

PSYC 451A (A01) CRN 13015
Topics in Advanced Cognitive Psychology:
Memory and Belief
September-May 2023
Mondays and Wednesdays 4:30-5:50
Cornett B143

Contact Details

Prof. Steve Lindsay, slindsay@uvic.ca, office hour Fridays 1:30-2:30 or by appointment, COR A237 or

<https://uvic.zoom.us/j/87203897477?pwd=RzMraHcxenNweDFCUIFKa3BmNHkrUT09>

- * My pronouns are he/him/his. Please call me Steve or Prof. Lindsay.
- * Brightspace website: <https://bright.uvic.ca/d2l/home/295907>
- * Zoom for class <https://uvic.zoom.us/j/83439069999?pwd=UjlkVDRYSzdhQ2hBdGVpWUc3elp2dz09> Meeting ID: 834 3906 9999, password 888067
- * Class Assistant: Bennett King-Nyberg bennettkingnyberg@uvic.ca

Territorial Acknowledgement and Commitment to Inclusive Learning

I acknowledge and respect the ləkʷəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt, and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.

I aim to provide a safe, supportive, and effective learning environment for all students. See <https://www.uvic.ca/equity/index.php> and the section below on Health and Wellness Promotion.

Course Pre-requisites

Complete PSYC300A - Statistical Methods in Psychology and either (a) complete PSYC351A - Cognitive Psychology or (b) complete at least 2 of PSYC351B - Human Neuropsychology, PSYC351C - Cognitive Neuroscience, and PSYC351D – Biopsychology.

Course Objectives

This course has three major aims. One is to inform students of the methodological reform movement. That movement was sparked by the “replication crisis” (i.e., realization that many famous findings in social sciences [and some other sciences] are not robustly replicable). Methodological reform (aka open science) promotes transparency and replicability.

A second aim is to introduce two substantive areas of inquiry in the cognitive psychology of memory and belief. One has to do with students’ learning and retention of academic content. The other has to do with how people differentiate (or fail to differentiate) true from false claims (e.g., on social media). After an introductory reading or two in both domains we will choose one of those two topics for a deeper dive for the rest of the semester.

A third goal is to foster the development of collaborative skills and to give students hand-on experience with collecting, analyzing, interpreting, and reporting research in ways informed by the methodological reform movement. To that end, students will work in teams to replicate a published study on the cognitive psychology of memory and belief in one of the two topic areas mentioned in the preceding paragraph). We will collect and analyze real data that will tell us something we didn’t know.

Keys to Success

This course will involve lots of interaction with classmates. You must to be able to participate during the designated class times. Most class sessions will involve a mix of periods during which we all work together and periods during which students will work in teams of up to 6, with me rotating between groups.

Requirements/Assessment Techniques

There is no text for this course. All readings can be accessed for free online. Your aim in reading and thinking about the assigned texts is to get a good conceptual grip on the main argument(s), NOT to memorize the details.

There will be no tests in this course. Instead, marks will be based on the following activities/products, all of which are considered mandatory (required) course components, meaning that failure to complete one or more of these elements will result in a grade of “N” regardless of the cumulative percentage on other elements of the course. N is a failing grade and factors into GPA as a value of 0. In accordance with the University’s policy on academic concessions, “A student who completes all course requirements is not eligible for an academic concession.”

- Survey: I will assign students to working teams that will remain stable across the semester. To help create teams that are roughly comparable in terms of the skills of the teammates, students are asked to complete and submit a brief survey on Brightspaces. Each student will receive 1% for completing the survey.
- Forum Posts: For each session with an assigned reading, you are to do that reading and post a brief summary of its central argument no later than 8 pm the evening before class. Just a few sentences that capture the main claim of the reading. Post scale: 0 = nothing or nothing relevant; .50 = weak; .75 = meeting expectations; 1 = exceeding expectations. After posting, you will be able to read other students’ posts and you are encouraged to read and reply to them before class. The lowest three forum posts will be dropped. **25%** of grade will be based on these posts so they are quite important! Each student is to do this task independently on their own.
- Seminar Discussions: During class sessions with assigned readings, you will have opportunities to contribute to discussions and/or to work on solving problems or creating pieces of work that enhance understanding of the topic. For example, teams might collaborate to synthesize the summary statements for that day’s reading, and then share their synthesis with the class. Students will receive 1 to 2 points for each session they attend, depending on their level of constructive activity and engagement; attending without much participation will get 1 point whereas active contributions to team efforts will get 1.6 or more. Missed session will receive a mark of 0. The three sessions with the lowest scores will be dropped. **25%** of grade will be based on this dimension.
- Individual Paper: No later than the last day of class, each student is to email me a 2-page typed paper that either (a) summarizes something they learned in the course and explains why it is interesting or (b) raises a question or proposes an idea for future research and explains why it is interesting. **12%** of grade will be based on this paper. Each student is to do this task independently on their own. Criteria for this paper will be provided soon.
- Project Planning Sessions: Each student is to participate in lab-team meetings in which they will work together planning a replication project. I will attend these sessions and support and evaluate them. Students who miss a session will get 0 for that session. Those attending with little or no participation will receive 1. Adequate participation, 1.6, up to 2 points. Each of these planning sessions will account for 4% of total grade, total of **12%**.
- Project Execution and Report: Collectively, each team is to plan, prepare, carry out, and analyze a replication of a published study (to be announced), create an archive of that project, and present a 15-minute spoken-with-slides report of the project to the class (and respond to questions/comments from classmates). All teammates who made adequate contributions to the project will receive the same grade (but see below for cases in which I judge that a member of the team has not adequately contributed). All told, this will determine **25%** of grade.

