



PSYCH 104: Basic Psychological Processes

B3 — Winter 2025

Instructor Information

Name: Dr. Jeffrey M. Pisklak (he/him)
Office: BS-P535
Email: pisklak@ualberta.ca
Office Hours: Fridays 10:00 - 11:00 (in person)

Class Information

Class Dates: Jan 6 - April 9
Lecture Days and Times: Monday, Wednesday, and Friday at 14:00 - 14:50
Classroom: CCIS 1-440
Course Website: https://jpisklak.github.io/courses/PSYCH_104/index.html

Teaching Assistant

Teaching Assistant: Kylie Johnston
Email: kjjohns3@ualberta.ca

1 Territorial Acknowledgement

The University of Alberta respectfully acknowledges that we are situated on Treaty 6 territory, traditional lands of First Nations and Métis people.

The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.

The University of Alberta respectfully acknowledges that we are located on Treaty 6 territory, a traditional gathering place for diverse Indigenous peoples including the Cree, Blackfoot, Métis, Nakota Sioux, Iroquois, Dene, Ojibway/Saulteaux/Anishinaabe, Inuit, and many others whose histories, languages, and cultures continue to influence our vibrant community.

2 Course Calendar Description

Principles and development of perception, motivation, learning, and thinking and their relationship to the psychological functioning of the individual. Fulfillment of the 1/4 laboratory credit typically entails serving as a research participant, but can be fulfilled through the completion of alternative assignments.

Prerequisites

PSYCH 104 is not a prerequisite for PSYCH 105. PSYCH 104 and 105 can be taken in either term, but not in the same term. [Faculty of Science]

3 Course Objectives & Expected Learning Outcomes

This course offers an introduction to the study of behavior, neurological, and psychological processes, providing a broad overview of the diverse fields within psychology. The primary goal is to familiarize students with the historical foundations and various branches of psychology while equipping them with the skills needed to critically evaluate and conduct scientific research. Emphasis will be placed on understanding psychology as a scientific discipline and developing the ability to critically analyze research that falls within its scope.

3.1 By the end of this course, student's should . . .

- Be familiar with key figures and moments within Psychology's history to recognize how it evolved as a scientific discipline.
- Understand the philosophical barriers, misconceptions, and complexities that people and researchers often take for granted when discussing Psychology as an empirical science.
- Appreciate some of the broader theoretical approaches and scientific methods Psychology employs to explain and control both human and non-human animal behaviour.
- Consider the ethical challenges of studying certain "psychological" topics scientifically.
- Learn to critically assess psychological (and other scientific) claims.
- Gain experience at communicating your understanding about Psychology in writing.
- Recognize the practical value certain psychological principles can have on your life both in and out of academia.
- Become acquainted with statistical computing, which is an invaluable skill for modern research both in and outside of Psychology.

4 Minimum Technology Requirements

To successfully participate in this course, it is recommended that students have, at a minimum, access to a computer with an internet connection that can support the tools and technologies the University uses to deliver content, engage with instructors, teaching assistants, fellow students, and facilitate assessments. Student access of the UofA library computer labs is more than sufficient in this respect. For more details about technology access through the UofA libraries visit: <https://www.library.ualberta.ca/services/technology>

For an optimal learning experience, please review the University guidelines for [Technology for Online Learning](#).

If a student has questions or concerns about these requirements, they should reach out to the instructor at the start of the term. Not addressing these issues promptly may result in a zero for assessments requiring the specified technology.

5 Required Course Materials

Psychology, 6th Canadian Edition by Schacter et al. & Achieve platform

In this course, the required textbook comes with a helpful online service called "Achieve." This service not only provides an online version of the textbook but also administers graded assessments of the textbook content. Achieve is an essential part of the course and its access code is bundled with the physical (loose leaf) copy of the textbook. However, **you can save some money** by purchasing Achieve as a standalone item (i.e., without the physical loose leaf copy of the textbook). Achieve will give you access to a digital copy

of the book that you can read, in addition to all of its other features.

