



University  
of Victoria

Department of Psychology  
<http://www.uvic.ca/socialsciences/psychology/>

## PSYC-385 – Fall 2022 – CRN: 13066

### Motivation, Emotion and Well-Being

<b>Dates:</b>	September 7 <sup>th</sup> – December 5 <sup>th</sup> 2022	<b>Instructor:</b>	Frederick Grouzet, Ph.D.
<b>Format:</b>	Face-to-face	<b>Office hours:</b>	Sign-up ( <i>see links on BrightSpace</i> )
<b>Meeting</b>	Tuesday, Wednesday, & Friday	<b>Tel.:</b>	250.721.7537
<b>Time:</b>	10:30 a.m. – 11:20 a.m.	<b>E-mail:</b>	<a href="mailto:PSYC385instructor@uvic.ca">PSYC385instructor@uvic.ca</a>
<b>Location:</b>	COR-A221	<b>Websites:</b>	<a href="http://bright.uvic.ca/d2l/home/222923">bright.uvic.ca/d2l/home/222923</a> <a href="https://teams.microsoft.com">teams.microsoft.com</a>

*We acknowledge and respect the lək̓ʷəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.*

#### COURSE DESCRIPTION

This course aims to provide a current perspective on how researchers study, explain and predict human motivation, emotion and well-being. The focus is mainly on contemporary theoretical, conceptual, and empirical issues regarding the psychological forces that activate, organize, and direct human behaviours, with a particular emphasis on humanistic, cognitive, and social perspectives. The role of motivation and emotion for individuals' well-being and mental health is also examined. While basic principles in motivation and emotion are identified, human diversity of backgrounds and perspectives is acknowledged in both the content and format of the course and evaluations.

#### PREREQUISITES AND REGISTRATION

The pre-requisites for this course are PSYC201, and PSYC231 or PSYC260. Given the demand for this course, students who do not attend each class of the first two weeks (and do not provide prompt notification if valid circumstances prevent attendance) will be dropped from both class registration and waitlist. It is the student's responsibility to check their registration status. **The last date for adding courses is September 23, 2022. The last date for withdrawing with 100% reduction of fees is September 20, 2022, and without penalty of failure is October 1<sup>st</sup>, 2022.** (*See also [below](#).*)

#### COURSE POLICIES AND LEARNING ENVIRONMENT

- The **class sessions are conversation-based**, so they are NOT lectures or summaries of readings and course materials; they are syntheses and discussions of current state of knowledge, including recent research findings and various applied illustrations to enhance comprehension of theories and concepts. Students are thus encouraged to **read required readings** and then **actively participate in class and group discussions**.
- To protect everyone's privacy and ensure that everyone is comfortable with freely speaking during class discussions, **class sessions are NOT recorded** and **students commit to NOT record them in any way**.
- **Learning groups** of up to seven students will be formed in order to engage in class sessions as a group and create a collaborative and supportive learning environment. These learning groups will also provide a source of support for students who will miss a class session. *See below policies about [attendance and absences](#).*
- The course is offered **face-to-face**. Students are strongly encouraged to establish a **distraction-free environment** (e.g., turning off cell phones, using computer for note taking only, etc.) during class sessions. In addition, students are invited to avoid bringing to class food, scented products or anything that could generate allergic reactions (consult the instructor for better guidance).
- Students are expected to **respect the diversity of perspectives** that all students can bring to the class because of their cultural background, personal experience and values, to the extent that rights, dignity and wellbeing of everyone is respected (*see [Respect for Diversity](#) and [below](#)*). Students' rights for privacy and confidentiality should also be respected.
- Students are expected to familiarize themselves with the Department of Psychology's [Important Course Policy Information](#) (*see below*) and [Standards for Professional Behaviour for students in Tri-Faculty courses](#).

