Statistical Methods in Psychology I PSYC 300A 03 (CRN 13030)
Fall 2022: September-December

Territory Acknowledgement

We acknowledge and respect the lək̓ʷəŋən 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.

When and Where is Class?

Lectures	When: Mondays, Wednesdays, and Thursdays at 2:30-3:20pm Where: Clearihue Building Room A127
	Note: Sessions in this course may be recorded and posted in Brightspace to allow students who are not able to attend to watch later. Please note that recordings are not guaranteed, and glitches may occur that prevent recordings from being possible or diminish the quality of the recording. Students who have privacy concerns can contact me and will have the option to limit their personal information shared in the recording. If you have other questions or concerns regarding class recording and please contact privacyinfo@uvic.ca.
Labs	Check the academic calendar to find the date and time for which you signed up.

Meet Your Teaching Team

Professor	Name: Dr. Maria Iankilevitch (she/her) Email: mariaiankilevitch@uvic.ca Office hours: Wednesdays 12:00-1:00pm in COR A250 Thursdays 4:30-5:30pm in COR A250 By appointment in COR A250
Teaching Assistant	Name: Elle Parsons (they/them) Email: elsaparsons@uvic.ca Office Hours: by appointment

*Note that office hours will be available during the following dates: September 7th-December 1st. Office hours will not be available during holidays or Reading Break.

Prerequisites

Prerequisites for PSYC 300A:

1. PSYC 201 and the Academic Writing Requirement (AWR) fulfilled
2. Highly recommended: Math 12 (Pre-Calculus), MATH 120 at UVic, or MATH 151 at UVic

Course Description

This course provides a conceptual and practical understanding of descriptive and inferential statistics as applied to psychological research. With an understanding of the core statistical concepts learned in this course, students will develop their skills to evaluate and carry out statistical analyses in psychology and become critical consumers of scientific claims.

Class structure: Each week will include 3 lectures, each 50 minutes long, where we will focus on course content. There will also be labs, which will include guided activities for you to practice and apply the course content. You must attend the lab section you are registered in. You will be able to ask questions during lectures and labs. You may also ask questions and provide feedback anonymously (see below). Please note that students are expected to attend lectures and labs and that lecture slides are not an adequate substitute for attending lectures and labs.

Learning Goals

By the end of the course, students should be able to…	
Understand	Explain which statistical analyses to conduct for a given study design. Explain the logic and theory behind each analysis.
Apply	Calculate the appropriate statistic for the appropriate purpose. Apply your understanding of statistics to answer various research questions.
Analyze	Examine, compare, and contrast different types of study designs and analyses. Organize, structure, and analyze data.
Evaluate	Evaluate the quality of statistical analyses that have been already conducted. Think critically about data and analyses. Decide the best course of action to proceed with. Draw correct conclusions based on evidence.
Communicate	Convey research ideas and research findings in written communication. Communicate the results of an analysis in a clear and concise manner.

Course Resources and Required Materials

There is no textbook required for this course. All course content will be delivered through lectures, assignments, and discussions of course concepts. If you are interested in having a supplemental text as a guide, I recommend the following **optional** texts:

1. Field, A., Miles, J., & Fields, Z. (2012). *Discovering statistics using R*. Thousand Oaks, CS: Sage Publications.
2. Gravetter, F. J., & Wallnau, L. B. (2017). *Statistics for the behavioral sciences* (10th ed.). Wadsworth, Cengage Learning.
3. Howell, D. C. (2017). *Fundamental statistics for behavioral sciences* (9th ed.). Wadsworth, Cengage Learning.

You will need a scientific (non-graphing) calculator for this course to be able to work on problems. It is recommended that the calculator have exponents, brackets, square root, etc., which are standard functions on a scientific calculator.

The course website is **Brightspace** and can be found at https://bright.uvic.ca where all course-related information will be posted. You will need to complete the Course Orientation, Syllabus, and Other Resources Module prior to beginning the course to familiarize yourselves with the course. In general, the easiest way to find your way around the course's Brightspace page is to go to Course Home at the top left of the screen. On this page, you will find modules for all course components. By visiting the site using this method, this will ensure that you will find all relevant materials for each part of the course. Other methods of using the site may lead to missed materials.

You will need to check your University of Victoria email account **daily** for relevant updates. These can be personal emails or class-wide announcements.

