



## PSYCHOLOGY 320 (A01) Evolutionary Psychology

Fall (Sep.- Dec.) 2016 (201609) (Section A01 Course Number 12796)  
Class Time: Tuesday, Thursday 4:30 – 5:50 PM Classroom: HSD A240

Instructor: Dr. Martin Smith COR A270 (250) 721-8597 [msmith@uvic.ca](mailto:msmith@uvic.ca)  
Office Hours: Wednesday 1:30 – 2:00; Friday 1:30 – 2:00; Tuesday & Thursday after class

Teaching Assistant: Karolina Karas [karask@uvic.ca](mailto:karask@uvic.ca)  
Office Hours: The time slot after Exam 1 and 2 are returned: Tuesday or Thursday 5:50 – 6:30

### Course Content

“Psychology is a life science. It studies the behavior of living things, not rocks or stars or electrons. The theory of evolution has inspired thousands of discoveries throughout the life sciences – in physiology, ecology, medicine ... It is time to consider what this theory can offer to psychology.”  
[From S.J.C Gaulin & D. H McBurney (2004), *Evolutionary Psychology (2nd Edition)*, Preface p. xii]

This course provides an overview and history of the field of evolutionary psychology and examines evolutionary perspectives on current psychological topics including learning, cognition, consciousness, social behavior, families and culture.

### Course Objectives

This course is designed to provide students with:

- An overview of the history and perspective of evolutionary psychology.
- A basic understanding of evolution by natural selection and the genetic basis of evolution.
- Knowledge of how an evolutionary perspective has been applied to psychological topics such as learning, cognition, consciousness, social behavior, families and culture.
- Analytic skills necessary to apply an evolutionary perspective to topics besides those covered in the course.
- Critical facility to discern and explicate inaccurate or implausible applications of evolutionary reasoning to human behaviour.
- Sensitivity to ethical and moral dimensions of evolutionary reasoning.



Martin –  
Instructor



Karolina -  
Teaching  
Assistant

## REQUIRED RESOURCE MATERIAL

- **Textbook:** Buss, D. (2015). *Evolutionary Psychology: The New Science of the Mind (5th ed.)*. Boston: Pearson.. The textbook can be purchased in the UVIC bookstore, and students must have access to it in order to master the course material.
- **Student Personal Response System:** *iClicker 2* (not the original *iClicker*). The *iClicker 2* personal response system is necessary in order for you to participate in PSYC 320 classes, and 3% of your final mark is based on that participation. You can purchase the *iClicker 2* at the UVIC bookstore, and it will be usable in other courses that use *iClicker*. Note that *iClicker 2* can be sold back to the UVIC bookstore just as with textbooks. You will need to have *iClicker 2* in PSYC 320, not the original *iClicker*. Note: Do not register your clicker at the iclicker.com web site, as UVic instructors will only synchronize their iclicker rosters with the university's own registration system at [uvic.ca/iclickerreg](http://uvic.ca/iclickerreg) (See the “*iClicker* registration” section of this course outline for details on registering your *iClicker*.)

**Textbook, iClicker Purchase, Buyback Inquiries:** Please contact the UVIC

Bookstore: <http://www.uvicbookstore.ca/>; phone 250 721-8313; email [textbook@uvic.ca](mailto:textbook@uvic.ca)

### COURSE COMPONENTS AND GRADING

<b>Exam 1</b>	30%
<b>Exam 2</b>	30%
<b>Exam 3</b>	15%
<b>Online chapter quizzes</b>	10%
<b>Peer review assignment</b>	12%
<b>Clicker participation</b>	3%

*Although you are expected to complete all course components (Exams, Quizzes, Assignment, Clickers), you must complete all three exams to receive credit for the course. Students who do not complete all three exams will receive an “N” grade. An “N” is a failing grade, and it factors into a student’s GPA as 0.*

### Cutoff Points for Final Grades

The following is the grading policy of the University of Victoria effective May 1st, 2012.