On the bookstore website, the left side of the screen will contain different purchase options:

- <https://bookstore.ualberta.ca/adoption-search-results?ccid=53730&itemid=216701>

To assist you in accessing Achieve, Macmillan Learning has created a webpage that you can visit here:

- <https://sites.google.com/macmillan.com/psych104b3w25/home>

If you are unable to afford the textbook or Achieve, you can access both for free on the computers in Cameron Library. When signing up, choose the free trial option. After the trial expires, you will still be able to access the materials as long as you use the computers in Cameron Library. For more information, see:

- <https://sites.google.com/macmillan.com/psych104b3w25/achieve-at-cameron-library>

5.1 On-Line Homework Disclaimer

The textbook provides the theoretical foundation for the course, while Achieve assessments are intended to reinforce your understanding of the material through interactive exercises and assignments. The goal is to encourage regular reading and engagement with the textbook to maximize your learning. Consequently, the Achieve online assessments are an essential component of this course, provided by Macmillan Learning, a third-party organization. Please note that this platform will store assessment information, which may be linked to your account. If you have any concerns regarding the storage or use of your data, please contact the instructor promptly for assistance.

6 Topic Agenda

Unit	Topic	Textbook Chapter	Textbook Pages
1	Introduction and History	NA	
2	Methods in Psychology	Ch. 2	27 - 65
3	Neuroscience and Behavior	Ch. 3	66 - 111
4	Sensation and Perception	Ch. 4	112 - 156
5	Consciousness	Ch. 5	157 - 199
6	Learning	Ch. 7	245 - 291
7	Memory	Ch. 6	200 - 244
8	Emotion and Motivation	Ch. 8	292 - 328

Table 1: Topic Agenda

Midterm 1 Content
Midterm 2 Content
Final Exam Content

The material included on the exams is subject to change depending on how fast or slow the course progresses. Any changes to this schedule and content covered by the exams will be specified during the lectures. The final exam is cumulative, meaning it covers ALL topics listed in Table 1. The two midterms are not cumulative.

7 Important Dates

See the current Calendar for the Academic Schedule, Dates, and Deadlines, which include the Registration Add/Drop deadline and Withdrawal date: <https://calendar.ualberta.ca/content.php?catoid=44&navoid=13726>

Date	Event	Notes
Feb 3 - 7	Assignment 1 / Python Tutorial	Online Lecture
Feb 10	Statistics Homework Posted	
Feb 14	Ch. 2 Achieve Assessments Due Midterm 1 Statistics Homework Due	Deadline: 14:00 Length: 40 min Deadline: 23:59
Feb 17 - 21	Reading Week - No Class	
Feb 28	Assignment 1 Due	Deadline: 23:59
Mar 21	Ch. 3 - 4 Achieve Assessments Due Midterm 2	Deadline: 14:00 Length: 40 min
Mar 28	Assignment 2 Due	Deadline: 23:59
Apr 9	Ch. 5 - 8 Achieve Assessments Due	Deadline: 14:00
TBA	Final Exam	Length: 120 min

Table 2: Important Dates and Times

It is the student's responsibility to stay up to date with lectures to ensure they do not miss important announcements about necessary readings, assessments, deadlines, and schedule changes.

7.1 Midterm and Final Exam Conflicts with Regularly Scheduled Classes

Time conflicts between regularly scheduled class periods (as listed on BearTracks) and term exams from other courses will not be accommodated. If a term exam from another course overlaps with a scheduled class time, it is the student's responsibility to contact the instructor of the intruding course to request an accommodation. As noted in the University Calendar:

"...Students have the right to attend regularly scheduled class activities. Therefore, if a student has a conflict between a regularly scheduled class and a scheduled term examination, the instructor of the class in which there was a scheduled term examination will be required to make an accommodation for the student."

8 Grade Evaluation

Exam and assignment marks will be tallied at the end of the course (rounded to two decimal points) and converted to the 4-point/letter grade according to the table below. This course is NOT graded on a curve.

Grades reflect judgements of student achievement made by instructors and must correspond to the associated descriptor. These judgements are based on a combination of absolute achievement and relative performance in a class. Faculties may define acceptable grading practices in their disciplines. Such grading practices must align with the [University of Alberta Assessment and Grading Policy](#) and its procedures.

