

PSYC 100B A04 – Course Syllabus



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. Learn more about UVic's [Territorial Acknowledgement](#).

COURSE TITLE: PSYC 100B: Introductory Psychology II
(Social and Applied Emphasis)

CLASS SECTION: A04

CRN: 22824

TERM: Spring (Jan-Apr) 2023

MEETING TIMES: Mon/Wed 18:00 – 19:20 (6:00PM-7:20PM)

<https://uvic.zoom.us/j/81615565021?pwd=M3lxLzlkZXF5anVYa1Naak9iNVVRUT09>

Meeting ID: 816 1556 5021 Password: 809252

UNITS: 1.5

DELIVERY MODE(S): Fully Online (synchronous)

For COVID-19 information please visit <https://www.uvic.ca/covid19/index.php>

Please note that this course will be offered fully online, but in a synchronous format. That is, we will be meeting in our online classroom twice per week during the term. The class Zoom link and login information is located on Brightspace in the Zoom module.

INSTRUCTOR DETAILS



NAME: Carrie Kobelsky, PhD candidate

OFFICE: <https://uvic.zoom.us/j/88184765286>

EMAIL: kobelsky@uvic.ca

OFFICE HOURS: Will take place **online** Monday 7:30-8:30pm; Wednesday 1:00-2:00pm; or by appointment

WEBSITE: <https://bright.uvic.ca/d2l/home/230354> (our Brightspace site)

- To access Brightspace type bright.uvic.ca in address bar (Chrome or Firefox)
- Log in with Netlink ID and password, click on PSYC 100B A04

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. I am committed to identifying and removing institutional and social barriers that prevent access and impede success.



TEACHING ASSISTANT DETAILS

NAME: Katherine Boere

EMAIL: katherineboere@uvic.ca

OFFICE: <https://uvic.zoom.us/j/85052729470>

OFFICE HOURS: Wednesday 7:30-8:30pm



CALENDAR DESCRIPTION

An introduction to concepts, theories, and research findings of modern psychology. Topics may include cognition, development, personality, health psychology, psychological disorders, psychological therapies, and social behaviour.

WHAT IS THIS COURSE ABOUT?

Psychology is an exciting and complex scientific discipline and is an essential part of the helping professions. PSYC 100B (and PSYC 100A) has been designed to provide an overview of:

- the main areas, findings, and methods of modern psychology
- various theoretical perspectives and professional orientations within psychology
- scientific methods of gathering information and forming conclusions from the study of human behaviour and functioning
- psychological principles that serve as a foundation for taking more advanced courses in psychology and related disciplines
- how psychological principles have been used to help people lead better, healthier lives, and to solve real world problems
- how to locate and utilize psychological research information

PSYC 100A focuses on the historical, methodological, biological, learning, and cognitive aspects of psychology. PSYC 100B focuses on human intelligence, personality, lifespan development, psychological disorders, and psychological treatment. You do not have to take PSYC 100A after you have completed PSYC 100B, but you should be aware that *if you wish to take any further courses in Psychology at the University of Victoria you must complete both PSYC 100A and PSYC 100B*

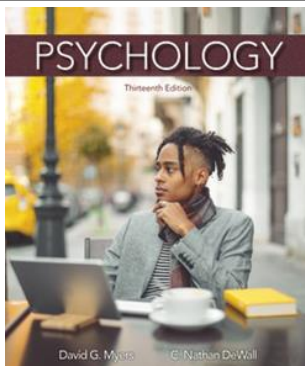
PREREQUISITE(S):

None

NOTE(S):

Credit will be granted for only one of PSYC 100B, PSYC 100.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION



(a) Textbook (required)

Myers, D. G. & DeWall C. N. (2021). Psychology (13th ed.). Worth Publishers.

You can purchase a physical copy or digital copy of this text through the UVic bookstore at:

<https://www.uvicbookstore.ca/text/>. The digital copy includes the e-book and access to Achieve (see below). The physical copy also includes access to the e-book and Achieve (see below).

(b) Course Readings (required)

Additional course readings will be provided in PDF format on Brightspace for some topics.

(c) Achieve (optional)

Achieve is the online study resource that comes bundled with the online version of the textbook. All students who purchase a new textbook will have access to Achieve. A step-by-step guide to access our class Achieve is posted to Brightspace in the Getting Started section. Our course Achieve can be accessed at: <https://achieve.macmillanlearning.com/courses/mrynk6>

Required Technology

- Reliable internet connection
- Laptop or desktop computer; Please note that while most features of this course are compatible on a tablet with a web browser, some features may not work as expected. If you experience technical difficulties, please let us know right away so we can do our best to accommodate you.