#### DISCLAIMER

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

**RESPECT FOR DIVERSITY**

*“It is my intent 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 intent to present materials and activities that are respectful of diversity: gender, skin color, sexuality, disability, age, socio-economic status, ethnicity, language, 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.” FG*

**This classroom is a trans-inclusive space:** Please indicate if you have a preferred name and pronoun that you would like to be used in the classroom. Please e-mail the instructor if you would like to discuss the climate of this classroom for trans students. *Gender neutral bathrooms are [available](#) at UVic.*

**COMMUNICATION**

- Announcements about the course are mainly done by **emails**. You should thus regularly check your preferred email account to get the most up-to-date information. It is the student’s responsibility to ensure that their current email address is on [Personal and Account Profile](#).
- If you have questions or concerns about the course, you should contact the instructor by sending an **email to [PSYC385instructor@uvic.ca](mailto:PSYC385instructor@uvic.ca)**. The subject of your message should be informative and the message must be signed (i.e., name and student ID). Questions will be answered within 48h during weekdays; if the answer can benefit and apply to all students, an email message to all students will be sent out. (*ps: If you do not receive an automatic reply acknowledging the reception of the email, you need to resend it.*)
- Do NOT use BrightSpace or Microsoft Teams to communicate with the instructor and teaching assistant(s). The use of BrightSpace or Microsoft Teams to communicate with other students should be limited to course-related matters and to facilitate group activities for the course (*see also [Online Student Conduct](#)*).
- The instructor is **available for consultation** during weekdays (mainly Tuesdays & Fridays). You need to register to available zoom/in-person meetings (*links on BrightSpace*).

**LEARNING GOALS**

- **Understand** the key theories and principles relevant to motivation and affective science, and well-being.
- **Analyze** and **contrast** key factors relevant in theories of needs, intrinsic motivation, autonomous and controlled forms of extrinsic motivation, mindsets, personal control beliefs, goal setting, valuing processes, self-regulation, unconscious goal pursuit, emotions and emotion regulation, and positive mental health.
- **Use the appropriate scientific terminology** to describe and discuss psychological concepts and theories.
- **Identify** new empirical contributions and critically **integrate** them to recently acquired knowledge.
- **Critically and creatively apply** psychological concepts to enhance one’s understanding of human motivation, goal pursuit, self-regulation, and emotions in various contexts, as well as their impact on well-being.
- **Engage in active learning** by participating to discussions and autonomously develop knowledge and skills through various methods.
- **Translating and mobilizing knowledge** to engage into concrete actions and interventions to enhance learning experience and well-being of oneself and others.

**REQUIRED READINGS AND COURSE MATERIAL**

- [Understanding Motivation and Emotion \(7<sup>th</sup> edition\) by J. Reeve \(2018, Wiley\)](#). (Previous editions are not allowed.)
- Journal articles and book chapters posted on BrightSpace.
- Supporting documents (posted on BrightSpace) that aim to guide reading, synthesis of the knowledge from readings, and online discussions.

*All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in this class. Trying to give, sell, receive or seek copies of unauthorized materials hinders students’ learning, is unfair to classmates and seriously undermines the instructor’s course objectives. The material is protected under copyright law, even if not marked with a ©. **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 \(AC1300\)](#).*

### EVALUATION AND GRADING POLICY

Students will be graded on their **learning engagement** (10%), the performance on **learning activities** (30%), and the completion of **learning projects** (60%) (*see below*). The final letter grade in the course will be based on the total percent score. Grades that end with a decimal point of 0.5 or above will be rounded to the next higher whole number, and grades that end with a decimal point below 0.5 will be rounded to the next lower whole number. For example, if a final percentage grade is 89.5, the grade will be rounded to 90. *See also [Grading section below](#).*

Students who have completed **at least one learning activity for each of the three course sections** (*see [Class Schedule](#)*) and **two learning projects** (out of 3) will be considered to have completed the course. 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 of 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.