Letter Grade	Percentage Range	Grade Points	Interpretation
A+	95% \geq 100%	4.0	Outstanding
A	90% \geq 94.99%	4.0	Excellent
A-	85% \geq 89.99%	3.7	Very Good
B+	80% \geq 84.99%	3.3	Good
B	75% \geq 79.99%	3.0	Above Average
B-	70% \geq 74.99%	2.7	Average
C+	66% \geq 69.99%	2.3	Satisfactory
C	62% \geq 65.99%	2.0	Acceptable
C-	58% \geq 61.99%	1.7	Marginal
D+	54% \geq 57.99%	1.3	Poor
D	50% \geq 53.99%	1.0	Very Poor
F	0% \geq 49.99%	0.0	Failing

Table 3: Letter grade conversion.

This table contains an approximate guideline for the course; however, the instructor reserves the right to adjust this table to correspond to University-suggested ranges and assign appropriate grades based on relative performance.

Grades are unofficial until approved by the Department and/or Faculty offering the course.

8.1 Components of Course Grade

Assessment	Percentage Weight
Research Participation	10%
Assignment 1	8%
Assignment 2	5%
Achieve	5%
Statistics Homework	6%
Midterm Exam 1	18%
Midterm Exam 2	18%
Final Exam	30%

Table 4: Assessment weights.

8.2 Re-examination

There is no possibility of a re-examination in this course.

9 Format of Assessments

9.1 Format of Exams

This course is designated as in-person, and both the midterm and final exams will be administered accordingly as multiple choice exams. Outside devices or notes are not permitted during exams, except for those explicitly approved by the instructor.

The final exam will be cumulative, with a greater emphasis on material covered in the last third of the course. Questions will assess content from lectures and specific textbook readings to be noted in the lectures. Questions may be weighted based on their importance in differentiating levels of student understanding.

9.1.1 Calculators

For exams, only basic or [scientific calculators](#) are permitted. [Graphing calculators](#) or [programmable calculators](#), as well as calculators on phones or test-taking devices, are strictly prohibited.

If you are uncertain whether your calculator is permissible, please consult the instructor well in advance of an exam. A list of approved calculators can be found here: https://jpisklak.github.io/courses/PSYCH_104/calculators.html

Students are responsible for bringing their own appropriate calculator, as none will be provided during the exam. If you do not bring an eligible calculator, you will be required to complete the exam without one.

Using an unauthorized calculator, such as a programmable or graphing model, will be considered a violation of academic integrity and will result in a report for academic misconduct.

9.1.2 Exam Conduct

Please refer to the [Examinations](#) section of the Academic Calendar for more details on Conduct of Exams. Some key points to be aware of:

- Your student photo ID is required at exams to verify your identity.
- Students must arrive at the specified time to take the exam. Once the exam has started, students must remain in the physical in-person or remote environment for at least 30 minutes. Students who arrive more than 30 minutes late for an in-person exam will not be permitted to take the exam. Students who arrive more than 30 minutes late for an online exam may have their exam attempt removed or disqualified by the instructor. In both cases, students may apply for a deferred examination.
- All cell phones must be turned off and stored in your bags.
- If the instructor permits the use of a tablet or laptop to write the exam, the device must be positioned upright (not flat on the desk) with the screen brightness set high enough for proctors to monitor effectively. Additionally, no other applications or tabs may be open. The exam window must remain fully maximized, occupying the entire screen at all times.

Failure to comply with these requirements may result in the disqualification of your exam and could be reported as academic misconduct in accordance with university policies.

9.1.3 Representative Evaluative Material

The practice quizzes available through the “Achieve” system are invaluable for becoming familiar with the types and styles of questions students will encounter on the exams. To further aid preparation, a sample exam, designed to reflect the style and format of actual exam questions, will be provided on Canvas. This sample exam will be accessible at least one week before the first midterm. Please note that while the sample exam is a helpful tool, it should not replace thorough studying. These resources together offer the most accurate preview of the question formats and content students can expect on both the midterm and final exams.

9.2 Format of Term Work

9.2.1 Statistics Homework Assignment

A key part of this course is building a foundational understanding of statistical concepts. While your grasp of these concepts will be evaluated in the midterms and the final exam, you won't be required to perform complex calculations during those assessments. Instead, an asynchronous statistics homework assignment involving formal calculations will be available during the week of the first midterm. You will have a five-day window to complete the assignment, and it can be done in multiple sessions, allowing you to save your progress and return to it later.

