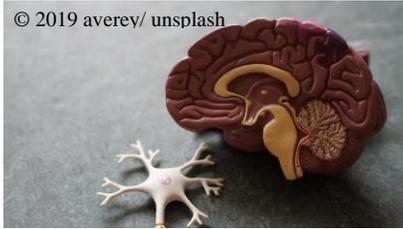




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**PSYC 351D – Biopsychology**  
Fall 2022 | MWTh 3:30pm – 4:20pm in ELL 167  
CRN: 13061

**Instructor:** Dr. Jhotisha Mugon  
**Office:** Cornett A235  
**Email (preferred):** [jmugon@uvic.ca](mailto:jmugon@uvic.ca)  
**Office hours:** Mondays 11:00am-12:00pm or by appointment

**Teaching Assistant:** Erin Light  
**Office:** TBA  
**Email:** [emmlight@uvic.ca](mailto:emmlight@uvic.ca)  
**Office hours:** By appointment  
Erin will host exam review sessions and days/times will be announced on Brightspace

**Course Description:**

Welcome to Psychology 351D: Biopsychology! This course focuses on the biological basis of behavior at the molecular, cellular, and neural systems level. Specifically, the course will cover the fundamentals of neurophysiology and neuroanatomy from a functional perspective, with an emphasis on the anatomy of the human nervous system. Some of the topics that we will explore include basic neurophysiology and neuroanatomy, emotion and motivation, learning and memory, and thinking, and brain trauma.

**What’s in this syllabus?**

|                                       |    |
|---------------------------------------|----|
| Learning outcome and course pre-reqs  | 1  |
| About your instructor and office hour | 2  |
| Learning resources                    | 2  |
| Course format/ expectations           | 4  |
| How will I be evaluated?              | 5  |
| Course schedule                       | 8  |
| Important course considerations       | 9  |
| Be well                               | 10 |
| Dept. of Psyc Course policies         | 11 |

**Course learning outcomes:**

By the end of this course, you should be able to

- Consider psychological phenomena from the point of view of brain-behaviour relationships.
- Describe the basic anatomy of the nervous system.
- Describe the basic physiology of the nervous system on several functional levels.
- Demonstrate a foundational understanding of how the nervous system reacts to the environment, from perception to cognition to action.



**Prerequisites:** The pre-requisites for this course are PSYC 251 and 201. *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. Information about meeting course prerequisites can be found at <https://www.uvic.ca/calendar//future/undergrad/index.php#/programs?searchTerm=psycho>. If your questions are not answered there, I recommend contacting The Associate Chair of Psychology – Dr. David Medler.

*Please note that students are responsible for checking their registration status and adhering to the add (January 26<sup>th</sup>, 2022) and drop (January 23<sup>rd</sup> 2022) deadlines.*

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## About Me:

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I completed my PhD in Cognitive neuroscience at the University of Waterloo, Ontario in 2020. My research focused on the role of emotions – specifically of boredom – to act as self-regulatory signals to keep us on track with our goals. I am also passionate about teaching undergraduate courses and keeping boredom at bay within our classes. I hope to share my passion for neuroscience and psychology with you and to work collaboratively with you on this course. I am always open to suggestions and constructive feedback so feel free to reach out if you want to chat. I have actually embedded some of the feedback that I received from the last cohort that took 351D with me into this term's course – we'll chat more about this during our first class. Kindly note that I am a new teaching professor at UVic (I only moved to Victoria, BC last year) so please bear with me as I figure out the various systems 😊

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## Learning resources:

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- 1) **Required text:** Kolb, B., Whishaw, I.Q., Teskey, G. C. (2019). *An Introduction to Brain and Behaviour – sixth Edition*. Macmillan

