

Psychology 385 (A01)
Motivation and Emotion
CRN: 12861
Session: Fall 2021

Class Time and Location

Tuesday, Wednesday, and Friday 10:30 to 11:20 am; Location: DTB A104

Professor

Dr. Jim Gibson, PhD

Email: only use for yes/no questions (e.g., query if your thesis statement or project is acceptable)

jemgibso@UVic.ca

Phone: only use during the exam or if I ask you to call me 250-882-9224

Office Hour

Cornett A214 TBA

Teaching Assistant

TBA

Contacting the Professor

I prefer that you ask questions in class or during office hours. You are welcome to ask me questions via email (jemgibso@uvic.ca). However, I will only provide a yes/no response if it applies to your question. If your questions are not addressed in the documentation provided online, then I will answer such questions with a general announcement to the class when I lecture or in an announcement sent out via Brightspace. If I do not address your particular question, then I recommend you study the online documentation for your answer (9 times out of 10 that is where you will find your answer). Another option is for you to speak with me during class, office hours, or if you cannot make the office hours, at the beginning or end of class we can book a time that works for both of us.

Required Readings:

Grouzet, F.M.E. (2013). Self-regulation and autonomy: The dialectic between organismic and sociocognitive valuing processes. In B.W. Sokol, F.M.E. Grouzet & U. Müller (Eds.), *Self-regulation and autonomy: Social and developmental dimensions of human conduct* (pp. 47-77). New York: Cambridge University Press.

Landry, R., Whipple, N., Mageau, G., Joussemet, M., Koestner, R., DiDio, L., & Haga, S. M. (2008). Trust in organismic development, autonomy support, and adaptation among mothers and their children. *Motivation and Emotion*, 32, 173-188. doi:10.1007/s11031-008-9092-2

Pelletier, L. G., Séguin-Lévesque, C., & Legault, L. (2002). Pressure from above and pressure from below as determinants of teachers' motivation and teaching behaviors. *Journal of Educational Psychology*, 94, 186-196. doi:10.1037/0022-0663.94.1.186

Reeve, J. (2018). *Motivation and emotion*. Danvers, MA: Wiley. (this is your textbook)

Helpful Websites:

Social Psychology Network www.socialpsychology.org

Course Description: This course is an introduction to motivation and emotion. The sorts of questions we will be pondering include: What is the difference between being extrinsically and intrinsically motivated? What do

emotions have to do with motivation? Can we regulate motivation and emotion in ourselves and others? How does motivation and emotion relate to our social and individual well-being. Are there cultural differences in motivation and emotion?

Pre-requisites: The pre-requisites for this course are PSYC 201 and PSYC 231 or PSYC 260. Students who remain in courses for which they do not have the prerequisites do so at their own risk. Those who complete courses without pre-requisites are not exempt from having to complete the pre-requisite course(s) at some later date if such courses are required for the degree program. Furthermore, please check your registration status before the end of the add-period to ensure your enrolment.

Notes on Well-Being

Respect for Diversity: It is my intent that students from all diverse backgrounds and perspectives are 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 gender, sexuality, disability, age, socio-economic status, ethnicity, race, and cultural diversities. 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.

Be Well: I want 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.

Counselling Services: Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. www.uvic.ca/services/counselling/

Health Services: University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives. www.uvic.ca/services/health/

Centre for Accessible Learning: The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations www.uvic.ca/services/cal/.

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/

The sooner you let me know your needs, the quicker I can assist you in achieving your learning goals in this course. Mental health supports and services are available to students from all areas of the UVic community: www.uvic.ca/mentalhealth/undergraduate/

Computer Help: People at the computer held desk can help you with any issues related to your computer and Brightspace. Their number is 250-721-7687.

Course Mechanics

Course Intended Learning Outcomes:

- a. Develop an advanced vocabulary of motivation and emotion concepts and terms.
- b. Describe complex motivation and emotion concepts and processes in simple terms to people who are not familiar with the area.

- c. Understand and critique theoretical and methodological research.
- d. Foster enthusiasm for the field.

