PSYCHOLOGY 100B (A01)  
Introductory Psychology II (Social and Applied Emphasis)  

2019 Summer (June) [201905]  
(Section A01 Course Number 31262)  
Class Time: Duration: June 6 (Thursday) – June 28 (Friday)/ MTWRF 10:30 – 12:20 PM  
Classroom: DTB A104  

Instructor: Dr. Martin Smith  
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Office Hours: By appointment  

Teaching Assistant: Lauren Matheson  
CORA211  
laurenmatheson@uvic.ca  
Office Hours: After exams are returned and by appointment  

Course Content  
Welcome to Introductory Psychology! Psychology is an exciting and complex scientific discipline, and it is an essential part of the helping professions as well. The main goal of PSYC 100A and PSYC 100B is 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, child and adult development, psychological disorders and psychological treatment. You do not have to continue on to PSYC 100B after you have completed PSYC 100A, but you should be aware that if you wish to take any further courses in Psychology at the University of Victoria you will have to complete PSYC 100B and well as PSYC 100A.  

Psychology is a scientific discipline, and as such it requires considerable thought and time to develop an understanding of psychological research and principles. We expect students to complete the assigned reading before each lecture, to attend the lectures and take detailed notes from them, and to spend several hours a week towards mastering the course material.
<table>
<thead>
<tr>
<th>CN</th>
<th>Class/Date</th>
<th>Reading</th>
<th>Topic</th>
<th>Quizzes &amp; Surveys Due 10 PM</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>June 6 (R)</td>
<td>Course Outline Ch 5</td>
<td>Developing Through the Life Span</td>
<td>Q1 (PLQ Ch 5) Mon June 10</td>
<td>June 8 is last day to add coursesJune 8 is last day to drop courses and receive 100% of tuition fees</td>
</tr>
<tr>
<td>2</td>
<td>June 7 (F)</td>
<td>Ch 5 Ch. 10</td>
<td>Developing Through the Life Span Intelligence</td>
<td>Q2 (PLQ Ch 10) Sun June 9 Clicker pts start counting June 7</td>
<td>June 14 is last day to drop courses and receive 50% of tuition fees</td>
</tr>
<tr>
<td>3</td>
<td>June 10 (M)</td>
<td>Ch. 10</td>
<td>Intelligence</td>
<td>Q3 (PLQ Ch 11) Mon June 10</td>
<td>June 20 is last day to drop courses without penalty of failure.</td>
</tr>
<tr>
<td>4</td>
<td>June 11 (T)</td>
<td>Ch. 11</td>
<td>Hunger, Sex, Friendship, Achievement</td>
<td>Survey 2 due Tues June 7</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>June 12 (W)</td>
<td>Ch. 11</td>
<td>Hunger, Sex, Friendship, Achievement</td>
<td>Q4 (Pre-exam quiz Ch 5, 10, 11) Weds June 12</td>
<td>Exams can be missed for documented afflictions only.In these cases, the make-up exam must be written at the assigned makeup time.</td>
</tr>
<tr>
<td>6</td>
<td>June 13 (R)</td>
<td>Exam 1: Chapters 5, 10, 11</td>
<td></td>
<td>You must have at least one clicker point showing on your CourseSpaces record by Exam 1 to receive any clicker points for the term.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>June 14 (F)</td>
<td>Ch. 12</td>
<td>Emotions, Stress, Health</td>
<td>Q5 (PLQ Ch 12) Sun June 16</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>June 17 (M)</td>
<td>Ch. 12</td>
<td>Emotions, Stress, Health</td>
<td>Q6 (PLQ Ch 13) Mon June 17</td>
<td></td>
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<tr>
<td>9</td>
<td>June 18 (T)</td>
<td>Ch.12 Ch. 13</td>
<td>Emotions, Stress, Health Social Psychology</td>
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<td></td>
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<tr>
<td>10</td>
<td>June 19 (W)</td>
<td>Ch. 13</td>
<td>Social Psychology</td>
<td>Q7 (PLQ Ch 14) Weds June 19</td>
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<tr>
<td>11</td>
<td>June 20 (R)</td>
<td>Ch. 14</td>
<td>Personality</td>
<td>Q8 (Pre-exam quiz Ch 12, 13, 14) Thurs June 20</td>
<td>You must have at least one clicker point showing on your CourseSpaces record by Exam 1 to receive any clicker points for the term. This is so any clicker issues are cleared up by that date, not later in the term.</td>
</tr>
<tr>
<td>12</td>
<td>June 21 (F)</td>
<td>Exam 2: Chapters 12, 13, 14</td>
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<td></td>
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<tr>
<td>13</td>
<td>June 24 (M)</td>
<td>Ch. 15</td>
<td>Psychological Disorders</td>
<td>Q9 (PLQ Ch 15) Sun June 23</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>June 25 (T)</td>
<td>Ch. 15</td>
<td>Psychological Disorders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>June 26 (W)</td>
<td>Ch. 16</td>
<td>Therapy</td>
<td>Q10 (PLQ Ch.16) Tue June 25</td>
<td>Last day to receive Bonus points for Research Participation is the last day of class.</td>
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<tr>
<td>16</td>
<td>June 27 (R)</td>
<td>Ch. 15</td>
<td>Therapy</td>
<td>Q11 (Pre-exam quiz Ch 15, 16) Weds June 26</td>
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</tbody>
</table>
17 June 28 (F) | Exam 3 Chapters 15, 16

