WHAT IS THIS COURSE ABOUT?

Psychology is an exciting and complex scientific discipline, and it is an essential part of the helping professions as well. We designed PSYC 100A and PSYC 100B 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 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 you will have to complete both PSYC 100A and B.

This is a condensed and intensive course that meets for only three and a half weeks. We go through a lot of material and there is a lot of homework. **Expect to spend AT LEAST 25-30 hours per week** on completing chapter readings, quizzes, forums, and mini-assignments. Please note that while this is a FULLY ONLINE COURSE, we will be available everyday (Monday through Friday) from 10:30-12:20pm on Blackboard (link posted on CourseSpaces). All information including our schedule, content, assignments, and exams will be posted to the CourseSpaces site; it is important that you check this site daily to ensure you have the most up-to-date information.
WHO DO I GO TO IF I HAVE QUESTIONS?

We get a lot of e-mails from the ~100 students in this class. In order for us to answer your questions in a timely fashion, please contact us only after you check if the answer is on the full course syllabus (available on CourseSpaces) or on other documents in CourseSpaces. You can also check if your peers know the answer to your question.

<table>
<thead>
<tr>
<th>If you have questions regarding...</th>
<th>Contact:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam scoring, exam accommodations, chapter quizzes, forums, mini-assignments, and course content.</td>
<td>Teaching Assistant: TBA</td>
</tr>
<tr>
<td>Textbook material, supplementary course content and questions your TA is not able to answer</td>
<td>Prof. Kobelsky (<a href="mailto:kobelsky@uvic.ca">kobelsky@uvic.ca</a>)</td>
</tr>
<tr>
<td>Research participation bonus points</td>
<td>Research participation coordinator: Dr. Jim Tanaka at <a href="mailto:p100res@uvic.ca">p100res@uvic.ca</a></td>
</tr>
<tr>
<td>Technical issues with computer, email, CourseSpaces, netlink, login, password problems</td>
<td>Computer help desk (<a href="mailto:helpdesk@uvic.ca">helpdesk@uvic.ca</a>); 250-721-7687</td>
</tr>
</tbody>
</table>

MATERIALS: WHAT WILL YOU 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 required edition of the textbook online at the UVic Bookstore (https://www.uvicbookstore.ca/text/), and 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.
- You have the option to purchase the text in one of three ways: as a hard cover text, as looseleaf pages that 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.

Required Technology
- Reliable internet connection
- Laptop or desktop computer; Please note that while most features of this course are compatible on a tablet with a web browser, some features may not work as expected. If you experience technical difficulties please let us know right away so we can do our best to accommodate you.

Course Website
- All course materials, including summary notes, supplementary materials, quizzes and forums will be available through CourseSpaces (http://coursespaces.uvic.ca). This site will be your guide on what needs to get done every day. The course outline, online quizzes, and other material will be posted on the course website. You can sign into CourseSpaces using your NetLink ID.
- We will be available to answer questions and arrange study groups on Blackboard Collaborate. A link to our shared virtual office will be available on CourseSpaces.

Optional Online Resource Material

1. **Textbook “LaunchPad” Online Study Resources**: If you purchased your textbook from the bookstore, 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: https://www.macmillanhighered.com/launchpad/myers12e/13496796

- 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 at: https://community.macmillan.com/community/digital-product-support/college-students-supportcommunity or from 9 a.m. to 3 a.m. EST, 7 days a week by phone at (800) 936-6899.

**WHAT IS THE GENERAL FORMAT OF THIS ONLINE CLASS?**

For each chapter there will be (1) assigned reading from the textbook, (2) summary slides that cover important concepts, (3) additional learning material (videos or podcasts) that are designed to complement textbook chapters (3) chapter quizzes on CourseSpaces that are designed to be completed after reading the textbook, and (4) possible topics for your critical thinking exercises. Additionally, some chapters will include mini-assignments.

**WHAT WE EXPECT FROM YOU**

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 readings, to attend and engage in virtual office hours when needed, and to spend many hours a week towards mastering the course material.