This course takes advantage of Launchpad (see below), the online platform associated with this textbook. The entire textbook is available electronically through Launchpad. To save you some cash, this year I am giving students the option to purchase Launchpad standalone (the cheapest option). Again, this includes all of the online content you need (see below), including an electronic version of the text. However, for those of you who like to read a physical text, I have ordered some actual textbook/Launchpad packs. This option is more expensive, but perhaps easier on the eyes. Note that each version (physical text or Etext) come with a free 6 months subscription to the iClicker student app called reef – which we will use when we return to our physical classes





- 2) **Launchpad access:** Throughout this course, you will be assigned Learning Curve (LC) quizzes which is a type of quiz that tests your understanding of the course content. You will have roughly three of these LC quizzes assigned per week – each associated with the respective lectures and assigned reading throughout the week. To register for the course go to:  
(<https://www.macmillanhighered.com/launchpad/kolbintro6e/19828229>) Your Launchpad access code will be printed on the card you purchase from the bookstore. Select "I have a student access code", enter the code exactly as it appears on the card, and click Submit.

If you need to start working but can't purchase right away, select "I want temporary access" and follow the instructions. Please note: Some of your marks are linked to your Launchpad account username (email address). If you use temporary access, make sure you purchase or register your code using the same email address for your paid access.

If you have problems registering, purchasing, or logging in, please contact Customer Support. You can reach a representative by chat: <https://community.macmillan.com/community/digital-product-support/college-students-support-community> or from 9 a.m. to 3 a.m. EST, 7 days a week by phone: 1-800-936-6899.

- 3) **Course Website:** The PSYC 351D website is accessible through the UVic Brightspace system (<https://bright.uvic.ca/d2l/home/222913>). This site includes all course material, including lecture slides, recorded lectures, course announcements, contact information and your grades. **Lecture slides will be posted the day before the lectures in the evening.**
- 4) **Required Technology:**
- a. **iClicker Personal Response System.** This is necessary in order for you to participate in the class and 5% of your final mark is based on that participation. **If you've purchased either your actual textbook or the e-textbook launchpad package via the Uvic bookstore, a subscription to the iClicker app is included in your purchase.** You then have two options:
    - 1) **iClicker Student Mobile App.** This application can be used on a personal device (laptop, smartphone, or tablet). In order to receive your 5% participation points, you must create an account (<https://student.iclicker.com/#/login>).
    - 2) **iClicker 2.** *iClicker 2* is a physical remote that can be purchased at the bookstore new or used and it will be usable in other courses that use iClickers. It can also be sold back to the UVic bookstore just like with textbooks. Only the second-generation *iClickers* can be used. If you use the original *iClicker* you may not be able to respond to all the questions in class. In order to receive your 5% participation points, you must **register your iClicker online** at the UVic website (<http://www.uvic.ca/iclickerreg>) and **not the iClicker.com website.**





- b. The University of Victoria has established minimum technical requirements for students to participate in online learning environments – see <https://www.uvic.ca/systems/status/features/min-tech-requirements.php> for more information on the requirements. Contact UVic’s computer help desk (see their website for various contact options and hours of operation for any technology questions/issues: <https://www.uvic.ca/systems/services/helpsupport/computerhelpdesk/>)

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## What is expected of you?

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To develop a good understanding of the terminologies, concepts, neural systems and theories that we will cover in this class, I recommend that you complete the assigned weekly materials, attend and engage in class sessions, attend office hours with your questions when needed, and **spend between 8-10 hours** (including class time) towards mastering the course materials.

