Psychology 100B

UVic Ψ

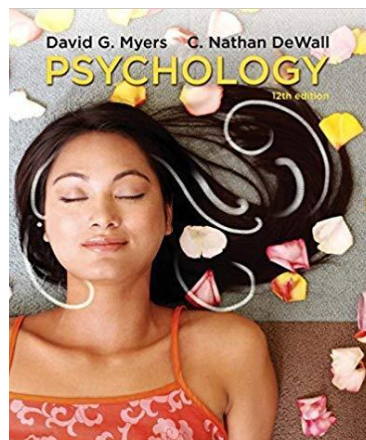## Introductory Psychology II

Social and Applied Emphasis
Winter Second Term (Jan-Apr) 2021

Psychology 100B – Introductory Psychology II
Social and Applied Emphasis
Winter Second Term (Jan-Apr) 2021
TWF* 10:30 (A01) /12:30 (A02) /1:30 (A03)**

*This is a blended course: class meets for a live session only on Tuesdays
**Note: PSYC 100B A04 uses a different course outline*

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WELCOME TO PSYCHOLOGY 100B

We acknowledge with respect the Lekwungen peoples on whose traditional territory the University of Victoria stands, and the Songhees, Esquimalt, and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day. We feel extremely privileged to learn, work, teach, and play on this beautiful territory.

Hello!

On behalf of the Department of Psychology and as the instructors of this course, we welcome you to Psychology 100B! We know this semester is looking different than what you were likely anticipating when you decided you wanted to go to university – we hope to make the best of this situation. We've put a lot of thought into how to deliver this course online in a way that helps you understand and apply important theories and concepts. Introductory Psychology is a course we are passionate about and we hope to engage those of you interested in majoring in psychology, as well as those of you who are non-psychology majors, in reflecting on how psychology can be used to tackle important issues in our communities and more broadly, in the world.

We hope this course will interest and challenge you. Did you know that Introductory Psychology is one of the most popular classes in post-secondary institutions world-wide? Psychology, as a field of study, has obvious intrinsic appeal: exploring the nature and causes of human behaviour is exciting! Yet the very accessibility and familiarity of psychology can pose a problem. Although we believe we have good, common-sense views of psychology, our perspectives are fundamentally shaped by our personal experiences, our contexts, and our folk wisdom. Our perspectives might not all be wrong, but they can sometimes interfere with our approaching the study of behaviour from other points of view. We are here to help you explore this issue both in this course and in the future, if you advance in further psychology courses.

This semester, we have almost 1000 UVic students taking Introductory Psychology in sections A01, A02, and A03. Although it may not be possible for us to meet with all of you personally, we really like to engage in conversations with as many of you as we can. We encourage you to take the initiative and make contact with us during our various virtual office hours, before/after any live online course interactions, or by e-mailing us with a question about psychology.

We wish you the best for a successful and productive learning experience in Psychology 100B!

Dr. Louise Chim
PSYC 100 course coordinator
Instructor of sections A01 (10:30am) and A03 (1:30pm)

Professor Carrie Kobelsky, PhD Candidate
Instructor of section A02 (12:30am)

Dr. Jessica Rourke
Co-instructor

GET TO KNOW YOUR PSYCHOLOGY 100 TEAM

Recordkeeper/Exam TA: Clea Sturgess   p100off@uvic.ca

Section TA's (for critical thinking   p100off@uvic.ca
topics/quizzes/general inquiries):   PLEASE Include **section** number in subject heading of
A01 (10:30am) Monica Slobozianu / Breanna McCreary   your e-mails
A02 (12:30pm) Severin Odland / Jie Li
A03 (1:30pm) Christina Robillard

Course coordinator: Dr. Louise Chim   p100co@uvic.ca

Section Instructors:
Section A01 and A03: Dr. Louise Chim   p100co@uvic.ca
Section A02: Prof. Carrie Kobelsky, PhD Candidate   p100co@uvic.ca

Co-instructor: Dr. Jessica Rourke   p100co@uvic.ca

Note: TA stands for Teaching Assistant

WHOM SHOULD I CONTACT IF I HAVE A QUESTION?

Because we have almost 800 students in this course, it can take us a little while to respond to your email – we thank you in advance for your patience and understanding! Often, the questions we receive could have been immediately answered because the answer is in this course syllabus! So…please, before you send us a question, check if the answer is in this course syllabus or other documents in Brightspace. Another good option is to check if your peers know the answer to your question (e.g., post your question in the relevant discussion forum section!).