*Note: Because extra “make-up” quizzes (beyond those necessary to receive full marks) are already scheduled, additional make-up quizzes are not available.

Students must be present to write the exams during the scheduled class period. Do not schedule any trips that overlap with exam dates, and please notify your family not to schedule any trips for you that overlap with the exams.

It is therefore important to submit quizzes well before the deadlines (to avoid technical problems) and complete all the quizzes by the due dates until you have reached the required number (10). See the “online Chapter Quizzes” sections below for details.

For each day of the course, you should engage in the following activities:
- Complete the assigned reading from the textbook.
- Complete and submit the Online Quizzes
- Attend all lectures, and take notes for study purposes.
- Bring your own iClicker to class, and use it to submit responses to surveys and problems.

### UVIC PSYC 100B Graphic Syllabus

**Minds Developing, Solving Problems, and Wanting Things**
- Ch. 5: Developing through the life span
- Ch. 10: Intelligence
- Ch. 11: What Drives Us: Hunger, Sex, Friendship, Achievement

**Exam 1**
- The Emotional Mind, Who We Are in a Social World
  - Ch. 12: Emotions, Stress, and Health
  - Ch. 13: Social Psychology
  - Ch. 14: Personality

**Exam 2**
- What Can Go Wrong and How Can We Fix It
  - Ch. 15: Psychological Disorders
  - Ch. 16: Therapy

**Exam 3**
COURSE COMPONENTS AND GRADING

Exam 1 30%
Exam 2 30%
Exam 3 25%
Online Quizzes 10%
Online Surveys 2%
Clicker Participation 3%
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TOTAL 100%

In addition, there are bonus points for research participation, up to a maximum of 3%. (See later sections of this outline for details.)

Although you are expected to complete all course components (Exams, Quizzes, Forums, Clickers, Surveys), you must complete all three exams to receive credit for the course. Students who do not complete all three exams will receive an “N” grade. An “N” is a failing grade.