To help you prepare, practice questions will be made available before the assignment, timed to coincide with our lectures on statistical concepts. It is **STRONGLY** recommended that you complete these practice questions before starting the homework assignment.

9.2.2 Achieve Platform

Extracting information from textbooks, and other written content, constitutes a crucial skill in academia that is often overlooked by many students. The required textbook comes with a beneficial online service called "Achieve," which will be employed to provide targeted low-stakes learning assessments that correspond specifically to the textbook content. These assessments will serve the purpose of encouraging active engagement with the textbook, reinforcing concepts presented in the lecture, and introducing additional information that may not receive ample coverage during class time. They also assist students in identifying areas that need improvement, helping them better prepare for higher-stakes assessments, such as the midterm. Achieve assessments can be completed any time prior to their due date (see section 2 of this syllabus or consult the calendar provided within the Achieve platform).

There are two types of assessments you will be required to complete:

- **Data Visualization Exercises:** These exercises train students to interpret visual presentations of research data and allow up to two attempts with no time limit. Note that not all chapters will have an associated data visualization exercise.
- **Practice Quizzes:** These test your mastery of a respective chapter's content in the textbook. You may make up to 5 attempts, with each attempt limited to 20 minutes, and each attempt containing approximately 15 to 20 questions.

9.2.3 Information for Students with Approved Academic Accommodations

Students with approved academic accommodations who would like them applied to the Achieve practice quizzes will need to contact the instructor as soon as their accommodations have been confirmed *and* they have enrolled with Achieve. There is no need to individually register these practice quizzes with accommodations services. All that is required is to notify the instructor once they have signed up for Achieve. If an Achieve practice quiz is completed prior to the instructor confirming and enabling a student's accommodations, the score on that quiz will stand as is.

9.2.4 Late Penalties

Be aware that there are no late penalties in this course. Failing to submit before a due date will result in a mark of 0. For details surrounding missed deadlines, see section 11 of the syllabus.

10 Statement of Expectations for the use of Artificial Intelligence (AI)

In this course, we are dedicated to the ethical and transparent use of advanced machine learning models (GPT-4, DALL-E, Stable Diffusion, etc.), commonly referred to as "Artificial Intelligence." AI can be a powerful

resource when used as a tutor to guide your learning. However, it is crucial to use it responsibly and ethically. Here are the guidelines for AI usage:

1. Use AI to gain insights, clarify concepts, and support your learning. It is not a substitute for your own critical thinking or the effort you put into assignments.
2. All submitted work must be your own. Do not copy responses generated by AI verbatim without proper attribution or understanding. Misusing AI in this way will be considered academic misconduct.
 - For details on how to cite and reference generative AI systems please see <https://libguides.mcmaster.ca/cite-gen-ai/apa>
3. Treat AI as a study partner, not as a source of final answers. Engage with the material and use AI to ask questions, test your understanding, or explore alternative explanations.

10.1 Example of Responsible AI Use

Scenario: You are struggling to understand the concept of Occam's razor and how it applies to psychological theories.

Your Question to AI: "Can you explain Occam's razor with an example relevant to psychology?"

AI Response: "Occam's razor is the principle that, when evaluating competing explanations for a phenomenon, the simplest explanation—the one requiring the fewest new assumptions—is typically preferred. For instance, a researcher investigating why people remember certain events better than others might apply Occam's razor by prioritizing straightforward explanations, such as the emotional significance of the events, over more complex theories that rely on unmeasurable constructs like unconscious processing."

Your Action: After receiving the explanation, you take the time to...

- Review your course notes or textbook for additional details.
- Write down your understanding of Occam's razor in your own words and look up any additional concepts in the response that are unclear. E.g., What does "parsimonious" mean?
- Apply this understanding by analyzing a different example, such as why the results mirror-rouge test might be better explained by reinforcement contingencies rather than a "self-concept."

What Not to Do: Copy the AI's explanation directly into your assignment without any additional work or personal engagement with the concept.

