INTRODUCTION TO SOCIAL PSYCHOLOGY

PSYC 231 (A01), CRN 22810, Spring 2024
Time: Monday, Wednesdays and Thursdays, 2:30pm to 3:20pm
David Turpin Building A120

We acknowledge with respect the Lekwungen 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. Kelci Harris, Department of Psychology
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Office Hours: TBD
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"IT'S IN THE SYLLABUS.": AN OUTLINE

Within this syllabus, you will find all sorts of information that will help you prepare for and succeed in this course. Here is a short list with what is included:

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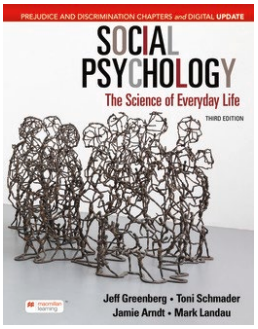
ABOUT THIS COURSE

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 social psychological research, students will effectively evaluate and interpret its methodology and results.
- When presented with fundamental social psychological concepts, students will accurately identify and describe these concepts.
- Students will recognize and identify social psychological concepts and theories at work in the world and in their own lives.

WHAT TO EXPECT FROM THIS COURSE:

You should expect to spend about 9 hours a week on this class, including attending class regularly. Our class time will be used in three ways. First, I will deliver course content through lecture and supplementary videos. Second, you will engage in small group discussions and activities that facilitate critical thinking and enhance your understanding of the material covered in the lecture, textbook and videos. Second, certain days of class time are set aside for working on your team projects.

REQUIRED TEXTBOOK:

Greenberg, J., Schmader, T., Arndt, J. & Landau, M. (2024) *Social Psychology* Digital Update (3rd Edition). Macmillan.

Students are responsible for reading the **textbook chapters** listed in the proposed schedule of classes. **Additional required readings** for class activities will be available on Brightspace. If you have trouble reading the journal articles, please talk to your TA for guidance.

REQUIRED TECHNOLOGY:

Brightspace: Brightspace is our online learning management system. This is where you'll go to take your quizzes and tests, as well as turn in assignments. This is also where you'll go to find all of the important documents for the course.

iClicker or iClicker Reef. iClicker reef is an application that can be used on a personal device (laptop, smartphone, or tablet). In order to get your full Presence points, you must create a Reef account to take the lecture polls. (https://app.reef-education.com/#/login).

PREREQUISITES:

The pre-requisites for this course are: PSYC 100A & 100B.

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) at some later time if such courses are required for the degree program. Students are responsible for checking their registration status by the add/drop deadline.

DROP DEADLINE:

The last day for dropping a course with a 100% fee reduction is **January 21st.** It is your responsibility to check your **registration status** by the drop deadline to ensure that you are registered only in courses that you have been attending.

Course Policies

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.

Communication:

During this course, you're sure to have some questions or concerns. We love questions! To streamline the course communication process, we will be utilizing Brightspace discussion boards, e-mail, and digital office hours. Before you send an email or post a question on the discussion board, check to see if your question has already been addressed in the syllabus or on Brightspace. If your question has not been answered or you need additional clarification streamline communication, please use follow this handy guide.

Communication Method	Question/Concern
Post on Discussion Boards	• Questions about the course or content you think that other students will have. • Questions you think other students might know the answer to.
Visit Office Hours	Office hours are for talking things through. • In-depth questions about content • Study tips • Reviewing quizzes and tests • Questions about grad school or research more generally
Email Dr. Harris	• Short, specific content questions • Any kind of accommodations • Schedule an appointment
Email Jessica	• Online quizzes or discussion boards • Schedule an appointment

Email:

Make sure you include "PSYC 231" in the subject line of your e-mail, and include your name and student number at the of the message. Without the course name in the subject line, it might get filtered to spam, so beware! In general, I do not check email after 5 pm or on the weekends.

Netiquette (adapted from Dr. Michael Stevenson, University of Southern Maine):

Our discussions may lead to debate and disagreement, which is a great way to foster critical thinking; however, it is vital that you respect the ideas of others. Please be careful and considerate in all of your communications. Carefully consider what you are saying and remember that your readers (fellow students and instructor) might not infer your intent. These are a few suggestions:

- 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).
- Extend courtesy to others--assume the most charitable light possible.
- Keep in mind that online mediums are poor at conveying tone. What was intended as a joke or irony may not always be read as such. If you aren't sure how something will come across, ask someone else to read it over and give you feedback.
- Please avoid typing in all caps when posting messages to either myself or your peers.

Course Feedback:

I value your feedback on this course, and you have a couple of opportunities to provide it.