If the above ideas don't yield you an answer, use the list below to determine whom to contact with your question/comment. **In your subject heading, please include "PSYC 100B" and your section number (A01, A02, A03).**

If you have questions/comments regarding:	Contact:
• Exam scoring, make-up exams, exam accommodations	Course recordkeeper: p100off@uvic.ca
• Online quizzes and critical thinking topics	Your section TA (remember to put their name in the email!): p100off@uvic.ca
• Research participation bonus points	Research participation coordinator Dr. Jim Tanaka: p100res@uvic.ca
• Course accommodations	Section instructor (p100co@uvic.ca)
• Posted lecture recordings / live sessions	Section instructor (p100co@uvic.ca)
• Textbook material	Section TAs or section instructor
• Technical issues with computer, e-mail, Brightspace, NetLink ID, login, password problems	Computer help desk (helpdesk@uvic.ca; 250-721-7687)

MATERIALS: WHAT WILL I NEED FOR THIS COURSE?

Required Text

- Myers, D. M. and DeWall, C. N. (2018). *Psychology* (*12th ed.)* New York: Worth Publishers. You can purchase this edition of the textbook through the UVic Bookstore. We recommend ordering your textbook as soon as possible because it may take some time for you to receive it (even the ebook!). Throughout the course, you should have continuing access to it in order to master the material.

- Launchpad (online study resource) comes included with the textbook if you purchase it through the UVic bookstore. Although not required for the course, we recommend purchasing it, as it will help in your learning of the course material.

- You have the option to purchase a new text in one of two ways:
    - as looseleaf pages that go into a binder
    - as an ebook

  Both options include access to online resources, including an online version of the text, at the publishers LaunchPad website (see "Optional Online Resource Material" for more information). To purchase your textbook and Launchpad, go to the UVic bookstore website then search for Psyc 100B (and whichever section you're registered in: A01, A02, A03): https://www.uvicbookstore.ca/text/

Required Technology

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

- Computer hardware or tablet

    - At least one of the following devices is recommended to participate in online learning environments, participate in meetings, compose documents, and/or access learning management systems:

    - A desktop or laptop computer running Windows 8.1+ or MacOS 10.10+

    - Intel Core i3 processor, AMD Ryzen 3, or greater

    - 4 GB of RAM

    - 20 GB of free disk space

    - Android tablet running Android 5.0 or greater

    - iPad running iOS 12 or greater

- Peripherals

    - Webcam - may be integrated into your laptop or tablet

    - Microphone - may be integrated into your laptop, tablet, or headset

    - Speakers or headphones - may be integrated into your device

- Internet access

    o   High speed Internet connection with a minimum download speed of 5Mbps

    o   Wired Internet connection if possible or a wireless connection in close-proximity with strong wireless signal from your wireless router

- Software

    o   Modern, standards-compliant browser such as Google Chrome, Firefox, Safari, or Microsoft Edge Chromium

    o   Microsoft 365 including access to OneDrive storage and Microsoft Office applications is available to all students. Information about Microsoft 365 and instructions to sign up can be found on UVic's Microsoft 365 site (https://onlineacademiccommunity.uvic.ca/O365/)

Course Website

- The PSYC 100 website is accessible through the UVic Brightspace system (https://bright.uvic.ca). This site includes all course material, including recorded lectures, mini-activities, chapter summaries, quizzes, critical thinking topics, and exams. **At first, you'll only see the section "Getting Started."** This section will contain a territorial acknowledgment, an introduction from your instructors, the course syllabus, information on how to access our Zoom classroom, information on how to access the textbook and Launchpad, and some general tips to help you be successful in this course. ==**Complete the syllabus quiz in that section to unlock the rest of the available course material.**==

- **NetLink ID:** To access the PSYC 100 Brightspace you need a valid UVic NetLink ID. To register, go to the Netlink Website (http://netlink.uvic.ca/) and follow the directions there. If you cannot access our Brightspace site after receiving your NetLink ID, please contact the computer helpdesk (helpdesk@uvic.ca; 250-721-7687).

Optional Online Resource Material

Textbook "LaunchPad" Online Study Resources: If you purchased your textbook from the bookstore, you will have also received an access code for the Textbook online site. To access the textbook online ("LaunchPad") go to: https://www.macmillanhighered.com/launchpad/myers12e/13657550

- Please bookmark the page to make it easy to return to.

- If you have problems registering, purchasing, or logging in to LaunchPad, do NOT contact us until after you have contacted the publisher's Customer Support. You can reach a representative 24 hours a day, 7 days a week through the online form, by chat: https://community.macmillan.com/community/digital-product-support/college-students-support-community or from 9 a.m. to 3 a.m. EST, 7 days a week by phone:1-800-936-6899.

WHAT IS THIS COURSE ABOUT?

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

- the main areas, findings, and methods of modern psychology

- various theoretical perspectives and professional orientations within psychology

- scientific methods of gathering information and forming conclusions from the study of human behaviour and functioning

- psychological principles that serve as a foundation for taking more advanced courses in psychology and related disciplines

- how psychological principles have been used to help people lead better, healthier lives, and to solve real world problems

- how to locate and utilize psychological research information

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

What is the Format of the Class?