### For each week of the course, you are expected to complete the following:

1. Complete the assigned reading prior to class
2. Attend classes and take notes
3. Bring your iClickers to class
4. Complete the online LaunchPad LearningCurve quizzes
5. Complete the homework assignment (if any)

### If you have a question, here is where/ how to get an answer:

- For technical question (e.g. related to Brightspace, Zoom, or Netlink login), please contact the computer help desk ([helpdesk@uvic.ca](mailto:helpdesk@uvic.ca) ; 250-721-7687).
- For questions regarding the textbook, the lectures, or course accommodations, please contact me at [jmugon@uvic.ca](mailto:jmugon@uvic.ca) .I kindly ask that you consult the syllabus for assessment timelines prior to emailing me.
- To review your exams, please contact our class TA – Erin light ([emmlight@uvic.ca](mailto:emmlight@uvic.ca))
- If you have questions related to the content of the textbook and/or lectures OR if you have an example to share, please:
  - Bring them up during our scheduled **class times**
  - Visit **my office hours**: Mondays from 11:00am – 12:00pm
  - Post them in the **discussion board** in Brightspace for anyone to answer
  - Email me – BUT 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, I have ~ 450 students this term and only one of me! At some point in the term, things can get a little hectic for me. *If you do not hear back from me within 72 business hours, then feel free to send me a reminder email – I appreciate your kindness and patience*



Lectures will be recorded and posted on the Echo 360 platform for the odd times that you cannot make it to lectures or if you want to review what was covered in class. To access those recordings, **remember to join** our Echo 360 course via the link provided in the “syllabus” folder on our course Brightspace site.

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## What is expected of me?

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- I am available to help with student accommodations.
- Attend my office hours if you have complicated questions. If my office hour does not work for you, email me to request an alternative time to meet.
- I will upload all course materials and announcements on Brightspace.
- I will be ready for our classes and I will aim to make it interactive and engaging. I will also record our class lectures and the material will be available on our Echo 360 course site.
- I am open to receiving and giving constructive feedback and creating a positive inclusive environment for learning

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## How will you be evaluated?

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Your final grade in this course will be based on the following criteria:

| Assessment                      | Worth | Date(s)/ Notes  |
|---------------------------------|-------|---|
| Exam 1                          | 18%   | Wednesday Sept. 28 in ELL 167   |
| Exam 2                          | 18%   | Monday Oct. 24 in ELL 167   |
| Exam 3                          | 18%   | Monday Nov. 21 in ELL 167   |
| Exam 4                          | 12%   | Thursday Dec. 1 in ELL 167  |
| Learning Curve (LC) assignments | 10%   | Starts Sept. 8; 26 LC throughout term (Complete 20 out of 26 @ 0.5% each) |
| Participation (Clickers)        | 6%    | Starts Sept. 12; 29 classes total (best 24 out of 29 @ 0.25% per class)   |
| Homework assignments            | 18%   | Spread throughout the term. Best 6 out of 7 @3% each                      |
| SONA Bonus Credits              | 2%    | Monday Dec. 5   |

\* You are encouraged to complete ALL course requirements. However, you **must complete all exams** to receive credit for this course. Students who do not complete all exams will receive an “N” (Failing) grade. 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.





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## Exams

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There will be **four non-cumulative in-class exams** (see schedule below). All course materials are testable (lectures, textbook chapters, supplementary materials). The format of all four exams will be a mix of multiple choice (MC) questions, some fill-in-the-blanks questions, and some diagram labelling. All exams will take place during the scheduled class period. Be sure not to schedule any trips that overlap with exam dates and notify your family not to schedule any trips for you that overlap with the exam dates. You are responsible for attending exams as scheduled, writing your own exam, and for respecting the academic integrity expectations of the university.

**Missed exams:** If completing an exam at the specified time is not possible or feasible for you due to illness, 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 2 days of the missed exam to schedule a make-up examination. Make-up exams will typically be hosted on Fridays at 2:30pm. If you missed an in-class exam, it is your responsibility to ensure that you are able to make it to the make-up exam timeslot. If you miss an exam and fail to contact me as described, you will receive an “N” mark (failure due to not completing a course requirement) for the course.

**If you require special arrangements for exams due to a disability** – you must be officially registered with the Centre for Accessible Learning – please see <https://www.uvic.ca/services/cal/online-services/register/index.php> for more information. I will automatically be informed of your registration with them and the accommodations you need.