Mark	Percent	UVIC Scale
A+	90 - 100	9
A	85 - 89	8
A-	80 - 84	7
B+	77 - 79	6
B	73 - 76	5
B-	70 - 72	4
C+	65 - 69	3
C	60 - 64	2
D	50 - 59	1
F	0 - 49	0

**PSYC 320 (A01) 2016 Fall SCHEDULE** *Rev Aug 23*

Wk	Class/Date	Reading	Topic	Quizzes Due 10 PM	Notes
1	Sep. 8 (R)	Ch. 1	Course Intro; Our Modular Minds		
2	Sep. 13 (T)	Ch. 2	Foundations of Evolutionary Psychology 11	Q1 Ch 2 Wed Sep 14	
2	Sep. 15 (R)	Ch. 2	Foundations of Evolutionary Psychology 11	Q2 Ch 3 Mon Sep 19	<b>Sep 20 is the day when clicker points begin to count.</b> <b>Sep. 20 is last day to drop courses and receive 100% of tuition fees</b>
3	Sep. 20 (T)	Ch. 3	Problems of Survival		
3	Sep. 22 (R)	Ch. 4	Sex and Mating I: Women's Long-Term Mating Strategies	Q3 Ch 4 Mon Sep 26	<b>Sep. 23 is last day to add courses</b>
4	Sep. 27 (T)	Ch. 4	Sex and Mating I: Women's Long-Term Mating Strategies		
4	Sep. 29 (R)	Ch. 5	Sex and Mating II: Men's Long-Term Mating Strategies	Q4 Ch 5 Mon Oct 3	
5	Oct. 4 (T)	Ch. 5	Sex and Mating II: Men's Long-Term Mating Strategies		
5	Oct. 6 (R)		<b>Exam 1: Chapters 2 - 5</b>		
6	Oct. 11 (T)	Ch.6	Sex and Mating III: Short-Term Sexual Strategies	Q5 Ch 6 Wed Oct 12	<b>Oct 13 is last day to drop courses and receive 50% of tuition fees</b>
6	Oct. 13 (R)	Ch.6	Sex and Mating III: Short-Term Sexual Strategies		You must have at least one clicker point showing on your CourseSpaces record by <u>Friday Oct. 14</u> to receive <u>any</u> clicker points for the term. This is so any clicker issues are cleared up by <u>Oct. 14</u> , not later in the term.
7	Oct. 18 (T)	Ch. 7	Problems of Parenting	Q6 Ch 7 Wed Oct 19	
7	Oct. 20 (R)	Ch. 7	Problems of Parenting		
8	Oct. 25 (T)	Ch.8	Problems of Kinship	Q7 Ch 8 Wed Oct 26	
8	Oct. 27 (R)	Ch.8	Problems of Kinship	Q8 Ch 9 Mon Oct 31	<b>Oct 31 is last day to drop courses without penalty of failure</b>
9	Nov. 1 (T)	Ch.9	Problems of Group Living I: Cooperative Alliances		<p><b>Detailed assignment directions will be provided after Exam 1</b></p> <p><b>Assignment Deadlines:</b></p> <ul style="list-style-type: none"> <li>•Oct 19 Topics must be claimed</li> <li>•Nov 9 Assignment must be submitted</li> <li>•Nov 16 Assignment commentaries must be submitted</li> <li>•Nov 23 Assignment responses to commentaries must be submitted</li> </ul> <p><b>Students must be present to write the exams during the scheduled class period.</b></p> <p><b>Do <u>not</u> schedule any trips that overlap with exam dates, and please notify your family not to schedule any trips for you that overlap with the exams</b></p>
9	Nov. 3 (R)		<b>Exam 2: Chapters 6- 9</b>		
10	Nov. 8 (T)	Ch. 10	Problems of Group Living II: Aggression and Warfare	Q9 Ch 10 Mon Nov 7	
10	Nov. 10 (R)	<b>No class</b>	<b>Reading Break Nov. 9-11</b>		
11	Nov. 15 (T)	Ch. 11	Problems of Group Living III: Conflict between the Sexes	Q10 Ch 11 Wed Nov 16	
11	Nov. 17 (R)	Ch. 11	Problems of Group Living III: Conflict between the Sexes		
12	Nov. 22 (T)	Ch. 12	Problems of Group Living IV: Status, Prestige, and Social Dominance	Q11 Ch 12 Wed Nov 23	
12	Nov. 24 (R)	Ch. 12	Problems of Group Living IV: Status, Prestige, and Social Dominance	Q12 Ch 13 Mon Nov 28	
13	Nov. 29 (T)	Ch. 13	Summary and Conclusions: Toward an Integrated Psychological Science		
13	Dec. 1 (R)		<b>Exam 3 Chapters 10 – 13</b>		