**Attend virtual office hours regularly.** Attending virtual office hours regularly will help to increase your understanding of the material will provide you with opportunities to engage with and discuss the material with the instructor and your classmates. Bring your questions and ask for clarification. Or, bring examples that illustrate some of the concepts that were helpful to you (this could be a video, article, or your own knowledge).

**Manage your time.** Online courses can be tricky to complete if you do not stick to a schedule. Be prepared for exams by completing the assigned readings, chapter quizzes, and other assignments in accordance with the provided schedule below. Set aside blocks of time to work on the course material and drop into the virtual office on Blackboard during the scheduled times (M-F 10:30am-12:20pm)

**Check the CourseSpaces website often.** All of the course materials, including summary notes, supplementary content, exams, and assignments will be available through CourseSpaces (http://coursespaces.uvic.ca).
**Conduct yourself appropriately.** You should listen to and interact with others in a respectful manner. We are all very diverse and have different values, beliefs, and opinions. Please maintain an open mind to these differences. You may argue with others who hold opinions different from your own, but you must remain respectful at all times. Please read through the Netiquette section of this course outline for additional tips.

**Provide constructive feedback.** We are always looking for ways to improve the course to facilitate learning. You are highly encouraged to provide constructive feedback about your experiences in the course. Please see us in office hours to discuss your concerns or suggestions.

**Let us know if there are any special circumstances.** We learn 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 (formerly RCSD), [https://www.uvic.ca/services/cal/onlineservices/register/index.php](https://www.uvic.ca/services/cal/onlineservices/register/index.php)
The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations.

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**WHAT YOU CAN EXPECT FROM US**

**We are available to help.** We are available to help via e-mail and during virtual office hours. For e-mail, please include “Psyc 100A:” in your subject headline and before you compose your e-mail, check the course syllabus, notes, with your classmates, and on CourseSpaces for the answer to your question.

Please attend virtual office hours for your more detailed or complicated questions. We will be available during office hours to discuss your grades (in a private meeting room), understanding of the material, or discuss more generally your interest in Psychology. Please let us know when you enter the virtual office whether you’d like a private meeting, we can arrange for that. We are able to record any meetings, so please let us know ahead of time if you’d like a copy of the meeting for later review.

**We will upload summary notes and supplementary material on CourseSpaces.** Summary notes that cover core concepts from the textbook will be uploaded. 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 virtual office hours to give feedback on the forums, mini-assignments, and exams. We are also open to receiving constructive feedback about your experiences with the course.
HOW WILL WE EVALUATE YOUR PROGRESS?

Final grades will be based on the following criteria

<table>
<thead>
<tr>
<th>Percent of grade</th>
<th>Evaluation tool</th>
<th>Date(s)</th>
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<tbody>
<tr>
<td>25%</td>
<td>Exam 1 (Ch. 3, 4, 6)</td>
<td>May 20\textsuperscript{th}</td>
</tr>
<tr>
<td>30%</td>
<td>Exam 2 (Ch. 7, 8, 9, 2)</td>
<td>May 27\textsuperscript{th}</td>
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<tr>
<td>15%</td>
<td>Exam 3 (Prologue, App A, Ch. 1)</td>
<td>June 3\textsuperscript{rd}</td>
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<tr>
<td>16%</td>
<td>Forums</td>
<td>Due 7\textsuperscript{pm} on May 17\textsuperscript{th}, 24\textsuperscript{th}, &amp; 31\textsuperscript{st}.</td>
</tr>
<tr>
<td>10%</td>
<td>Chapter Quizzes</td>
<td>See syllabus for dates.</td>
</tr>
<tr>
<td>4%</td>
<td>Mini-Assignments</td>
<td>See syllabus for dates.</td>
</tr>
<tr>
<td>+1%</td>
<td>Bonus Research Participation</td>
<td>Credits assigned by June 3\textsuperscript{rd}</td>
</tr>
</tbody>
</table>

*Although you are expected to complete all course requirements (exams, forums, quizzes, and mini-assignments), 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. In addition, there are bonus points for research participation, up to a maximum of 3% (See CourseSpaces for details).