By following these guidelines, you can leverage AI as a valuable tutor to deepen your learning, rather than using it as a shortcut. Additionally, while AI is a powerful and versatile tool, it is important to recognize its limitations. It may not always fully grasp context or nuance, so its outputs should be critically reviewed for accuracy and relevance to your task. This underscores the need to use AI judiciously, ensuring it enhances your work without compromising the integrity or quality of your academic efforts. Keep in mind that students are responsible for any confusing, inaccurate, false, offensive, plagiarized, or unethical content generated by AI in their submissions. Exercise caution and diligence to make the most of this tool while upholding academic standards.

Important

Please note that AI use is strictly prohibited in assessments and assignments not approved by the instructor. Failure to abide by this guideline may be considered an act of cheating and a violation as outlined in the relevant sections of University of Alberta's [Student Academic Integrity Policy](#).

*While the use of AI is generally permitted in this course, students are nonetheless expected to submit work that genuinely reflects their own efforts and abilities. If, during the marking process, it becomes evident that AI has completed most or all of a submission, the student will receive a reduced mark, potentially even a zero. If a student believes this determination is incorrect and that the submission is their own work, they may request an opportunity to recover marks. In such cases, the student must meet with the instructor or marker **in person** to demonstrate their understanding of the material. This ensures that the student has actively engaged with the content and can independently explain and apply the concepts.*

11 Policies for Missed Term Work

Failure to submit term work through the designated channels by the specified due dates will result in a grade of 0. However, students unable to complete these tasks due to incapacitating illness, severe domestic circumstances, or other compelling reasons may apply for an excused absence. To apply for an excused absence, a student must contact the instructor in a timely manner (see section 11.1 and 11.2 below). If an excused absence is granted, then the weight of the assessment will be transferred to the final exam. Should a shift in weighting to the final exam increase its weight to > 40%, this does not change the original 'syllabus weight', meaning the student does not now qualify for possible re-examination. This also means that the cumulative weight of the assessment will be lower than the percentage stated in Table 4 above.

Please be aware that transferring the weight of missed work to the final exam might disqualify a student from being eligible for a deferred final examination if they have not completed at least 50% of the term's coursework.

In all cases, instructors may request adequate documentation to substantiate the reason for the absence, at their discretion. Deferral of term work is a privilege and not a right; there is no guarantee that a deferral will be granted. Misrepresentation of Facts to gain a deferral is a serious breach of the [Student Academic Integrity Policy](#).

Deferral of term work/tests is under the discretion of the instructor; however, deferral of a final exam is determined at the Faculty level. A student must apply to their home Faculty for a deferral of a final exam, not the Faculty the course is listed in (see section 15).

11.1 Exemption Requests Relating to Non-technical Issues

Barring extreme circumstances (e.g., unexpected hospitalization or immediate death in the family), requests for exemptions related to known chronic or prolonged conditions and events (e.g., depression, anxiety, mourning, recuperation, general illness, etc.) must be submitted to the instructor at least **48 hours** before the specified due date for consideration. i.e., students are expected to be proactive about notifying the instructor in a timely manner when the circumstances allow it.

With rare exception, requesting exemptions moments before or after a deadline is unacceptable behaviour. People are rarely so incapacitated that they cannot send an email.

It is important to note that it is neither within the purview nor the responsibility of the instructor to verify or handle claims related to enduring physical or psychological medical conditions (e.g., ADHD, clinical anxiety, etc.). Students seeking accommodations for such reasons must do so through appropriate university channels (i.e., [Academic Success Centre](#)).

11.2 Exemption Requests Relating to Technical issues

If students experience technical issues in the process of submitting an assignment, they are expected to document the issue by taking an appropriate video or photo with their phone or computer. Do not expect clemency for technical issues without providing at least this. They must ensure that the photo or video provides reasonable evidence of the date and time in addition to the technical issue.

A generous time frame is allotted for assignment submissions. Exemption requests related to technical issues made within the last 24 hours before a deadline will not be deemed reasonable, regardless of circumstances such as internet outages, computer crashes, or hardware failure. Assignments are expected to be completed in a timely fashion with due precautions taken, such as file backups.

Procrastination and last-minute completion carry inherent risks, for which responsibility rests with the student.

12 Missed Midterm

Students are required to complete both midterm exams as scheduled. If a student is unable to attend the midterm for any reason, they will be required to write a deferred version of the exam, which will account for two-thirds of the original midterm's weight (12%). The remaining one-third (6%) will be reallocated to the final exam. The date and time for the deferred exam will be set by the instructor and announced early in the term. This date is non-negotiable. Failure to attend the deferred exam will result in a grade of 0 for the 12% allocated to it.