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## LearningCurve (LC) Assignments

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To help you study for each exam and to encourage you to go through the course material gradually every week (rather than cram for it closer to the exam time), you will complete the online chapter quizzes within LaunchPad, called LearningCurve. Approximately 26 LC quizzes will be assigned throughout the term; however, only the grade for 20 quizzes will count towards your final grade. Each LC quiz is worth 0.25% for a total of 10% of your grade. Assigned quizzes are listed in the below lecture schedule. Any changes will be announced in class, on BrightSpace, and on LaunchPad. Note that I have assigned 1-2 LC quiz per class. These quizzes are meant to help you better understand the material and to help you prepare for the exams. However, I understand that you may experience other time pressures throughout the term. For this reason, there are four hard deadlines for LC quizzes – see course schedule. Although you can still complete the quizzes after the hard deadlines, LC quizzes completed after these deadlines will not count towards your grade.

The LC quizzing system is interactive and adaptive. Quizzes will be graded on a Pass/Fail basis. Each quiz is worth a certain number of points. To “Pass” you must obtain the target amount of points. For every correct answer you produce, question point values increase, ultimately meaning the more questions you



get right, the fewer questions you will have to complete to hit the target total (and thus finish and pass the quiz). As you get questions wrong, point values decrease, meaning you will have to answer more questions to earn points and finish the quiz. In sum, these quizzing procedures reward comprehension and discourage guessing. The system is fully interactive, allowing you to return to the text if you are unsure of an answer. Additionally, the LC system will develop a personalized learning plan for you, displaying which areas you have mastered and providing tools to help you improve in areas that have been difficult.

If you encounter problems using the LaunchPad website and completing the LC Quizzes, contact the website's Technical Support (top right corner > help > contact technical support). Do not contact the instructor or the TA. The website tracks and timestamps all your activity. If/when you experience a technical problem, they will help you troubleshoot it. If the technical problem causes a quiz to be submitted late or unsubmitted, the support team will forward me the technical documentation detailing your problem and giving me the option for allowing a second attempt/submission

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### Participation (iClickers)

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Throughout the term, I will present i>Clicker questions during lectures. My hope is that these will a) encourage your active participation in class and, b) help me to see which concepts the class understands well, and which need a little more attention. Answer all the questions presented in the lecture to get your i>Clicker point for that day. It's ok if you get the answer wrong or if you miss *one* in a single lecture; you'll still get a mark for that day. There will be approximately 60-65 i>Clicker opportunities distributed throughout 29 classes (excluding exams; i-clicker questions start on Monday, Sept 12). You will need to provide responses in at least 24 classes to receive full marks. This gives you several classes of leeway to overcome technical challenges/find lost clickers/make up for missed classes/etc. Thus, there will be no opportunity to make up i>Clicker responses for the above reasons. Please note, I consider providing i>Clicker responses for another student to be an academic infraction and will treat it as such (according to the UVic Policy on Academic Integrity).

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### SONA Bonus credits

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Students in this course may earn up to 2% extra credit toward their final grade by participating in research studies conducted in the Department of Psychology. 1 hour of participation earns students 1 SONA credit and credits are given in .5 increments, with 1 credit required for a 1% increase in the student's final grade, with 1 credit required for a 1% increase. For details on participating in research studies, go to the Department of Psychology web site ([web.uvic.ca/psyc](http://web.uvic.ca/psyc)), click on the **Research** link near the top of the page, then click on the **Participant Pool** link at the left of the new page to see instructions for participating in the system. 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 your course instructor to arrange for an alternative option involving written assignments.