[course resources are continued on the next page]

You will need an iClicker Personal Response System. You can choose to purchase the iClicker device (new or used) or the iClicker Student app subscription or at the bookstore.

iClicker device: Both the first and second-generation iClickers can be used. In order to earn participation points, you must register your iClicker using the following steps:

1. Log into the UVic portal (http://www.uvic.ca/)
2. Click on: My page
3. Student Services
4. Scroll down to Tools and Forms
5. Select iClicker
6. Enter your iClicker's serial number
7. Click submit

Note that iClicker serial numbers do not contain letter O's, only number 0's. For FAQ about the iClicker, see: http://elearning.uvic.ca/iclicker/students.

iClicker Student app: Here are the steps to acquiring the app and registering for the course:

1. Create an account (https://student.iclicker.com/#/login) with your campus email address and enter your correct V-number to the profile section.
2. Download the iClicker Student app iOS or Android app from your iTunes or Play Store.
3. Enter your access code (received when you purchase an iClicker Student app subscription from the store).
4. Log into your iClicker account using a web browser (access codes cannot be entered via smartphone or tablet apps). If you are using a smartphone or tablet, simply use the web browser on your device to follow the registration guidelines.

To continue onto registration: click the "Menu" icon in the upper left corner, select "Subscriptions", click "Polling", click "Enter Access Code", type in the code, and click "Submit".

This course will include an introduction to R, a statistical software program. You will use R to complete some of the lab activities. You may be required to download the software. Information on downloading the software can be found in the Lab Brightspace site and during lab time.

What to Bring to Class to be Prepared

Lecture slides will generally be posted on Brightspace before classes, and it is highly recommended to bring them to class.
Notebook/paper and writing implements, even if you bring a laptop as well. We will occasionally take time for you to work on a problem in class so we can take it up after.
Scientific (but non-graphing) calculator to be able to work on problems.
iClicker to be able to engage in in-class activities and earn participation bonus points.
Laptop or **tablet** for programming labs.

Behavioural Expectations

The University of Victoria is committed to promoting, providing, and protecting a positive, supportive, and safe learning and working environment for all its members and so am I. If you have any concerns regarding activities that are intrinsic to PSYC 300A, please see me in the first week of the term. It is my intention that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intention to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our course deadlines conflict with your religious events, please let me know so that we can make arrangements for you.

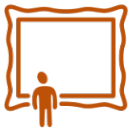
Course Communication and Support

As a first step, you should always check the syllabus and the course website to find the answer to your questions. If you do have a question, there are several ways you can get help. Given that oftentimes multiple people have the same question, the professor will send out announcements to the class with answers to common questions. Below are different ways that you can find information and get support in this course:

1. Check Brightspace (i.e., syllabus, course announcements, lectures, etc.)
2. Students are welcome to ask questions during lectures and labs by raising their hand.
3. Students may speak to the professor during class time (i.e., before class and after class if times allows).
4. Students are welcome to attend the professor's office hours for one-on-one meetings.
5. Students can email the TA or the professor to set up a one-on-one meeting by appointment.
6. Students are encouraged to form study groups with fellow students and/or to work with their lab groups to study together and/or ask questions.
7. For questions of a personal nature (e.g., extensions, concerns, accessibility, illness, etc.), students should email the professor and can set up a one-on-one meeting if needed.

Emails: When communicating via email please adhere to the following protocols:

- Students can expect an **email response within 48 hours not including weekends** (do not email the night before an assignment is due with a question about the assignment, we might not see your email in time to send a helpful reply). If we have not answered your email in two business days, feel free to send a follow-up email.
- Please consult the course outline, other handouts, and the course website before submitting inquiries by email.
- If you want to set an appointment, include a **variety of dates and times** that would work for you, and allow a few days for us to get back to you. Please do not email the night before and expect us to be available the next day.
- In the subject line indicate the course code, section number, and the topic of your email (e.g., PSYC300A 03 descriptive statistics question).
- Emails should come from your UVic email account.
- All communications (verbal, email) should be respectful in language and tone and constructive in nature. This includes communications with the professor, the TA, and your fellow students.



The big picture: Ultimately, **you are not alone** in this course and the teaching team is here to support you! All you need to do is take advantage of the many resources available! We look forward to interacting with you all!