Note: Because extra "make-up" quizzes (beyond those necessary to receive full marks) are already scheduled, additional make-up quizzes, are not arranged. **It is therefore important to submit quizzes well before the deadlines (to avoid technical problems) and complete all the quizzes by the due dates until you have reached the required number (10).** See the "online Chapter Quizzes" sections below for details.

## Exams

Exams are a formal and scheduled part of almost all university courses.

Constructing, administering, grading and providing feedback on exams is a difficult and time-consuming activity that requires many hours of instructor and Teaching Assistant time. Your cooperation is required in order to make the examination system work.

Being present to write exams at the scheduled and assigned time is a requirement of students who enroll in a course.

Each exam in this course will consist of both short answer (e.g., multiple-choice, fill in the blanks, definitions), and questions requiring longer answers. Exams are closed-book, based on the textbook and lecture material and will take a class period (80 minutes).

If you are not able to write the course exams in this course at the scheduled times, or are underprepared to write university exams at the third year level for any other reasons, you should not enroll in or continue in this course (with the exception of documented medical or other emergencies – see the section on Make-up exams below.)

## Make-up Exams

*Exams can be missed for serious documented medical or personal afflictions only. If you must miss the regular exam for such a reason, you must provide documentation specifying that you were too ill to write the exam on the scheduled date, and you are required to write the make-up exam at the scheduled make-up time.*

Students who miss an exam should contact the Teaching Assistant as soon as they know that they will miss the exam, and to arrange to write a make-up exam. Students missing exams are required to provide medical/professional documentation as to why they had to miss the exam.

Students missing exams are also required to respond to T.A. email inquiries regarding their absence within 24 hours of the exam. Students who do not respond to such messages may receive an “N” grade in the course. (Failure due to not completing course requirements.)

Please be aware that by not writing an exam at the scheduled exam, you risk falling behind in the course, and this may contribute to making the rest of your term more stressful. Among other issues, you will not get feedback on your knowledge of the course material until much later than you would otherwise, making it difficult to make decisions on issues like dropping the course or modifying your study strategies.

Your best strategy almost always to write the exam at the scheduled time – delaying it unless you must for reasons of illness is usually a mistake.

The make-up exam must be written at the assigned makeup time. Students who miss the assigned make-up time must provide additional documentation (besides the documentation for missing the regular exam) testifying that they were too ill to write the make-up exam at the assigned make-up date.

*Students who miss more than one exam will be required to provide documentation as to the medical reason for repeatedly missing exams.*

If you find that your life circumstances are such that you are repeatedly unable to write the course exams at the regularly scheduled time, you should take the course at a time when you are able to fulfill this aspect of the course requirements.

## Online Chapter Quizzes

### Rationale for the Online Quizzes

We have designed the Online Chapter Quizzes to give you an added incentive to keep up with your reading in the course and to give you some practice in utilizing and applying the concepts and studies discussed in the textbook. Because it is much easier to start learning the course material well in advance than on the night before the exam, we have arranged for you to complete online quizzes on a regular basis. If your experience matches that of students in previous years, you'll find that the quizzes help to structure your coverage and familiarity with the course material.

