

Introduction to Social Psychology
Psychology 231 (A01), Spring 2023 (CRN: 22839)
Tues, Wed, and Fri, 1:30pm to 2:20pm
Location: FRA 159

We acknowledge and respect the lək'wəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt, and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

Instructor: Dr. Danu Anthony Stinson, Department of Psychology

Zoom Drop-In Hours: 10:00 am to 11:00am on Thursdays *or by appointment*

E-mail: dstinson@uvic.ca – include “PSYC 231” in the subject for a prompt reply!

Permanent Zoom Link for Drop-In hours:

<https://uvic.zoom.us/j/84905903381>

Meeting ID: 849 0590 3381

Teaching Assistant: Erin Lowey

Student Consulting Hours: by appointment with some special sessions around exam time

E-mail: elowey@uvic.ca

Part 1: Course Overview

Course Description:

The purpose of this course is to introduce you to research and theories within the field of social psychology. Topics include: the self, self-esteem, culture, attitudes, persuasion, prosocial behavior, attraction, stereotyping, prejudice, and others. The textbook is broad while the lectures will tend to cover more specific issues, especially recent experimental and theoretical approaches.

Course Learning Outcomes

- When presented with research about social psychology, students will be able to effectively evaluate and interpret its methodology and results.
- When presented with the names of theories and concepts concerning social psychology, students will be able to accurately identify, define, and provide examples of the concepts.
- When presented with descriptions or video portrayals of social psychological behaviors, thoughts, or feelings, students will be able to recognize and identify the psychological concepts at work.
- Students will learn to identify common cultural biases and ideologies that inform people’s social thinking, feeling, and behavior, and to recognize how those implicit belief systems can affect social psychological processes.

Course Structure

This course outline contains general information about the course objectives, evaluation, and schedule. It is your responsibility to regularly check Brightspace for any updates.

- During class time, I will lead a lecture on a particular topic (see the schedule on page 7).
- On three occasions throughout the term, we will have Video Discussion Sessions. To prepare for those sessions, I will ask students to watch a documentary or lecture and answer a set of Guided Listening Questions before class. Then we will have fun talking

about the documentaries in small groups in the larger class community during our time together.

- Attending and actively engaging in class is strongly encouraged. In addition to benefitting your grade in the class (research shows students who attend class get higher grades. Who knew??), your active participation will make the experience better for all of us. I mean, I really need some people in class to laugh at my jokes or I will wither and die. You can actively engage by showing up, by participating in group activities, by raising your hand to ask questions, and by being respectful and courteous during lectures. Because in-person participation is so important for learning, I will not be posting public recordings of lectures on Brightspace. If you require access to lecture recordings due to CAL accommodations or because you missed class due to illness or other extenuating circumstances, please email me.
- In addition to these regular meetings, you will complete readings and quizzes on your own time, which are detailed below. We will also have three non-cumulative Exams throughout the term during our regular meeting times.

Respect for Diversity:

It is my intent that students from all kinds of diverse backgrounds and perspectives will be well-served by this course, that students' learning needs will be addressed both in and out of class, and that the diversity that students bring to this class will be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, body size, socio-economic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious or cultural events, please let me know so that we can make arrangements for you.

Contacting Dr. Stinson

Please do not contact me using the messaging system on Brightspace. Please do not seek my attention before lecture when I am trying to get set up! Please do contact me in one of three ways:

- Stick around to talk to me super briefly after lecture (best for very simple questions!)
- Attend my weekly drop-in hours
- Email me at dstinson@uvic.ca; include “PSYC 231” in the subject line to ensure a timely response and make sure you put your name and student number at the end of all email communications.

Please note that I only respond to work emails between 9am and 5pm, Monday to Friday. I do not respond to work emails on holidays or on weekends. If you email outside of regular work hours, please be patient, I will reply as soon as I can and we will resolve your concerns.

