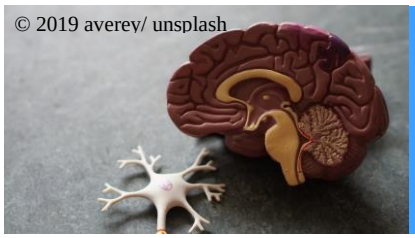
We acknowledge and respect the lək̓ʷəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day. I feel very fortunate to learn, live and work on this beautiful territory



PSYC 351D – Biopsychology
Spring 2022 | TWF 9:30am – 10:20am in ELL 167
*First two weeks of classes will be online

Instructor: Dr. Jhotisha Mugon
Office: Cornett A235
Email (preferred): jmugon@uvic.ca
Office hours: Fridays 1:00-2:00pm
*Office hour for first two weeks will be on zoom

Teaching Assistant: Joshua Palmer
Office: Cornett B327
Email: jmpalmer@uvic.ca
Office hours: Wednesday 10:30-11:30am

Course Description:

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

Note: The first two weeks of classes (Jan 11, 12, 14, 18, 19, 21) will be held online via Zoom. Use this link: https://uvic.zoom.us/j/85679492256?pwd=VitaUjZRaWtSc043ZUVJYVlWbmtSQT09 to access our synchronous classes

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Remember to first login to your uvic zoom account at https://uvic.zoom.us or in the app log into the "SSO" and then click on the zoom link provided. If you haven't yet done so, remember to update your zoom client to at least version 5.8.4 otherwise you will not be able to join our zoom class (see https://www.uvic.ca/systems/status/notices/current/update-your-zoom-client.php for more information) You can also access our zoom class via our course Brightspace site under course tools → Zoom → click on the relevant course date

Course learning outcomes:

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

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

Prerequisites: The pre-requisites for this course are PSYC 251 and 201. *Students who remain in courses for which they do not have the prerequisites do so at their own risk.* Students who complete courses without prerequisites are NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program. Information about meeting course prerequisites can be found at https://www.uvic.ca/calendar//future/undergrad/index.php#/programs?searchTerm=psycho. If your questions are not answered there, I recommend contacting The Associate Chair of Psychology – Dr. David Medler.
Please note that students are responsible for checking their registration status and adhering to the add (January 26th, 2022) and drop (January 23rd 2022) deadlines.

About Me:

I completed my PhD in Cognitive neuroscience at the University of Waterloo, Ontario in 2020. My research focused on the role of emotions – specifically of boredom – to act as self-regulatory signals to keep us on track with our goals. I am also passionate about teaching undergraduate courses and keeping boredom at bay within our classes. I hope to share my passion for neuroscience and psychology with you and to work collaboratively with you on this course. I am always open to suggestions and constructive feedback so feel free to reach out if you want to chat. Please note that I am a new teaching professor at UVic (I only moved to Victoria, BC a few months ago) so please bear with me as I figure out the various systems 😊

Office hour: For the first two weeks of classes, I will be holding online office hours on Fridays from 1:00am – 2:00pm. Use this link to access my office hour: https://uvic.zoom.us/j/81963070447?pwd=ci9lT3ROVEc5UTU3Y0RHVVZzWHJsUT09. My office hours will be in-person in Cornett A235 starting the third week of classes. I am always happy to meet with students to discuss course content or any course accommodations that will help you succeed.

Joshua's office hours will be on Wednesdays from 10:30am – 11:30am: https://uvic.zoom.us/j/87529868712?pwd=UVVCSXpCMmpNVzdWRGlKWTQ1ZGZLdz09 He will resume his in-person office hours in Cornett B327 during the third week of classes. Please see him for feedback on your exams and question about textbook content.

