

# Psychology 451C (A01) – Computational Beauty of Mind – Spring 2023

## Course Outline

**Time:** Monday & Thursday, 11:30am – 12:50pm

**Location:** Cornett A128

**Website:** Brightspace

**Instructor:** Prof. Adam Krawitz

**Email:** [akrawitz@uvic.ca](mailto:akrawitz@uvic.ca)

**Office:** Cornett A251

**Office Hours:** TBA on Brightspace

### **Course Description**

This is an advanced undergraduate seminar on computational modeling of cognition. We will work with a variety of approaches to cognitive modeling and learn how they have been used to understand different mental processes. As an upper-level seminar, students will be expected to take an active role in the course and engage with the material.

### **Course Goals**

My primary goals for this course are for you to:

Learn about computational modeling of cognition,

Gain experience reading and discussing peer-reviewed research on this topic,

Get hands-on experience with cognitive models,

Explore how computational models provide a conceptual foundation for understanding the mind.

### **Territory Acknowledgement**

We acknowledge and respect the ləkʷəŋən 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.

### **Respect for Diversity**

I intend that students from all backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that students' diversity be viewed as a resource, strength, and benefit. I intend to present materials and activities that are respectful of diversity, including gender, sexuality, disability, age, socio-economic status, ethnicity, race, and culture. Please suggest ways to improve the effectiveness of this course for you and your fellow students. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

### **Prerequisites and Registration**

The prerequisites for this course are: PSYC 300A; and PSYC 351C or two of 351A, 351B, and 351D.

The pre- or co-requisite is 300B.

Students are responsible for checking their own registration status. Refer to the Department of Psychology Important Course Policy Information and the UVic Calendar (<https://www.uvic.ca/calendar/dates/>) for details.

### **Required Materials**

**Readings:** All readings will be provided as PDFs.

**Annotation tool:** Perusall (<https://www.perusall.com/>) will be used for reading annotations. Instructions for using Perusall will be provided on Brightspace and in class.

Our course code is: **KRAWITZ-HCBJK**

The course name is: UVic PSYC 451 Spring 2023

**Computational notebooks:** Observable (<https://observablehq.com/>) will be used for assignments and your final project. Instructions for using Observable will be provided on Brightspace and in class.

The team username is: **uvic-psyc451c-202301**

Our team website is: <https://observablehq.com/@uvic-psyc451c-202301>

All course materials are available free of charge.

# Psychology 451C (A01) – Computational Beauty of Mind – Spring 2023

## Course Outline

### Evaluation

Your grade will be based on the following items:

<u>Item</u>	<u>Date</u>	<u>% of Grade</u>	
Reading Annotations	throughout	15	} = 100%
Seminar Participation	throughout	20	
Assignments	throughout	40	
Final Project Proposal	Thu., Mar. 4	5	
Final Project	Fri., Apr. 16	20	

Students who have completed 4 out of 8 assignments and the final project will be considered to have completed the course. Failure to complete one or more of these components 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.

**Reading Annotations (15%):** For each class with an assigned reading (except the first class), you are to annotate the reading using Perusall **by 6pm the evening before the class**. Your annotations might be questions, criticisms, elaborations, connections to material from an earlier class or another source, responses to other students' annotations, etc... You should aim to make these notes short and sweet – a few sentences will often be enough. The goal is to make substantive contributions.

The grade will be based on the content, not the grammar and spelling, as long as it is readable. For each assigned reading, you are to make at least **two substantive notes**, and will receive a mark of 0 (no substantive contribution), 1 (one substantive contribution or two marginal contributions), or 2 (two substantive contributions).

Beyond the required notes, I encourage you to reply to one another's posts to develop a discussion about the material. I will consider additional posts as contributing to your seminar participation.

**Seminar Participation (20%):** Participation in class and active engagement with the material are critical to a successful seminar course. We will all learn more if we ask questions, make comments, participate in group activities, and generally contribute in a positive way to the learning environment. I hope that the reading annotations will provide a jumping off point for discussion – don't hesitate to bring up your posted comments in class.

**Assignments (20%):** For each course topic, an assignment will give you hands-on experience and active engagement with the material. The assignments are implemented on Observable where you will complete the assignments and turn them in. Detailed instructions on how to access and complete the assignments will be provided on Brightspace and in class.