**Learning Engagement:** Students’ learning engagement will be assessed through completion of a self-presentation video and various surveys, participation to class sessions, contributions to learning groups (e.g., on MS Teams), and positive contribution to the learning environment. *Detailed grading criteria are available on BrightSpace. Students who cannot attend a class due to illness are asked to notify the instructor immediately (see [below](#)).*

**Learning Activities:** Students will be offered 12 learning activities (4 per course part) to summarize what was learned in the text and discussed in class, tie up loose ends, and think about issues that go beyond class discussions. After engaging with the material, students are invited to partake in various activities such as personal observations, online searches, casual interviews, video watching, journaling, etc., and then answer questions in a limited number of words. All activities should be **completed individually** and submitted by **Monday at 5:00pm**. *Because of the need to discuss completed activities during following classes, **no extension can be allowed for any reason**.* In order to accommodate students who cannot submit a learning activity on time because of illness or other life challenges, and allow students to make errors without losing points, **only the six highest marks (out of 12) will be used to assign a grade (5% each)**. *Detailed grading criteria are available on BrightSpace.*

**Learning Projects:** Students are invited to show their understanding and abilities to apply the course material through three learning projects synthesizing all concepts covered in Part II (Needs), Part III (Cognitions), and Parts IV (Emotions/Well-being). Students can choose among seven types of projects: (1) a review paper, (2) a creative artwork (e.g., painting, collage, song, etc.), (3) an infographic, (4) a fiction analysis (i.e., analysis of movies or TV series), (5) a board/video game, (6) a (video or audio) documentary, or (7) an intervention. While Options 1-4 require to be completed individually, Options 5-7 can be done individually or in groups of 2-3 students (groups will be formed by the instructor). Students need to complete at least two different types of projects.

Students should first **select a type of project** (with justification) no later than 1:00 pm on September 16 (for Part II project), October 14 (for Part III project), and November 4 (for Parts IV project). *In absence of on time selection with proper justification, the first option (i.e., Review Paper) will be automatically assigned.*

Students should then submit a **project proposal** (for approval and feedback) no later than 12:00 pm (noon) on October 7 (for Part II projects), October 28 (for Part III projects), and November 25 (for Parts IV-V projects). *Late submissions can only be accepted until 72h before the due date for the final project but students may not receive feedback. The quality and completeness of a proposal submitted on time will be worth 10% of the project’s grade.*

The **final projects** should be submitted no later than 12:00 pm (noon) on October 14 (for Part II project), November 4 (for Part III project), and December 2 (for Parts IV project). *Late submission (with proper justification and previous approval by the instructor) will be accepted only until feedback is provided to other students.* However, to accommodate students who may experience difficulties or obstacles and allow students to make errors (receiving a low grade on a project), **only the best two projects (with proposals) will contribute to the final grade**. *Detailed instructions and grading criteria are available on BrightSpace.*

**Bonus credits (2%):** Students can gain bonus credits by reviewing either (1) ongoing research as participant in studies conducted in the [Department of Psychology](#) for the equivalent of 4h of participation or 4 SONA credits, which will be translated into 2% (if a complete report is submitted), or (2) published works on a specific topic. *[Important: It is unethical to coerce someone to participate in a study, so selecting Option #1 should be voluntary.]* You are also encouraged to [participate in research studies](#) that are offered on SONA as well as other studies that might be advertised on social media, posters on notice boards, etc..

### **LEARNING SUPPORT**

Learning, including activities used for evaluations, should be an enjoyable and personal-growth experience. While the course is designed to foster this positive learning experience, it does not occur in isolation from other academic activities and life in general. Students are thus invited to take care of themselves and do their best to maintain a healthy lifestyle by eating well, exercising, getting enough sleep and taking some time to relax. Students are also encouraged to get all the support that it is offered to them, in the context of this course (i.e., instructor and learning groups) and at UVic in general. **All of us benefit from support during times of struggle. You are not alone!**

**Learn Anywhere** is the student support portal for a full range of student academic and support services:

<https://oac.uvic.ca/LearnAnywhere/>.

The **UVic Wellness Centre** offers free professional, confidential, inclusive support to currently registered UVic students. They offer a variety of services to support students' mental, physical and spiritual health. *You can make a same-day or pre-booked appointment with a counsellor, nurse, physician, or spiritual care provider.*

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

**University Health Services** provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives: <https://www.uvic.ca/student-wellness/wellness-resources/physical-health/>.