### Completing the Online Quizzes

- CourseSpaces will close the quizzes automatically at the time designed on the schedule. Please make sure you can COMPLETE the quiz by the due time.
- You will have 12 quiz opportunities during the semester - one for each text chapter. You will only receive marks for the best 10 out of 12 quizzes that you complete. Your best bet is, of course, to do them all. This will allow the best chance to process the material for the exams. The worst strategy is for you to skip one of the first quizzes and plan on doing all of the last remaining quizzes. The 10 out of 12 system is designed to give you flexibility in case you have a week where personal or other circumstances keep you from completing the quizzes on time. If you discard your flexibility early in the semester and then something comes up later, you find yourself with no other option than to accept a low (or zero) mark on a quiz.
- You have the opportunity to miss a quiz and still obtain full marks for the Quiz component in order to provide you with "extra" Quizzes that you can miss in case of illness or personal emergency. Because the "extra" quizzes are there for this reason, there is not an additional opportunity to do make-up quizzes for illness or other reasons, as the "extra" quizzes are the make-up quizzes.

### Peer review assignment

Detailed information on the Peer Review Assignment, will be provided after Exam 1 is completed.

Twelve percent of your final grade is derived from the assignment and peer review component, as follows:

- Assignment (5 pages/1500 words) - 8%. Due Nov. 9.
- Two peer commentaries (1 page each/300 words) on other students' assignments (3% - 1% per commentary). Due Nov. 16.
- Response to peer commentaries (1 page/300 words maximum) – 1%. Due Nov. 23.

**Note: you must submit your two peer commentaries and response to receive any of the total of 12% for the Assignment/Commentaries/Response.** This is because your student colleagues depend on your peer commentaries to construct their responses, and it is therefore a necessary aspect of the Assignment/Peer Review system to formulate and submit your commentaries on your colleague's work.

A model for this assignment are peer commentary journals such as *Behavioral and Brain Sciences*, where a scientist posts a "target" article, and interested commentators post short commentaries discussing, critiquing and elaborating on the ideas and evidence presented in the target article. The authors of the target article then make a response to the commentary of the peer reviewers.

Several examples of *Behavioral and Brain Sciences* articles with themes relevant to evolutionary psychology will be posted on the course website, and you are advised to read or at least scan one or two of them in order to provide you with a model of how peer commentary works. Don't be intimidated by the technical nature of some of the arguments presented in the BBS examples. These are professional researchers engaging in scholarly discourse, and of course you are not expected to display the same knowledge and vocabulary that they use. The point is to observe how a peer review system works (and the articles and commentaries are very interesting, as well, of course!)

This process is designed to increase your awareness of the kind of criteria that instructors apply in grading your assignments, as well as allow you to benefit from reviewing the ideas of your fellow students on topics in personality psychology.

Your mark on the peer review assignment will be derived from your application of the posted criteria to other student's assignments, as well as the accuracy, completeness and originality of your own submission.

One of the advantages of the peer review system for university courses is that, compared to standard essays, the process is more social and peer-oriented. Individuals other than the instructors can view and learn from your ideas, and you also learn and develop your reasoning, communication and critiquing skills by reviewing and commenting upon the work of your peers. This learning opportunity is not generally part of the standard end of term essay, and providing this experience is aimed at helping you increase your critical thinking and analytic skills.