Cutoff Points for Marks
The following is the grading policy of the University of Victoria effective May 1st, 2014.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Percent</th>
<th>UVIC Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90 - 100</td>
<td>9</td>
</tr>
<tr>
<td>A</td>
<td>85 - 89</td>
<td>8</td>
</tr>
<tr>
<td>A-</td>
<td>80 - 84</td>
<td>7</td>
</tr>
<tr>
<td>B+</td>
<td>77 - 79</td>
<td>6</td>
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<tr>
<td>B</td>
<td>73 - 76</td>
<td>5</td>
</tr>
<tr>
<td>B-</td>
<td>70 - 72</td>
<td>4</td>
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<tr>
<td>C+</td>
<td>65 - 69</td>
<td>3</td>
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<tr>
<td>C</td>
<td>60 - 64</td>
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<tr>
<td>D</td>
<td>50 - 59</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>0 - 49</td>
<td>0</td>
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</table>
REQUIRED RESOURCE MATERIAL

• **Textbook:** Myers, D. M., and DeWall, C. N. (2015). *Psychology (11th ed.)* New York: Worth Publishers. You can purchase this required edition of the textbook at the UVIC bookstore, and you should have continuing access to it in order to master the course material. You do not, however, have to bring the textbook to lectures.

• The study guide is included with the text at no extra charge when you purchase it through the UVIC bookstore.

• You have the option to purchase the text in one of three different ways: as a hard cover text, as looseleaf pages to go into a binder, or as an ebook. All three options include access to online resources, including an online version of the text, at the publishers LaunchPad website (see “LaunchPad” section under Course Websites below.

• Student Personal Response System: iClicker 2 (not the original iClicker). The iClicker 2 personal response system is necessary in order for you to participate in PSYC 100 classes (in the A01/A02/A03 sections), and 3% of your final mark is based on that participation. You can purchase the iClicker 2 at the UVIC bookstore, and it will be usable in other courses that use iClicker. Note that iClicker 2 can be sold back to the UVIC bookstore just as with textbooks. You will need to have iClicker 2 in PSYC 100, not the original iClicker. Note: **Do not register your clicker at the iclicker.com web site, as UVic instructors will only synchronize their iclicker rosters with the university's own registration system at uvic.ca/iclickerreg** (See the “iClicker registration “section of this course outline for details on registering your iClicker.)

Textbook, iClicker 2 Purchase, Buyback Inquiries: Please contact the UVIC Bookstore: [http://www.uvicbookstore.ca/](http://www.uvicbookstore.ca/); phone 250 721-8313; email textbook@uvic.ca

COURSE AND TEXTBOOK WEBSITES

• **Course Website:** The PSYC 100 Website will be accessible through the UVIC CourseSpaces system. This site includes links for emailing course instructors, as well as an online copy of the course outline, posted lecture notes, and other course information and links.

• **Netlink ID:** You will require a valid UVIC Netlink ID to access both the CourseSpaces system and the PSYC 100 CourseSpaces WebPage. To register, go to the Netlink Website at [http://netlink.uvic.ca/](http://netlink.uvic.ca/) and follow the directions there. If you cannot access the PSYC 100 website after receiving your NetLink ID, please contact the Computer Help Desk in Clearihue A004 (helpdesk@uvic.ca; [http://helpdesk.uvic.ca](http://helpdesk.uvic.ca), or at their desks in the Library and Residence, or by phone: (250) 721-7687.

• **CourseSpaces Online Learning System:** To find out how to log into the CourseSpaces online learning system, please go to CourseSpaces. If you need assistance in using CourseSpaces, please view the CourseSpaces Student Orientation Video on the CourseSpaces student site, or email CourseSpacesStudentHelp.

If you contact the Computer Help Desk with problems accessing the PSYC 100 CourseSpaces Website, please indicate that you are having a NetLink or CourseSpaces problem, as almost all problems relating to accessing the PSYC 100 Website are related to issues or instructions involving NetLink or CourseSpaces.
• **Textbook “LaunchPad” Online Study Resources:** You will have received an access code for the Textbook online site along with your paper textbook. If you wish to access the textbook online ("LaunchPad") go to the Launchpad URL listed on the home page of this course on CourseSpaces. 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 the PSYC 100 office 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
    - Or from 9 a.m. to 3 a.m. EST, 7 days a week by phone at (800) 936-6899

**Exams**

Exams are a formal and scheduled part of almost all university courses.