## Tentative class schedule\*

\*Note that topics and dates are approximate and subject to change. If changes occur, I will make a course announcement on Brightspace. \*\*LC = LearningCurve Assignment \*\*\*R= More than 15 pages of reading assigned. Items in RED reflect changes to the course schedule as a result of the new public holiday on Sept. 19

| Wk. | Class | Date       | Topic  | Text Section                  | LC**                | Notes   |
|-----|-------|------------|--|-------------------------------|---------------------|---|
| 1   | 1     | W Sept. 7  | Course intro and overview                                      |                               |                     |   |
|     | 2     | Th Sept 8  | Electrical signaling (review)                                  | -                             | 4b                  |   |
| 2   | 3     | M Sept. 12 | Chemical signaling (review)                                    | -                             | 5c                  | iClicker starts   |
|     | 4     | W Sept. 14 | Drugs and hormones   | 6.1                           | 6a                  |   |
|     | 5     | Th Sept 15 | Drugs and hormones   | 6.2-6.4                       | 6b                  | R   |
| 3   | 6     | M Sept. 19 | <del>Drugs and hormones</del>                                  | <del>6.5</del>                | <del>6e</del>       | <b>No Class</b>   |
|     | 7     | W Sept. 21 | <del>Measuring brain and behaviour</del><br>Drugs and hormones | <del>7.1-7.2</del><br>6.5     | 7a<br>6c            | <del>R</del> -H/W #1 end Sept 20<br>H/W #2 start Sept. 21 |
|     | 8     | Th Sept 22 | Measuring brain and behaviour                                  | <del>7.3-7.6</del><br>7.1-7.2 | <del>7b</del><br>7a | R   |
| 4   | 9     | M Sept. 26 | <del>Catch-up/ Review</del> Measuring brain and behaviour      | 7.3-7.6                       | 7b                  | H/W #2 end Sept. 27                                       |
|     | 10    | W Sept. 28 | <b>Exam 1</b>  |                               |                     | LC 4b, 5c, 6a-6c, 7a-b due                                |
|     | 11    | Th Sept 29 | Brain development  | 8.1-8.2                       | 8a                  | H/W #3 start Sept. 29                                     |
| 5   | 12    | M Oct. 3   | Brain development  | 8.3-8.5                       | 8b                  | R   |
|     | 13    | W Oct. 5   | Sensation and Perception                                       | 9.1-9.2                       | 9a                  | H/W #3 end Oct. 5   |
|     | 14    | Th Oct. 6  | Sensation and Perception                                       | 9.2-9.3                       |                     |   |
| 6   | 15    | M Oct. 10  | <b>Thanksgiving – No class</b>                                 |                               |                     |   |
|     | 16    | W Oct. 12  | Sensation and Perception                                       | 9.3-9.5                       | 9b                  | R   |
|     | 17    | Th Oct. 13 | Sensation and Motor Control                                    | 11.1-11.2                     | 11a                 | H/W #4 start Oct. 13                                      |
| 7   | 18    | M Oct. 17  | Sensation and Motor Control                                    | 11.2-11.3                     | 11b                 |   |
|     | 19    | W Oct. 19  | Sensation and Motor Control                                    | 11.4-11.5                     | 11c                 | H/W #4 end Oct. 19  |
|     | 20    | Th Oct. 20 | Catch-up/ Review   |                               |                     |   |
| 8   | 21    | M Oct. 24  | <b>Exam 2</b>  |                               |                     | LC 8a-b, 9a-b, 11a-c due                                  |
|     | 22    | W Oct. 26  | Emotion and Motivation   | 12.1-12.2                     | 12a                 | H/W #5 start Oct. 26                                      |
|     | 23    | Th Oct. 27 | Emotion and Motivation   | 12.3-12.4                     |                     |   |
| 9   | 24    | M Oct. 30  | Emotion and Motivation   | 12.5-12.7                     | 12b                 | R   |
|     | 25    | W Nov. 2   | Sleep  | 13.1-13.2                     | 13a                 | H/W #5 end Nov 1  |
|     | 26    | Th Nov. 3  | Sleep  | 13.3-13.4                     | 13b                 | H/W #6 start Nov. 3                                       |
| 10  | 27    | M Nov. 7   | Sleep  | 13.5-13.7                     | 13c                 |   |
|     | 28    | W Nov. 9   | <b>Reading break – No class</b>                                |                               |                     |   |
|     | 29    | Th Nov. 10 | <b>Reading break – No class</b>                                |                               |                     |   |
| 11  | 30    | M Nov. 14  | Learning and Memory  | 14.1-14.2                     | 14a                 |   |
|     | 31    | W Nov. 16  | Learning and Memory  | 14.3                          | 14b                 | H/W #6 end Nov. 16  |
|     | 32    | Th Nov. 17 | Learning and Memory/<br>Review                                 | 14.4-14.5                     |                     | R   |
| 12  | 33    | M Nov. 21  | <b>Exam 3</b>  |                               |                     | LC 12a-b, 13a-c, 14a-b due                                |
|     | 34    | W Nov. 23  | Thinking   | 15.2-15.3                     | 15b                 | H/W #7 start Nov. 23                                      |