Course Website

All course materials, including summary notes, supplementary materials, quizzes and assignments will be available through Brightspace (<https://bright.uvic.ca>). This site will be your guide on what needs to get done each week. The course outline, online quizzes, and other material will be posted on the course website. You can sign into Brightspace using your NetLink ID.



COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor. Be sure to check Brightspace for all due dates on assignments and chapter quizzes.

WEEK	DATES	ASSIGNMENTS/DEADLINES	CHAPTERS
1	Jan 9-13		Welcome/Intro Introduction to Research
2	Jan 16-20	Research Paper Component #1 – APA due Wed Jan 18 by 10pm	Ch. 5 (Development)
3	Jan 23-27	Ch. 5 Discussion Group due Jan 25 th end of class Ch. 5 Quiz due Fri Jan 27, 10pm	Ch. 5 cont'd Ch. 10 (Intelligence)
4	Jan 30-Feb 3	Ch. 10 Discussion Group due Feb 1 st end of class Ch 10 Quiz due Fri Feb 3, 10pm	Ch. 10 cont'd Motivation (Reading on Brightspace)
5	Feb 6-10	Research Paper Component #2 – Research Methods due Wed Feb 8 by 10pm Motivation Discussion Group due Feb 8 th end of class Motivation Quiz due Fri Feb 10, 10pm	Motivation cont'd Ch. 12 (Emotions, Stress, & Health)
6	Feb 13-17	Ch. 12 Discussion Group due Feb 15 th end of class Ch 12 Quiz due Fri Feb 17, 10pm	Ch. 12 cont'd
7	Feb 20-24	Reading Break (NO CLASSES)	
8	Feb 27-Mar 3	Research Paper Component #3 – Critical thinking due Wed Mar 1 by 10pm	Ch. 13 (Social Psychology)
9	Mar 6-10	Ch. 13 Discussion Group due Mar 8 th end of class Ch 13 Quiz due Fri Mar 10, 10pm	Ch. 13 (cont'd) Ch. 14 (Personality)
10	Mar 13-17	Ch. 14 Discussion Group due Mar 15 th end of class Ch 14 Quiz due Fri Mar 17, 10pm	Ch. 14 cont'd
11	Mar 20-24	Individual Written Assignment due Wed Mar 23 by 10pm	Ch. 15
12	Mar 27-31	Ch. 15 Discussion Group due Mar 29 th end of class Ch. 15 Quiz due Fri Mar 31, 10pm	Ch. 15 cont'd Ch. 16 Therapy
13	Apr 3-6	Ch. 16 Discussion Group due Apr 5 th end of class Ch. 16 Quiz due Wed Apr 6, 10pm	Ch. 16 cont'd Course Wrap-up

Last day to drop course with 100% fee reduction: Jan 22nd

Last day to drop course with 50% fee reduction: Feb 12th

Last day for withdraw without penalty of failure: Feb 28th

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required.

Deadlines can be reviewed at <https://www.uvic.ca/accessible-learning/students/exams/index.php>

EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
In-class Discussion/Reflection Groups (best 5 of 8)	25%
Individual Written Assignment (IWA)	35%
Research Paper Components	10%
Chapter Quizzes (best 6 of 8)	18%
In- Class Participation (best 16 of 20)	12%
Bonus Research Participation (or paper)	+2%
If you have a concern about a grade you have received for an evaluation, please arrange a meeting with Carrie as soon as possible.	TOTAL 100% +2%

BREAKDOWN OF STUDENT ASSESSMENT

In accordance with the University's policy on academic concessions, **"A student who completes all course requirements is not eligible for an academic concession"**. Consequently, students can *only* request deferrals for the completion of required course components and not for non-essential course components.

Wait, are there any exams in this course?

Nope! While there are chapter quizzes to assess your knowledge (see below), we will not be writing large exams in this course. Mainly, the goal of this course is to get students talking about course content with one another and apply the concepts/material we learn in class to real-life settings. Meeting in an online space can feel isolating, I hope that through in-class discussion and reflection groups students will feel more connected to one another and have the opportunity to work *with* the material in the course.