For each Module there will be:

- **Textbook reading.** One assigned textbook chapter for you to read and a chapter summary that highlights important concepts from the textbook

- **Chapter quiz.** A short online quiz related to the chapter material (and 3 pre-exam quizzes prior to exams)

- **One live class per week.** Live class on Tuesdays during your section time where we will have discussion questions and exercises for you to work on in small groups and at times will explore aspects of the course (e.g., how to navigate Brightspace, how to approach the critical thinking topics). Any "lecture" components of the live class will be audio recorded and the audio and relevant files will be posted on Brightspace. For six of the sessions (Jan 19, Feb 2, 23, Mar 2, 9, 23) you will be assigned to smaller groups and there will be a participation assignment you will complete in class and submit through a Brightspace quiz. Zoom classroom links will be provided on Brightspace.

- **Pre-recorded lectures.** There will be short, pre-recorded lectures to assist you in learning of some of the chapter material

- **Mini-activities.** Two online mini-activities related to the course content of each Module

- **Critical Thinking Topics.** Questions where you will contribute ideas based on research findings. While there will be one available for each module, you will only need to complete critical thinking topics for four modules.

Since we are online this term, we will only meet live in real-time on Tuesdays during your class section (A01: 10:30am; A02: 12:30pm; A03: 1:30pm). Instead of meeting live during Wednesday and Friday class times, you are expected to work on the module material (pre-recorded lectures and mini-activities). Similarly to when we met face-to-face, it is expected that textbook reading, quizzes, and critical thinking topics are to be completed outside of class time.

Tentative Course Schedule					
Week starting Tues	**Reading, Viewing, Live Class Session**	**Topic(s)**	**Exams/Notes**	**Mini-Activities Due 10 PM**	**Critical thinking topics & Quizzes Due 10 PM**
First day of term Mon Jan 11 **Jan 12, 19**	Ch. 5 Module Live classes: Tue Jan 12; Tues Jan 19*	Introduction to the course Development	**Suggestion:** Submit all quizzes/mini-activities/critical thinking topics well before deadlines, to avoid technical issues – late submissions **will not** be accepted.		
			Jan 19 is the *last day to drop courses and receive 100% of tuition fees.* **Jan 22** *is* the *last day to add courses*	MA1 & MA2 (due Feb 9)	Q1 (Ch 5) Wed Jan 20
					CT1 (Ch 5) Mon Jan 25
Jan 26	Ch. 10 Module Live class Tue Jan 26	Intelligence		MA3 & MA4 (due Feb 9)	Q2 (Ch 10) Wed Jan 27
					CT2 (Ch 10) Mon Feb 1
Feb 2	Ch. 11 Module Live class Tue Feb 2*	What Drives Us	**Exam 1** (Fri Feb 5) Ch 5, 10, 11 *Exams are completed on Brightspace. Begin any time between 10:30-1:30*	MA5 & MA6 (due Feb 9)	Q3 (Ch 11) Wed Feb 3
					Q4 (Pre-exam 1) Thu Feb 4
					CT3 (Ch 11) Mon Feb 8
Feb 9, 23	Ch. 12 Module Live classes: Tue Feb 9; Tue Feb 23*	Emotions, Stress, and Health	**Feb 7:** *last day to drop courses & be reimbursed 50% of tuition fees* + final day to submit request for alternative to research participation credit	MA7 & MA8 (due Mar 16)	Q5 (Ch 12) Wed Feb 24
					CT4 (Ch 12) Mon Mar 1
Feb 16	Reading Break Feb 15-19 No classes this week				
Mar 2	Ch. 13 Module Live class: Tue Mar 2*	Social Psychology	**Feb 28:** last day to drop courses without penalty of failure	MA9 & MA10 (due Mar 16)	Q6 (Ch 13) Wed Mar 3
					CT5 (Ch 13) Mon Mar 8
Mar 9	Ch. 14 Module Live class: Tue Mar 9*	Personality	**Exam 2** (Fri Mar 12) Ch 12, 13, 14 *Exams are completed on Brightspace. Begin any time between 10:30-1:30*	MA 11 & 12 (due Mar 16)	Q7 (Ch 14) Wed Mar 10
					Q8 (Pre-exam 2) Thu Mar 11
					CT6 (Ch 14) Mon Mar 15
Mar 16, 23	Ch. 15 Module Live classes: Tue Mar 16; Tue Mar 23*	Psychological Disorders		MA 13 & 14 (due Apr 11)	Q9 (Ch 15) Wed Mar 24
					CT7 (Ch 15) Mon Mar 29
Mar 30, Apr 6	Ch. 16 Module Live classes: Tue Mar 30; Tues Apr 6 (Course wrap-up)	Therapy	**Exam 3** (Fri Apr 9) Ch 15, 16 *Exams are completed on Brightspace. Begin any time between 10:30-1:30*	MA 15 & 16 (due Apr 11)	Q10 (Ch 16) Wed Apr 7
					Q11 (Pre-exam 3) Thu Apr 8
			Last day for Research Bonus Points: Monday April 12		CT8 (Ch16) Mon Apr 12