Course Structure: Class time will be spent in a variety of ways: lectures, films, demonstrations, and experiential activities. I expect you to read the relevant text material before each class. Class time is meant to:

- a. Review some of the information students may have difficulty understanding.
- b. Add important and /or interesting material not covered in the text.
- c. Add an experiential component that can only be acquired through participation in an activity.
- d. Give you an opportunity to share with others what you know.
- e. Not everything in the text may be covered in the course and not everything in the course may be covered in the text. However, I will test you on class discussions, everything that is in the text, and in the PowerPoint slides posted on Brightspace. Class participation is expected. I will post PowerPoint slides, additional readings, supplemental readings, and grades, along with other information on Brightspace.

Grades

I will give you both a percentile grade and a corresponding letter grade (See the UVic Calendar for details). I will base your final letter grade in the course on your total score (rounded to a whole number). I cannot arbitrarily increase your grade at the end of the term just because it is close to a cut-off, nor will I help you mine for marks in previously graded material. Because of the size of the class, the number of assignments, all deadlines and the grades submitted for exams, papers and assignments are final. Please strive to do your best for each scheduled “event”. If you are disappointed with a grade, please arrange to meet with me to review the marking at the time the material is graded, not at the end of the term when the final grade is awarded and you discover you missed a cut-off. I expect you to familiarize yourself with the Important Course Policy Information (see attached). Please note that I reserve the right to remark any material and assign a new grade if I deem that the previous grade is not an accurate evaluation of your performance.

A+ 90 & up	B+ 77 & up	C+ 65 & up	F < 50.0
A 85 & up	B 73 & up	C 60 & up	N = incomplete
A- 80 & up	B- 70 & up	D 50 & up	

Course Work & Evaluations

Part A. Minimum Requirements

Examinations

Four examinations will account for 94% of your final grade. All exams will be conducted online via Brightspace with a 40-minute time limit. Each exam will have two sections. One section will have approximately 25 multiple-choice questions, and one section will have one long-answer question. The long-answer section will account for 50% of the test mark, and the MC section will account for the other 50%. You will be given all the long-answer questions in advance (there are six in each section), and we can discuss them only in class. I will randomly select one of the six for the exam. If you miss an exam, in **the event of illness, accident or family affliction** (See the UVic Calendar, 2021-22), you must speak with me person within 10 days after you missed the exam. We will discuss moving forward. Then email me a memo outlining the decision we reached regarding moving forward. If you follow this procedure, then I will allow you to write a make-up exam or give you an average based on the other exams you write. If you do not follow this procedure, I may award you a 0 for the missed exam. **That is, I do not automatically allow students to write a make-up exam or take an average based on the three other exams and may award a “0” for that component of the course.** If you require additional time to complete the course requirements you may apply for academic concession within 10 working days from the end of the course.

Tentative dates for the exams: There will be no classes on exam days. On Brightspace.

Test 1: You have 40 minutes: You can take it between Sept 28 10:30 am & Sept 29 10:30 am
Test 2: You have 40 minutes: You can take it between Oct 19 10:30 am & Oct 20 10:30 am
Test 3: You have 40 minutes: You can take it between Nov 9 10:30 am & Nov 10 10:30 am
Test 4: TBA, check on Brightspace (still will have a 24-hour window and 40 minutes to write)

Participation in Activities: Class time will be set aside for class activities (see your tentative timetable below). Participation in these activities will account for 6% of your final grade. Students will post in PDF on Brightspace the necessary material they will have to complete before each activity, which in total will account for 4 marks (1 mark for each activity). Attendance will be recorded by signing a sign-up sheet. Each activity will account for 1.5 marks (0.5 marks for attendance of each, and 1 mark for the preparation work). All four activities will total 6 marks. It is each student's responsibility to have read, completed and properly posted the necessary components for each activity on Brightspace before our online meeting. Details regarding each activity will be posted on Brightspace. There will be no make-up marks or assignments for late or missed activity submissions or attendance, regardless of the reason.

Photograph Bonus (total = 0.5 marks)

You will receive ½ a bonus mark if you submit onto Brightspace' assignment "Photo Bonus" a recent digital or scanned photograph of yourself (head and shoulders – with glasses if you wear them, but no sunglasses or hat – I would like to be able to see your eyes) in jpg format. Please **do not** embed your photo in a document. Your photos are due *before the first test*. This process will help me learn your names. **You will lose part or all of your bonus mark if you do not follow these instructions.**