Grading Criteria

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
</tr>
<tr>
<td>C+</td>
<td>65-69</td>
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<tr>
<td>C</td>
<td>60-64</td>
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<td>D</td>
<td>50-59</td>
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<tr>
<td>F</td>
<td>0-49</td>
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Exams (70%)

You will write three online, open-book exams. At least 30% of the exam questions will be based on supplementary material posted to CourseSpaces; the remainder will be drawn from information in the textbook. Exams will cover only material since the previous exam (i.e., they are not cumulative). The format of all three exams will be multiple-choice and short answer. Online exams will be offered within a two-hour time window (start times between 10:30am-12:30pm), once you begin your exam you will have up to 80 minutes to complete it. Specific directions will be posted to CourseSpaces. Please note that while the exam is open-book and open-notes, you are not allowed to help or receive help from anyone during the exam. That is, you are required to complete the exams on your own. You will be asked to acknowledge this through an honour code at the beginning and end of the exams.

Exam Policies

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. If you miss an exam due to illness, accident, or family affliction, you must supply documentation for your absence (e.g., doctor’s note) to the course TA within 2 days of missing the exam. If your documentation is approved, then we will inform you when the make-up exam will be held. You will have to write the make-up exam during the designated online time block.

All grades will be posted on CourseSpaces within a few days of each exam. Please take the time to check this posting to make sure the grade is correct.
Forums (16%)
Sixteen percent of your grade in Psyc 100 is derived from forums that you will submit each week in CourseSpaces by 7pm on Sunday. To give you flexibility you only need to complete 2 out of the 3 forums. You have the option to complete all three and your best two out of three grades will count towards your final grade. More information about the forums will be provided on CourseSpaces.
This aspect of the course is designed with the following goals in mind:
- To keep you involved in the course outside of exams.
- To give you an incentive to read and think about the chapters prior to time where we will provide additional content for that chapter.
- To provide you with an opportunity to ask questions that you did not think of during online sessions.

There are no opportunities to make up forums as there are 3 offered throughout the course and your top 2 will count towards your final mark.

Chapter Quizzes (10%)
Ten percent of your final grade will consist of completing online chapter quizzes within CourseSpaces. 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 be pleased that the quizzes helped to motivate and structure your studying.

You will have 12 quiz opportunities during the semester. Quizzes will consist of 10 multiple choice questions, and you will have 10 minutes to complete each quiz once it begins. You will only receive marks for the best 10 out of 12 quizzes that you complete. Your best bet is, of course, to do them all. This will allow the best chance for high marks on 10 of the 12, and will help you to absorb the material for the exams.

The ten-out-of-twelve system is designed to give students flexibility in case there is a time where personal or other circumstances keep them from completing the quizzes on time. If you choose to discard your flexibility early in the term and then something comes up later, you find yourself with no other option than to accept a low (or zero) mark on a quiz. Since you have the opportunity to miss two quizzes and still obtain full marks for the Quiz component, there are no additional opportunities to do make-up quizzes for illness or other reasons. The “extra” three quizzes are considered as make-up quizzes.

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 problems with the quiz, or if you get sick the day before the quiz.

What if I have technical issues logging on or completing the quiz?
- 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.
• If you have a technical problem completing a quiz: check with the Computer Help Desk (helpdesk@uvic.ca; 250-721-7687). Please indicate that you are having a NetLink or CourseSpaces problem.
• If you are still stumped, contact the course TA. But please follow the steps above before you do, as the Computer Helpdesk and CourseSpaces help are more likely to be able to provide immediate assistance

Mini-Assignments (4%)
We will base 4% of your final grade on mini-assignments that will be posted to CourseSpaces. There will be 6 mini-assignments offered, and your top 4 will count towards your final grade. Mini-assignments will consist of surveys, journal entries, and other short (under 10 minute) assignments that are aimed at:
• Experiencing some tools used in the field of psychology
• Expose you to different perspectives/experiences that you may not have previously encountered

There are no opportunities to make up mini-assignments as there are 6 offered throughout the course, with your top 4 marks counted. These additional mini-assignments have makeup assignments built in, as you can miss one or two and still receive the maximum amount of points.

Bonus: Research Participation or Article Review (+1%)

Research Participation
Students in this course may earn up to 1% extra credit toward their final grade by participating in research studies conducted in the Department of Psychology. Each 15 minutes of participation will earn 0.25 credit with 1 credit required for a 1% increase in your final grade. Thus, one hour of participation would earn the full 1% extra credit.