Important Website

<https://bright.uvic.ca/>

Please regularly visit the class website on Brightspace (<https://bright.uvic.ca/>). I will post announcements, grades, etc. I will post my lecture slides by 9pm the day before each lecture to help you with your note-taking. Lectures will be paced based on the assumption that you have printed the slides and brought them to lecture with you. The slides will not completely replace

attending my lectures as I am very cool and entertaining and that cannot possibly be communicated with some slides. As you will see, my slides provide an outline and you will need to take notes to supplement their content.

Prerequisites:

The pre-requisites for this course are PSYC 100A & 100B. This class usually has a long waitlist of qualified students, so these pre-requisites cannot be waived.

Course Drop Deadline:

The last day for dropping a course with a 100% fee reduction is **January 22** and the last day to register for classes is **January 25**. It is your responsibility to check your **registration status** by the add/drop deadlines to ensure that you are registered only in courses that you have been attending. Students are responsible for checking their registration status by the add/drop deadlines.

Part 2: Evaluations

Overview:

Participation	6
Quizzes	18
Tests	73
Research Participation <u>or</u> Research Summaries	3
Total Possible Marks	100

Students who have completed the following elements will be considered to have completed the course:

- Tests (all three)

Failure to complete one or more of these elements will result in a grade of “N” regardless of the cumulative percentage of all other elements of the course. N is a failing grade and factors into GPA as a value of 0. In accordance with the University’s policy on academic concessions, “A student who completes all course requirements is not eligible for an academic concession”. Consequently, students can only request deferrals for the completion of required course components and not for non-essential course components.

Part 3: Specific Requirements

Readings

Textbook

Myers, Twenge, Jordan, & Smith (2021). *Social Psychology*, Eighth Canadian Edition.

- Students are responsible for reading the textbook chapters listed in the schedule (see page 7 of the syllabus).

Journal Articles:

Students are responsible for reading the three journal articles listed here. They are posted on Brightspace. If you have trouble reading the journal articles, please talk to your TA for guidance.

1. Stinson, D.A. & Fisher, A.N. (2020). *Self-esteem and health*. In K. Sweeney and M.L. Robbins (Eds.), *Wiley Encyclopedia of Health Psychology* (615-621). New York: John Wiley & Sons Inc.
2. Miller, D. I., Eagly, A. H., & Linn, M. C. (2014). Women's representation in science predicts national gender-science stereotypes: Evidence from 66 nations. *Journal of Educational Psychology*. <http://dx.doi.org/10.1037/edu0000005>
3. Logel, C., Stinson, D.A., & Brochu, P.M. (2015). Weight loss is not the answer: A well-being solution to the "obesity problem." *Social and Personality Psychology Compass*, 9, 678-695. <https://doi.org/10.1111/spc3.12223> (Content warning: the article is weight inclusive/fat positive, but it still talks about dieting, weight-loss, health; please see me if you require accommodation)

Videos

1. *One Big Hapa Family* – (Documentary)
 - Will be available on Brightspace
2. *12 Angry Men* – (Movie/Fictional)
 - Will be available on Brightspace
3. *Stress: Portrait of a Killer* – (Documentary)
 - https://www.youtube.com/watch?v=eYG0ZuTv5rs&fbclid=IwAR2TxwjYu7ImkhYpYwk9s9YGFPTzX3hRoqCDwg_g1oegNy7AK2AZHnHiUZU

This documentary is generally OK, but it has two sections that are worthy of critique. Feel free to skip these passages, but if you choose to watch them, try to identify the objectifying language and images being used and think about the biases and stereotypes that lead the filmmakers to portray marginalized groups of people (i.e., fat/higher weight people and people with disabilities) this way.

- There is a segment that uses stigmatizing imagery and language to talk about fat people and fat bodies (31:45 – 34:07).
- There is a segment in which parents talk about their experiences parenting children with disabilities that is objectifying and ableist (i.e., focusing on the hardship for parents rather than the lived experiences of people with disabilities; 39:39 – 44:45).