Part B. Optional Work & Evaluations

1. Test-Replacement Papers: You are welcome to write a paper in lieu of, or in addition to, writing any of the four exams. I recommend you email me your thesis statement for my approval. If you write both a test-replacement paper and the exam for any particular section, I will take the higher of the two marks. The paper must be on a topic covered in the section of the course for which you were to be tested. You are to write a position paper. That is, you will use a minimum of five peer-reviewed primary research reports (i.e., articles published in scholarly peer-reviewed journals wherein the authors collected and analyzed data collected on people) to argue a position or opinion. I expect you to state your paper's thesis in the first paragraph. Please note that it is not enough to report what was found in such research. You must also report how the relevant variables were measured, and how the research is connected to your thesis. Note that I will not read/mark more than 1500 words (using MS-Word word count; this count will not include the reference section). Please follow A.P.A. writing guidelines, which includes using a 12 font, 1-inch margins, double-spaced lines, etc. There is no need for a title page or abstract. You should consult the "Publication Manual of the American Psychological Association (7th Ed.)." Do not plagiarize (see your UVic calendar for details).

All test-replacement papers must be posted on Brightspace in the appropriate assignment page as a Word or Rich-Text file attachment 10 days before the corresponding exam date. I will not accept improperly posted, or late papers, regardless of the reason, so if you miss the deadline then prepare to write the exam. Ignore the "late" indication on Brightspace if you wrote a test instead of a paper. **I will not mark your paper if it is not in a Word or Rich-text document** (in such instances you will have to write the exam, or receive a "0" for that component of the course, see the grades section in your course outline). **More information regarding specific requirements for the paper is posted on Brightspace in the document "Guidelines for Writing Test Replacement Papers."** Please read that document before you write a paper.

Plagiarism: I may check your work using plagiarism detection software. Cheating, plagiarism and other forms of academic fraud are taken very seriously by both the University and the Department. You should go to the UVic calendar for the UVIC policy on academic integrity. Note that the university policy includes the statement that "Single or multiple instances of inadequate attribution of sources should result in a failing grade for the work. A largely or fully plagiarized piece of work should result in a grade of F for the course."

https://www.uvic.ca/calendar/future/grad/#/policy/BJujesM_E?bc=true&bcCurrent=02%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Faculty%20Academic%20Regulations&bcItemType=p

[olicies](#)

Tentative dates for test replacement papers:

Test-replacement Paper 1 Sept 18 10:30 am

Test-replacement Paper 2 Oct 9 10:30 am

Test-replacement Paper 3 Oct 30 10:30 am

Test-replacement Paper 4 TBA, check on Brightspace

2. Optional Assignments: Class Presentations, Digital Posters, Paper, Oral Defense, Experiential Project, Article Summaries, Digital Presentation, Pop Quizzes, or You Design.

Everyone has different strengths and weaknesses. I would like to give you an opportunity to work on your strengths and weakness by having the option to complete any number of optional assignments. The mark you receive for any optional assignment cannot lower your final grade. That is, if the mark on a submitted optional assignment is lower than the average of all four of your exams, then the optional assignment mark will not be applied to your final grade. If your optional assignment mark is higher than the average of all four of your exams, then your optional assignment mark will be applied to your final grade and your test marks will be weighted less. You may choose to present on a particular topic that is covered in any section (either on your own or with up to four other people), submit a digital poster online (either on your own or with up to four other people), submit a paper (either on your own or with up to four other people), take an oral test on two assigned research articles (only on your own), undertake an experiential project (only on your own), write four peer-reviewed research article summaries (either on your own or with up to four other people), create a five-minute digital presentation, do the Pop Quizzes, or design your own assignment. I will need to be contacted if you wish to give a presentation, take an oral test on two assigned articles, or design your own assignment; otherwise, there is no need to contact me. What you submit will dictate your final total. How you choose to work in a group is up to your group (e.g., how you divide up tasks and responsibilities). You may submit two or more different assignments from option one to nine, but only one of each, that is, you **cannot** submit two similar assignments. For example, you cannot submit two posters or two papers, but you may do the Pop Quizzes, submit a poster, and a paper, or a poster, a presentation, and a paper, and so on. Names of all the group members must be on any group submission for members to receive a grade. Names will not be added to an assignment after the submission deadline. For every optional assignment you pass I will apply a SONA or Student Life credit you earned toward your final grade (see below).

Option 1. Digital Posters. You may elect to submit a digital poster, either on your own or with up to four other students (a maximum of five in the group). You may pick any topic covered in class. You do not need to run the topic by me. The digital poster must be saved in PDF file format on one page and posted on Brightspace' Assignment before the last class. I will not accept posters that are improperly saved or late, on more than one page, and from groups larger than five. **More information regarding specific requirements for the poster is on Brightspace in the document "Guidelines for Digital Posters"**. Total marks = 16.