In-class Discussion/Reflection Groups (best 5 of 8) = 25% of final grade

***NOTE: You must complete a minimum of 5 Discussion/Reflection Groups; failure to do so means you have not completed a major course requirement and will receive a N mark (failure due to not completing a course requirement) for the course regardless of the cumulative percentage of all other elements in the course. N is a failing grade and factors into GPA as a value of 0.**

Students will meet in breakout sessions during Zoom classes to discuss and reflect on contemporary views and special topics in psychology. These topics are meant to apply psychology to everyday life and address special interest topics or issues. Groups will read a short article or watch a video, then discuss and reflect on a set of questions provided by the instructor. One group member will be responsible for taking notes during the discussion and submitting them on behalf of the group for credit. All in-class discussion/reflection groups will take place during class time and notes on the discussion topic are due at the end of class. **Note that your grade will be a combination of the group notes AND peer evaluation.**

Individual Written Assignment (IWA) = 35% of final grade

***NOTE: You must complete the Individual Written Assignment; failure to do so means you have not completed a major course requirement and will receive a N mark (failure due to not completing a course requirement) for the course regardless of the cumulative percentage of all other elements in the course. N is a failing grade and factors into GPA as a value of 0.**

Students will be asked to debunk a common psychological myth by reading and writing about psychological research on that topic (~1500 words). Students are expected to draw on scholarly scientific research and current psychological theories to describe the myth, debunk the myth using scholarly research, and provide critical thinking related to why the myth persists.

All assignments are due by 10pm on the due date and are to be uploaded in .PDF format directly to Brightspace.

IWA Late Policy

Students are responsible for uploading assignments to Brightspace before the deadline. Assignments will lose 5% for each 12 hours that they are late, to a maximum of 40%. After that, the grade will be assigned as a 0%.

Additional information on the Individual Written Assignment will be posted on Brightspace under the "Assignment" section and will be highlighted in class.

Research Paper Components = 10% of final grade

Students will complete small assignments to help them prepare to write their IWA. These components are meant to introduce students to common aspects of writing in psychology including APA formatting (rules regarding the writing style of psychology assignments), research methods (how we gather data in psychology), and critical thinking (how we evaluate claims made in psychology). Each component will be formatted as a Brightspace quiz but will not be timed. You are welcome to use your textbook, notes, and videos provided on Brightspace to support your answering of questions. The research paper components grading includes:

- #1: APA formatting (due Wed Jan 18) – 2%
- #2: Research methods (due Wed Feb 8) – 4%
- #3: Critical thinking (due Wed Mar 1) – 4%

Chapter Quizzes (best 6 of 8) = 18% of final grade

Quizzes will be offered at the end of each chapter (see Course Schedule for dates) and are meant to assess your understanding of the course material. The online chapter quizzes have been designed 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. **All quizzes will be completed on your own time.** Please note that **no makeup quizzes will be provided**. If you miss a quiz (including due to illness), it will be one of the 2 lowest grades dropped from your final mark. All quizzes are timed will be offered online through Brightspace and will consist of multiple-choice questions. Additional information will be provided in-class and on Brightspace.

What if I have technical issues logging on or completing the quiz?

Contact me (kobelsky@uvic.ca) and I will work with you on a solution. Please note that it is best to attempt the quizzes at least one day prior to the due date, to allow us enough time to sort out any issues.

Participation (best 16 of 20) = 12% of final grade

Most participation activities will be completed **in class during Zoom sessions**, though occasionally participation activities will be offered on Brightspace. These participation activities are intended to reinforce lecture material, provide interactive examples of concepts, and allow students to connect to the material through personal experience. **All participation activities are graded as complete/incomplete, and no makeup participation points will be provided.** Additional information on participation points will be provided in class and on Brightspace.

BONUS Research Participation or Paper = +2% Bonus***Research Participation***

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. Each 30 minutes of participation will earn 0.5 credit with 2 credits required for a 2% increase in your final grade. Thus, two hours of participation would earn the full 2% extra credit.

For details on participating in research studies, go to the Department of Psychology web site: (<https://www.uvic.ca/socialsciences/psychology/research/participants/>), click on the **Research Participation (PRP) website** link near the top of the page, then follow the instructions for participating in the system. You must be sure to assign your credits to this course (**PSYC 100B A04**) no later than the last day of class (Apr 5th), 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 the extra 2%, you may contact me no later than **February 28th** to arrange for an alternative option involving a written article review (see below).