A note on our eventual return to the physical classroom: I recognize that the pandemic has brought on many challenges for us. When we eventually return to our physical classroom spaces, I understand that, for some of you, there may be new hesitations and some anxiety about social interactions. My goal is to create a welcoming and safe environment where you will hopefully feel comfortable to share your perspectives about psychology and movies with one another. To this end, I invite you to participate in the class while taking any precautions you deem important. I also welcome you to share my goal of creating a safe and welcoming environment for all.

Learning resources:

1) **Required text:** Kolb, B., Whishaw, I.Q., Teskey, G. C. (2019). *An Introduction to Brain and Behaviour – sixth Edition*. Macmillan
   This course takes advantage of Launchpad (see below), the online platform associated with this textbook. The entire textbook is available electronically through Launchpad. To save you some cash, this year I am giving students the option to purchase Launchpad standalone (the cheapest option). Again, this includes all of the online content you need (see below), including an electronic version of the text. However, for those of you who like to read a physical text, I have ordered some actual textbook/Launchpad packs. This option is more expensive, but perhaps easier on the eyes. Note that each version (physical text or Etext) come with a free 6 months subscription to the iClicker student app called reef – which we will use when we return to our physical classes

2) **Launchpad access**: Throughout this course, you will be assigned Learning Curve (LC) quizzes which is a type of quiz that tests your understanding of the course content. You will have roughly three of these LC quizzes assigned per week – each associated with the respective lectures and assigned reading throughout the week. To register for the course go to: https://www.macmillanhighered.com/launchpad/kolbintro6e/18893516 Your Launchpad access code will be printed on the card you purchase from the bookstore. Select "I have a student access code", enter the code exactly as it appears on the card, and click Submit.

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

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

3) **Course Website**: The PSYC 351D website is accessible through the UVic Brightspace system (https://bright.uvic.ca/d2l/home/156057). This site includes all course material, including lecture slides, recorded lectures, course announcements, contact information and your grades. **Lecture slides will be posted the day before the lectures in the evening.**

4) **Required Technology**:
   a. **iClicker Personal Response System.** This is necessary in order for you to participate in the class and 5% of your final mark is based on that participation. **If you've purchased either your actual textbook or the e-textbook launchpad package via the Uvic bookstore, a subscription to the iClicker app is included in your purchase**. You then the There are two options:
      1) **iClicker Student Mobile App.** This application can be used on a personal device (laptop, smartphone, or tablet). In order to receive your 5% participation points, you must create an account (https://student.iclicker.com/#/login).
      2) **iClicker 2.** *iClicker 2* is a physical remote that can be purchased at the bookstore new or used and it will be usable in other courses that use iClickers. It can also be sold back to the UVic bookstore just like with textbooks. Only the second-generation *iClickers* can be used. If you use the original *iClicker* you may not be able to respond to all the questions in class. In order to receive your 5% participation points, you must **register your *iClicker* online** at the UVic website (http://www.uvic.ca/iclickerreg) and **not the iClicker.com website.**

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

5) **Zoom Netiquette:** As you might have already discovered, online learning is different from face-to face learning. Because communication may be stripped of essential cues such as tone, affect, facial expressions, and body language – especially in written format, – it is even more important that we all follow a few basic guidelines to ensure good communication and a positive learning environment:
   - Stay respectful of others and open-minded about their questions, thoughts, and views – the same way you probably expect them to be towards you.
   - You are welcome – and encouraged! - to respond to others' comments and suggestions but please refrain from making your response personal.

- If you are typing a response, re-read it at least once before posting it. Consider how (or even the worst way in which) it could be interpreted. Be respectful in your responses and questions.
- If you feel very strongly about a certain point, especially if you feel upset or angry, delay posting your thoughts / comments. Give it a few minutes, perhaps a day. Or ask someone uninvolved in the discussion to read it for you before posting it.
- Mute your mic when you're not speaking, to reduce background noise interference.
- Turn on your camera when possible, to create a sense of community; Look at the camera to make eye contact when talking.
- Use the chat field and whiteboard for constructive questions and comments only.

What is expected of you?