Option 2. Class Presentations. You may give a 10-minute lecture on any topic covered within the section of the course in which the presentation is to be given. You may present on your own, or with up to four other students (a maximum of five in the group). You must meet with me during office hours if you wish to present because we will need to coordinate with the topic and time. You must present on topics I have not yet covered in class. **More information regarding specific requirements for class presentations is posted on Brightspace in the document "Guidelines for Class Presentations"**. Total marks = 16.

Option 3. Paper. You may elect to write a paper, either on your own or with up to four other students (a maximum of five in the group). **More information regarding specific requirements for the paper is posted on Brightspace in the document "Guidelines for Writing an Optional Assignment Paper"**. Please note that the paper submitted for this component of the course, or any part of that paper (e.g., sources) cannot be used for any other component of the course. The requirements for this paper are the same as the requirements for test-replacement papers with the exception that the paper option topic can be on anything covered in the entire course. The paper for this option must be submitted in the Brightspace Assignment "Paper Option" before the last class. I will not accept late or improperly saved papers. Total marks = 16. **Do not** put this paper in the Test-

replacement Assignment drop-box.

Option 4. Oral Defense of two assigned research articles. If you elect this option, then you will have to speak with me during office hours to arrange a day and time. I will assign you two articles to read no more than 7 days before the meeting. I will ask you various questions about the assigned reading. The oral defense will take no more than 20 minutes. **We will not conduct oral defenses in the last week of classes.** More information regarding this assignment can be found on Brightspace in the document “Guidelines for Oral Defense.” Total marks = 16.

Option 5. Experiential Project. If you elect this option you must engage in an activity or experience related to the course, log at least 8 diaries of your experience and then write and post on Brightspace a report with at least one peer-reviewed primary research report that relates to your activity or experience. More information regarding this assignment can be found on Brightspace in the document “Guidelines for Experiential Project.” Total marks = 16.

Option 6. Optional Article Summaries. You may elect to submit an article summary on your own or with up to four other students (a maximum of five in the group). One summary will be due before each exam in each section (check Brightspace for the deadlines). Summary four will be due before the last class. You must submit and pass all four summaries to qualify for this option. The summary must be on a peer-reviewed primary research report about a topic covered in that section of material. You cannot use any article that was used in any other assignment for this course or any other course (to do so is academic plagiarism). More information regarding this assignment can be found on Brightspace in the document “Guidelines for Optional Article Summaries.” Total Marks = 16.

Option 7. Digital Presentation: You may put together a 5-minute digital presentation (video) that must be saved in a movie format (e.g., “mov” or “mpeg,” “avi”, etc), and uploaded to the assignment drop-box “Digital Presentation” via Kaltura on Brightspace before the due date. Your video can be in the form of a documentary, expose, photos, and audio, or any combination of these. The point is to educate the general public on any area covered in the course. More information regarding this assignment can be found on Brightspace in the document “Guidelines for Digital Presentation.” Total Marks = 16.

Option 8. Pop Quizzes: Throughout the term I will ask multiple-choice questions in class. I will award one mark for answering a question, and one mark for getting it correct. The quizzes will be on Brightspace so you will need to be able to access that with your phone or computer during class time. If your grade on this component is higher than the average of your tests or test-replacement papers, I will apply that grade to your final mark, which will reduce the weight of your tests. Total marks = 16.

Option 9. You Design: You are welcome to come up with your own, unique assignment. You will first need to run your idea by me. Best to send me an email that includes the focus of the assignment along with a marking rubric (e.g., a breakdown of how it will be graded). At least 15% of the mark must be on information. I will reply with a “yes” or a “no” to your proposal email. If you receive a “no” reply, then please talk with me during office hours to find out why or what needs to change for your design to qualify. If your grade on this component is higher than the average of your tests or test-replacement papers, I will apply that grade to your final mark, which will reduce the weight of your tests. Total marks = 16.

Bonus Marks

Photograph Bonus (total = 0.5 marks)

This is the same as above

Re-weighting of Highest and Lowest Mark

If you choose to complete and pass any of the assignment options 1 to 9, then I will reweight your final grades such that whatever component of the course (with the exception of class activities) you scored the highest will be worth an extra 5 marks and whatever you scored the lowest will be worth 5 less marks.