- *Mid-Course Evaluation:* The mid-course evaluation is your chance to provide feedback about the course as it's happening. You can share what you think is going well, as well as what you think could be improved. Based on your feedback, there I might make some small changes to the course in order to aid your learning.
- *Course Experiences Survey (CES)* Near the end of term, you will have an opportunity to complete an anonymous Course Experiences Survey (CES) regarding your learning experience in this class. The CES provides vital information that I will use to improve future courses. I will not receive the results until after I have submitted marks for this course. Responses are anonymous unless you choose to say things in optional open-ended comments that identify you (which I do not recommend). The more students complete the survey, the more meaningful and informative the results. Please ensure that your current email address is listed on MyPage (http://uvic.ca/mypage).

Evaluation and Grading

Evaluation	Percent of Grade	Due Date
Syllabus Quiz and Academic Integrity Pledge	1%	January 18
iClicker Participation	17%	Throughout course
Reading Quizzes	18%	See Brightspace for dates
Class Activity Days	20%	January 24, February 7, February 8, March 6, April 4
Tests	44%	January 28, February 15, March 18, April 5
Research Bonus	+2%	April 8

Completing the Course:

Students who have completed the following elements will be considered to have completed the course: 5 quizzes and 3 tests (or test alternatives assignments). 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.

Syllabus Quiz and Academic Integrity Pledge (1%)

The purpose of this assignment is to ensure that you are comfortable with the course structure, course policies, and different technologies we will be using in this course. You will be asked to read through this course syllabus. Then you will be asked to complete the assignment.

iClicker Participation (12%)

This grade will come from attending class and participating in iClicker polls. At the end of the semester, you need to have responded to at least 75% of the polls.

Reading Quizzes (18%)

The reading quizzes are meant to help you keep up with the readings throughout the course and to assess your memory and understanding of the key concepts from the textbook before you are tested on them. You will complete the quizzes on Brightspace. The quizzes have a 10 minute time limit, and you can take each on twice. Your lowest quiz grade will be dropped. Because you may a drop quiz, make-up quizzes will not be administered. I recommend that you take the quiz on the second day of lecture on that chapter in order stay caught up on the readings. Quizzes are due on Fridays by 11:59:59 PM.

Class Activity Days (44%):

This grade will come from attending and participating in the synchronous in-class activities. The in-class activities are meant to enhance your learning experience by providing opportunities for application of knowledge and critical thinking. These in-class activities will be completed individually, in pairs, and in groups. Assignments will be turned in during class or shortly after class is finished. There will be online prep work required for some of the activities. There are four days when we will have in-class activities. In order to get 100% for participation, you need to attend at least 3 days. See the overview and schedule for the specific dates.

Tests (44%):

There will be four tests administered online worth a total of 44% of your final grade. Each test is worth 11%. Tests will cover all material from the text, videos, and in-class activities for the chapters specified below. The questions on the test will focus of tests will be on applying, analyzing, and evaluating information the material covered since the last test. Big picture concepts from Chapters 1 and 2 about what social psychology is and social psychology research methods will continue to be relevant throughout the course. Tests will be multiple choice, multiselect, and fill-in-the-blank format.

Test	Modules Covered	Date
Test 1	Chapters 1, 2, 3, and 4	January 25

Test 2	Chapters 5, 6, and 7	February 15
Test 3	Chapters 8, 9, 10, and 11	March 18
Test 4	Chapters 12, 13, 14, and 15	April 8

BONUS: RESEARCH PARTICIPATION OR ARTICLE REVIEW (+2%)

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 2% towards your final grade. See the last two pages of this syllabus for more information. NOTE: If you choose to use research credits for this component, pay special attention to the fact that 1 SONA credits = 1% towards your grade. So you need 2 SONA credits to receive full credit based on research participation.

GRADES:

In determining your final letter grade, the final percentage is rounded such that marks ending in 0.49 or lower are rounded down and marks ending in 0.50 and up are rounded up. For tests, 79.1 is rounded to 79 and 79.6 is rounded to 80.

A+	A	A-	B+	B	B-	C+	C	D	F
Exceptional, Outstanding, Excellent Performance			Very Good, Good, Solid Performance			Satisfactory, Minimally Satisfactory Performance		Marginal Performance	Unsatisfactory Performance
90-100	85-89	80-84	77-79	73-76	70-72	65-69	60-64	50-59	0-49

- *FINAL GRADES:* Final grades are final. An error in calculating the final grade is the only reason that a grade will be adjusted.