*Denotes a live session with a participation assignment to be completed in class (or within 24 hours after class)

UVIC PSYC 100B   Graphic Syllabus

How do minds develop, solve problems, and want things?

| Ch. 5: Developing through the life span | Ch. 10: Intelligence | Ch. 11: What Drives Us |

Exam 1 (20%)

How do we feel and who are we in a social world?

| Ch. 12: Emotions, Stress, and Health | Ch. 13: Social Psychology | Ch. 14: Personality |

Exam 2 (25%)

How do we understand, evaluate, and treat mental health and disorders?

| Ch. 15: Psychological Disorders | Ch. 16: Therapy |

Exam 3 (15%)

WHAT ARE YOU EXPECTING FROM ME?

Psychology is a scientific discipline, and as such it requires considerable thought and time to develop an understanding of psychological research and principles. We expect you to complete the assigned weekly materials, to attend and engage in virtual live classroom time and office hours when needed, and to spend several hours a week towards mastering the course material.

Attend virtual live class sessions and office hours
Attending the weekly virtual class sessions on Zoom will help to increase your understanding of the material and provide you with opportunities to engage with and discuss the material with the instructor and your classmates. As part of six of the live class sessions we will have smaller group discussions and an online participation assignment that you will complete during class. However, we recognize that not everyone is able to attend the live class session due to time zone differences or other challenges due to the COVID-19 pandemic so we will give you 24 hours after the live session to complete the participation assignment.

We also encourage you to come to our office hours and to bring your questions and ask for clarification, or to bring examples that you found useful in illustrating some of the concepts (this could be a video, article, or your own knowledge).

Manage your time
Online courses can be tricky to complete if you don't stick to a schedule. Be prepared for exams by completing the assigned readings, chapter quizzes, and other assignments/activities in accordance with the schedule provided above. Set aside blocks of time each week to work on the course material and drop into the virtual classroom and office hours during the scheduled times. You can find examples on brightspace.

Check the Brightspace website often
All course materials, including chapter summary notes, will be available through Brightspace:
https://bright.uvic.ca

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

Provide constructive feedback
We always welcome ideas to improve this course and to facilitate learning. We encourage you to provide constructive feedback about your experiences in the course. Please send us an email or see us in office hours to discuss your suggestions.

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

Be discriminate in sending e-mails to the PSYC 100 team
We really do want to hear from you! However, in a very large course like PSYC 100, email "overload" can cause problems. Unrestricted or indiscriminate use of email to pose questions and ask for information can overwhelm the limited resources that TAs and instructors have to answer emailed requests. To help us manage our email load, please follow these guidelines:

- For e-mail, please include "PSYC 100B:" and your section number in your subject headline. If you're email your TA, please also make sure to include their name. Before you compose your e-mail, check the course syllabus, your notes, with your classmates, and on Brightspace to see if you can locate the answer to your question.

When to email us:

✔️ To notify the *Course Recordkeeper* that you will have to miss an exam due to a medical emergency or a documented family emergency.

✔️ To ask a simple, short question, *e.g.*, "*What is the date and time of the make-up exam*?"

✔️ To comment about course material, *e.g.*, "*I was thinking about that case of dissociative identity disorder that you described in the recorded lecture, and I wondered if …*" We are very happy to receive and respond to such comments. We also recommend that instead of emailing us a comment like that, you **pop into one of our weekly live sessions or our office hours on Zoom!**

✔️ To make a comment about something you liked or something you think could improve the course. Please be aware that specific, constructive comments are more useful than general ones.

When *not* to email us:

x When the answer to your question can be found in this course syllabus – please make sure you look through the syllabus before emailing us!

x To request information about a specific mark (assignment, exam, final grade, or bonus points). We post this information on the course website and expect you to access your marks there.

x To request information about *why* you received a particular mark. Please see your TA during office hours with such questions. These kinds of questions usually require a direct interpersonal interaction that is not effectively carried out *via* email.

x To ask for advice on improving your study techniques. This also requires a direct interpersonal interaction. See the section on "Exams" on Brightspace for some studying suggestions.

What can I Expect from the PSYC 100 Team?

We are available to help
We are available to help via e-mail and office hours. See section "Whom should I contact if I have a question" on page 4 to find the correct person to e-mail.

Please attend office hours for your more detailed or complicated questions. We will be available during virtual office hours to discuss your grades, understanding of the material, or more generally your interest in Psychology. Please let us know when you enter the virtual office whether you would like a private meeting – we can arrange for that. If you prefer, you can also email us in advance to request a private Zoom chat during our office hour.

