)	10%
Quizzes (10 out of 12)	12%
Exams (3 @ 18% each)	54%
Written Assignments (2 @ 10% each)	20%
Bonus Research Participation	3%

Participation (4% + 10%)

Participation is essential for both learning and community. It includes all aspects of interaction, including showing up for the zoom class meetings, practicing good netiquette, participating in polls, asking and/or answering questions, and engaging in team discussions.

How is participation graded?

Most class meetings will include one or more **zoom polls** with questions about the current module material. Participating in these polls will constitute four percent (4%) of your final grade.

In addition, the second class meeting associated with each module will include an **in-class team activity** related to the current module. Ten percent (10%) of your final grade will be based on taking part in these activities. Teams will work together using zoom breakout rooms. After the activity, each team needs to submit a brief **write-up of their discussion** (due at the end of the day following the activity, see schedule). Team members take turns for these submissions – there will be a total of 10 in-class activities; submitting 8 out of the 10 is sufficient to get the full participation marks. Responsibility for submitting this group assignment should be equally divided among team members.

NOTE: If the person responsible to make a submission fails to do so, they will receive 0 points; if they submit past the deadline, they will receive .5 points. All participating members of the team will receive the full 1 point independent of whether the submission was made on time or late (but a submission needs to be made). Team members who are not present to participate receive 0.

Quizzes (12%)

There will be a total of 12 quizzes distributed over the semester – one per module plus three pre-exam quizzes covering the three corresponding modules (see schedule below). They will be available through Brightspace and will consist of **21 multiple-choice questions**.

The **module quizzes** (1-9) will be due on the day of the second meeting of the corresponding module. These quizzes will be open book and will have no time limit. Their main purpose is to keep you on track with the material and help you identify weak points in your knowledge and understanding. The **pre-exam quizzes** (labelled E1, E2, E3) will be due before our review session for the corresponding exam (see schedule below). They will also be open book but they will have a time limit. They will serve as both preparation and practice for the exams (which will also be timed).

Your two lowest scores will be dropped so that **10 of the 12 quizzes** will count towards your grade (each worth 1.2%). Because of this built-in flexibility, there are no make-up quizzes.

Exams (54%)

There will be three non-cumulative open-book exams (see schedule below). They will consist of **50 multiple-choice questions**, and will be available through Brightspace from 5pm to midnight on the assigned date. I will be available to answer your questions in our allotted time window, 6-7:20pm. Once you start the exam you will have a limited amount of time (70 minutes) to complete it.

Note that although you are expected to complete all course requirements, you must **complete all three exams** to receive credit for the course. If completing an exam at the specified time is not possible or feasible for you, please contact me well in advance of the exam date. Make-up exams will only be offered to students who have made arrangements with me at least 1 full day prior to the exam date, or in the case of urgent, unforeseen emergencies. In the case of such an emergency, you will need to contact me within 3 days of the missed exam to schedule a make-up examination. If you miss a test and fail to contact me as described, you will receive an “N” mark (failure due to not completing a course requirement) for the course.

Written Assignments (20%)

Each learner is expected to submit two written assignments (each worth 10%), which will involve reading and summarizing research articles. These are due on Friday, Oct 14 and Friday, Nov 11. The purpose of these written assignments is two-fold: (1) to allow you to deepen your knowledge in the areas of Cognitive and Biological Psychology most interesting to you, and (2) to give you an opportunity to develop skills in reading, understanding, summarizing, and thinking critically about scientific journal articles in the field of Psychology.

Detailed instructions as well as **the grading rubric** for these assignments is provided in a separate document on Brightspace and will be explained during our first class meeting.

NOTE: Late assignments will be accepted for up to 5 days after each deadline, with a 5% late penalty per 24-hour period: 5% if 1-24 hours late, 10% if 25-48 hours late, etc.