ACCOMMODATIONS

LATE ASSIGNMENTS: For each 12 hours that an assignment is late, 10% of your grade on that assignment will be deducted. Assignments will not be accepted after 3 full days past the deadline and a grade of zero will be assigned. This same policy applies to both group and individual assignments. For individual assignments, exceptions will only be made under exceptional circumstances (e.g., serious illness or accident), and when appropriate documentation is presented within 4 days of the due date. For group assignments, exceptions will only be made under exceptional circumstances (e.g., serious illness or accident), and when appropriate documentation is presented within 2 days of the due date. For circumstances in which one or more group members have made no contributions or communications with their group before the deadline, those members will receive a 0 and the remainder of the group is expected to submit the assignment by the deadline as normal. In this instance, a representative of the group is expected to contact the instructor at least one day before the deadline to communicate any issues

MISSING TESTS: I expect all students to be to complete the tests on time. There will be no option to re-write a missed test. If you see a test date that poses a conflict to your schedule, contact me in person or via e-mail (kelciharris@uvic.ca) well in advance of the test date to discuss your circumstances. If illness or personal emergency prevents you from completing a test, contact me via email within 2 days of the missed test to request consideration for the alternative test score (described below). If you do

not make contact within 2 days of the missed test, you will receive a score of zero for the missed test. In the event that illness or injury prevents you from contacting me in a timely manner, you will be asked to provide supporting documentation from a health care professional. Any students who miss a test without making prior arrangements and without providing documented justification will receive a mark of zero for that test.

a) *ALTERNATIVE TEST SCORE:* If a student misses a test and can provide written, verifiable evidence of medical problems or other extreme circumstances, then with my permission, a mark for their missed test will be generated based on their other three test scores. For example, if a student missed Test 2, then the recorded mark for Test 2 would be the average of their scores on Tests 1, 3 and 4. In other words, if your miss a test, your other three tests will be weighted more heavily in your final grade (14.67% each). The chance to generate a missed tests score from your remaining tests is only available once; if you miss two tests, you will receive a zero for the second missed test and that zero will be included in the calculation of your first missed test score.

b) *Alternative Presentation:* Students can replace any test with a narrated presentation about social psychology. The topic be relevant to one of the topics covered for the missed test, and must be pre-approved by Dr. Harris. If you would like to do a narrated presentation, you must make arrangements with me at least 7 full days prior to the test date. The presentation will be due on the test date, unless another deadline is negotiated with Dr. Harris. More detail on this alternative assignment will be posted on Brightspace

c) *ALTERNATIVE PAPER:* Students can replace any test with a 1500-word research paper. The topic be relevant to one of the topics covered for the missed test, and must be pre-approved by Dr. Harris. More detail on this upon request.

OTHER ACCOMMODATIONS: The University of Victoria is committed to creating a learning experience that is as accessible as possible. If you are registered with the Centre for Accessible Learning and anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you are a student with a disability or chronic health condition, you can meet with a CAL advisor to discuss access and accommodations.

EARNING BONUS RESEARCH CREDIT

PARTICIPATION IN PSYCHOLOGY RESEARCH: GUIDELINES FOR PSYCHOLOGY 231(A01), SPRING 2022

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 2% in credit in PSYC 231 by participating in Psychology studies conducted by students and faculty in the Department of Psychology. Each 30 minutes of participation will earn .5 SONA participation credit. Thus, to earn their full 2% for Research Participation in PSYC 231, students need to earn two (2) 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?

For details on participating in research studies, go to the Department of Psychology web site (web.uvic.ca/psyc), click on the **Research** link near the top of the page, then click on the **Participant Pool** link at the left of the new page to see instructions for participating in the system. You must be sure to assign your credits to this course (and this section of the course) no later than the last day of class, otherwise you will not receive credit in this course.

When should I sign up?

Right away, 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 term, December 4rd.

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

Research Participation Coordinator: p100res@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 5 pm on April 6. Late submissions will not be accepted under any circumstances. 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 attached to your review. Links to an online article do not count!
- Summarize the hypotheses of the research, as well as the methods used to test the hypotheses. Identify the independent and dependent variables. 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 2% credit.