We will upload pre-recorded class lectures and chapter summaries on Brightspace
We will post these recordings and summaries each week. Supplementary material, which is designed to provide more in-depth examples and information related to core concepts will also be uploaded.

We will give and receive feedback
We will be available in office hours to give feedback on the critical thinking topics and exams. We are also open to receiving constructive feedback about your experiences within the course.

HOW WILL MY PROGRESS BE EVALUATED?

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

Percent of grade	Evaluation tool	Date(s)
20%	Exam 1 (Chapters 5,10, 11)	Fri Feb 5 (You can start anytime between 10:30am-1:30pm)
25%	Exam 2 (Chapters 12, 13, 14)	Fri Mar 12 (You can start anytime between 10:30am-1:30pm)
15%	Exam 3 (Chapters 15, 16)	Fri Apr 9 (You can start anytime between 10:30am-1:30pm)
16%	Online Quizzes	Jan 20, 27, Feb 3, 4, 24, Mar 3, 10, 11, 24, Apr 7, 8 It's in your best interest to complete all 11 quizzes…You must complete **8 of the 11** quizzes
3%	Live class participation	During live class sessions: Jan 19, Feb 2, 23, Mar 2, 9, 23. You must complete **5 of the 6** participation assignments.
5%	Mini-Activities	There are 16 mini-activities throughout the course. It's in your best interest to complete all 16…you must submit at least **12 of the 16** by the deadlines (Feb 9, Mar 16, Apr 11)
16%	Online Discussion Critical Thinking Topics	Jan 25, Feb 1, 8, Mar 1, 8, 15, 29, Apr 12 You must complete **4 of the 8** discussion critical thinking topics

*In addition, there are **bonus points for research participation**, up to a maximum of 5% (See "Extra Credit for Research Participation" section on page 17 for details).*

***We expect you to complete all course requirements, however, please note **you must complete all 3 exams** to receive credit for this course. Students who do not complete all 3 exams will receive an "N" (failing) grade.*

Cutoff Points for Marks

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

Exams (60%)

You will write three online, open-book exams on Brightspace. Exams are non-cumulative which means they will only cover material since the previous exam. All course material is testable (lectures, textbook chapters, supplementary materials, mini-activities). While you will have access to your textbook and notes for the exam, the exam is timed and **you will not have enough time to refer to your notes and textbook for most questions**. The format of all three exams will be multiple choice and you will be able to start the exam anytime between 10:30am PT and 1:30pm PT.

Specific instructions on the exam protocol will be posted to Brightspace. Although the exams are open-book, **you are not permitted to receive help from anyone or anything** (e.g., another person, the internet). In other words, you are required to complete the exam on your own, using only course materials, the textbook, and your notes. Anything else constitutes cheating and can have severe consequences for your academic career.

You are responsible for attending exams as scheduled. You must write the online exams during the scheduled class period. ==**Be sure to have a reliable internet connection on exam dates.**==

What to do if I miss an exam due to illness:
Contact the **Course Recordkeeper** by email p100off@uvic.ca as soon as possible and explain that you missed the exam and why (you do *not* have to submit the *Request for Academic Concession* form as it only applies to exams that are written in the final exam period). The Course Recordkeeper will inform you when your online make-up exam will be held.

*If you miss an exam and fail to contact the Course Recordkeeper within seven days of the exam date, we will consider you to have not completed a major course requirement and will assign an N mark (failure due to not completing a course requirement) for the course.

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

2. Prior to your exam, if you have any questions about your accommodation, please contact the course record keeper (p100off@uvic.ca).

Quizzes (16%)

Why do we assign online quizzes?
We have designed the Online Chapter Quizzes on Brightspace to give you an added incentive to keep up with your reading in the course and to give you some practice in utilizing and applying the concepts and studies discussed in the textbook:

- Because it is much easier to start learning the course material well in advance of the night before the exam, we have arranged for you to complete online quizzes on a regular basis.

- If your experience matches that of students in previous years, you'll find the quizzes beneficial because they help to motivate and structure your studying.

- The quizzes consist of <u>8 chapter quizzes</u> designed to encourage you to complete the necessary pre-class readings and <u>3 pre-exam quizzes</u> designed to encourage that you study well in advance of each exam.

Although the chapter quizzes are due near the end of the coverage of a chapter in class, you might find it beneficial to read the chapter in the textbook and complete the chapter quiz early on in the week. Although you're only required to complete 8 out of 11 quizzes, we strongly encourage you to complete all 11 (only your top 8 marks will count toward your grade!) so as to allow the best chance for high marks (added bonus: they will help you to absorb the material for the exams!).

You are strongly advised to complete the quiz at least one day before the due date of the quiz. That way, you will have time to seek help if you have technical issues, or if you get sick the day the quiz is due. Late submissions will not be accepted.