Each assignment consists of a *regular* section and a *challenge* section. Completion of the regular section can earn a maximum of 75% (a B, defined as "good performance"). Marks up to 100% are possible by also completing the challenge section which, by design, is more difficult and time consuming. **If you experience technical difficulty with an assignment that will prevent you from completing it on time, you must contact the instructor before the relevant deadline to receive credit.**

# Psychology 451C (A01) – Computational Beauty of Mind – Spring 2023

## Course Outline

**Final Project Proposal (5%):** You are to propose a project involving the computational modeling of cognition. This could be a detailed exploration of a topic only touched on in class, a related topic, or an application of the course material to another area of interest. You should go beyond the course material.

Your proposal will be an Observable notebook. It should describe your topic, explain what you plan to do, and provide examples of the relevant literature. Demonstration code can be included but is not expected or required. The proposal is due in Observable on **Thursday, March 16**.

**Final Project (20%):** Your final project will be an Observable notebook. As such, your project can include text, images and multimedia, as well as interactive demonstrations, running computational models, etc... You should incorporate references to peer-reviewed scientific articles.

You have wide latitude in choosing the form of your project. For example, it could be a review of how computational modeling has been used to understand a particular cognitive process. Or it could be a running cognitive model with a description of what you've done and how it works. The "length" of the project will depend greatly on its form. For example, a review paper would be expected to have much more text than a modelling project where much of the effort has gone into the implementation. The overall effort should be roughly equivalent to writing a 12-to-15-page paper.

Your project will be evaluated based on its quality, clarity, and organization. Text will be evaluated for being well-written and free of errors, for the references you cite and your use of them, and for the quality and organization of your writing. The project is due in Observable on **Thursday, April 13**.

### Academic Concession

Absences and late work are unexcused unless a valid reason is provided, such as: personal illness or accident; family affliction; or absence due to official University activity. At the discretion of the instructor, those granted a concession will be allowed to complete work late. If you will need time beyond the end of the term, you must apply to the Office of the Registrar to request a deferral. Refer to the UVic Calendar (<https://www.uvic.ca/calendar/undergrad/index.php#/policy/HJjAxiGO4>) for details.

### Grades

Your final letter grade in the course will be determined by your total percentage score according to the standard UVic grading scale. Refer to the Department of Psychology Important Course Policy Information and the UVic Calendar (<https://www.uvic.ca/calendar/undergrad/index.php#/policy/S1AAgoGuV>) for details.

### Course Experience Survey (CES)

Near the end of the term, you will receive an email inviting you to complete the CES online. **Please complete the CES. Time allowing, I will set aside ~15 minutes at the beginning of class on Thursday, April 6.** When possible, we do the CES in class because this increases the number of students who complete it. If you do not complete the CES during class, you can complete it at any time during the last week of classes. Refer to the Department of Psychology Important Course Policy Information for further details.

### Tips for Success

Please consider the following suggestions for maximizing success:

Take care of yourself and do your best to maintain a **healthy lifestyle** by eating well, exercising, getting enough sleep and taking some time to relax.

Read the **assigned articles** and create **annotations** to prepare for class.

Use the posted **slides** for notetaking and reference.

Attend, participate, and engage in **class**.

**Be patient** with the assignments, taking a break if needed, and asking for assistance if you get stuck.

Think about and work on your final project regularly to **avoid procrastination**.

If you struggle in the course, **seek help sooner rather than later** – I want you to succeed!

# Psychology 451C (A01) – Computational Beauty of Mind – Spring 2023

## Course Outline

### Sources of Assistance

Please make use of the following resources as needed:

**Course:** Do you have questions about course material or marking? Or do you just want to chat about the course? Please feel free to contact Prof. Krawitz by email, during office hours, or at the end of class.

**Perusall:** For questions about our course site and readings, contact Prof. Krawitz. For account or technical problems, refer to the Perusall Knowledge Base: <https://support.perusall.com/> or contact Perusall Support: <https://app.perusall.com/support>

**Observable:** For questions about our course site and assignments, contact Prof. Krawitz. For account or technical problems, refer to the Observable Tutorials: <https://observablehq.com/tutorials>, the Observable Documentation: <https://observablehq.com/@observablehq/documentation>, or the Observable Forum: <https://talk.observablehq.com/>

**Brightspace:** For issues using Brightspace visit UVic's Learn Anywhere site: <https://onlineacademiccommunity.uvic.ca/learnanywhere/>