Research Participation SONA (total = 1 to 9 marks)

For each optional assignment you successfully complete you qualify to earn 1 bonus mark toward your final grade by participating in research studies conducted in the Department of Psychology. If you complete and

pass two optional assignments, then you qualify to earn 2 bonus marks, three optional assignments, then 3 bonus marks, and so on, up to 9 bonus marks if you complete and pass all nine optional assignments. For details on participating in research studies, go to (<https://uvic.sona-systems.com/Default.aspx?ReturnUrl=/>) or the Department of Psychology web site (web.uvic.ca/psyc) and 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.

Students are not required to participate in research, and not all students wish to do so. As an alternative, students may instead opt to gain research experience by writing a review (2 pages double spaced) of a primary peer-reviewed research report relevant to the course. The review will be worth one mark for extra credit. You are eligible to submit as many reviews as submitted assignments. Please speak with me about suitable journals and my approval for the article you have chosen before writing a review. To receive credit, you must follow these guidelines:

- If you wish to select this option, you must notify me no later than the second term test.
- You cannot use an article for this review that was used for any other component of the course (e.g., test-replacement paper, presentation, poster, optional paper, etc.).
- Completed reviews must be emailed to me as an attachment in PDF or Word format no later than the last day of class in this course. Late submissions will NOT be accepted under ANY circumstances.
- Fully identify the title, author(s), source, and year of the article.
- Clearly summarize the psychological concepts in the article, the methods, the reported results, and the implications of the results. Critically evaluate the application or treatment of the concepts in the article. If you discover something that is incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc.

Evaluation Criteria

I use the I.C.E. as a method of grading all material. Specifically, “I” stands for information, “C” stands for connections, and “E” stands for expansions. I evaluate the quality of the information, that is, whether the facts are relevant, accurately defined, clear, and comprehensive. This will require you to consider, explain, and justify points you raise and why. In doing so, you may document that Point A and Point B are premises to Conclusion C. These connections must be explicitly defined. You should not be making assumptions about my knowledge. The material should stand on its’ own. Finally, and as noted above, the information and connections you make must have some relevance. That is, you must substantiate why you are discussing C or connecting Point A with Point B. Expansions may be theses, ramifications, conclusions, justifications, rationalizations, explanations, etc. They are all about the “why?” or “so what?” In relation to ICE, I typically dock marks rather than give marks. That is, I look forward to an insightful experience when I commence reading your work. Anything that interferes with that experience I see as a flaw. I typically deduct 2.5 marks on a 100-point scale for minor flaws (e.g., typos, disorganized thought, etc.), 5 marks for more severe flaws (e.g., sentence fragments, weak definitions, unnecessary quotation, etc.), and 10 marks or more for egregious flaws (e.g., key points are confused or misunderstood, missing definitions, etc.). Finally, a piece of writing may have all the necessary components, that is, it takes me from point A to point B, but because it was difficult to read or flawed will not be considered first class work. This can often be a matter of style, organization, grammar or a combination of a number of issues. “A” work is engaging, insightful, and flawless. The more creative, engaging and insightful the work is, the more likely it will receive an “A+” (such work would be worthy of publication), while the less creative, insightful and engaging, but still relatively flawless the work is, the more likely it will receive an “A -.” As flaws start to define the work, the letter grade drops (e.g., to a B, C, and hopefully never, to a D or F). For feedback on your tests, I encourage you to book an appointment to see me during office hours. I will happily review your exam with you pointing out concerns or explaining issues I may have had. For those of you who submit a test-replacement paper, you will find feedback regarding your work on the same Brightspace page where the assignment was originally posted, typically with the term “marked” appended (e.g., “Jane Doe marked.docx”). Please allow us up to 5-7 days to mark all the papers. Comments will be written in your document via track changes. Please review the comments embedded in your text, and if, after reviewing your

work and feedback, you have any concerns or questions, please see the last paragraph in the guidelines and follow those instructions.

Course Experience Survey

I value your feedback on this course. After the second test I will ask you to write one thing you would like me to change about the course and one thing you would like me not to change. I will consider your recommendations to modify the course for the second half. In addition, in the last 10 minutes of the last class, you will have an opportunity to complete an anonymous survey regarding your learning experience in this class. The CES provides vital information that I will use to improve future courses. The survey will also be used by the Department of Psychology to evaluate my performance as an instructor. I will not receive the results until after I have submitted marks for this course. Responses are anonymous unless you choose to say things in optional open-ended comments that identify you (which I do not recommend).