What if I miss an online quiz?
You will have 11 quiz opportunities during the semester but only your best 8 of the 11 will count toward your grade. If you miss one, it can simply be dropped as one of your 3 "freebies." The 8-out-of-11 system is designed to give you flexibility in case you have a week where personal or other circumstances keep you from completing the quiz on time.

If you choose to discard your flexibility early in the semester and then something comes up later, you will unfortunately have no other option than to accept a low (or zero) mark on a quiz. **Because you can miss 3 quizzes and still obtain full marks for the quiz component, there are no additional opportunities to complete make-up quizzes for any reason (including illness).** The "extra" three quizzes are considered as make-up quizzes.

What if I have technical issues logging on or completing the quiz?
Brightspace will close the quizzes automatically at the designed due dates and times on the schedule. Please make sure you have completed the quiz by this time – due date extensions will not be permitted. We strongly suggest you attempt the quizzes at least one day prior to the due date, to allow you time to reach out for assistance if you encounter any issues.

- **If you have a technical problem completing a quiz**: check with the Computer Help Desk (helpdesk@uvic.ca; 250-721-7687). Please indicate whether you are having a NetLink or Brightspace problem.

- If you are still stumped, contact the PSYC 100 office at p100off@uvic.ca. But please follow the steps above before you do, as the Computer Helpdesk is more likely to be able to provide immediate assistance.

Live Class Participation (3%)

We will base 3% of your final grade on your live session participation in the following six classes: Jan 19, Feb 2, 23, Mar 2, 9, 23. For these six live classes, you will be assigned to smaller groups that will be facilitated by an instructor or psychology graduate student and you will complete a brief online assignment (through a Brightspace quiz) to consolidate your learning. You will be given time at the end of the class to complete this assignment. However, we recognize that not everyone can attend live classes given the challenges of the COVID-19 pandemic so we will give you up to 24 hours after class to review the recording and materials and complete the short assignment. To give you some flexibility to miss a participation assignment, only your top 5 (out of 6) will count.

What do I do if I miss a participation assignment?
- Because you only need to complete 5 of the 6 participation assignments, the additional one serves as "make-up" and thus we do not offer any additional make-up participation assignments.

Mini-Activities (5%)

We will base 5% of your final grade on mini-activities associated with each Module. Information about each mini-activity will be posted to Brightspace. There will be 16 mini-activities offered (2 per Module).

To receive full credit, you must <u>complete at least 12</u> of them throughout the semester. As with the online quizzes, we recommend that you complete all 16 mini-activities (the added benefit is that mini-activities are testable, so this will allow you to familiarize yourself with the material).

Mini-activities will typically take 10-15 minutes to complete and are aimed at:

● Helping you engage with the course material in a fun format

● Experiencing some tools used in the field of psychology

● Exposing you to different perspectives/experiences that you may not have previously encountered

Completing 12 of the 16 possible mini-activities will earn you your full 5%. If you complete fewer than 12, you will receive the following percentages:

1 mini-activity: 0.42%	7 mini-activities: 2.92%
2 mini-activities: 0.83%	8 mini-activities: 3.33%
3 mini-activities: 1.25%	9 mini-activities: 3.75%
4 mini-activities: 1.67%	10 mini-activities: 4.17%
5 mini-activities: 2.08%	11 mini-activities: 4.58%
6 mini-activities: 2.50%	12+ mini-activities: 5%

What do I do if I miss a mini-activity?
● Because you only need to complete 12 of the 16 mini-activities, the additional mini-activities serve as "make-up" activities and thus we do not offer any additional ones. Ideally, you will complete all the mini-activities because they will help enhance your learning of the course material! Also, information from some of the activities will be on the exams!

○ It is in your best interest to complete the mini-activities scheduled earlier in the term and use the later ones in the term as "supplementary" ones to be used if you wish to improve your mark or if you missed one of the earlier ones because of illness or a personal emergency.

Critical Thinking Topics (16%)

Sixteen percent of your grade in PSYC 100 is derived from your regular contributions to the critical thinking topics that you submit on Brightspace.

● You are required to submit **<u>4 of the 8</u>** possible critical thinking topics.

● To give you flexibility you can **submit a maximum of 6 of the 8** scheduled critical thinking topics, and only your best four will count. This means that if you choose to do 5 or 6, then only your best 4 will count.

● If you submit 7 or 8, your 7th and 8th one will not be looked at/graded.

Your critical thinking topic posts will involve an answer to a posted discussion question that may include one or more sub-questions. Your response should address all the sub-questions, integrate scientific research,

demonstrate accurate knowledge of the material, and should **not** be an unsupported opinion. In other words, you need to do some academic research to support your response!