For details on participating in research studies, go to the Department of Psychology web site (http://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 (PSYC 100A A02) no later than the last day of class (June 3rd), 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 the extra 1%, you may contact me no later than August 1st to arrange for an alternative option involving a written article review (see below).

Article Review
Students are not required to participate in research, and not all students wish to do so. As an alternative, students may instead opt to gain research experience by writing a review (2 pages double spaced) of journal articles reporting original research relevant to cultural psychology. The review will be worth 1% of extra credit and only one review will be accepted. Please email me by May 15th if you wish to choose this option and include your chosen research article so that I can approve it. NOTE: The same journal article must NOT be used for any other assignments in this course. You will NOT receive any extra credit if the same article is used for another assignment. To receive credit, you must follow these guidelines:
- Completed reviews must be submitted to me via email (kobelsky@uvic.ca) no later than 5:00pm on the last day of class (June 3rd). Late submissions will NOT be accepted under ANY circumstances.
- Reviews must be typed and be formatted in APA style.
- Fully identify the title, author(s), source, and year of the article. The article must be included as a stable link in your References section.
- Clearly summarize the psychological concepts in the article, the reported results, and the implications of the results. Critically evaluate the application or treatment of the concepts in the article. If you discover something that is incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc.

**WHAT ELSE CAN YOU DO TO DO WELL IN THIS COURSE?**

**Check that you have completed all the work.** Keep up with the readings, chapter quizzes, forums, and mini-assignments. These are designed to help you keep up with the reading in our condensed semester.

**Check your performance early in the course.** Make sure you check your grades for chapter quizzes, forums, and mini-assignments ahead of time so that any discrepancies can be resolved early on in the semester. It is also important to check your marks on the exams. If you are not getting the marks you want, immediately come to virtual 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 meet regularly in groups of 2-4 people 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! These groups can be arranged during our online sessions in Blackboard, please let us know if you’d like to work with a study group during this time!

**Complete the chapter quizzes.** The chapter quizzes are designed 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, you should try to complete all of the chapter quizzes.

**SUPPORTING AN EFFECTIVE LEARNING ENVIRONMENT**

Please read through the course outline carefully. It contains a lot of useful information and likely answers a lot of questions related to what is expected for this course. Due to the condensed nature of the course, any email questions that can be directly answered from the course outline will be given a very brief response referring students back to the outline.

If you still have questions or any other concerns about this course, please approach us as soon as possible! We are happy to assist you wherever possible and we want all students in this course to feel supported. For any concerns that are urgent or of a sensitive nature please contact us via email and we
can arrange a meeting which is most comfortable for you (email, text-chat, audio call, or video conference). If sending an email, remember to please include “PSYC 100A” along with other relevant information in the subject line to prevent emails from being accidentally sent to an incorrect folder. We will respond as promptly as possible, if you do not hear from us within 24 hours please send a gentle reminder email.

RESPECT FOR DIVERSITY
It is our intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is our intent 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. Please let us know ways to improve the effectiveness of the course for you personally or for other students or student groups.

Netiquette (adapted from Dr. Michael Stevenson, University of Southern Maine, used with permission)
Our 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. Carefully consider what you are saying and remember that your readers (fellow students and instructors) might not infer your intent. These are a few suggestions:

1. Take a moment to re-read everything you write--assume that it will be taken in the worst possible light. (Doing so will also provide you the opportunity to correct typos and other errors).
2. Extend courtesy to others--assume the most charitable light possible. Doing so will make communication easier and far more civil.
3. Keep in mind that the online medium is poor at conveying tone. What was intended as a joke may not always be read as such. (Irony is especially difficult to convey via email.) Please avoid using abbreviations (e.g., lol, imo, tl;dr, etc.), emoticons, and typing in ALL CAPS when posting messages to either myself or your peers.
4. If you feel angry or frustrated, give yourself time before submitting a response, possibly even overnight.
5. If you aren't sure how something will come across, ask someone else to read it over and give you feedback. Always re-read or preview messages in the discussion board or email before posting or sending them.