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

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

1. Complete the assigned reading prior to class
2. Attend classes and take notes
3. Bring your iClickers to class
4. Complete the online LaunchPad LearningCurve quizzes

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

- For technical question (e.g. related to Brightspace, Zoom, or Netlink login), please contact the computer help desk (helpdesk@uvic.ca ; 250-721-7687).
- For questions regarding the textbook, the lectures, or course accommodations, please contact me at jmugon@uvic.ca .I kindly ask that you consult the syllabus for assessment timelines prior to emailing me.
- To review your quizzes, or exams, please contact our class TA – Joshua Palmer
- If you have questions related to the ***content*** of the textbook and/or lectures OR if you have an example to share, please:
  - Bring them up during our scheduled **class times**
  - Visit **my office hours**: Fridays from 1:00 – 2:00pm
  - Post them in the **discussion board** in Brightspace for anyone to answer
  - Email me – BUT this should really be the last resort. It is to everyone's advantage to give all learners a chance to hear and answer material related questions. Also, I have ~ 500 students this term and only one of me! At some point in the term, things can get a little hectic for me. *If you do not hear back from me within 72 business hours, then feel free to send me a reminder email – I appreciate your kindness and patience*

What is expected of me?

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

How will you be evaluated?

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

Assessment	Worth	Date(s)/ Notes
Exam 1	22%	Wednesday Feb 2nd in ELL 167
Exam 2	22%	Tuesday Mar 1st in ELL 167
Exam 3	22%	Wednesday Mar 23rd in ELL 167
Exam 4	14%	Wednesday Apr 6th in ELL 167
LearningCurve (LC) Assignments	15%	Starts Jan 12; 30 LC throughout term (Complete 25 out of 30 @ 0.6% each)
Participation (Zoom, Clickers)	5%	Starts Jan 18; 26 classes total (best 20 out of 26 @ 0.25% per class)
SONA Bonus Credits	2%	Thursday Apr 7th

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

Exams

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

Missed exams: If completing an exam at the specified time is not possible or feasible for you due to illness, please contact me well in advance of the exam date. Make-up exams will only be offered to students who have made arrangements with me at least 1 full day prior to the exam date, or in the case of urgent, unforeseen emergencies. In the case of such an emergency, you will need to contact me within 3 days of the missed exam to schedule a make-up examination. If you miss an exam and fail to contact me as described, you will receive an "N" mark (failure due to not completing a course requirement) for the course.

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

LearningCurve (LC) Assignments

To encourage you to read and study the course material gradually each week, you will complete the online chapter quizzes within LaunchPad, called LearningCurve. Approximately 30 LC quizzes will be assigned throughout the term; however, your grade will only be calculated out of your best 25 quizzes for a total of 15% of your grade (each quiz = 0.6%). Assigned quizzes are listed in the below lecture schedule. Any changes will be announced in class, on BrightSpace, and on LaunchPad. Note that I have assigned 1-2 LC quiz per class. These quizzes are meant to help you better understand the material and to help you prepare for the exams. However, I understand that you may experience other time pressures throughout the term. For this reason, there are four hard deadlines for LC quizzes – see course schedule. Although you can still complete the quizzes after the hard deadlines, LC quizzes completed after these deadlines will not count towards your grade.

The LC quizzing system is interactive and adaptive. Quizzes will be graded on a Pass/Fail basis. Each quiz is worth a certain number of points. To "Pass" you must obtain the target amount of points. For every correct answer you produce, question point values increase, ultimately meaning the more questions you get right, the fewer questions you will have to complete to hit the target total (and thus finish and pass the quiz). As you get questions wrong, point values decrease, meaning you will have to answer more questions to earn points and finish the quiz. In sum, these quizzing procedures reward comprehension and discourage guessing. The system is fully interactive, allowing you to return to the text if you are unsure of an answer. Additionally, the LC system will develop a personalized learning plan for you, displaying which areas you have mastered and providing tools to help you improve in areas that have been difficult.