Participation (6%):

On three occasions throughout the term, we will use our class time for group discussion and activities relating to the videos that are assigned watching for our class.

- Students in **Group A** (students with last names starting with letters A - L) will participate on Feb 1, Mar 8, and Apr 4. Students in Group B will use these sessions as study days.
- Students in **Group B** (students with last names starting with letter M - Z) will participate on Feb 3, Mar 10, and Apr 5. Students in Group A will use these as study days.

Prior to each class, students will be expected to watch the assigned video and complete a Guided Listening worksheet, which they will bring to class. Then in class, students will meet in small groups of 4-5 students to discuss their worksheets as well as other questions I will pose. Each group will assign one member to the role of “record keeper” for each day. The record keeper will complete a worksheet on behalf of the group. And at the end of these classes, the record keeper will also submit the worksheet on Brightspace on behalf of the group, and each member of the group will receive 2% towards their participation grade for completing one of these worksheets. If you must miss one of these classes due to illness or other unavoidable circumstances, please email the in-class extension form posted on Brightspace (Content > Getting Started) to me to open a dialogue about your alternatives.

Quizzes (Best 6 of 8 = 18%):

Students will complete 8 quizzes during the term that assess knowledge of the textbook readings (NOT the assigned journal articles, lecture content, or videos). Each quiz will consist of 15 multiple choice questions and will be available on Brightspace for four days prior to the due date. The quizzes are open book – you may consult your text book (and only your textbook!) during this exam. On the due date, at the specified time, the quiz will close and you will no longer have an opportunity to complete the quiz. Once you begin the quiz, you will have 20 minutes to complete it. Your best 6 marks will count towards your final grade. If you experience technical issues when completing the quiz please contact the Computer Help Desk (helpdesk@uvic.ca; 250-721-7687).

Schedule of Quiz Due Dates

Quiz	Quiz Opens (9am)	Quiz Due (4pm)	Covers
1	Jan 13	Jan 17	Ch. 1
2	Jan 20	Jan 24	Ch. 2
3	Feb 4	Feb 8	Ch. 3
4	Feb 10	Feb 14	Ch. 4+5
5	Feb 24	Feb 28	Ch. 6 + 7
6	Mar 3	Mar 7	Ch. 8 + 9
7	Mar 17	Mar 21	Ch. 10
8	Mar 24	Mar 28	Ch. 11 + 12

Tests (73%):

There will be three in-class tests that are worth a total of 73% of your final grade. Tests are not cumulative and they are entirely multiple choice. Test 1 is worth 21%, Test 2 is worth 30%, and Test 3 is worth 22% of your final grade. Each test will cover all material from the textbook, journal articles, videos, and lectures from the period leading up to the test.

- a) **Missed Tests:** I expect all students to be present for tests. If you see a test date that poses a conflict to your schedule, please complete the request for in-class extension form that is posted on Brightspace (Content > Getting started) and then email it to me well in advance of the test date to discuss your circumstances. If illness or personal emergency prevents you from attending an exam, please complete the request for in-class extension form that is posted on Brightspace (Content > Getting started) and then email it to me within 2 days of the missed exam to discuss your options. Unexpected and emergency situations do of course happen, and we will handle each of these on a case-by-case basis, just email the in-class extension form to me to open a dialogue.

Research Participation or Summary Credits (3%):

You have the option of either participating in psychology studies through the Research Participation Pool, or completing short journal article reviews, for a total of 3% of your grade.

This is not a bonus or optional part of your grade like in some other classes. See Brightspace or the syllabus (pages 8-9) for more information. NOTE: If you choose to use research credits for this course requirement, pay special attention to the fact that 1 SONA credit = 1% towards your grade. So you need 3 SONA credits to receive full course marks on this component based on research participation alone. You can also combine research participation credits and article summaries to reach a total of 3% for this course component.