Constructing, administering, grading and providing feedback on exams is a difficult and time-consuming activity that requires many hours of instructor and Teaching Assistant time. Your cooperation is required in order to make the examination system work.

Being present to write exams at the scheduled and assigned time is a requirement of students who enroll in a course.

Each exam in this course will consist of both short answer (e.g., multiple-choice, fill in the blanks, definitions), and questions requiring longer answers. Exams are closed-book, based on the textbook and lecture material and will take a class period.

If you are not able to write the course exams in this course at the scheduled times, or are underprepared to write university exams at the third year level for any other reasons, you should not enroll in or continue in this course (with the exception of documented medical or other emergencies – see the section on Make-up exams below.)

**Make-up Exams**

*Exams can be missed for serious documented medical or personal afflictions only. If you must miss the regular exam for such a reason, you must provide documentation specifying that you were too ill to write the exam on the scheduled date, and you are required to write the make-up exam at the scheduled make-up time.*

Students who miss an exam should contact the Teaching Assistant as soon as they know that they will miss the exam, and to arrange to write a make-up exam. Students missing exams are required to provide medical/professional documentation as to why they had to miss the exam.

Students missing exams are also required to respond to T.A. email inquiries regarding their absence within 24 hours of the exam. Students who do not respond to such messages may receive an “N” grade in the course. (Failure due to not completing course requirements.)
Please be aware that by not writing an exam at the scheduled exam, you risk falling behind in the course, and this may contribute to making the rest of your term more stressful. Among other issues, you will not get feedback on your knowledge of the course material until much later than you would otherwise, making it difficult to make decisions on issues like dropping the course or modifying your study strategies.

Your best strategy almost always to write the exam at the scheduled time – delaying it unless you must for reasons of illness is usually a mistake.

The **make-up exam must be written at the assigned makeup time**. Students who miss the assigned make-up time must provide additional documentation (besides the documentation for missing the regular exam) testifying that they were too ill to write the make-up exam at the assigned make-up date.

*Students who miss more than one exam will be required to provide documentation as to the medical reason for repeatedly missing exams.*

If you find that your life circumstances are such that you are repeatedly unable to write the course exams at the regularly scheduled time, you should take the course at a time when you are able to fulfill this

### Online Chapter Quizzes

#### Rationale for the Online Quizzes

We have designed the Online Chapter Quizzes 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 than on 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 that the quizzes help to structure your coverage and familiarity with the course material.

#### Completing the Online Quizzes

- CourseSpaces will close the quizzes automatically at the time designed on the schedule. Please make sure you can COMPLETE the quiz by the due time.

- You will have 11 quiz opportunities during the semester - one for each text chapter. You will only receive marks for the best 10 out of 11 quizzes that you complete. Your best bet is, of course, to do them all. This will allow the best chance to process the material for the exams. The worst strategy is for you to skip one of the first quizzes and plan on doing all of the last remaining quizzes. The 10 out of 11 system is designed to give you flexibility in case you have a quiz where personal or other circumstances keep you from completing the quizzes on time. If you discard your
flexibility early in the semester and then something comes up later, you find yourself with no other option than to accept a low (or zero) mark on a quiz.

• You have the opportunity to miss a quiz and still obtain full marks for the Quiz component in order to provide you with “extra” Quizzes that you can miss in case of illness or personal emergency. Because the “extra” quizzes are there for this reason, there is not an additional opportunity to do make-up quizzes for illness or other reasons, as the “extra” quizzes are the make-up quizzes.
**iClicker RATIONALE AND GUIDELINES**

- We will base a small percentage of your final mark (3%) on your in-class participation and performance with the *iClicker* Personal Response System. PSYC 100 utilizes the *iClicker* Personal Response System as a means of encouraging you to attend lectures and to participate in problem solving exercises, to participate in surveys and mini-tests that serve to increase your ongoing engagement and involvement with the course, and to provide you with immediate feedback regarding your understanding of the class material.