Why do we assign critical thinking topics?
Exams and quizzes assess your learning of material covered in recorded lectures, the textbook, and a bit of supplementary material. Critical thinking topics are designed with the following goals in mind:

● Curiosity and research are critical components to success in university. These critical thinking topics give you an opportunity to ask and answer relevant questions that go beyond what you learned in lectures and the textbook.

● Learning from your peers and contributing to their learning experience are core aspects of the university experience. These critical thinking topics give you an opportunity to share information and ideas about different topics with your classmates and to learn from the ideas and reasoning of your classmates.

● Effective research and writing are foundational to succeeding in university. These critical thinking topics will help you learn how to search for, read, and summarize psychology research articles and use the articles to support your reasoning.

● Work written in psychology must be formatted using the American Psychological Association (APA) style (currently, the 7th edition of that style). These critical thinking topics give you the opportunity to learn how to engage in scholarly writing by correctly using APA 7th edition style in your writing, in-text citations, and references.

What do I do if I miss a critical thinking topic?
● Because you only need to complete 4 of the 8 critical thinking topics, the additional critical thinking topics serve as "make-up" critical thinking topics and thus we do not offer any additional make-up critical thinking topics.

    ○ It is in your best interest to complete the critical thinking topics scheduled earlier in the term and use the later ones in the term as "supplementary" ones to be used if you wish to improve your mark or if you missed one of the earlier ones because of illness or a personal emergency.

The critical thinking topics are completed within Brightspace and are not expected to be long (200-1000 words). More information about the format of the critical thinking topics is provided on Brightspace.

Extra Credit for Research Participation (+5%)

An important component of this course is for you to learn about research in psychology. Faculty and advanced students in the Department of Psychology will be conducting research throughout the year, performing studies exploring processes such as social interaction, perception, memory, problem solving, and communication. We encourage you to participate in this research, and as part of this encouragement, we have arranged for you to earn extra credit toward your course mark by participating in approved research.

By participating in such research projects you will experience first-hand how psychological research is done. Once your participation in a study is complete, you will receive a full description of the purpose of the research.

- In most projects, your participation involves having your responses recorded or measured as you perform a task or complete a questionnaire. A Departmental committee has reviewed and approved all the projects that are available to you for bonus points, and the projects have also been approved by the University's Human Research Ethics Board. For this Fall semester, most projects will likely be conducted on-line.

- The aim of these research projects is not to evaluate your personal abilities, but to explore various features of human behaviour and discover how they change under different conditions. Researchers will protect your confidentiality. Your performance (i.e., the responses you make) will have no effect on your marks.

- You will receive 0.25 points for each 15 minutes (or part thereof) of participation, up to a maximum of 5 points. You may participate in as many projects as you wish, but you will receive no more than 5 points per term, and you may not carry over points from one term to another. *Note that while we have set 5 points to be a maximum, the opportunity to earn all 5 points may not be available, as this depends on the number of research projects requiring participants.*

- You may participate in any given project only once. The last day for participation in experiments for extra credit is the last day of classes (Monday April 12).

If you do not wish to, or cannot, participate in research studies for any reason, but still wish to have the opportunity to earn an equivalent amount of extra credit, you may contact your course instructor <u>no later than Feb 10</u> to arrange for an alternative option involving written assignments. **Information about how to sign up for research participation is available on Brightspace.**

HOW CAN I DO WELL IN THIS COURSE?

Check that you have completed all the work. Keep up with the readings, lectures, quizzes, mini-activities, and critical thinking topics and attend the live sessions. These are designed to help you keep up with the material throughout the semester. In brightspace there will be a checklist for each module that lists what needs to be completed. Please use this checklist to ensure that you complete all necessary work for each module.

Because extra "make-up" quizzes, mini-activities, participation assignments, and critical thinking topics (beyond those necessary to receive full marks) are already scheduled, additional make-up quizzes, mini-activities, participation assignments, and critical thinking topics are <u>not</u> arranged. It is therefore important to submit things well before the deadlines (to avoid technical problems or illness) and complete all required course components by the due dates.

Check your performance early in the course. Make sure you check your grades for the various components ahead of time so that any discrepancies can be resolved early in the semester.

It is also important to check your marks on the exams. If you are not getting the marks you want, come to office hours to ask for help improving the way you study the material. At the end of the term, if you are short of your target (pass, C+, A+), **there are no extra opportunities to improve your grade**.

Create study groups. You can regularly meet online in groups of 2-4 people (you can of course be more, but we've found that range to be ideal) to work through the material together. Not only can it be helpful to have others explain concepts to you, but it can also be helpful to have to explain concepts to others – in fact, that's one of the best ways to learn!

SUPPORTING AN EFFECTIVE LEARNING ENVIRONMENT

Respect for Diversity
Our intent is that:
- students from diverse backgrounds and perspectives be well-served by this course
- students' diverse learning needs be addressed
- the diversity that students bring to this class be viewed as a resource, strength, and benefit.