13 Missed Term Work or Final Exam Due to Non-medical Protected Grounds (e.g., religious beliefs)

When a term assessment or final exam presents a conflict based on [non-medical protected grounds](#), students must apply to the Academic Success Centre for accommodations via their [Register for Accommodations website](#). Students can review their eligibility and choose the application process specific for **Accommodations Based on Non-medical Protected Grounds**.

It is imperative that students review the dates of all course assessments upon receipt of the course syllabus, and apply **AS SOON AS POSSIBLE** to ensure the timely application of the accommodation. Students who apply later in the term may experience unavoidable delays in the processing of the application, which can affect the accommodation.

14 Re-evaluation of Term Work

Students who wish to request a re-evaluation of their graded term work must do so within one week following the final day of regularly scheduled classes. Requests submitted after this deadline will not be considered.

Re-evaluation requests will only be granted if the justification provided by the student is deemed reasonable by the marker. Simply asking for a re-evaluation without a clear and valid justification is not sufficient grounds for reconsideration.

15 Deferred Final Examination

A student who cannot write the final examination due to incapacitating illness, severe domestic affliction or other compelling reasons can apply to their Faculty for a deferred final examination. Such an application

must be made to the student's Faculty office within **two** working days of the missed examination and must be supported by appropriate documentation or a Statutory Declaration (see University Calendar for information on [Attendance](#)).

Students who cannot write a final exam due to non-medical protected grounds (e.g., religious beliefs), must apply to the Academic Success Centre **AS SOON AS POSSIBLE** for accommodations via their [Register for Accommodations website](#).

Deferred examinations are a privilege and not a right; there is no guarantee that a deferred examination will be granted. The Faculty may deny deferral requests in cases where less than 50% of term work has been completed. Misrepresentation of Facts to gain a deferred examination is a serious breach of the [Student Academic Integrity Policy](#).

16 Respect Policy

16.1 I Respect Your Time:

- *Preparedness:* I will come to each class prepared to help you understand the course material and prepare you for quizzes and exams.
- *Communication:* Communication is key. If something is unclear or you are facing challenges, please let me know. I cannot assist you if I am unaware of your concerns.
- *Support:* I am here to help you succeed. This is your time, so please communicate how I can best support your learning.
- *Flexibility:* If there is something you would like me to do differently, please share your feedback. I am open to working with you to make this class the best it can be.

16.2 Respect My Time:

- *Punctuality:* Be on time to class. Arriving late disrupts the learning process for everyone.
- *Attention:* Pay attention when I am speaking to you. Your focus is essential for your success.
- *Preparation:* Come to class prepared by completing the required work and utilizing office hours when you need additional help.

16.3 Respect Each Other:

- *Minimize Disruptions:* Do not be disruptive in class. If you need to take a call or send a text, please step outside to do so.
- *Embrace Mistakes:* Allow one another to make mistakes—this is a vital part of the learning process.
- *Respectful Communication:* Use respectful language when speaking with one another, both in and out of class.

17 Student Responsibilities

17.1 Guidelines for Respectful Online Engagement

Students from many different backgrounds participate in courses at the University of Alberta. Sexist, racist, homophobic comments and other inflammatory remarks are not conducive to learning in our courses, and are absolutely not permitted. All participants are governed by the [Student Academic Integrity Policy](#). Be mindful when discussions involve controversial topics or issues, and consider the possibility that members

of our community have themselves experienced some of these issues and/or very different realities because of these issues. Participate in a respectful and considerate manner.

If you are witness to or the target of abusive or offensive behaviour in any course, please inform your instructor immediately. You may also contact the Psychology Undergraduate/Graduate Advisor, Associate Chair of Undergraduate/Graduate, or Chair.

17.2 Academic Integrity and Student Conduct

The University of Alberta is committed to the highest standards of academic integrity and honesty, as well as maintaining a learning environment that fosters the safety, security, and inherent dignity of each member of the community, ensuring students conduct themselves accordingly. Students are expected to be familiar with the standards of academic honesty and appropriate student conduct, and to uphold the policies of the University in this respect.