One objective of this course is to help students develop skill and experience with working in teams. In the “real world” beyond university, many jobs emphasize teamwork, so this is an important ability to cultivate. A good teammate doesn’t have to excel at everything – different members can make different sorts of contributions. But to share in the credit, each member must contribute in positive ways. At the end of the semester, I will invite students to email me if they believe that a member of their team fell short, either by contributing too little or by acting in ways that were unhelpful. I will consider any such claims in combination with my own perceptions. Possibly that will lead me to assign a lower grade for the Project Execution and Report component to students who appear not to have contributed adequately. Further

details about marking will be provided well in advance.

Each student will receive a score for each component listed above; these will be weighted as per the percentages indicated above and then summed to determine your total points, which will be converted into a letter grade as follows: 90 and up = A+; 85 to 89 = A; 80 to 84 = A-; 77 to 79 = B+; 73 to 76 = B; 70 to 72 = B-; 65 to 69 = C+; 60 to 64 = C; 50 to 59 = D; 0 to 49 = F. Marks will be rounded up from .5 (e.g., 89.499 = A, 89.50 = A+).

Optional Bonus Points

Students in this course may earn up to 3% extra credit toward their final grade by participating in approved research studies conducted in the Department of Psychology via the Psychology Research Participation System (aka SONA). Each half hour (or part thereof) of participation earns ½ SONA point. One SONA point equals 1% added to your grade (e.g., if your total grad was 89% and you had earned 2 SONA bonus points then your final grad would be 91%). For details see <https://www.uvic.ca/socialsciences/psychology/research/participants/>

There is a 1-SONA premium for in-person experiments regardless of the overall participation time (e.g., a 20-minute in-person study earns 1.5 points, whereas a 20-minute online study learns 0.5 point). The premium is in recognition of the greater demands involved in participating in an in-person study.

You must assign your SONA credits to this 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, but still wish to have the opportunity to earn an equivalent amount of extra credit, please contact slindsay@uvic.ca to arrange an alternative option involving written assignments.

Students with Disabilities

If a disability makes it difficult for you to perform course tasks, please consult the Centre for Accessible Learning, <https://www.uvic.ca/accessible-learning/> I am happy to make accommodations to help students learn.

Questions/Problems

Please come see me during Zoom office hours if you need help or just to chat about the course. Bright, motivated students come to instructors' office hours. If you have a concern about the marking of a course component, please first make a genuine effort to understand the marking on your own. If that doesn't avail, then please contact me via email.

For general help on study skills, www.coun.uvic.ca/learning/

For help with English, please contact the English Language Centre (www.uvcs.uvic.ca/elc/).

If you have problems with email or Brightspaces, please contact the Computer Help Desk (helpdesk@uvic.ca).

If you have a problem with the course, please tell me about it. If speaking to me does not resolve the problem, you can contact the Associate Chair of the Department of Psychology, David Medler, at psycadv@uvic.ca and/or you could ask the UVic Ombuddy, Angus Shaw, ombuddy@uvic.ca, <https://uvicombudsperson.ca/>.

Tentative Schedule of Topics and Readings for PSYC 451A (A01) Fall 2023

We have only 22 class meetings this semester. It is important to start right in if we hope to accomplish anything.

There will be an in-class assignment on 11 SEP that you will not be able to do unless you have both (a) studied the course outline and (b) done the readings assigned for that day.

On or shortly after 4 October we will decide as a class whether to focus the rest of the course on one of two topics: (a) students' learning and retention of academic material or (b) social media users' ability to differentiate true from false claims. Appropriate readings for the selected topic will then be added to the schedule from 16 OCT on. Students in research teams will plan, conduct, analyze, and report a replication of a previously published study in that topic area.