- Many recent studies have shown that such personal response systems generally increase students’ engagement and participation in university classes, and thereby provide an incentive for students to keep up with the course material and to attend the lectures.

- To receive clicker participation points, students must bring their own clickers to the Tuesday and Wednesday classes. Clickers are generally not used in the Friday classes.

- Clicker points will be based on participation in classes on the following 13 dates:
  - June 7, 10, 11, 12, 14, 17, 18, 19, 20, 24, 25, 26, 27

- Clicker points will be displayed in CourseSpaces Grades referring to the Clicker Class number (CC1; CC2, etc.), *not the date*, i.e.:
  - June 7(CC1), June 10(CC2), June 11(CC3), June 12(CC4), July 14(CC5), June 17(CC6), June 18(CC7), June 19(CC8), June 20(CC9), June 24(CC10), June 25(CC11), June 26(CC12), June 27(CC13).

- Clicker points will likely be displayed on CourseSpaces in cumulated time intervals (i.e. CC 1-4 Total) rather than for individual clicker classes.

- If you participate in clicker questions in 80% or more of the above 13 classes (i.e. in 10 or more classes), you will receive the maximum 3% of your final grade.

- If you participate in fewer than 10 classes, you will receive the following percentages:
  
<table>
<thead>
<tr>
<th>Classes</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>2.7</td>
</tr>
<tr>
<td>8</td>
<td>2.4</td>
</tr>
<tr>
<td>7</td>
<td>2.1</td>
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<tr>
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</tbody>
</table>

The level of participation required to receive maximum points is set at 80% of all classes to allow you to not participate for up to four classes (due to illness, sports competitions, low batteries or missing clickers, technical malfunction, etc.) and still receive your maximum clicker points. For this reason, there is not an opportunity to “make up” or prorate clicker points if you do not participate in class.

- You can miss clicking for one of the clicker questions in a class and still receive your clicker credit for that class. However, if you miss clicking for more than one clicker question, you will not receive clicker credit for that class. That means that students who miss clicker questions due to arriving late or leaving class early will likely not receive clicker credit for that class.

- It is an academic infraction to use or bring another student’s clicker to class, or to lend your clicker to another student. This will be treated similarly to other academic infractions (such as cheating on an exam) and will be subject to university disciplinary procedures. Please remember that the clickers provide you with an opportunity to enhance your in-class learning, and it is expected you will cooperate in making the system work to help you and your colleagues learn.

- Updated clicker records will generally be posted to the Course CourseSpaces Website (Grade link) about the dates of Exam 1 and Exam 2. We hope to have your final clicker totals posted on the CourseSpaces Grade link shortly before Exam 3. If you have a question about your clicker points, you should deal with it prior to Exam 3 as the final grades are calculated after Exam 3, and your clicker totals as posted will be used to calculate your final grades.

- **It is important that you check your clicker record by Exam 1 to make sure that you have at least one clicker point posted, and you are receiving correct credit for your clicker participation.** Only students who have a posted record on CourseSpaces of at least one clicker point by Exam 1 will be eligible to receive any clicker points for the term. **Students who do not have any posted clicker points by Exam 1 will receive 0 on their final clicker total (out of 3%)**
regardless of clicker activity after that date. This deadline is in place to ensure that any clicker registration issues are rectified early in the term, and to encourage students to begin their clicker participation as early as possible.

• If you have questions about your clicker points, please contact the Instructor.

**iClicker Registration**

| Note: More detailed information on iClicker registration and other issues is provided at [http://elearning.uvic.ca/iclicker/students](http://elearning.uvic.ca/iclicker/students) |

iClickers are a relatively new technology and technical problems do sometimes arise. However, YOU are responsible for resolving these issues in order to receive course points. The resources to solve your clicker problems are available! Start by following these steps:

1. Go to [uvic.ca/iclickerreg](http://uvic.ca/iclickerreg) – sign in with your NetLink credentials and you should be taken directly to the iclicker registration page; or

2. Log into the UVic portal ([http://www.uvic.ca/](http://www.uvic.ca/)) and click on: My page > Student Services > iClicker

**Notes:**

• *iClicker* serial numbers do not contain letter O’s, only number 0’s.