If you encounter problems using the LaunchPad website and completing the LC Quizzes, contact the website's Technical Support (top right corner > help > contact technical support). Do not contact the instructor or the TA. The website tracks and timestamps all your activity. If/when you experience a technical problem, they will help you troubleshoot it. If the technical problem causes a quiz to be

submitted late or unsubmitted, the support team will forward me the technical documentation detailing your problem and giving me the option for allowing a second attempt/submission

Participation (Zoom, iClickers)

During the first two weeks of classes, I will have Zoom polls and when we return to our physical classes, I will present i>Clicker questions during lectures. My hope is that these will a) encourage your active participation in class and, b) help me to see which concepts the class understands well, and which need a little more attention. Answer all the questions presented in the lecture to get your i>Clicker point for that day. It's ok if you get the answer wrong or if you miss *one* in a single lecture; you'll still get a mark for that day. There will be approximately 60-65 i>Clicker opportunities distributed throughout 26 classes (excluding exams; Zoom polls start on Jan 18; i-clicker questions start on Thursday, Jan 25). You will need to provide responses in at least 20 classes to receive full marks. This gives you several classes of leeway to overcome technical challenges/find lost clickers/make up for missed classes/etc. Thus, there will be no opportunity to make up i>Clicker responses for the above reasons. Please note, I consider providing i>Clicker responses for another student to be an academic infraction and will treat it as such (according to the UVic Policy on Academic Integrity).

SONA Bonus credits

Students in this course may earn up to 2% extra credit toward their final grade by participating in research studies conducted in the Department of Psychology. 1 hour of participation earns students 1 SONA credit and credits are given in .5 increments, with 1 credit required for a 1% increase in the student's final grade, with 1 credit required for a 1% increase. For details on participating in research studies, go to the Department of Psychology web site (web.uvic.ca/psyc), click on the **Research** link near the top of the page, then click on the **Participant Pool** link at the left of the new page to see instructions for participating in the system. You must be sure to assign your credits to this course (and this section of the course) no later than the last day of class, otherwise you will not receive extra credit in this course. If you do not wish to participate in research studies for some reason, but still wish to have the opportunity to earn an equivalent amount of extra credit, you may contact your course instructor to arrange for an alternative option involving written assignments.

Cut-off points for final grades

A+	A	A-	B+	B	B-	C+	C	D	F
90-100	85-89	80-84	77-79	73-76	70-72	65-69	60-64	50-59	0-49

Tentative class schedule*

*Note that topics and dates are approximate and subject to change. If changes occur, I will make a course announcement on Brightspace. **LC = LearningCurve Assignment ***R= More than 15 pages of reading assigned