Students are particularly urged to familiarize themselves with the provisions of the [Student Academic Integrity Policy](#) and the [Student Conduct Policy](#), and avoid any behaviour that could potentially result in suspicions of academic misconduct (e.g., cheating, plagiarism, misrepresentation of facts, participation in an offence) and non-academic misconduct (e.g., discrimination, harassment, physical assault). Academic and non-academic misconduct are taken very seriously and can result in suspension or expulsion from the University.

All students are expected to consult the [Academic Integrity website](#) for clarification on the various academic offences. All forms of academic dishonesty are unacceptable at the University. Unfamiliarity of the rules, procrastination or personal pressures are not acceptable excuses for committing an offence. Listen to your instructor, be a good person, ask for help when you need it, and do your own work – this will lead you toward a path to success. Any academic integrity concern in this course will be reported to the College of Natural and Applied Sciences.

Suspected cases of non-academic misconduct will be reported to the Dean of Students. The College, the Faculty, and the Dean of Students are committed to student rights and responsibilities, and adhere to due process and administrative fairness, as outlined in the [Student Academic Integrity Policy](#) and the [Student Conduct Policy](#). Please refer to the policy websites for details on inappropriate behaviours and possible sanctions.

The College of Natural and Applied Sciences (CNAS) has created an [Academic Integrity for CNAS Students eClass site](#). Students can self enroll and review the various resources provided, including the importance of academic integrity, examples of academic misconduct and possible sanctions, and the academic misconduct and appeal process. They can also complete assessments to test their knowledge and earn a completion certificate.

"Integrity is doing the right thing, even when no one is watching" – C.S. Lewis

17.3 Contract Cheating and Misuse of University Academic Materials or Other Assets

Contract cheating describes the form of academic dishonesty where students get academic work completed on their behalf, which they submit for academic credit as if they had created it themselves. Contract cheating may or may not involve the payment of a fee to a third party, who then creates the work for the student.

Examples include:

- Getting someone to write an essay or research paper for you.
- Getting someone to complete your assignment or exam for you.

- Posting an essay, assignment, or exam question to a tutorial or study website; the question is answered by a "content expert", then you copy it and submit it as your own answer.
- Posting your solutions to a tutorial/study website, public server, or group chat and/or copying solutions that were posted to a tutorial/study website, public server, or group chat.
- Sharing your login credentials to the course management system (e.g., Canvas) and allowing someone else to complete your assignment or exam remotely.
- Using an artificial intelligence bot or text generator tool to complete your essay, research paper, assignment, or exam solutions for you (without the instructor's permission).
- Using an online grammar checker to "fix" your essay, research paper, assignment, or exam solutions for you (without the instructor's permission).
- Contract cheating companies thrive on making students believe that they cannot succeed without their help; they attempt to convince students that cheating is the only way to succeed.

Uploading the instructor's teaching materials (e.g., course outlines, lecture slides, assignment, or exam questions, etc.) to tutorial, study, or note-sharing websites or public servers is a copyright infringement and constitutes the misuse of University academic materials or other assets. Receiving assignment solutions or answers to exam questions from an unauthorized source puts you at risk of receiving inaccurate information.

18 University Policy

18.1 Withdrawals

See the University Calendar for the relevant [add/drop deadlines](#) for each term.

18.2 Course Outlines

Policy about course outlines can be found in the [Academic Regulations, Evaluation Procedures and Grading section](#) of the University Calendar.

18.3 Student Academic Integrity

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Academic Integrity Policy and the Student Conduct Policy (on the [University of Alberta Policies and Procedures Online](#) (UAPPOL) website) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

18.4 Recordings

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content authors.

18.5 Accommodations for Students

In accordance with the [University of Alberta's Discrimination, Harassment, and Duty to Accommodate policy](#), accommodation support is available to eligible students who encounter limitations or restrictions to their ability to perform the daily activities necessary to pursue studies at a post-secondary level due to medical conditions and/or non-medical protected grounds. Accommodations are coordinated through the [Academic Success Centre](#), and students can learn more about eligibility on the [Register for Accommodations website](#).