• Do not register your clicker at the iclicker.com web site, as UVic instructors will only synchronize their iclicker rosters with the university's own registration system at [uvic.ca/iclickerreg](http://uvic.ca/iclickerreg).

**Additional Information:**

- **iClicker Purchase/Buyback Inquiries:** Please contact the UVIC Bookstore: [http://www.uvicbookstore.ca/](http://www.uvicbookstore.ca/); phone 250 721-8313; email textbook@uvic.ca

- **iClicker Usage and Troubleshooting Inquiries:** Please view the link [http://elearning.uvic.ca/iclicker/students](http://elearning.uvic.ca/iclicker/students). For additional questions, contact the UVIC Computer Helpdesk: helpdesk@uvic.ca Telephone: 250-721-7687. In Person: Clearihue A004 or McPherson Library

**iClicker Frequently Asked Questions**

• **Why do we use clickers in class?**
  
  *iClickers* are used as a way to work together through questions posed in class. When used effectively, *iClickers* can increase your ongoing engagement and involvement, promote a safe environment to communicate your answers, and create lively discussions in class. *iClickers* can also provide immediate feedback about your understanding of the class material and help us figure out together ways to improve your understanding of a concept.

• **I use my iClicker remote for multiple classes with different professors. Do I have to register online for each individual class?**
  
  No. You only need to register once online for your registration information to apply to all of the classes in which you are using *iClicker*.

• **I registered my iClicker remote last year (or last term). Do I have to register it again?**
  
  No. *iClicker* registrations do not expire. If you registered your *iClicker* 2 to your Netlink ID at [uvic.ca/iclickerreg](http://uvic.ca/iclickerreg) previously, you need not register again. If you cannot remember if you have registered or not, just go ahead and register. Re-registration will just overwrite the existing registration information that is associated with your student ID.

• **Should I purchase iClicker 1 or iClicker 2? Can I use either in PSYC 100?**
You will need *iClicker 2* in PSYC 100. We use it because it allows some cool things (polling broken down by age and gender, for instance) that the outdated *iClicker 1s* did not allow. *iClicker 2s* can be sold back to the UVIC bookstore just as with textbooks, whereas the Bookstore does not accept the original iClicker for resale.

- **What is the cost of registering my *iClicker***?
  There is no cost. After purchasing your *iClicker*, it is yours to use in as many classes as required without any additional costs or recurring registration fees.

- **Can I use a used *iClicker***? **How do I register a used *iClicker***?
  You can use a used *iClicker 2 (but not iClicker 1)*. You register a used *iClicker 2* remote in the exact same manner as a new *iClicker 2* remote (instructions above). You need not do anything special or different in order to register a used remote.

- **How do I un-register my remote***?
  There is no need to un-register your remote, even if you will no longer be using it. Registration does not alter the *iClicker* remote in any way.

- **I lost my *iClicker 2* and had to buy a new one. What do I do***?
  Email your old serial number to the PSYC 100 office. Let them know who you are and that you’ll be registering a new *iClicker* serial number on a certain date. Then, register your new *iClicker* just like you did your old one.

- **I can’t read the serial number on the back of my *iClicker*. What do I do***?
  This is not an issue on *iClicker 2s (2nd-generation iClicker remote)* as you’ll see the serial number on the device’s LCD each time you turn it on. (This was not the case on the original iClicker).

- **Are there zeroes or the letter “O” on my serial number***?
  Those are zeroes.