Course Feedback

You are welcome to feedback anonymously about the course at any time throughout the semester by completing a brief feedback form, which can be found on the Feedback about the Course link in the "Course Orientation, Syllabus, and Other Resources" module on Brightspace. You may submit feedback as many times as you would like to throughout the course. This is a way to share with me either:

- Difficulties that may arise with the comprehension of the subject matter;
- Insights on the various topics and critical reflections;
- Positive experiences that you are having in the course and that you would like to see continue;
- Any other feedback that is relevant, constructive, respectful, and would serve to improve the content or the delivery of the lectures and make them a better learning experience.

Informative feedback is the cornerstone of a positive learning environment. As such, I will read all feedback submitted by students weekly. However, it may be impossible to reply to and incorporate all feedback received. I will follow up on the more impactful or important pieces of feedback by anonymously sharing them with the class during lecture. This will be a way to address recurring concerns or to come back on the previous week's content. Your comments are important and appreciated, and you can (and

should) always communicate directly with the professor or the TA should you feel that you require immediate attention.

Course Assessments

Component	Due Date	Weight
Homework	Throughout the semester at 9:00pm	5%
Quizzes	Throughout the semester at 11:59pm	10%
Labs	Most weeks during lab sessions	10%
Midterm Exam 1	October 3rd	15%
Midterm Exam 2	October 24th	15%
Midterm Exam 3	November 14th	15%
Final Exam (cumulative)	TBD during exam period	30%
iClicker Participation	Throughout the semester during class time	3% max bonus marks

Homework: The goal of weekly homework is to get students to practice applying what they are learning in class. There will be 11 homework assignments over the term. I understand that sometimes we experience an off week, therefore, the lowest two scores will be dropped and only the 9 best scores will count towards your grade. Homework questions will be assigned and graded automatically on Brightspace. Students can complete the homework in groups, however, each person must submit their own answers on Brightspace. Given that we drop the lowest two homework scores, there will be no make-up for homework.

Quizzes: The goal of quizzes is to gauge students' understanding of course concepts. There will be 11 quizzes over the term. Just like with the homework, students may have an off week sometimes, therefore, the lowest two scores will be dropped and only the 9 best scores will count towards your grade. Quiz questions will be assigned and graded automatically on Brightspace. Given that these are quizzes, they must be completed individually (i.e., students cannot work collaboratively on quizzes). However, you can attempt each quiz up to five times while it is open and your final grade for any quiz will be the mean of all your quiz attempts. Note that all quizzes that have been started will be submitted and will count as attempts. Given that we drop the lowest two quiz scores, there will be no make-up for quizzes.

Labs: The goal of labs is to get hands-on practical experience so that students can deeply integrate the course material and learn from fellow class members. To complete labs, you will work in groups of 3-6 students during lab sessions. Each group will hand in one lab at the end of each lab session. Each group member is expected to contribute equally to the submitted product. If a person has concerns regarding the contribution of one or more members of the group, they should speak to Dr. Iankilevitch, it is possible to request re-assignment to a different group. Students are expected to come to lab sessions prepared. There will be 10 lab sessions in total with 7 content labs (each worth 15 points) and 3 programming labs (each worth 5 points). Students' lowest content lab and lowest programming lab will be dropped such that the best 6/7 content labs and the best 2/3 programming labs will count towards the final lab grade. The points from the labs will be added to calculate the labs grade. This will allow you to miss up to two lab sessions due to illness or other external factors without penalty. There are no make-ups for labs.

> **Lab Attendance:** Labs are mandatory and students are expected to attend them. You must earn a passing grade (minimum 50% average) on the labs or you will receive an "N" in the course. Note that grades are not rounded up. Given that we drop two of the lowest lab scores, there are no make-up labs.

Exams: Exams will cover material covered in relevant lectures, labs, homework, and quizzes. Overall, the questions in the exams are designed to not only test students' knowledge of course material, but also students' ability to apply the concepts in novel situations. The exams may be a combination of multiple choice, short answer, and long answer questions. The exams will be in person. Students are encouraged to check the grade posted to ensure that the grade is correct.