Bonus Research Participation (3%)

You can earn up to 3% bonus credit by participating in psychology research through the SONA system. One hour of participation earns students one (1) SONA credit and credits are given in .5 increments (for 30min participation). Each credit earns you 1% bonus towards your final grade. Thus, with up to 3 hours of participation you can have up to 3% bonus marks for this course. Visit <https://www.uvic.ca/socialsciences/psychology/research/participants/> for more information on how to sign up to earn credits. 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. If you do not wish to participate in research studies for some reason, but still wish to have the opportunity to earn an equivalent amount of extra credit, you may contact me to arrange for an alternative option involving written assignments.

UVic Grading System (<https://www.uvic.ca/registrar/assets/docs/ot-legend.pdf>)

A+	90-100%	Technically superior work, mastery of the subject matter, goes beyond course expectations
A	85-89%	
A-	80-84%	
B+	77-79%	Good comprehension, command of skills, full engagement with course materials
B	73-76%	
B-	70-72%	
C+	65-69%	Adequate comprehension, met basic requirements
C	60-64%	
D	50-59%	Minimal command of course materials and/or participation
F	0-49%	Inadequate

NOTE: 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.**

Tentative Schedule

week	date	module	topic	read before class meeting	zoom class meetings	goals / submissions
week 1	W - Sept 7		Introduction	course outline	INTRODUCTORY CLASS	
week 2	M - Sept 12 W - Sept 14	1	Consciousness	Chapter 3	interactive lecture continue lecture; in-class activity #1	quiz 1 due Sept 14 group activity #1 writeup due Sept 14
week 3	M - Sept 19 W - Sept 21	2	Nature, Nurture & Diversity	Chapter 4	NO CLASS MEETING - lecture recorded continue lecture; in-class activity #2	quiz 2 due Sept 21 group activity #2 writeup due Sept 21
week 4	M - Sept 26 W - Sept 28	3	Biology of the Mind	Chapter 2	interactive lecture continue lecture; in-class activity #3	quiz 3 due Sept 28 group activity #3 writeup due Sept 28
week 5	M - Oct 3 W - Oct 5			covers chapters 2,3, & 4	special class meet: exam prep NO CLASS MEETING - EXAM #1	quiz E1 due Sun Oct 2
week 6	M - Oct 10 W - Oct 12	4	Methods & Critical Thinking	Chapter 1	NO CLASS MEETING - THANKSGIVING	ASSIGNMENT 1 due Friday Oct 14
week 7	M - Oct 17 W - Oct 19				interactive lecture continue lecture; in-class activity #4	quiz 4 due Oct 17 group activity #4 writeup due Oct 17
week 8	M - Oct 24 W - Oct 26	5	Sensation & Perception	Chapter 6	interactive lecture continue lecture; in-class activity #5	quiz 5 due Oct 24 group activity #5 writeup due Oct 24
		6	Learning	Chapter 7	interactive lecture continue lecture; in-class activity #6	quiz 6 due Oct 31 group activity #6 writeup due Oct 31
week 9	M - Oct 31 W - Nov 2			covers chapters 1,6, & 7	special class meet: exam prep NO CLASS MEETING - EXAM #2	quiz E2 due Tue Nov 1
week 10	M - Nov 7 W - Nov 9				NO CLASS MEETING - READING BREAK	ASSIGNMENT 2 due Friday Nov 11
week 11	M - Nov 14 W - Nov 16	7	Memory	Chapter 8	interactive lecture continue lecture; in-class activity #7	quiz 7 due Nov 16 group activity #7 writeup due Nov 16
week 12	M - Nov 21 W - Nov 23	8	Thinking & Language	Chapter 9	interactive lecture continue lecture; in-class activity #8	quiz 8 due Nov 23 group activity #8 writeup due Nov 23
week 13	M - Nov 28 W - Nov 30	9	The Story of Psychology	Prologue	interactive lecture & in-class activity #9	quiz 9 due Nov 28 group activity #9 writeup Nov 28
	interactive lecture & in-class activity #10				group activity #10 writeup due Nov 30	
week 14	M - Dec 2			covers chapters 8, 9, & prologue	special class meet: exam prep NO CLASS MEETING - EXAM #3	quiz E3 due Sun Dec 1
	TBD					

ACADEMIC Support & Resources

Centre for Accessible Learning (CAL). Are you a student with a documented learning disability, ADHD, mental health issue or physical or sensory disability? Do you have chronic health issues?