Part 4: Sources of Assistance

Students can seek help for many of the common concerns and problems that arise during the term by using the following resources:

- **Viewing your exams:** Exams will not be returned to students. Students who wish to see their exams should visit their TA during their student consultation hours (or by appointment) and they can walk you through your exam.
- **Grade Appeals:** If you feel strongly that your grade on an exam or written assignment was unfair or mistaken, you must express that concern to Professor Stinson via email (NOT before or after class) within one week of the date that the grade was first posted on Brightspace.
- **Academic Accommodation:** Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodation, please feel free to contact me and/or the Centre for Accessible Learning (CAL) as soon as possible. The CAL staff members are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations: <https://www.uvic.ca/services/cal/>
- **Online learning tools:** For issues using Zoom, Kaltura, or other tools associated with the transition to online classes, visit UVic's Learn Anywhere site: <https://onlineacademiccommunity.uvic.ca/learnanywhere/>
- **Computer and technical help:** For technical matters, please contact the Computer Help Desk: helpdesk@uvic.ca, (250) 721-7687, or visit the University Systems Help Centre: <https://www.uvic.ca/systems/support/>
- **Research Participation:** See the instructions on p11 of the syllabus. Or refer to the documentation at: <https://www.uvic.ca/socialsciences/psychology/research/participants/>
- **Learning Assistance Program:** Are you struggling with understanding course material or finding effective study methods? You may want to consult with the tutors and learning strategists at the Learning Assistance Program (fees may apply): <https://onlineacademiccommunity.uvic.ca/lap/>
- **English as an additional language:** If English is not your first language and you are having trouble because of that, please contact the English Language Centre: <https://continuingstudies.uvic.ca/elc/>

Proposed Schedule of Classes

Day	Date	Lecture Topic	Associated Readings	Quiz Due Date
Tuesday	Jan 10	Introducing Social Psychology	Ch. 1	
Wednesday	Jan 11			
Friday	Jan 13			
Tuesday	Jan 17			Q1(Ch1)
Wednesday	Jan 18	The Self in a Social World: The Self	Ch. 2 + Article 1	
Friday	Jan 20			
Tuesday	Jan 24			Q2 (Ch2)
Wednesday	Jan 25	The Self in a Social World: Culture		
Friday	Jan 27			
Tuesday	Jan 31	The Self in a Social World: Gender/Sex	Article 2	
Wednesday	Feb 1	EXAM 1 Covers: Lectures Jan 11 – Feb 3; Article 1 + 2; Chapters 1-2, but only content that overlaps with lecture		
Friday	Feb 3	Video Discussion 1 (Group A)		
Tuesday	Feb 7	Video Discussion 1 (Group B)		
Wednesday	Feb 8	Social Beliefs & Judgements	Ch. 3	Q3 (Ch. 3)
Friday	Feb 10	Attitudes & Behavior	Ch. 4	
Tuesday	Feb 14	Persuasion	Ch. 5	Q4 (Ch. 4+5)
Wednesday	Feb 15	Conformity + Group Influence	Ch. 6	
Friday	Feb 17			
Tuesday	Feb 21	Reading “Week” – Class Cancelled		
Wednesday	Feb 22			
Friday	Feb 24			
Tuesday	Feb 28	Conformity + Group Influence	Ch. 7	Q5 (Ch. 6+7)
Wednesday	Mar 1	Altruism + Aggression	Ch. 8 + 9	
Friday	Mar 3			
Tuesday	Mar 7			Q6 (Ch 8+9)
Wednesday	Mar 8	Video Discussion 2 (Group A)		
Friday	Mar 10	Video Discussion 2 (Group B)		
Tuesday	Mar 14	Exam 2 Covers: Lectures Feb 8 – Mar 10; Videos 1 + 2; Chapters 3-9, but only content that overlaps with lecture		
Wednesday	Mar 15	Attraction and Intimacy	Ch. 10	
Friday	Mar 17			
Tuesday	Mar 21			Q7 (Ch 10)
Wednesday	Mar 22	Stereotypes, Prejudice & Discrimination: Racism + Sexism	Ch. 11+12	
Friday	Mar 24			
Tuesday	Mar 28			Q8 (Ch 11+12)
Wednesday	Mar 29	Stereotypes, Prejudice & Discrimination: Weight Stigma	Article 3	
Friday	Mar 31			
Tuesday	Apr 4	Video Discussion 3 (Group A)		
Wednesday	Apr 5	Video Discussion 3 (Group B)		
Final Exam Period		EXAM 3 Covers: Lectures Mar 15 – Apr 5; Video 3; Article 3; Chapters 10-12, but only content that overlaps with lecture		