Missed Midterm Exams:

You are responsible for attending exams as scheduled. **No make-up exams will be given.**

If you miss one of Midterm Exams 1-3 due to illness, accident, or family affliction, you must contact Dr. Iankilevitch as soon as possible indicating that you have missed the exam, and the reason for it. Students are not required to provide documentation to support their request for academic concession (e.g., medical notes), but it is appreciated. If you miss a midterm exam due to illness, accident, or family affliction, then your grade for the missed exam will be proportionally transferred to the remaining Midterm Exams and Final Exam. For example, if you miss Midterm Exam 1 (which is originally 15% of the final grade), then Midterm Exam 2 will be worth 18.75%, Midterm Exam 3 will be worth 18.75%, and the Final Exam will be worth 37.5% of your final grade.

Students who miss two Midterm Exams will receive a grade of "N" in the course as they will be deemed to have missed too much of the course material to have met course completion requirements.

Missed Final Exam:

If you are unable to attend the final exam, you must apply to Records Services for a "Request for Academic Concession", typically within 10 working days of the exam date. If an academic concession is granted for the final exam, an alterative date to write the make up exam must be arranged with the professor. If you do not take the final exam, you will receive an "N" in this course regardless of the course percentage earned up until the exam. The final exam, unlike the other three exams, will not be extrapolated and **must** be taken.

iClicker Participation: iClickers are used as a way to work together through questions posed in class. When used effectively, iClickers can increase your ongoing engagement and involvement, promote a safe environment to communicate your answers, and create lively discussions in class. iClickers can also provide immediate feedback about your understanding of the class material and help us figure out how to improve your understanding of a concept.

In order to receive the full 3% bonus, students need to participate in 75% of questions posed in 75% of classes with iClicker questions. Given that these are bonus points and the level of participation required to receive maximum points is set at 75% of all classes to allow you to occasionally miss a class, forget your iClicker, or run out of batteries, there are no opportunities to make up iClicker points.

It is an academic infraction to use or bring another student's iClicker to class, to lend your iClicker to another student, or to click in when not present in class. This will be treated similarly to other academic infractions (such as cheating on an exam) and will be subject to university disciplinary procedures. Please remember that the iClickers provide you with an opportunity to enhance your in-class learning, and it is expected that you cooperate in making the system work to help you and your colleagues learn.

Course Completion Requirements

Students who have completed the following elements will be considered to have completed the course:

- Earn a minimum grade of 50% on the labs (note that grades are not rounded up)
- Complete at least two Midterm Exams
- Complete the Final Exam

Failure to complete one or more of these elements will result in a grade of "N" regardless of the cumulative percentage of all other elements in the course. N is a failing grade and factors into GPA as a value of 0.

In accordance with the University's policy on academic concessions, "A student who completes all course requirements is not eligible for an academic concession". Consequently, students can only request deferrals for the completion of required course components and not for non-essential course components.