**Email, Netlink ID, Lab Computers:** For UVic technical matters, please contact the Computer Help Desk: [helpdesk@uvic.ca](mailto:helpdesk@uvic.ca), (250) 721-7687, Clearihue A004, or visit the University Systems Help Centre: <https://www.uvic.ca/systems/support/>

**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/>

**Academic Accommodation:** Students with diverse learning styles and needs are welcome in this course. If you have a disability/health consideration that may require accommodation, please feel free to approach 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/accessible-learning/>

**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/>

**Student Wellness:** Student Wellness 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/>

**Indigenous Support:** Indigenous Academic and Community Engagement (IACE) provides multiple support services for Indigenous students, including Elders in Residence and Indigenous Counselling: <https://www.uvic.ca/services/indigenous/students/>

**Mental Health and Well-being:** Most students at one time or another struggle with mental health issues (anxiety, depression, insomnia, substance abuse, etc.). UVic has a wealth of resources to help students through those tough times: <https://www.uvic.ca/mentalhealth/>

### Notice

**Students are expected to familiarize themselves with the Department of Psychology Important Course Policy Information which is included in this Course Outline.**

## Psychology 451C (A01) – Computational Beauty of Mind – Spring 2023

### Tentative Course Readings

#### **Bibliography**

- Anderson, J. R. (1996). ACT: A simple theory of complex cognition. *American Psychologist*, 51(4), 355–365.  
<https://doi.org/10.1037/0003-066X.51.4.355>
- Botvinick, M., & Plaut, D. C. (2004). Doing without schema hierarchies: A recurrent connectionist approach to normal and impaired routine sequential action. *Psychological Review*, 111(2), 395–429.  
<https://doi.org/10.1037/0033-295X.111.2.395>
- Cohen, J. D., Dunbar, K., & McClelland, J. L. (1990). On the control of automatic processes: A parallel distributed processing account of the Stroop effect. *Psychological Review*, 97(3), 332–361.  
<https://doi.org/10.1037/0033-295X.97.3.332>
- Elman, J. L. (1990). Finding structure in time. *Cognitive Science*, 14(2), 179–211.  
[https://doi.org/10.1207/s15516709cog1402\\_1](https://doi.org/10.1207/s15516709cog1402_1)
- Griffiths, T. L., & Tenenbaum, J. B. (2006). Optimal predictions in everyday cognition. *Psychological Science*, 17(9), 767–773. <https://doi.org/10.1111/j.1467-9280.2006.01780.x>
- Hertz, J., Krogh, A., & Palmer, R. G. (2002). The Hopfield model. In T. Polk & C. Seifert (Eds.), *Cognitive modeling* (pp. 1–32). MIT Press. <https://doi.org/10.7551/mitpress/1888.003.0012>
- Holroyd, C. B., & Yeung, N. (2012). Motivation of extended behaviors by anterior cingulate cortex. *Trends in Cognitive Sciences*, 16(2), 122–128. <https://doi.org/10.1016/j.tics.2011.12.008>
- Kohonen, T. (1990). The self-organizing map. *Proceedings of the IEEE*, 78(9), 1464–1480.  
<https://doi.org/10.1109/5.58325>
- McClelland, J. L. (2009). The place of modeling in cognitive science. *Topics in Cognitive Science*, 1(1), 11–38.  
<https://doi.org/10.1111/j.1756-8765.2008.01003.x>
- Miikkulainen, R. (1997). Dyslexic and Category-Specific Aphasic Impairments in a Self-Organizing Feature Map Model of the Lexicon. *Brain and Language*, 59(2), 334–366. <https://doi.org/10.1006/brln.1997.1820>
- Perfors, A., Tenenbaum, J. B., Griffiths, T. L., & Xu, F. (2011). A tutorial introduction to Bayesian models of cognitive development. *Cognition*, 120(3), 302–321. <https://doi.org/10.1016/j.cognition.2010.11.015>
- Rizzuto, D. S., & Kahana, M. J. (2001). An autoassociative neural network model of paired-associate learning. *Neural Computation*, 13(9), 2075–2092. <https://doi.org/10.1162/089976601750399317>
- Rogers, T. T., & McClelland, J. L. (2014). Parallel distributed processing at 25: Further explorations in the microstructure of cognition. *Cognitive Science*, 38(6), 1024–1077. <https://doi.org/10.1111/cogs.12148>
- Schultz, W., Dayan, P., & Montague, P. R. (1997). A neural substrate of prediction and reward. *Science (New York, N.Y.)*, 275(5306), 1593–1599. <https://doi.org/10.1126/science.275.5306.1593>
- Wing, J. M. (2006). Computational thinking. *Communications of the ACM*, 49(3), 33–35.  
<https://doi.org/10.1145/1118178.1118215>
- Young, R. M., & O’Shea, T. (1981). Errors in children’s subtraction. *Cognitive Science*, 5(2), 153–177.  
[https://doi.org/10.1207/s15516709cog0502\\_3](https://doi.org/10.1207/s15516709cog0502_3)