If you do, you are encouraged to register with the Centre for Accessible Learning. This will allow you to meet with a CAL advisor to develop an academic accommodation plan and be a part of CAL programming. After you register, they will work with you, your instructors and others to create learning environments that are equitable, inclusive and usable.

<https://www.uvic.ca/services/cal/>

Centre for Academic Communication (CAC). Offers online one-on-one tutorials, workshops, and more. These free services are available to all University of Victoria students. They are here to support you with reading, writing, speaking, understanding academic expectations, and other aspects of academic communication.

<https://www.uvic.ca/learningandteaching/cac/>

Need a learning strategist or tutor? The **Learning Assistance Program (LAP)** offers fee-for-service tutors who can help with specific courses content, as well as learning strategists who support you in developing skills and strategies for academic success.

<https://www.uvic.ca/services/cal/assistance/index.php>



UNIVERSITY OF VICTORIA

Department of Psychology Important Course Policy Information Winter Session 2022

Accessible Learning

The University of Victoria is committed to creating a learning experience that is as accessible as possible. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you have a disability or chronic health condition, or think you may have a disability, you may also want to meet with an advisor at the [Centre for Accessible Learning](#) (CAL).

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

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

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

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

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

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

To report concerns about online student conduct: onlineconduct@uvic.ca

Copyright

All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class¹. The material is protected under copyright law, even if not marked with ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Violations may result in disciplinary action under the [Resolution of Non-Academic Misconduct Allegations policy \(AC1300\)](#) or the [Academic Integrity Policy](#), whichever is more appropriate for the situation.

Course Experience Survey (CES)

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

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

Disclaimer

The 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 round 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.

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 September 2022.

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: In the Event of Illness, Accident or Family Affliction

Request for Academic Concession form: <http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf>

- **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 miss an exam other than one scheduled during the formal exam period**
Do not apply at Records Services for a “Request for Academic Concession”. Instead, contact your course instructor (or designated teaching assistant) to let them know why you missed the exam. Medical documentation is not required.
- **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. 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!

Academic Important Dates

Winter session - first term (September – December)

Wednesday, Sept 7 th	First term classes begin for all faculties
Monday, Sept 19 th	Day of Mourning - Queen Elizabeth II (No Classes)
Tuesday, Sept 20 th	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, Sept 23 rd	Last day for adding courses that begin in the first term
Friday, Sept 30 th	National Day for Truth and Reconciliation (No Classes)
Monday, Oct 10 th	Thanksgiving Day (No Classes)
Tuesday, Oct 11 th	Last day for 50% reduction of tuition fees for standard courses 100% of tuition fees will be assessed for courses dropped after this date.
Monday, Oct 31 st	Last day for withdrawing from first term courses without penalty of failure
Nov 9 th - Nov 11 th	Reading Break for all faculties
Tuesday, Dec 6 th	National Day of Remembrance and Action on Violence Against Women Classes and exams cancelled from 11:30 am - 12:30 pm
Tuesday, Dec 6 th	(Friday course schedule) Last day of classes in first term for all faculties
Dec 8 th - Dec 21 st	First-term formal examination period

Winter session - second term (January – April)

Monday, Jan 9 th	Second term classes begin for all faculties
Sunday, Jan 22 nd	Last day for 100% reduction of second term fees for standard courses 50% of tuition fees will be assessed for courses dropped after this date.
Wednesday, Jan 25 th	Last day for adding courses that begin in the second term
Sunday, Feb 12 th	Last day for 50% reduction of tuition fees for standard courses 100% of tuition fees will be assessed for courses dropped after this date.
Feb 20 th - Feb 24 th	Reading Break for all faculties
Tuesday, Feb 28 th	Last day for withdrawing from full year and second term courses without penalty of failure
Thursday, Apr 6 th	Last day of classes in second term for all faculties
Apr 11 th - Apr 26 th	Second-term formal examination period

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: svpcoordinator@uvic.ca

Web: www.uvic.ca/svp

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/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/

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.

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/