Participation in Psychology Research: Guidelines for Psychology 231(A01), Spring 2023

Experiential learning is considered an integral part of the undergraduate program in Psychology. Participation in research is one example of this. A number of undergraduate courses have been expanded to include opportunities for Psychology students to volunteer as research participants enabling them to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience.

Because experiential learning is highly valued in the Department of Psychology and is part of this course, student participants may earn up to 3% in PSYC 231 by participating in Psychology studies conducted by students and faculty in the Department of Psychology. Each 60 minutes of participation will earn 1 SONA participation credit, and **one** SONA participation credit is required to earn a 1% contribution towards your grade in PSYC 375. Thus, to earn their full 3% for Research Participation in PSYC 375, students need to earn **three (3) SONA participation credits**. Researchers will record students' participation and will advise the course instructor of the total SONA credits earned by each student at the end of the term. Students who do not wish to participate in research may choose an alternative approach to completing this assignment; this is explained below in "Alternative to participating in research".

Please note that all Psychology studies have undergone prior ethics review and clearance through the Office of Research Ethics.

Educational focus of participation in research

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables
- Expected results
- References for at least two related research articles
- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study
- Contact information for the Director of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which she/he participated.

How do I sign up?

Visit the Research Participation website for more information:

<https://www.uvic.ca/socialsciences/psychology/research/participants/>

When should I sign up?

The sooner the better!!! You should try to spread your participation out over the term, if you wait until the last possible day then there may not be studies available to you. The last day to participate for credit is the last day of classes.

Where can I get more information, instructions, help with login problems etc?

Research Participation Coordinator: psycresearch@uvic.ca

SONA system website: <http://uvic.sona-systems.com>

Alternative to participating in research

Students are not required to participate in research, and not all students wish to do so. As an alternative to participation in research, students may submit short summaries (1 page double spaced, 12 pt. times New Roman font, 1 inch margins) of journal articles from a specified journal (see below). Each article review counts as one percentage point and will be marked on a pass/fail basis. To receive credit, you must follow specific guidelines. The review must:

- **Be submitted on Brightspace by noon on April 6. E-mail submission will not be accepted**
- Be typed using 12 point font, Times New Roman, double spaced, 1 inch margins, no longer or much shorter than one page.
- Be on articles from the following journal: *Social Psychological and Personality Science*.
- Fully identify the title, author(s), source and date of the article. A PDF copy of the article must be submitted in the drop box along with your review. No links to online articles! Students who do not submit a PDF copy of their article along with their summary will receive a mark of zero. A link/url is not sufficient – they often don't work and I won't click on unknown links anyway!
- Summarize the hypotheses of the research, as well as the methods used to test the hypotheses. Identify the independent/predictor variable(s) and dependent/outcome variable(s). Identify the psychological concepts in the article and indicate the pages in our textbook that discuss the concepts. Finally, critically evaluate the results of the study. Do you agree with their findings? Why or why not? Provide evidence from the text or lecture to support your conclusions.
- Keep a copy of your review in the unlikely event we misplace the original.

Students may complete any combination of a) participation in research or b) article reviews up to a total of 3% credit.

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.

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

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/>