Article Review

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 journal article reporting original research relevant to one of the topics we cover in Introductory Psychology. The review will be worth 2% of extra credit and only one review will be accepted. Please email me by February 28th if you wish to choose this option and include your chosen research article so that I can approve it. **NOTE:** The same journal article must **NOT** be used for any other assignments in this course. You will **NOT** receive any extra credit if the same article is used for another assignment. To receive credit, you must follow these guidelines:

- Completed reviews must be submitted to me via email (kobelsky@uvic.ca) no later than 8:00pm on the last day of class (Apr 5th). Late submissions will NOT be accepted under ANY circumstances.
- Reviews must be typed and be formatted in APA style.
- Fully identify the title, author(s), source, and year of the article. The article must be included as a stable link in your References section.
- Clearly summarize the psychological concepts in the article, 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.

COURSE GUIDELINES & EXPECTATIONS

Part of my role in this course is ensuring that students are succeeding! If you have questions about the course material, please ask me during class, contact me via email, or arrange for a one-on-one meeting (via Zoom).

What Students can Expect from Me

I am available to help: I am available to help via e-mail and during virtual office hours. For e-mail, please include “PSYC 100B: [brief description of your email]” in your subject heading and **before you compose your e-mail, check the course syllabus, notes, with your classmates, and on Brightspace for the answer to your question.**

Please attend virtual office hours for your more detailed or complicated questions. We will be available during office hours to discuss your grades (in a private meeting room), understanding of the material, or discuss more generally your interest in Psychology. Please let us know when you enter the virtual office whether you'd like a private meeting, we can arrange for that. We can record any meetings, so please let us know ahead of time if you'd like a copy of the meeting for later review. **Remember: It is better to contact me earlier in the term rather than later if you are struggling so we can work on an education plan together.**

***NOTE:** Please DO NOT email me through Brightspace, as emails do not always make it to my inbox.

I will upload summary notes and supplementary material on Brightspace. Summary notes that cover core concepts from the textbook will be uploaded. Supplementary material, which is designed to provide more in-depth examples and information related to core concepts, will also be uploaded. Materials will be released on a per-chapter basis

We will give and receive feedback. The TA and I will provide feedback (typically through grading rubrics or comments on quiz questions) and we are happy to meet with you during virtual office hours to discuss the feedback. We're also open to receiving constructive feedback about your experiences within the course.

What I Expect from Students

Psychology is a scientific discipline, and as such it requires considerable thought and time to develop an understanding of psychological research and principles. We expect students to complete the assigned readings, to attend and engage in virtual office hours when needed, and to spend time each week working to understand the course material.

Attend virtual office hours regularly. Attending virtual office hours regularly will help to increase your understanding of the material will provide you with opportunities to engage with and discuss the material with the instructor and your classmates. Bring your questions and ask for clarification. Or bring examples that illustrate some of the concepts that were helpful to you (this could be a video, article, or your own knowledge).

Manage your time. Online courses can be tricky to complete if you do not stick to a schedule. Be prepared for class by completing the assigned readings, chapter quizzes, and other assignments in accordance with the provided schedule. Set aside blocks of time to work on the

course material and come to office hours (either virtual or in-person) during the scheduled times. Check the Brightspace website often. All the course materials, including summary notes, supplementary content, quizzes, and assignments will be available through Brightspace (<https://bright.uvic.ca/d2l/home/230354>).

Conduct yourself appropriately. You should listen to and interact with others in a respectful manner. We are all very diverse and have different values, beliefs, and opinions. Please maintain an open mind to these differences. You may argue with others who hold opinions different from your own, but you must always remain respectful. Please read through the Netiquette section of this course outline for additional tips.

Provide constructive feedback. We are always looking for ways to improve the course to facilitate learning. You are highly encouraged to provide constructive feedback about your experiences in the course. Please see us in office hours to discuss your concerns or suggestions.

Let us know if there are any special circumstances. We learn in different ways and with varying degrees of success. If you know of any factors in your life that hinder your ability to learn up to your potential in this course, please contact the Centre for Accessible Learning, <https://www.uvic.ca/services/cal/onlineservices/register/index.php>. The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations.

SUPPORTING AN EFFECTIVE LEARNING ENVIRONMENT

Please read through the course outline carefully. It contains a lot of useful information and likely answers a lot of questions related to what is expected for this course. If you still have questions or any other concerns about this course, please approach us as soon as possible! We are happy to assist you wherever possible and we want all students in this course to feel supported. For any concerns that are urgent or of a sensitive nature please contact us via email and we can arrange a meeting which is most comfortable for you (email, text-chat, audio call, or video conference). If sending an email, remember to please include "PSYC 100B" along with other relevant information in the subject line to prevent emails from being accidentally sent to an incorrect folder. We will respond as promptly as possible, if you do not hear from us within 48 hours, please send a gentle reminder email.