Date	Topic	Reading to be done before class
Wed 06 SEP	Getting Acquainted	
Mon 11 SEP	How to read; False Positive Psychology	Laubepin (2013) ; Simmons et al. (2012)
Wed 13 SEP	Psychology Reproducibility (sic) Project	Nosek et al. (2015)
Mon 18 SEP	Enhancing Transparency and Replicability	Lindsay (2020)
Wed 20 SEP	Learning Styles	Willingham (2015) ; Cuevas & Dawson (2018)
Mon 25 SEP	Discriminating true and false social media	Basol et al. (2020) ; Graham et al. (2023)
Wed 27 SEP		
Mon 02 OCT	None: Truth & Reconciliation	
Wed 04 OCT		
Mon 09 OCT	None: Thanksgiving	
Wed 11 OCT	Project team meetings (during/in class)	
Mon 16 OCT		
Wed 18 OCT		
Mon 23 OCT		
Wed 25 OCT		
Mon 30 OCT		
Wed 01 NOV		
Mon 06 NOV		
Wed 08 NOV	Project team meetings (during/in class)	
Mon 13 NOV	None: Remembrance & Reading Break	
Wed 15 NOV	Reading Break	
Mon 20 NOV		
Wed 22 NOV	Project team meetings (during/in class)	
Mon 27 NOV		
Wed 29 NOV	Team research project presentations	None
Mon 04 DEC	Team research project presentations	None

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/undergraduate/housing-student-life/student-life/index.php>

Counselling Services:

The Student Wellness Centre can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. <https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-counsellors>

Health Services:

The Student Wellness Centre also provides a full service primary health clinic for students. <https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-physicians>

Centre for Accessible Learning:

The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations 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/

Mental Health Supports and Services:

Mental health supports and services are available to students from all areas of the UVic community: <https://www.uvic.ca/student-wellness/wellness-resources/mental-health/>

UNIVERSITY OF VICTORIA

Department of Psychology Important Course Policy Information Fall Session 2023

Accessible Learning

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

Attendance and Absences

Attendance is important. Students are expected to attend all classes in which they are enrolled. Students may be assigned a final grade of N or debarred from writing final examinations if they fail to satisfy a minimum attendance requirement set by the instructor for lectures, laboratories, online course discussions or learning activities, tutorials, or other learning activities set out in the course outline.

Medical documentation for short-term absences is **not required** (approved by Senate). Students who cannot attend due to illness are asked to notify their instructors immediately. If illness, accident, or family affliction causes a student to miss the final exam or to fail to complete any required assignment/assessment by the end of the term students are required to submit a request for academic concession (see below).

Children and Pets

If you need to bring your children or pet to class, please do not hesitate to do so. It is understood that sometimes this is necessary due to care circumstances. However, please aim to have minimal class disturbance so that student learning is not impacted.

Class Recording and Auto-Captioning Statement

The instructor may record class sessions and those recordings may be made available to all students in the class via Brightspace. If you have questions or concerns regarding class recording and privacy please contact privacyinfo@uvic.ca

Auto-generated captioning may be enabled in this course. Auto-captioning is highly error-prone, especially for specialized terminology and proper names. Students are asked to refer to the audio feed for clarification of any errors. If you find captioning errors that are offensive, please contact your instructor and/or teaching assistant so that they are aware. If you require captions as part of an academic accommodation, please contact [CAL](#).

Commitment to Inclusivity, Diversity, and Respectful Environments in the Classroom and Online

The University of Victoria is committed to providing a positive and supportive and safe learning and working environment for all its members. All members of the university community have the right to this experience and the responsibility to help *create* such an environment. The University will not tolerate racism, sexualized violence, or any form of discrimination, bullying, or harassment.

Please be advised that, by logging into UVic's learning systems or interacting with online resources and course-related communication platforms, you are engaging in a University activity.

All interactions within this environment are subject to the university expectations and policies. Any concerns about student conduct may be reviewed and responded to in accordance with the appropriate university policy.

To report concerns about online student conduct: onlineconduct@uvic.ca

Copyright

All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class¹. The material is protected under copyright law, even if not marked with ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Violations may result in disciplinary action under the [Resolution of Non-Academic Misconduct Allegations policy \(AC1300\)](#) or the [Academic Integrity Policy](#), whichever is more appropriate for the situation.

Course Experience Survey (CES)

I value your feedback on this course. Toward the end of term, you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to the instructor regarding the course and their teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to <http://ces.uvic.ca>. You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. You will be reminded nearer the time, but please be thinking about this important activity, especially the following three questions, during the course.