Because of the peer commentary and response components, the length of the "target" assignments is less than standard essays: 5 pages (1500 words) versus the usual 10 page (3000 word) essay. Detailed information on the Peer Review Assignment, will be provided after Exam 1

## *iClicker* RATIONALE AND GUIDELINES

- We will base a small percentage of your final mark (3%) on your in-class participation and performance with the *iClicker* Personal Response System. PSYC 320 utilizes the *iClicker* Personal Response System as a means of encouraging you to attend lectures and to participate in problem solving exercises, to participate in surveys and mini-tests that serve to increase your ongoing engagement and involvement with the course, and to provide you with immediate feedback regarding your understanding of the class material.
- Many recent studies have shown that such personal response systems generally increase students' engagement and participation in university classes, and thereby provide an incentive for students to keep up with the course material and to attend the lectures.
- Clicker points will be based on participation in PSYC 320 classes on the following 18 dates:  
*Sep 20, 22, 27, 29, Oct 4, 11, 13, 18, 20, 25, 27, Nov 1, 8, 15, 17, 22, 24, 29*
- If you participate in clicker questions in 80% or more of the above 18 classes (i.e. in 14 or more classes), you will receive the maximum 3% of your final grade.
- If you participate in fewer than 14 classes, you will receive the following percentages:
 

<i>13 classes: 2.8</i>	<i>9 classes: 1.9</i>	<i>5 classes: 1.3</i>	<i>1 class: 0.2</i>
<i>12 classes: 2.6</i>	<i>8 classes: 1.7</i>	<i>4 classes: 0.9</i>	<i>0 classes: 0</i>
<i>11 classes: 2.4</i>	<i>7 classes: 1.5</i>	<i>3 classes: 0.6</i>	
<i>10 classes: 2.1</i>	<i>6 classes: 1.4</i>	<i>2 classes: 0.4</i>	
- The level of participation required to receive maximum points is set at 80% of all classes to allow you to not participate for up to four classes (due to illness, sports competitions, low batteries or missing clickers, technical malfunction, etc.) and still receive your maximum clicker points. For this reason, there is not an opportunity to “make up” or prorate clicker points if you do not participate in class.
- **It is an academic infraction to use or bring another student's clicker to class, or to lend your clicker to another student.** 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 clickers provide you with an opportunity to enhance your in-class learning, and it is expected you will cooperate in making the system work to help you and your colleagues learn.
- Updated clicker records will generally be posted to the Course CourseSpaces Website (Grade link) within two weeks after Exam 1 and Exam 2. We hope to have your final clicker totals posted on the CourseSpaces Grade link shortly before Exam 3. If you have a question about your clicker points, you should deal with it prior to Exam 3 as the final grades are calculated after Exam 3, and your clicker totals as posted will be used to calculate your final grades.
- **It is important that you check your clicker record by Friday Oct. 14 to make sure that you have at least one clicker point posted, and you are receiving correct credit for your clicker participation.** Only students who have a posted record on CourseSpaces of at least one clicker point by Friday Oct. 14 will be eligible to receive any clicker points for the term. **Students who do not have any posted clicker points by Friday Oct. 14 will receive 0 on their final clicker total (out of 3%) regardless of clicker activity after that date.** This deadline is in place to ensure that any clicker registration issues are rectified early in the term, and to encourage students to begin their clicker participation as early as possible.
- If you have questions about your clicker points, please contact the Instructor via email [msmith@uvic.ca](mailto:msmith@uvic.ca) .

## *iClicker* Registration

**Note: More detailed information on iClicker registration and other issues is provided at <http://elearning.uvic.ca/iclicker/students>**

iClickers are a relatively new technology and technical problems do sometimes arise. However, YOU are responsible for resolving these issues in order to receive course points. The resources to solve your clicker problems are available! Start by following these steps:

1. Go to [uvic.ca/iclickerreg](http://uvic.ca/iclickerreg) – sign in with your NetLink credentials and you should be taken directly to the iclicker registration page; OR
2. Log into the UVic portal (<http://www.uvic.ca/>) and click on: My page > Student Services > iClicker

Notes:

- *iClicker* serial numbers do not contain letter O's, only number 0's.
- Do not register your clicker at the iclicker.com web site, as UVic instructors will only synchronize their iclicker rosters with the university's own registration system at [uvic.ca/iclickerreg](http://uvic.ca/iclickerreg).