The more students complete the survey, the more meaningful and informative the results. Please ensure that your current email address is listed on MyPage (<http://uvic.ca/mypage>). When the course is 5/6 over, an email will be sent inviting you to complete the CES online. I will set aside approximately 10 minutes at the beginning of the last class of the term for students to complete the CES. We will do the CES in class because doing so increases the percentage of students who complete the survey compared to when students are asked to complete it on their own time. You will need your UVic NetLink ID to access the survey via a laptop, tablet, or mobile device; if you do not own such a device then please try to borrow one for that class session. If you do not complete the CES during that class, you can complete it at a time of your choosing during the last two weeks of classes.

Tentative schedule Tuesday, Wednesday, and Friday 10:30 am to 11:20 am in DTB A104

Sept 8	Introductions – review outline, ask for student helpers
Sept 10 & 14	Chapter 1 (Introduction)
Sept 15 & 17	Chapter 2 (Historical Perspective)
Sept 18	Test 1 replacement paper due by 10:30 am on Brightspace
Sept 21	Last day to drop without financial penalty
Sept 21 & 22	Chapter 5 (Extrinsic Motivation and Internalization)
Sept 24	Last day to add courses
Sept 24	Activity 1
Sept 28	Test 1 online opens at 10:30 am for 24 hours: Covers chapters 1-3, your outline, and corresponding lectures/activities
	Photos due for bonus
Sept 29 & Oct 1	Chapter 6 (Psychological Needs) also read Landry et al. (2008) & Pelletier et al. (2002).
Oct 5 & 6	Chapter 7 (Implicit Motives)
Oct 8 & 12	Chapter 8 (Goal Setting and Goal Striving)
Oct 9	Test 2 Replacement paper due by 10:30 am on Brightspace
Oct 13	Activity 2
Oct 15	Review
Oct 19	Test 2 online opens at 10:30 for 24 hours: Covers Ch. 6-7 and corresponding lectures/activities, Landry et al. (2008) and Pelletier et al. (2002) readings
Oct 20 & 22	My Survey (one thing to change, one thing to keep the same): Ch 9 (Mindsets)
Oct 26 & 27	Ch 10 (Personal Control Beliefs) also read Grouzet (2013).
Oct 29 & Nov 2	Chapter 11 (The Self and Its Strivings)
Oct 30	Test 3 Replacement paper due by 10:30 am on Brightspace
Oct 31	Last day to withdraw without academic penalty
Nov 3	Activity 3
Nov 5	Review
Nov 9	Test 3 online opens at 10:30 am for 24 hours: Covers Ch 9-11 and corresponding lectures/activities and Grouzet (2013).
Nov 10 - 12	Reading Break – no classes
Nov 16 & 17	Chapter 12 (Nature of Emotion: Six Perennial Questions)
Nov 19 & 23	Chapter 13 (Aspects of Emotions)
Nov 24 & 26	Chapter 14 (Individual Emotions)
Nov 30 & Dec 1	Chapter 15 (Growth Motivation and Positive Psychology)
Dec 3	Activity #4, All optional assignments due (includes article summary 4).
Dec 6 – 20	Exam period, TBA, Test 4 Replacement paper due on Brightspace 10 days before the scheduled final; Test 4 on Chapters 12 - 15 and corresponding lectures/activities (similar 24-hour window)

Department of Psychology

Important Course Policy Information

Fall 2021

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 September 2021.

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

- *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.

OR, you can download the Request for Academic Concession form here:

<http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf>

- *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 submit documentation of the illness, accident or family affliction directly to your course instructor (or designated teaching assistant).

- *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 (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/assets/docs/record-forms/rac.pdf>

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 https://www.uvic.ca/calendar/future/undergrad/#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies.

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 2021.

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/tips/plagiarism/>
The [Office of the Ombudsperson](#) is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: ombuddy@uvic.ca; Web: uvicombudsperson.ca.
2. UVic Library Resources: <http://www.uvic.ca/library/research/citation/plagiarism/>
3. https://www.uvic.ca/library/research/citation/documents/avoiding%20plagiarism%20guideUpdate_Sept_2013.pdf