Tentative Course Outline and Schedule

WEEK	DATE	TOPIC	HOMEWORK/ QUIZZES DUE
SECTION 1: UNIVARIATE STATISTICS			
1*	Wed Sept 7	Topic 1: Course Introduction	HW/Quiz Topic 1 Due Sept 29
	Thu Sept 8	Topic 1: Scales of Measurement	
	Mon Sept 12	Topic 1: Scales of Measurement	
2	Wed Sept 14	Topic 2: Frequency Distributions	HW/Quiz Topic 2 Due Sept 29
	Thu Sept 15	Topic 2: Frequency Distributions	
	Mon Sept 19	Topic 2: Frequency Distributions	
3	Wed Sept 21	Topic 3: Central Tendency & Variability	HW/Quiz Topic 3 Due Sept 29
	Thu Sept 22	Topic 3: Central Tendency & Variability	
	Mon Sept 26	Topic 3: Central Tendency & Variability	
4*	Wed Sept 28	Topic 3: Central Tendency & Variability	
	Thu Sept 29	**NO CLASS: TRUTH & RECONCILIATION DAY ON SEPTEMBER 30TH**	
	Mon Oct 3	**Midterm Exam 1: Section 1**	
SECTION 2: BIVARIATE STATISTICS			
5	Wed Oct 5	Topic 4: Correlation	HW/Quiz Topic 4 Due Oct 14
	Thu Oct 6	Topic 4: Correlation	
	Mon Oct 10	**NO CLASS: THANKSGIVING DAY**	
6	Wed Oct 12	Topic 4: Correlation	
	Thu Oct 13	Topic 5: Regression	HW/Quiz Topic 5 Due Oct 21
	Mon Oct 17	Topic 5: Regression	
7	Wed Oct 19	Topic 5: Regression	
	Thu Oct 20	Topic 5: Regression	
	Mon Oct 24	**Midterm Exam 2: Section 2**	
SECTION 3: PROBABILITY THEORY AND INFERENTIAL STATISTICS			
8	Wed Oct 26	Topic 6: Empirical Distributions	HW/Quiz Topic 6 Due Nov 4
	Thu Oct 27	Topic 6: Empirical Distributions	
	Mon Oct 31	Topic 7: Probabilities	HW/Quiz Topic 7 Due Nov 11
9	Wed Nov 2	Topic 7: Probabilities	
	Thu Nov 3	Topic 8: Hypothesis Testing	HW/Quiz Topic 8 Due Nov 11
	Mon Nov 7	Topic 8: Hypothesis Testing	
10*	Wed Nov 9	**NO CLASS: READING BREAK**	
	Thurs Nov 10	**NO CLASS: READING BREAK**	
	Mon Nov 14	**Midterm Exam 3: Section 3**	
SECTION 4: SINGLE SAMPLE HYPOTHESIS TESTING			
11	Wed Nov 16	Topic 9: Sampling Distribution of the Mean	HW/Quiz Topic 9 Due Nov 25
	Thu Nov 17	Topic 9: Sampling Distribution of the Mean	
	Mon Nov 21	Topic 10: Single Sample Hypothesis Testing: z-Test	HW/Quiz Topic 10 Due Dec 2
12	Wed Nov 23	Topic 10: Single Sample Hypothesis Testing: z-Test	
	Thu Nov 24	Topic 10: Single Sample Hypothesis Testing: z-Test	
	Mon Nov 28	Topic 11: Single Sample Hypothesis Testing: t-Test	HW//Quiz Topic 11 Due Dec 9*
13	Wed Nov 30	Topic 11: Single Sample Hypothesis Testing: t-Test	*or 24 hours prior to the final
	Thu Dec 1	Topic 11: Single Sample Hypothesis Testing: t-Test	exam, whichever is sooner.
Final Exam (cumulative): Time, date, and location TBD during final exam period: Sections 1-4 (Cumulative)			

*There will be no lab this week. Weeks without a star have labs associated with them.
September 20 is the last day to drop the course for 100% reduction of tuition fees
September 23 is the last day to add courses
October 11 is the last day to drop the course for 50% reduction of tuition fees
October 31 is the last day to withdraw from the course without penalty of failure
Important: A minimum final grade of 50% is required to continue to PSYC 300B.

Sexualized Violence Prevention and Response at UVic

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

Where: Office of Equity and Human Rights, Sedgewick Building, Room C115

Phone: 250 721 8021

Email: svpcoordinator@uvic.ca

Web: https://www.uvic.ca/sexualizedviolence/

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

Course Experience Survey (CES)

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

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

Disclaimer

The 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.

[1] 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.

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 7th	First term classes begin for all faculties
Tuesday, Sept 20th	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 23rd	Last day for adding courses that begin in the first term
Friday, Sept 30th	National Day for Truth and Reconciliation (No Classes)
Monday, Oct 10th	Thanksgiving Day (No Classes)
Tuesday, Oct 11th	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 31st	Last day for withdrawing from first term courses without penalty of failure
Nov 9th - Nov 11th	Reading Break for all faculties
Monday, Dec 5th	National Day of Remembrance and Action on Violence Against Women Classes and exams cancelled from 11:30 am - 12:30 pm
Monday, Dec 5th	(Friday course schedule) Last day of classes in first term for all faculties
Dec 7th - Dec 21st	First-term formal examination period

Winter session - second term (January – April)

Monday, Jan 9th	Second term classes begin for all faculties
Sunday, Jan 22nd	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 25th	Last day for adding courses that begin in the second term
Sunday, Feb 12th	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 20th - Feb 24th	Reading Break for all faculties
Tuesday, Feb 28th	Last day for withdrawing from full year and second term courses without penalty of failure
Thursday, Apr 6th	Last day of classes in second term for all faculties
Apr 11th - Apr 26th	Second-term formal examination period

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