Wk.	Class	Date	Topic	Text Section	LC**	Notes
1	1	T. Jan 11	Course intro and overview			
	2	W. Jan 12	Brain structures & function	2.1, 2.3	2a, 2b	R***
	3	F. Jan 14	Brain structures & function	2.4 – 2.6	2c	
2	4	T. Jan 18	Cells of the nervous system	3.1	3a	Zoom Participation start
	5	W. Jan 19	Cells of the nervous system	3.2	3b	
	6	F. Jan 21	Electrical signaling	4.1(p.112-114); 4.2	4b	
3	7	T. Jan 25	Electrical signaling	4.3 – 4.4	4c	iClicker starts
	8	W. Jan 26	Chemical signaling	5.1 – 5.2	5a, 5b	R
	9	F. Jan 28	Chemical signaling	5.3 – 5.4	5c	
4	10	T. Feb 1	**Review/ catch-up**			LC 2a- 2c, 3a-3b, 4b-4c, 5a-5c due on Feb 1st
	11	W. Feb 2	**Exam 1**			
	12	F Feb 4	Drugs and hormones	6.1	6a	
5	13	T. Feb 8	Drugs and hormones	6.2-6.4	6b	R
	14	W. Feb 9	Drugs and hormones	6.5	6c	
	15	F Feb 11	Measuring brain and behaviour	7.1 -7.2	7a	R
6	16	T. Feb 15	Measuring brain and behaviour	7.3 – 7.6	7b	
	17	W. Feb 16	Brain development	8.1 – 8.2	8a	
	18	F Feb 18	Brain development	8.3 – 8.5	8b	R
7	Feb 21- 25 – READING BREAK – No classes this week					
8	19	T. Mar 1	**Exam 2**			LC 6a-c, 7a-b, 8a-b due Feb 28
	20	W. Mar 2	Sensation and Motor Control	11.1–11.3	11a, 11b	R
	21	F. Mar 4	Sensation and Motor Control	11.4-11.5	11c	
9	22	T. Mar 8	Sleep	13.1-13.2	13a	
	23	W. Mar 9	Sleep	13.3-13.4	13b	
	24	F. Mar 11	Sleep	13.5-13.7	13c	
10	25	T. Mar 15	Learning and Memory	14.1-14.2	14a	
	26	W. Mar 16	Learning and Memory	14.3		
	27	F. Mar 18	Learning and Memory	14.4-14.5	14b	R
11	28	T. Mar 22	**Review/ catch-up**			LC 11a-c, 13a-c, 141-b due Mar 22
	29	W. Mar 23	**Exam 3**			
	30	F. Mar 25	Thinking	15.1-15.2	15a	
12	31	T. Mar 29	Thinking	15.3-15.4	15b	
	32	W. Mar 20	Thinking	15.5-15.7	15c	
	33	F. Apr 1	Disordered thinking & behaviour	16.2	16a	
13	34	T. Apr 5	Disordered thinking & behaviour	16.3-16.5	16b	R; LC 15a-c, 16a-b due
	35	W. Apr 6	**Exam 4**			

Important course considerations:

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

Academic Integrity: You are responsible for familiarizing yourself with the University of Victoria's Policy on Academic Integrity. Violations of this policy include plagiarism, unauthorized collaboration, and other forms of cheating. At minimum, the penalty for any instance of these behaviours will be a grade of 0% on the assignment or exam in question. The course penalty for more extensive violations of this policy will be a failing grade for the class.

Copyright Statement: All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class. 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). The assigned journal articles and chapter readings may only be used for the purpose of research, private study, criticism, review, education. If the copy is used for the purpose of review, criticism or news reporting, the source and the name of the author must be mentioned.

Take care of yourself:

Being a student can be stressful! Please take care of yourself – eat well, exercise, get enough sleep, take some time to relax, and talk to someone if you're feeling overwhelmed. This will help you achieve your goals and cope with stress. You are not alone – all of us benefit from support during times of struggle.

Social Life, Friends, & Community at UVic: Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus (some of these will be available online this Fall semester). https://www.uvic.ca/mentalhealth/undergraduate/connecting/index.php

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. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course: 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/

Mental Health Supports and Services: Mental health supports and services are available to students from all areas of the UVic community: www.uvic.ca/mentalhealth/undergraduate/

Sexualized Violence Prevention and Response at UVic: The University of Victoria takes sexualized violence seriously and has standards for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting: www.uvic.ca/svp

If you or someone you know has been impacted by sexualized violence and needs information, advice, 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 to the Sexualized violence resource office in EQHR, Sedgewick C119; Phone: 250.721.8021; Email: svpcoordinator@uvic.ca
Web: www.uvic.ca/svp

UNIVERSITY OF VICTORIA
Department of Psychology

Important Course Policy Information
Spring 2022

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 January 2022.
https://www.uvic.ca/calendar//future/undergrad/index.php#/programs?searchTerm=psycho

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: Refer to the course outline

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 January 2022.

The definitive source for information on Academic Integrity is the University Calendar
Other useful resources on Plagiarism and Cheating include:

1. The Ombudsperson's office: https://uvicombudsperson.ca/tips/plagiarism/
1. 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