RESPECT FOR DIVERSITY

It is our intent that students from all diverse backgrounds and perspectives 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 our intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socio-economic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let us know ways to improve the effectiveness of the course for you personally or for other students or student groups.

Netiquette (adapted from Dr. Michael Stevenson, University of Southern Maine, used with permission)

Our text-based communication is vital in this course because it is the primary--and sometimes only--way we will connect with each other. Our discussions may lead to debate and disagreement, which is a great way to foster critical thinking, so it is vital that you feel comfortable expressing your opinion but also respect the ideas of others. Please be careful, considerate, and respectful in all your communications. Carefully consider what you are saying

and remember that your readers (fellow students and instructors) might not infer your intent. These are a few suggestions:

1. Take a moment to **re-read** everything you write--assume that it will be taken in the worst possible light. (Doing so will also provide you the opportunity to correct typos and other errors).
2. Extend courtesy to others--assume the most charitable light possible. Doing so will make communication easier and far more civil.
3. Keep in mind that the online medium is poor at conveying tone. What was intended as a joke may not always be read as such. (Irony is especially difficult to convey via email.) Please avoid using abbreviations (e.g., lol, imo, tl;dr, etc.), emoticons, and typing in ALL CAPS when posting messages to either myself or your peers.
4. If you feel angry or frustrated, **give yourself time before submitting a response**, possibly even overnight.
5. If you aren't sure how something will come across, ask someone else to read it over and give you feedback. Always re-read or preview messages in the discussion board or email before posting or sending them.

Online Student Conduct – University of Victoria (<https://www.uvic.ca/services/studentlife/student-conduct/online-student-conduct/index.php>)

The University of Victoria is committed to promoting critical academic discourse while providing a respectful and supportive learning environment. All members of the university community have the right to this experience and the responsibility to help create such an environment. The University will not tolerate racism, sexualized violence, or any form of discrimination, bullying or harassment.

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

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

To report concerns about online student conduct: onlineconduct@uvic.ca

Changes to this syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. There may be dates or topics that change based on the needs of the course. If this occurs, the instructor will communicate these changes in a timely manner to students through the appropriate channels (e.g., class announcements, posted to Brightspace).

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).

UNIVERSITY OF VICTORIA

Department of Psychology Important Course Policy Information Winter Session 2022/23

Accessible Learning

The University of Victoria is committed to creating a learning experience that is as accessible as possible. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you have a disability or chronic health condition, or think you may have a disability, you may also want to meet with an advisor at the [Centre for Accessible Learning](#) (CAL).

Attendance and Absences

Attendance is important. Students are expected to attend all classes in which they are enrolled. Students may be assigned a final grade of N or debarred from writing final examinations if they fail to satisfy a minimum attendance requirement set by the instructor for lectures, laboratories, online course discussions or learning activities, tutorials, or other learning activities set out in the course outline.

Medical documentation for short-term absences is **not required** (approved by Senate). Students who cannot attend due to illness are asked to notify their instructors immediately. If illness, accident, or family affliction causes a student to miss the final exam or to fail to complete any required assignment/assessment by the end of the term students are required to submit a request for academic concession (see below).

Children and Pets

If you need to bring your children or pet to class, please do not hesitate to do so. It is understood that sometimes this is necessary due to care circumstances. However, please aim to have minimal class disturbance so that student learning is not impacted.

Class Recording and Auto-Captioning Statement

The instructor may record class sessions and those recordings may be made available to all students in the class via Brightspace. If you have questions or concerns regarding class recording and privacy please contact privacyinfo@uvic.ca

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

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

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

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Copyright

All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class¹. The material is protected under copyright law, even if not marked with ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Violations may result in disciplinary action under the [Resolution of Non-Academic Misconduct Allegations policy \(AC1300\)](#) or the [Academic Integrity Policy](#), whichever is more appropriate for the situation.

Course Experience Survey (CES)

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

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

Disclaimer

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

Grading

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

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

Rounding is only applied to the final grade and is rounded up at the 0.5% level (e.g., 84.49% is round to 84% and 84.50% is rounded to 85%).

Medical Documentation for absences

No medical documentation for short-term absences is required (Approved by Senate).

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

Ombudsperson and Academic Concerns

From the course calendar...

Depending on the nature of the academic matter of concern to the student, the order in which the student should normally try to resolve the matter is: first, the course instructor; second, the Department Associate Chair; third, the Dean of the faculty; and finally, the Senate.