### **Additional Information:**

- **iClicker Purchase/Buyback Inquiries:** Please contact the UVIC Bookstore: <http://www.uvicbookstore.ca/>; phone 250 721-8313; email [textbook@uvic.ca](mailto:textbook@uvic.ca)
- **iClicker Usage and Troubleshooting Inquiries:** Please view the link <http://elearning.uvic.ca/iclicker/students>. For additional questions, contact the UVIC Computer Helpdesk: [helpdesk@uvic.ca](mailto:helpdesk@uvic.ca) Telephone: 250-721-7687. In Person: Clearihue A004 or McPherson Library

## *iClicker* Frequently Asked Questions

- **Why do we use clickers in class?**  
*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 together ways to improve your understanding of a concept
- **I use my *iClicker* remote for multiple classes with different professors. Do I have to register online for each individual class?**  
No. You only need to register once online for your registration information to apply to all of the classes in which you are using *iClicker*
- **I registered my *iClicker* remote last year (or last term). Do I have to register it again?**  
No. *iClicker* registrations do not expire. If you registered your *iClicker 2* to your Netlink ID at [uvic.ca/iclickerreg](http://uvic.ca/iclickerreg) previously, you need not register again. If you cannot remember if you have registered or not, just go ahead and register. Re-registration will just overwrite the existing registration information that is associated with your student ID.
- **Should I purchase *iClicker 1* or *iClicker 2*? Can I use either in PSYC 320?**  
You will need *iClicker 2* in PSYC 320. We use it because it allows some cool things (polling broken down by age and gender, for instance) that the outdated *iClicker 1s* did not allow. *iClicker 2s* can be sold back to the UVIC bookstore just as with textbooks, whereas the Bookstore does not accept the original iClicker for resale.
- **What is the cost of registering my *iClicker*?**  
There is no cost. After purchasing your *iClicker*, it is yours to use in as many classes as required without any additional costs or recurring registration fees



- **Can I use a used iClicker? How do I register a used iClicker?**

You can use a used *iClicker 2* (but not *iClicker 1*). You register a used *iClicker 2* remote in the exact same manner as a new *iClicker 2* remote (instructions above). You need not do anything special or different in order to register a used remote.

- **How do I un-register my remote?**

There is no need to un-register your remote, even if you will no longer be using it. Registration does not alter the *iClicker 2* remote in any way.

- **I lost my iClicker and had to buy a new one. What do I do?**

Email your old serial number to the instructor at [msmith@uvic.ca](mailto:msmith@uvic.ca). Let me know who you are and that you'll be registering a new *iClicker 2* serial number on a certain date. Then, register your new *iClicker 2* just like you did your old one.

- **I can't read the serial number on the back of my iClicker. What do I do?**

This is not an issue on *iClicker 2s* (2<sup>nd</sup>-generation *iClicker* remote) as you'll see the serial number on the device's LCD each time you turn it on. (This was not the case on the original *iClicker*).

- **Are there zeroes or the letter "O" on my serial number?**

Those are zeroes.

- **I registered online but my professor says I have not registered yet?**

This could be caused by two possible factors.

- Have you voted in class with your remote yet? If you have not voted with your *iClicker* remote, then your professor's gradebook will not recognize your registration.
- Double-check that you've registered at [uvic.ca/iclickerreg](http://uvic.ca/iclickerreg), not [iclicker.com](http://iclicker.com).
- If at any point in the past you used a different *iClicker* remote which you also registered to your name, your previous registration will have been deactivated. In other words, you'll need to register the *iClicker* remote that you're currently using again.