It is recommended that students apply **AS SOON AS POSSIBLE** in order to ensure sufficient time to complete accommodation registration and coordination. Students are advised to review and adhere to published deadlines for accommodation approval and for specific accommodation requests (e.g., exam registration submission deadlines). Students who request accommodations less than a month in advance of the academic term for which they require accommodations may experience unavoidable delays or consequences in their academic programs, and may need to consider alternative academic schedules.

19 Student Supports

19.1 The Student Service Centre

The [Student Service Centre](#) provides students with information and access to services to support academic, financial, mental, and physical well-being. Information about various student resources, including academic, financial, and health and wellness, can also be found on the [Campus Life website](#).

19.2 Academic Success Centre

The [Academic Success Centre](#) provides professional academic support to help students strengthen their academic skills and achieve their academic goals. Individual advising, appointments, and group workshops are available year round in the areas of Accessibility, Communication, Learning, and Writing Resources. Modest fees may apply for some services.

19.3 Writing Services

[Writing Services](#) offers free one-on-one writing support to students, faculty, and staff. Students can request a consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

19.4 Feeling Stressed, Anxious, or Upset?

It's normal for us to have different mental health experiences throughout the year. Know that there are people who want to help. You can reach out to your friends and access a variety of supports available on and off campus at the [Need Help Now webpage](#) or by calling the 24-hour Distress Line: 780-482-4357 (HELP). The [Health and Wellness Support for Students website](#) also contains mental and physical health resources, which are offered on-campus and in the community.

19.5 Student Self-Care Guide

This [Self-Care Guide](#), originally designed by the Faculty of Native Studies, has broader application for use during students' learning. It provides some ideas and strategies to consider that can help navigate emotionally challenging or triggering material.

19.6 First Peoples' House

[First Peoples' House](#) provides an environment of empowerment for First Nations, Métis, and Inuit learners to achieve personal and academic growth.

19.7 Office of the Student Ombuds

The [Office of the Student Ombuds](#) is a confidential service that strives to ensure that university processes related to students operate as fairly as possible. They offer information, advice, and support to students, faculty, and staff as they deal with academic, discipline, interpersonal, and financial issues related to student programs.

20 Learning and Working Environment

The Department of Psychology, Faculty of Arts, and Faculty of Science are committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination, harassment, and violence of any kind. It does not tolerate behaviour that undermines that environment. This includes virtual environments and platforms.

The Department of Psychology believes that organizational diversity and excellence go hand-in-hand. We are committed to identifying our limitations as a department in terms of equity, diversity, and inclusion and making actionable changes to overcome these limitations. We want all of our constituents to feel welcome, safe, and valued in the core activities of teaching, research, and administration. Please visit our [Commitment to EDI and Indigenization in Psychology website](#) for more information.

If you are experiencing harassment, discrimination, fraud, theft or any other issue and would like to get confidential advice, please contact any of these campus services:

- [Office of Safe Disclosure & Human Rights](#): A safe, neutral and confidential space to disclose concerns about how the University of Alberta policies, procedures or ethical standards are being applied. They provide strategic advice and referral on matters such as discrimination, harassment, duty to accommodate and wrong-doings. Disclosures can be made in person or online using the [Online Reporting Tool](#).
- [University of Alberta Protective Services](#): Peace officers dedicated to ensuring the safety and security of U of A campuses and community. Staff or students can contact UAPS to make a report if they feel unsafe, threatened, or targeted on campus or by another member of the university community.
- [Office of the Student Ombuds](#): A confidential and free service that strives to ensure that university processes related to students operate as fairly as possible. They offer information, advice, and support to students, faculty, and staff as they deal with academic, discipline, interpersonal, and financial issues related to student programs.
- [Office of the Dean of Students](#): They can assist students in navigating services to ensure they receive appropriate and timely resources. For students who are unsure of the support they may need, are concerned about how to access services on campus, or feel like they may need interim support while you wait to access a service, the Dean of Students office is here to help.

20.1 Disclaimer

Any typographical errors in this syllabus are subject to change and will be announced in class and/or posted on the course website. The date of final examinations is set by the Registrar and takes precedence over the final examination date reported in the syllabus.

20.2 Copyright

Dr. Jeffrey M Pisklak, Department of Psychology, Faculty of Psychology, University of Alberta (2025)