The **Centre for Accessible Learning** staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations: <https://www.uvic.ca/accessible-learning/>. The sooner you let them know your needs, the quicker they 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. <https://www.uvic.ca/services/indigenous/students/programming/elders/>

The **University of Victoria Students' Society (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!* They work on issues affecting students such as affordability, public transit, sexualized violence, sustainability, student employment, and much more. They fund clubs and course unions, and have several advocacy groups. They also have a Food Bank and Free Store, a Peer Support Centre, and run students' health and dental plan. *They are here to support you, so reach out to them at [uvss.ca](http://uvss.ca)!*

**Social Life, Friends, and Community at UVic:** Having a supportive social network is an extremely important foundation for positive mental health. There are many benefits to joining clubs, course unions, intramurals and teams on campus: <https://www.uvic.ca/student-wellness/wellness-resources/mental-health/#ipn-relationships>.

**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 the EQHR, Sedgewick C119 (Phone: 250.721.8021; Email: [svpcoordinator@uvic.ca](mailto:svpcoordinator@uvic.ca)).*

**Other services include** [Centre for Academic Communication](#), [Math and Stats Assistance Centre](#), [Library](#), [Ombudsperson](#) (see also [below](#)), and [Computer Help Desk](#)

**CLASS SCHEDULE**

The following schedule should be viewed as a flexible guide and adjustments will likely be necessary. Required readings and specific references are available on weekly guidelines (*see Course Website*).

Dates / Weeks	Content	Submissions
<b>PART I – INTRODUCTION AND BASIC PRINCIPLES</b>		
Sep. 7-9	<ul style="list-style-type: none"> <li>Practical information, class community</li> <li>Learning through inquiries and group discussions</li> <li>Learning through experiential activities and projects</li> </ul>	Self-Presentation Video (Friday @5PM)
Sep. 13-16	<ul style="list-style-type: none"> <li>Definitions and basic principles</li> <li>Needs, cognitions, and emotions</li> <li>Lay theories of motivation and how to motivate others</li> </ul>	Learning Activity Practice (Monday @5PM) <i>Form Learning Groups</i> <i>Select Project #1</i> (Friday @1PM)
<b>PART II – NEEDS</b>		
Sep. 20-23	<ul style="list-style-type: none"> <li>Intrinsic vs. extrinsic motivation</li> <li>Need for autonomy, internalization, and integration</li> </ul>	Learning Activity #1 (Monday @5PM)
Sep. 27-28	<ul style="list-style-type: none"> <li>Support of autonomy</li> <li>Reasons for supporting (or not) autonomy</li> </ul>	Learning Activity #2 (Monday @5PM)
Sep. 30	<b>NATIONAL DAY OF TRUTH AND RECONCILIATION – NO CLASS</b>	
Oct. 4-7	<ul style="list-style-type: none"> <li>Needs for competence vs. achievement</li> <li>Needs for relatedness vs. affiliation/intimacy</li> </ul>	Learning Activities #3-4 (Monday @5PM) <i>Project Proposal #1</i> (Friday @12PM)
Oct. 11-14	<ul style="list-style-type: none"> <li>Synthesis / integrating concepts</li> <li>Finalizing Learning Project #1</li> <li>Reflecting and <i>transitioning to Part III (Cognitions)</i></li> </ul>	<i>Learning Project #1</i> (Friday @12PM) <i>Select Project #2</i> (Friday @1PM)
<b>PART III – COGNITIONS</b>		
Oct. 18-21	<ul style="list-style-type: none"> <li>Personal control beliefs</li> <li>Growth/fixed mindset</li> <li>Short-term goal setting</li> </ul>	Learning Activity #5 (Monday @5PM)
Oct. 24-28	<ul style="list-style-type: none"> <li>Life goals and valuing processes</li> <li>Goal striving and self-regulation</li> </ul>	Learning Activities #6-7 (Monday @5PM) <i>Project Proposal #2</i> (Friday @12PM)
Nov. 1-4	<ul style="list-style-type: none"> <li>Synthesis / integrating concepts</li> <li>Finalizing Learning Project #2</li> <li>Reflecting and <i>transitioning to Part IV (Emotions &amp; WB)</i></li> </ul>	Learning Activity #8 (Monday @5PM) <i>Learning Project #2</i> (Friday @12PM) <i>Select Project #3</i> (Friday @1PM)
<b>PART IV – EMOTIONS AND WELL-BEING</b>		
Nov. 8	<ul style="list-style-type: none"> <li>Nature of emotion</li> </ul>	Learning Activity #9 (Monday @5PM)
Nov. 9-11	<b>READING BREAK – NO CLASS</b>	
Nov. 15-18	<ul style="list-style-type: none"> <li>Cognitive, social, and cultural aspects</li> <li>Basic, self-conscious, and complex emotions</li> <li>Emotion regulation</li> </ul>	Learning Activity #10 (Monday @5PM)
Nov. 22-25	<ul style="list-style-type: none"> <li>Nostalgia</li> <li>Hedonic and eudaimonic views of well-being</li> <li>Self-actualization and actualizing</li> </ul>	Learning Activity #11 (Monday @5PM) <i>Project Proposal #3</i> (Friday @12PM)
Nov. 29 – Dec. 2	<ul style="list-style-type: none"> <li>Synthesis / integrating concepts</li> <li>Finalizing Learning Project #3</li> <li>Reflecting and concluding</li> </ul>	Learning Activity #12 (Monday @5PM) <i>Learning Project #3</i> (Friday @12PM)
Dec. 5	<b>LEARNING PROJECT PRESENTATION AND PUBLIC EXHIBITION</b>	