- **I registered online but my professor says I have not registered yet***?
  This could be caused by two possible factors.
  - Have you voted in class with your remote yet? If you have not voted with your *iClicker* remote, then your professor’s gradebook will not recognize your registration.
  - Double-check that you’ve registered at uvic.ca/iclickerreg, not iclicker.com.
  - If at any point in the past you used a different *iClicker* remote which you also registered to your name, your previous registration will have been deactivated. In other words, you’ll need to register the *iClicker* remote that you’re currently using again.

**GUIDELINES AND RATIONALE FOR THE WEB SURVEYS**

- We will base a percentage of your final mark (2%) on your participation in Internet-based surveys. There are two such surveys, each worth 1.0% of your final grade. One of the most important functions of the Web Surveys is to provide the instructors with feedback from you regarding aspects of the course. The Web Surveys are completed within [CourseSpaces](#).

**Optional Extra Credit for Research Participation**

Students in this course may earn up to 3% extra credit toward their final grade by participating in research studies conducted in the Department of
Psychology. Each 15 minutes of participation will earn 0.5 credit with 2 credits required for a 1% increase in the student's final grade.

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 extra credit in this course. If you do not wish to participate in research studies for some reason, but still wish to have the opportunity to earn an equivalent amount of extra credit, you may contact your course instructor to arrange for an alternative option involving written assignments. If you wish to submit this alternative written work, you must contact the course instructor by the date of Exam 1 if you wish to submit the extra written work.

Please note that this Research Participation option is for extra credit in addition to the course requirements, and you are not required to participate in this option if you wish not to.
GUIDELINES FOR THE CLASSROOM ENVIRONMENT:
“LET’S MAKE THE BIG ROOM WORK!”

Learning involves a commitment on the part of both instructors and students to create the best possible conditions for a creative and productive educational environment. University classes - even large ones - can be absorbing and challenging when lecturers are knowledgeable and stimulating and when students are interested and attentive. In PSYC 100, we try to make our lectures as interesting as we can. However, to make the lecture experience as effective as possible, we need the cooperation of students to help create the best possible learning environment. We provide the following guidelines to facilitate this process and to allow you to use class time to your greatest learning advantage.

## Guidelines on Behaviour during Class

Please turn off cell phones, pagers or other electronic communications devices during university classes. You should not be operating cell phones, answering email, checking your Facebook page (or other non-course internet sites) etc. during lectures.

You should not be talking or engaging in any other disruptive activity in class while the instructor is speaking. When, at the beginning of the class, the instructor starts speaking, please stop talking rather than continuing your conversations.

Students who talk, move about and engage in other extraneous activities detract from the learning environment for other students. We expect students to be quiet and attentive during lectures. Please do not engage in activities such as talking, newspaper reading, texting, checking email or other distracting activities not focused on processing the lecture material.

Most students realize the importance of not talking while the instructor is conducting the class, or while other students are making comments in class. Indeed, some students have complained about such disruptive behaviour interfering with their learning environment.

Students who are talking, emailing, web-surfing, etc. during the class are engaging in disruptive, rude or inappropriate behaviour. If an instructor (your classroom instructor or any other) asks you to leave the classroom during a lecture (either verbally or non-verbally), please do so. If you do not comply with these requests, such lack of cooperation in complying with an instructor’s request may be subject to disciplinary procedures. You will be given an opportunity to discuss your behaviour with respect to the class environment guidelines after the class.

PSYC 100 students have traditionally been very helpful in contributing to a respectful and productive environment in PSYC 100 classes, and we appreciate your cooperation in continuing this tradition.

- We expect you to be on time for classes, and to remain for the entire class. If you are late for a class, please enter by the rear door and quietly find a seat in the rear half of the classroom.