|      |    |            |  |           |     |                       |
|------|----|------------|--|-----------|-----|-----------------------|
|      | 35 | Th Nov. 24 | Thinking   | 15.4-15.7 | 15c | R                     |
| 13   | 36 | M Nov. 28  | Thinking (cont.) + Disordered thinking & behaviour | 16.2      | 16a |                       |
|      | 37 | W Nov. 30  | Disordered thinking & behaviour                    | 16 .3     | 16b | R; H/W #7 end Nov. 30 |
| *NEW | 38 | Th. Dec. 1 | Review/ Catch-up                                   |           |     | LC 15a-c, 16a-b due   |
|      | 39 | Th Dec. 5  | Exam 4   |           |     |                       |

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### Important course considerations:

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**Respect for Diversity:** It is my intent that students from all diverse backgrounds be well-served by this course, that students' learning needs be addressed, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials that are respectful of diversity: gender, sexuality, disability, age, socio-economic status, ethnicity, race, and culture. Your feedback and suggestions are encouraged and appreciated – not only at the end of the semester through the Course Evaluation Survey, but also throughout the term. Please do not hesitate to talk to me regarding effective learning and respectful conduct.

**Academic Integrity:** You are responsible for familiarizing yourself with the University of Victoria's [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 assignment or exam in question. The course penalty for more extensive violations of this policy will be a failing grade for the class.

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





*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. I feel very fortunate to learn, live and work on this beautiful territory*

## 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/](http://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/](http://www.uvic.ca/services/indigenous/students/programming/elders/)

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

Mental health supports and services are available to students from all areas of the UVic community: <https://www.uvic.ca/student-wellness/wellness-resources/mental-health/>

### **Sexualized Violence Prevention and Response at UVic**

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

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

Phone: 250 721 8021 | Email: [svpcoordinator@uvic.ca](mailto:svpcoordinator@uvic.ca)

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

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## 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](mailto:privacyinfo@uvic.ca)

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

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

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

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

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

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



### Copyright

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

### Course Experience Survey (CES)

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

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

### Disclaimer

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

### Grading

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

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

Rounding is only applied to the final grade and is rounded up at the 0.5% level (e.g., 84.49% is 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/>.

<sup>1</sup> 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](mailto:ombuddy@uvic.ca); Web: [uvicombudsperson.ca](http://uvicombudsperson.ca).
2. UVic Library Resources: <http://www.uvic.ca/library/research/citation/plagiarism/>
3. UVic Library Document on **Avoiding Plagiarism**



**Prerequisites**

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

**Program Requirements**

For more information see the [UVic Calendar](#).

**Registration Status**

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

Students who do not attend classes must not assume that they have been dropped from a course by an academic unit or an instructor. Courses that are not formally dropped will be given a failing grade, students may be required to withdraw and will be required to pay the tuition fee for the course.

**Request for Academic Concessions: 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](http://uvss.ca)!

### Academic Important Dates

#### Winter session - first term (September – December)

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

#### Winter session - second term (January – April)

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