## DEPARTMENT OF PSYCHOLOGY'S IMPORTANT COURSE POLICY INFORMATION

### 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 your instructor. 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 \(CAL\)](#).

### 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)

### 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.

### Attendance and Absences

**Attendance is important.** Students are expected to attend all classes in which they are enrolled (see [UVic Academic Calendar](#)).

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*).

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

### 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.

### 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.

### Program Requirements

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

## Grading

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

Letter Grade	Grade Point Value	Percentage	Description
A+	9	90 – 100	An A+, A, or A- is earned by work which is <b>technically superior</b> , shows <b>mastery of the subject matter</b> , and in the case of an A+ <b>offers original insight and/or goes beyond course expectations</b> . <i>Normally achieved by a minority of students.</i>
A	8	85 – 89	
A-	7	80 – 84	
B+	6	77 – 79	A B+, B, or B- is earned by work that indicates a <b>good comprehension</b> of the course material, a <b>good command of the skills</b> needed to work with the course material, and the student's <b>full engagement</b> with the course requirements and activities. A B+ represents a <b>more complex understanding and/or application</b> of the course material.
B	5	73 – 76	
B-	4	70 – 72	
C+	3	65 – 69	A C+ or C is earned by work that indicates an <b>adequate comprehension</b> of the course material and the <b>skills needed</b> to work with the course material and that indicates the student has <b>met the basic requirements</b> for completing assigned work and/or participating in class activities.
C	2	60 – 64	
D	1	50 – 59	A D is earned by work that indicates <b>minimal command</b> of the course materials and/or <b>minimal participation</b> in class activities that is worthy of course credit toward the degree.
F	0	<50	F is earned by work, which after the completion of course requirements, is <b>inadequate</b> and unworthy of course credit towards the degree.

## 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>).

## 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.

### 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 Undergraduate 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](#)

### 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/>.

### Course Experience Survey (CES)

Toward the end of term, students 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. 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.

### Academic Important Dates (Fall 2022)

Wednesday, Sept 7 <sup>th</sup>	First term classes begin for all faculties
Thursday, Sept 15 <sup>th</sup>	Last day for 100% reduction of tuition fees for standard first term and full year courses 50% of tuition fees will be assessed for courses dropped after this date.
Tuesday, Sept 20 <sup>th</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 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 9th - Nov 11 <sup>th</sup>	Reading Break for all faculties
Monday, Dec 5 <sup>th</sup>	National Day of Remembrance and Action on Violence Against Women Classes and exams cancelled from 11:30 am - 12:30 pm
Monday, Dec 5 <sup>th</sup>	(Friday course schedule) Last day of classes in first term for all faculties
Dec 7th - Dec 21 <sup>st</sup>	First-term formal examination period