**Psychology 451C (A01) – Computational Beauty of Mind – Spring 2023**  
**Tentative Course Schedule**

<b>Topic</b>	<b>Date</b>	<b>Reading</b>	<b>Due Dates (due at 11:59pm)</b>
<b>1. Introduction</b>			
	Mon., Jan. 9	Wing (2006)	
	Thu., Jan. 12	McClelland (2009)	
	Mon., Jan. 16		
<b>2. Symbolic Models</b>			
	Thu., Jan. 19	Anderson (1996)	<b>Assignment 1. Conway's Game of Life</b>
	Mon., Jan. 23	Young and O'Shea (1981)	
	Thu., Jan. 26		
<b>3. Neural Networks</b>			
	Mon., Jan. 30	Rogers and McClelland (2014)	<b>Assignment 2. Production Rule Systems</b>
	Thu., Feb. 2	Cohen, Dunbar, & McClelland (1990)	
	Mon., Feb. 6		
<b>4. Self-Organizing Maps</b>			
	Thu., Feb. 9	Kohonen (1990)	<b>Assignment 3. Feedforward Networks</b>
	Mon., Feb. 13	Miikkulainen (1997)	
	Thu., Feb. 16		
	(Mon., Feb. 20)	<i>Family Day – No class!</i>	
	(Thu., Feb. 23)	<i>Reading Break – No class!</i>	
<b>5. Associative Memory</b>			
	Mon., Feb. 27	Hertz, Krogh, and Palmer (2002)	<b>Assignment 4. Kohonen Maps</b>
	Thu., Mar. 2	Rizzuto and Kahana (2001)	
	Mon., Mar. 6		
<b>6. Recurrent Networks</b>			
	Thu., Mar. 9	Elman (1990)	<b>Assignment 5. Hopfield Networks</b>
	Mon., Mar. 13	Botvinick and Plaut (2004)	
	Thu., Mar. 16		<b>Final Project Proposal</b>
<b>7. Reinforcement Learning</b>			
	Mon., Mar. 20	Schultz, Dayan, and Montague (1997)	<b>Assignment 6. Elman Networks</b>
	Thu., Mar. 23	Holroyd and Yeung (2012)	
	Mon., Mar. 27		
<b>8. Probabilistic Models</b>			
	Thu., Mar. 30	Perfors et al., (2011)	<b>Assignment 7. Actor-Critic Architecture</b>
	Mon., Apr. 3	Griffiths & Tenenbaum (2006)	
	Thu., Apr. 6		
	<b>Mon., Apr. 10</b>		<b>Assignment 8. Bayesian Belief Updating</b>
	<b>Thu., Apr. 13</b>		<b>Final Project</b>

# 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](mailto: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](mailto: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 class<sup>1</sup>. 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/>.

---

<sup>1</sup> 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](mailto:ombuddy@uvic.ca); Web: [uvicombudsperson.ca](http://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](http://uvss.ca)!

### Academic Important Dates

#### Winter session - second term (January – April)

Monday, Jan 9 <sup>th</sup>	Second term classes begin for all faculties
Sunday, Jan 22 <sup>nd</sup>	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 <sup>th</sup>	Last day for adding courses that begin in the second term
Tuesday, January 31 <sup>st</sup>	Last day for paying second term fees without penalty
Sunday, Feb 12 <sup>th</sup>	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 <sup>th</sup> - Feb 24 <sup>th</sup>	Reading Break for all faculties
Tuesday, Feb 28 <sup>th</sup>	Last day for withdrawing from full year and second term courses without penalty of failure
Thursday, Apr 6 <sup>th</sup>	Last day of classes in second term for all faculties
Apr 11 <sup>th</sup> - Apr 26 <sup>th</sup>	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](http://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](mailto:svpcoordinator@uvic.ca)

Web: [www.uvic.ca/svp](http://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/](http://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/](http://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/>