Sexualized Violence Prevention and Response at UVic
UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out: Where: Sexualized violence resource office in EQHR, Sedgewick C119
Phone: 250-721-8021
Email: svpcoordinator@uvic.ca
Web: www.uvic.ca/svp

Be well: A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help
you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

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

**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 are available to students from all areas of the UVic community: [www.uvic.ca/mentalhealth/undergraduate/](http://www.uvic.ca/mentalhealth/undergraduate/)

**The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.**
# Tentative Course Outline

*Please note that there may be slight changes to this timeline; please check CourseSpaces for all due dates on all assignments.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Assignments and Deadlines</th>
<th>Chapter Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Part I: The Story Our Mind Constructs; Why we are the Same – and difference</td>
</tr>
<tr>
<td>1</td>
<td>Wed May 13</td>
<td>Ch. 3 Quiz due (11pm)</td>
<td>Ch. 3 Consciousness</td>
</tr>
<tr>
<td></td>
<td>Fri May 15</td>
<td>Mini-Assignment #1 due (10pm)</td>
<td>Ch. 4 Nature, Nurture, and Diversity</td>
</tr>
<tr>
<td></td>
<td>Sun May 17</td>
<td>Forum #1 due (7pm)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Mon May 18</td>
<td>Mini-Assignment #2 due (10pm)</td>
<td>Ch. 6 Sensation and Perception</td>
</tr>
<tr>
<td></td>
<td>Fri May 22</td>
<td>Ch. 6 Quiz due (11pm)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sat May 23</td>
<td>Ch. 7 quiz due (11pm)</td>
<td></td>
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<tr>
<td></td>
<td>Sun May 24</td>
<td>Forum #2 due (7pm)</td>
<td>Ch. 9 Thinking &amp; Language</td>
</tr>
<tr>
<td>3</td>
<td>Mon May 25</td>
<td>Mini-Assignment #4 due (10pm)</td>
<td>Ch. 2 Biology of Mind</td>
</tr>
<tr>
<td></td>
<td>Tues May 26</td>
<td>Pre-exam Quiz (Ch. 3, 4, 6) due (11pm)</td>
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<tr>
<td></td>
<td>Wed May 20</td>
<td>Exam #1 (Ch. 3, 4, 6)</td>
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<td></td>
<td></td>
<td></td>
<td>Part II: The Architecture of Mind: Storing, Processing, and Using Information</td>
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<tr>
<td>4</td>
<td>Fri May 29</td>
<td>Mini-Assignment #5 due (10pm)</td>
<td>Prologue: Story of Psychology</td>
</tr>
<tr>
<td></td>
<td>Sun May 31</td>
<td>Forum #3 due (7pm)</td>
<td>Ch. 1 Research Methods</td>
</tr>
<tr>
<td></td>
<td>Mon June 1</td>
<td>Mini-Assignment #6 due (10pm)</td>
<td>Appendix B: Careers in Psychology (Note: there is no quiz for Appendix B)</td>
</tr>
<tr>
<td></td>
<td>Tues Jun 2</td>
<td>Pre-exam Quiz (Prologue, Ch. 1)</td>
<td></td>
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<tr>
<td></td>
<td>Wed Jun 3</td>
<td>Exam #3 (Prologue, Appendix B, Ch. 1)</td>
<td>All SONA credits assigned by 7pm</td>
</tr>
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</table>

Last day to drop the course with 100% fee reduction or add the course is May 14th.  
Last day to drop the course with 50% fee reduction is May 19th.  
Last day to drop the course without penalty of failure is May 26th.
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 May 2020 (https://www.uvic.ca/calendar2020-05/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 last day of classes**
  
  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.
  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 last day of classes**

  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**

  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.
  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 [https://www.uvic.ca/calendar2020-05/undergrad/index.php#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=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. 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.

The definitive source for information on Academic Integrity is the University Calendar (p. 45-47, May 2018) [https://web.uvic.ca/calendar2019-05/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
2. The Ombudsperson’s office:  
   http://www.uvss.uvic.ca/ombudsperson/pubsguides/plagiarism.pdf
3. UVic Library Resources:  
   http://www.uvic.ca/library/research/citation/plagiarism/  