## COURSE WEBSITE

- **Course Website:** The PSYC 320 Website will be accessible through the UVIC [CourseSpaces](#) system. This site includes links for emailing course instructors, as well as an online copy of the course outline, posted lecture notes, and other course information and links.
- **Netlink ID:** You will require a valid UVIC Netlink ID to access both the [CourseSpaces](#) system and the PSYC 320 CourseSpaces WebPage. To register, go to the Netlink Website at <http://netlink.uvic.ca/> and follow the directions there. If you cannot access the PSYC 320 website after receiving your NetLink ID, please contact the [Computer Help Desk](#) in Clearihue A004 ([helpdesk@uvic.ca](mailto:helpdesk@uvic.ca); <http://helpdesk.uvic.ca>, or at their desks in the Library and Residence, or by phone: (250) 721-7687.
- **CourseSpaces Online Learning System:** To find out how to log into the [CourseSpaces](#) online learning system, please go to [CourseSpaces](#).
- If you need assistance in using CourseSpaces, please view the CourseSpaces Student Orientation Video on the [CourseSpaces](#) student site or email [CourseSpacesStudentHelp](#).

*If you contact the Computer Help Desk with problems accessing the PSYC 320 CourseSpaces Website, please indicate that you are having a NetLink or CourseSpaces problem, as almost all problems relating to accessing the CourseSpaces Website are related to issues or instructions involving NetLink or CourseSpaces.*

## Keys to Success in this Course

**Success in university courses generally requires consistent, sustained attention to the course material. If you wish to be successful in mastering the material in this course, you should spend several hours engaged in the following activities each week:**

### **Before class:**

- Complete the assigned reading from the textbook.
- Complete and submit the Online Chapter Quizzes.
- (Optional but recommended): Complete the Chapter Study Questions.
- (Optional but recommended): Think about the course material. Look for examples, illustrations and questions relating to the course material in the things you read, the media you view, and the people you interact with.

### **During class:**

- Attend all lectures, and make notes that elaborate, expand, question or provide examples for the material discussed.
- Stay focused on the class activities.
- Participate in class discussions and activities.
- Be respectful of your class colleagues, and make an effort to know them.

**UNIVERSITY OF VICTORIA**  
**Department of Psychology**

**Important Course Policy Information**  
**Winter 2016-2017**

***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 pages 383-386 of the UVic Calendar 2016-17.

***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.

***Commitment to Inclusivity and Diversity***

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

***In the Event of Illness, Accident or Family Affliction (See UVic Calendar, 2016-17, p. 59-60)***

- *What to do if you miss an exam other than one scheduled during the formal examination period*

Do not apply at Records Services for a “Request for Academic Concession”. Instead submit documentation of the illness, accident or family affliction directly to your course instructor (or designated teaching assistant).

- *What to do if you miss an exam scheduled during the formal exam period*

Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the end of the formal examination period. 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.

OR, you can download the Request for Academic Concession form

here: <http://www.uvic.ca/registrar/home/news/current/academic-concession-forms.php>

- *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 formal examination period. 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.

OR, you can download the Request for Academic Concession form

here: <http://www.uvic.ca/registrar/home/news/current/academic-concession-forms.php>

***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 (<http://web.uvic.ca/calendar2016-09/undergrad/info/regulations/academic-integrity.html> , p. 55-58, UVic Calendar 2016-17). 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. **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.
3. **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.
4. **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.
5. **Being an Accessory to Offences.** This means that helping another student to cheat (for instance, by showing or communicating to them answers to an assignment, or by allowing them to view answers on an exam) is an academic offence.

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar (on p. 55-58 in 2016-17).

**The definitive source** for information on Academic Integrity is the University Calendar (p. 55-58 in 2016-17) (<http://web.uvic.ca/calendar2016-09/undergrad/info/regulations/academic-integrity.html>)

**Other useful resources on Plagiarism and Cheating include:**

1. The Learning Skills program: <http://www.coun.uvic.ca/learning/index.html>
2. The Ombudsperson's office: <http://www.uvss.uvic.ca/ombudsperson/pubsguides/plagiarism.pdf>