Class Schedule At a Glance

Day	Dates	Content	Reading	Quiz
Mon	08-Jan	Intro	Chapter 1	
Wed	10-Jan	General Adaptations	Chapter 2	
Thurs	11-Jan	Culture	Chapter 2	Chapters 1 and 2 Quiz
Mon	15-Jan	Social Cognition	Chapter 3	
Wed	17-Jan	Social Cognition	Chapter 3	
Thurs	18-Jan	Social Judgements	Chapter 4	Chapters 3 and 4 Quiz
Mon	22-Jan	Social Judgements	Chapter 4	
Wed	24-Jan	Activity Day 1		
Thurs	25-Jan	Test 1 - Chapters 1, 2, 3, 4		
Mon	29-Jan	Self	Chapter 5	
Wed	31-Jan	Self	Chapter 5	
Thurs	01-Feb	Self	Chapter 6	Chapters 5 and 6 Quiz
Mon	05-Feb	Self	Chapter 6	
Wed	07-Feb	~~Movie~~ Activity Day 2		
Thurs	08-Feb	(Bystander) Activity Day 3	Chapter 7	Chapter 7 Quiz
Mon	12-Feb	TBD	Chapter 7	
Wed	14-Feb	Social Influence	Chapter 7	
Thurs	15-Feb	Test 2 - Chapters 5, 6, 7		
Mon	19-Feb	*No Class: Reading Break*		
Wed	21-Feb	*No Class: Reading Break*		
Thurs	22-Feb	*No Class: Reading Break*		
Mon	26-Feb	Persuasion	Chapter 8	
Wed	28-Feb	Persuasion	Chapter 8	
Thurs	29-Feb	Group Processes	Chapter 9	Chapters 8 and 9
Mon	04-Mar	Activity Day 4		
Wed	06-Mar	Stereotyping and Prejudice	Chapter 10	
Thurs	07-Mar	Stereotyping and Prejudice	Chapter 10	Chapter 10
Mon	11-Mar	Reducing Prejudice	Chapter 11	
Wed	13-Mar	Reducing Prejudice	Chapter 11	
Thurs	14-Mar	Test 3 - Chapters 8, 9, 10, 11		
Mon	18-Mar	Aggression	Chapter 12	
Wed	20-Mar	Aggression/Prosocial	Chapter 12/13	
Thurs	21-Mar	Prosocial	Chapter 13	Chapters 12 and 13
Mon	25-Mar	Attraction	Chapter 14	
Wed	27-Mar	Attraction	Chapter 14	
Thurs	28-Mar	Relationships	Chapter 15	Chapters 14 and 15
Mon	01-Apr	*No Class: Easter Monday*		

Wed	03-Apr	Relationships	Chapter 15	
Thurs	04-Apr	Activity Day 5		
Mon	08-Apr	Test 4		

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

UNIVERSITY OF VICTORIA

Department of Psychology

Important Course Policy Information

Spring Session 2024

Accessible Learning

The University of Victoria is committed to creating a learning experience that is as accessible as possible. If you are registered with the **Centre for Accessible Learning** and anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you are a student with a disability or chronic health condition, you can meet with a CAL advisor to discuss access and accommodations.

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 class[1]. 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)

I value 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 Chair of the department; 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.

The use of a generative artificial intelligence (AI) is strictly prohibited in any submitted work (unless expressly endorsed by the instructor as part of an assignment). The Department reserves the right to use AI detectors.

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 Fall 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

Students can apply for **academic concessions** if their course requirements are affected by (i) unexpected and/or unavoidable circumstances (e.g., illness, family affliction, etc.), or (ii) conflicting responsibilities (e.g., service in the armed forces or first responder, representing the university).

- **Request an in-course extension**
  If you require more time to complete a course requirement or miss a test or midterm exam, then you will need to complete the "**In-Course Extension Form**" and submit it directly to your course instructor. All course requirements must be completed prior to the submission of final grades.

- **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 require additional time to complete course requirements beyond the normal term.**
  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

Spring session – second term (January – April)

Monday, January 1st	University Closed (Winter Break)
Monday, January 8th	Second term classes begin for all faculties
Sunday, January 21st	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, January 24th	Last day for adding courses that begin in the second term
Wednesday, January 31st	Last day for paying second term fees without penalty
Sunday, February 11th	Last day for 50% reduction of tuition fees for standard courses
Monday, February 19th	University Closed (Family Day)
February 19th – 23rd	Reading Break for all faculties
Thursday, February 29th	Last day for withdrawing from second term courses without penalty of failure
Friday, March 29th	University Closed (Good Friday)
Monday, April 1st	University Closed (Easter Monday)
Monday, April 8th	Last day of classes for all faculties
Thursday, April 11th	Second term examinations begin for all faculties
Friday, April 26th	Second term examinations end for all faculties

Add and drop dates for standard 2023-2024 Winter Session courses

Term	Start Date	End Date	100% Fee Reduction	Add Deadline	50% Fee Reduction	Academic Drop no Fee Reduction
Second term	Jan 8	Apr 8	Jan 21	Jan 24	Feb 11	Feb 29

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 https://www.uvic.ca/accessible-learning/index.php. 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/