Our intent is to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socio-economic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. In a constructive way, please let us know how we might improve the effectiveness of the course for you personally or for other students or student groups.

Netiquette
We're all navigating new technology and doing our best to adapt to the changes in class delivery. Text-based communication is vital in this course because it is the primary, and sometimes only, way we will connect with each other. Our discussions may lead to debate and disagreement, which is a great way to foster critical thinking, so it is vital that you feel comfortable expressing your opinion but also respect the ideas of others. Please be careful, considerate, and respectful in all your communications.

Here are a few tips that can help things go a bit more smoothly in our online format:

- Conduct and express yourself in a way that is respectful.

- Mute your mic when you're not speaking, to reduce background noise interference.

- Turn on your camera when possible, to create a sense of community.

- Look at the camera to make eye contact when talking.

- Use the chat field and whiteboard for constructive questions and comments only.

- Before you post your comments/questions, take a moment to re-read them – because they lack nonverbal cues, they might land differently than you intended.

- Before responding to someone's question or comment, take a moment to make sure you're coming from the perspective that they have posted with good intentions (remember, lack of nonverbal cues may have resulted in a misunderstanding of what they meant…if you're unsure, be curious and ask in a respectful way!).

TAKING CARE OF MYSELF

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

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

Counselling Services: Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. www.uvic.ca/services/counselling/

Health Services: University Health Services (UHS) provides a full service primary health clinic for students and coordinates healthy student and campus initiatives: www.uvic.ca/services/health/

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

Elders' Voices: The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty, and administration in Indigenous ways of knowing and being: www.uvic.ca/services/indigenous/students/programming/elders/

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

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

If you or someone you know has been impacted by sexualized violence and needs information, advice, or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR).

Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out to the Sexualized violence resource office in EQHR, Sedgewick C119; Phone: 250.721.8021; Email: svpcoordinator@uvic.ca
Web: www.uvic.ca/svp

IMPORTANT UVIC COURSE POLICY INFORMATION

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 September 2020: https://www.uvic.ca/calendar//future/undergrad/index.php#/content/5db888a563f365001a66a44b

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

Commitment to Inclusivity and Diversity: The University of Victoria is committed to promoting, providing, and protecting a positive and supportive and safe learning and working environment for all its members.

In the Event of Illness, Accident or Family Affliction
- 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.

- o OR, you can download the *Request for Academic Concession form* here: http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf

- What to do if you miss an exam other than one scheduled during the formal exam period
  - o Do not apply at Records Services for a "Request for Academic Concession." Instead, submit documentation of the illness, accident or family affliction directly to your course instructor (or designated teaching assistant).

- What to do if you require additional time to complete course requirements
  - o 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 (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.
  - o OR, you can download the *Request for Academic Concession form* here: http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf

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 (Click on "Undergraduate Academic Regulations" and then click on "Policy on Academic Integrity"): https://www.uvic.ca/calendar//future/undergrad/index.php#/policies

It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:
1. **Plagiarism**. You must make sure that the work you submit is your work and not someone else's. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.

2. **Unauthorized Use of an Editor**. The use of an editor is prohibited unless the instructor grants explicit written authorization.

3. **Multiple Submission**. Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.

4. **Falsifying Materials Subject to Academic Evaluation**. This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.

5. **Cheating on Assignments, Tests, and Examinations**. You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.

6. **Being an Accessory to Offences**. This means that helping another student to cheat (for instance, by showing or communicating to them answers to an assignment, or by allowing them to view answers on an exam) is an academic offence.

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.

- <u>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.</u> Rights of Appeal are described in the Policy on Academic Integrity in the University calendar.

The definitive source for information on Academic Integrity is the University Calendar (Click on "Policy on Academic Integrity"): https://www.uvic.ca/calendar//future/undergrad/index.php#/policies

Other useful resources on Plagiarism and Cheating include:
1. The Study Solutions Office: https://onlineacademiccommunity.uvic.ca/lap/studysolutions/

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

3. UVic Library Resources: http://www.uvic.ca/library/research/citation/plagiarism/

4. Dr. Mitchell of the UVic English Department:
http://web.uvic.ca/~amitch/teaching_files/Avoiding%20Plagiarism.pdf
Grading: The table below shows the official grading system used by UVic instructors in arriving at final assessments of student performance. For more details (Click on "Undergraduate Academic Regulations" and then click on "Grading"): https://www.uvic.ca/calendar//future/undergrad/index.php#/policies

Grade	Percentage	Description
A+	90 - 100	Earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students.
A	85 - 89	
A-	80 - 84	
B+	77 - 79	Earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities. A B+ represents a more complex understanding and/or application of the course material.
B	73 - 76	
B-	70 - 72	
C+	65 - 69	Earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and/or participating in class activities.
C	60 - 64	

Grade	Percentage	Description
D	50 - 59	Earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.

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