If you are having an academic concern or problem that cannot be resolved with your instructor or the Department Associate Chair, you may wish to consult with the Office of the Ombudsperson (<https://uvicombudsperson.ca>). Current contact information for the office can be found here <https://uvicombudsperson.ca/contact/>.

¹ Syllabi belong to the department through which the course is administered.

Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to enforce rigorously the [Senate Policy on Academic Integrity](#). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else's. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.
2. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.
3. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.
4. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.
5. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.
6. **Aiding Others to Cheat.** It is a violation to help others or attempt to help others to engage in any of the conduct described above.

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

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar January 2023.

The definitive source for information on Academic Integrity is the University Calendar

Other useful resources on Plagiarism and Cheating include:

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

Prerequisites

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

Program Requirements

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

Registration Status

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

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

Request for Academic Concessions: In the Event of Illness, Accident or Family Affliction

Request for Academic Concession form: <http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf>

- **What to do if you miss the final exam scheduled during the formal exam period**
Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the date of the exam. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record.
- **What to do if you miss an exam other than one scheduled during the formal exam period**
Do not apply at Records Services for a “Request for Academic Concession”. Instead, contact your course instructor (or designated teaching assistant) to let them know why you missed the exam and include the [in-course extension form](#) if required. Medical documentation is not required.
- **What to do if you require additional time to complete core course requirements**
Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation. Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record if the missing work has been deemed required. Note, only required course components may be deferred.

Research Participation Opportunities with the Department of Psychology

The Department of Psychology offers multiple opportunities to participate in research studies over the year. Students are encouraged to learn more about the field of psychology by volunteering in these studies. Information about studies can often be found posted on notice boards around the Department as well as through our Participant Pool webpage at <https://www.uvic.ca/socialsciences/psychology/research/participants/>.

Student Support Services

[Learn Anywhere](#) is the student support portal for a full range of student academic and support services. Services include: [Centre for Academic Communication](#), [Math & Stats Assistance Centre](#), [Counselling Services](#), [Health Services](#), [Library](#), [Ombudsperson](#), and [Computer Help Desk](#)

This classroom is a trans-inclusive space

Please indicate if you have a preferred name and pronoun that you’d like to be used in the classroom. Please e-mail your instructor or your TA if you would like to discuss the climate of this classroom for trans students. Gender neutral bathrooms are available at UVic.

University of Victoria Students' Society (UVSS)

The [UVSS](#) is a social justice based non-profit run by students, for students and is entirely separate from UVic. As an undergrad student, you are already a member! We work on issues affecting students such as affordability, public transit, sexualized violence, sustainability, student employment, and much more. We fund clubs and course unions, and have several advocacy groups. We also have a Food Bank and Free Store, a Peer Support Centre, and run your health and dental plan. We are here to support you, so please reach out to us at uvss.ca!

Academic Important Dates

Winter session - second term (January – April)

Monday, Jan 9 th	Second term classes begin for all faculties
Sunday, Jan 22 nd	Last day for 100% reduction of second term fees for standard courses 50% of tuition fees will be assessed for courses dropped after this date.
Wednesday, Jan 25 th	Last day for adding courses that begin in the second term
Tuesday, January 31 st	Last day for paying second term fees without penalty
Sunday, Feb 12 th	Last day for 50% reduction of tuition fees for standard courses 100% of tuition fees will be assessed for courses dropped after this date.
Feb 20 th - Feb 24 th	Reading Break for all faculties
Tuesday, Feb 28 th	Last day for withdrawing from full year and second term courses without penalty of failure
Thursday, Apr 6 th	Last day of classes in second term for all faculties
Apr 11 th - Apr 26 th	Second-term formal examination period

Sexualized Violence Prevention and Response at UVic

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

Where: Sexualized violence resource office in EQHR, Sedgewick C119

Phone: 250.721.8021

Email: svpcoordinator@uvic.ca

Web: www.uvic.ca/svp

BE WELL



A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Social Life, Friends, & Community at UVic:

Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus.

<https://www.uvic.ca/undergraduate/housing-student-life/student-life/index.php>

Counselling Services:

The Student Wellness Centre can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. <https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-counsellors>

Health Services:

The Student Wellness Centre also provides a full service primary health clinic for students. <https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-physicians>

Centre for Accessible Learning:

The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations www.uvic.ca/services/cal/. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

Elders' Voices:

The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.

www.uvic.ca/services/indigenous/students/programming/elders/

Mental Health Supports and Services:

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