- Attending classes and taking useful notes from them are skills that we expect you to master as part of your university education. *If you have trouble taking notes or getting all the information from lectures that you would like to get*, please consider one (or all) of the following options:
  - Prior to the lecture, download and print the lecture “pre-notes” that are provided by instructors in most sections of the course, and bring those with you to class to provide an outline for your note-taking
• Record the lecture and augment your notes from the recording later.
• Form partnerships with other students to share notes after the lecture.
• If you do not know anyone else in the course, contact your section Instructor for help in forming lecture partnerships with other students.
• Go to the Learning Skills Program (http://www.coun.uvic.ca/learn/index.html) (Counselling Services, Campus Services Bldg. Room 135) for help in developing note-taking skills.
• If you are a non-native English speaker and you are having language-related difficulties with lecture material, please contact the English Language Centre (http://www.uvcs.uvic.ca/elm) for advice.

• Instructors post their lecture notes to the PSYC 100 Website. If you wish to receive copies of the lecture notes, please download them from the Website after the class.

• PSYC 100 instructors try to accommodate a range of learning styles and situations. However, please realize that the lecturer cannot slow down the lecture, or keep overheads on the projector, to suit everyone’s note-taking speed. Slower note-takers should institute the procedures suggested above and review the lecture notes posted to the course web site.

• Please note that those of us involved in teaching the course are trying to make this course as interesting, productive and pleasant as possible. We have designed the guidelines listed here to make your learning environment as comfortable and professional as possible, and to make best use of limited classroom time.

Course Experience Survey
I value your feedback on this course. Near the end of term, you will have an opportunity to complete an anonymous survey regarding your learning experience in this class. The CES provides vital information that I will use to improve future courses. The survey will also be used by the Department of Psychology to evaluate my performance as an instructor. 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). When the class is 5/6 over, an email will be sent inviting you to complete the CES online. Please complete the survey when you receive that email message.

Keys to Success in this Course
Success in university courses generally requires consistent, sustained attention to the course material. If you wish to be successful in mastering the material in this course, you should spend several hours engaged in the following activities each week:

Before class:
• Complete the assigned reading from the textbook.
• Complete and submit the Online Chapter Quizzes.
• (Optional but recommended): Complete the Chapter Study Questions.
• (Optional but recommended): Think about the course material. Look for examples, illustrations and questions relating to the course material in the things you read, the media you view, and the people you interact with.
During class:
- Attend all lectures, and make notes that elaborate, expand, question or provide examples for the material discussed.
- Stay focused on the class activities.
- Participate in class discussions and activities.
- Be respectful of your class colleagues, and make an effort to know them.
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 pages 311-314 of the UVic Calendar May 2019.

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

Refer to the Course Outline

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 https://web.uvic.ca/calendar2019-01/undergrad/info/regulations/academic-integrity.html, p. 45-47, UVic Calendar September 2018). 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. 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 (on p. 46 in May 2019).

**The definitive source** for information on Academic Integrity is the University Calendar (p. 45-47 in May 2019) ([https://web.uvic.ca/calendar2019-01/undergrad/info/regulations/academic-integrity.html](https://web.uvic.ca/calendar2019-01/undergrad/info/regulations/academic-integrity.html))

**Other useful resources on Plagiarism and Cheating include:**

1. The Study Solutions Office: [https://www.uvic.ca/services/counselling/success/study/index.php](https://www.uvic.ca/services/counselling/success/study/index.php)
2. The Ombudsperson’s office: [http://www.uvss.uvic.ca/ombudsperson/pubsguides/plagiarism.pdf](http://www.uvss.uvic.ca/ombudsperson/pubsguides/plagiarism.pdf)
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.


**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/](http://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/](http://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 [www.uvic.ca/services/cal/](http://www.uvic.ca/services/cal/). The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

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

[www.uvic.ca/services/indigenous/students/programming/elders/](http://www.uvic.ca/services/indigenous/students/programming/elders/)

**Mental Health Supports and Services:**
Mental health supports and services are available to students from all areas of the UVic community: [www.uvic.ca/mentalhealth/undergraduate/](http://www.uvic.ca/mentalhealth/undergraduate/)
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: sypcoordinator@uvic.ca
   Web: www.uvic.ca/svp