1. What strengths did your instructor demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the instructor could have helped you learn more effectively.
3. Please provide specific suggestions as to how this course could be improved.

Disclaimer

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances.

Grading

In classes that are based on a percentage grading scheme, the following [Undergraduate Grading Scale](#) is used

Grade	A+	A	A-	B+	B	B-	C+	C	D	F
Percentage	90-100	85-89	80-84	77-79	73-76	70-72	65-69	60-64	51-59	< 50
GP Value	9	8	7	6	5	4	3	2	1	0

Rounding is only applied to the final grade and is rounded up at the 0.5% level (e.g., 84.49% is round to 84% and 84.50% is rounded to 85%).

Medical Documentation for absences

No medical documentation for short-term absences is required (Approved by Senate).

If you are seeking a Withdrawal Extenuating Circumstances or an Aegrotat grade, medical documentation may be required if relevant.

Ombudsperson and Academic Concerns

From the course calendar...

Depending on the nature of the academic matter of concern to the student, the order in which the student should normally try to resolve the matter is: first, the course instructor; second, the Chair of the department; third, the Dean of the faculty; and finally, the Senate.

If you are having an academic concern or problem that cannot be resolved with your instructor or the Department Associate Chair, you may wish to consult with the Office of the Ombudsperson (<https://uvicombudsperson.ca>). Current contact information for the office can be found here <https://uvicombudsperson.ca/contact/>.

¹ Syllabi belong to the department through which the course is administered.

Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to enforce rigorously the [Senate Policy on Academic Integrity](#). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else's. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.
2. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.
3. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.
4. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.
5. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.
6. **Aiding Others to Cheat.** It is a violation to help others or attempt to help others to engage in any of the conduct described above.

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

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar Fall 2023.

The definitive source for information on Academic Integrity is the University Calendar

Other useful resources on Plagiarism and Cheating include:

1. The Ombudsperson's office: <https://uvicombudsperson.ca/academic-integrity/>
The [Office of the Ombudsperson](#) is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: ombuddy@uvic.ca; Web: uvicombudsperson.ca.
2. UVic Library Resources: <http://www.uvic.ca/library/research/citation/plagiarism/>
3. UVic Library Document on [Avoiding Plagiarism](#)

Prerequisites

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

Program Requirements

For more information see the [UVic Calendar](#).

Registration Status

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

Students who do not attend classes must not assume that they have been dropped from a course by an academic unit or an instructor. Courses that are not formally dropped will be given a failing grade, students may be required to withdraw and will be required to pay the tuition fee for the course.

Request for Academic Concessions

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

- **Request an in-course extension**
If you require more time to complete a course requirement or miss a test or midterm exam, then you will need to complete the "[In-Course Extension Form](#)" and submit it directly to your course instructor. All course requirements must be completed prior to the submission of final grades.
- **What to do if you miss the final exam scheduled during the formal exam period**
Apply at Records Services for a "[Request for Academic Concession](#)", normally within 10 working days of the date of the exam. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student's academic record.
- **What to do if you require additional time to complete course requirements beyond the normal term.**
Apply at Records Services for a "[Request for Academic Concession](#)", normally within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation. Where a concession is not applied for or where such application is denied, an N grade will be entered on the student's academic record if the missing work has been deemed required. Note, only required course components may be deferred.

Research Participation Opportunities with the Department of Psychology

The Department of Psychology offers multiple opportunities to participate in research studies over the year. Students are encouraged to learn more about the field of psychology by volunteering in these studies. Information about studies can often be found posted on notice boards around the Department as well as through our Participant Pool webpage at <https://www.uvic.ca/socialsciences/psychology/research/participants/>.

Student Support Services

[Learn Anywhere](#) is the student support portal for a full range of student academic and support services. Services include: [Centre for Academic Communication](#), [Math & Stats Assistance Centre](#), [Counselling Services](#), [Health Services](#), [Library](#), [Ombudsperson](#), and [Computer Help Desk](#)

This classroom is a trans-inclusive space

Please indicate if you have a preferred name and pronoun that you'd like to be used in the classroom. Please e-mail your instructor or your TA if you would like to discuss the climate of this classroom for trans students. Gender neutral bathrooms are available at UVic.

University of Victoria Students' Society (UVSS)

The [UVSS](#) is a social justice based non-profit run by students, for students and is entirely separate from UVic. As an undergrad student, you are already a member! We work on issues affecting students such as affordability, public transit, sexualized violence, sustainability, student employment, and much more. We fund clubs and course unions, and have several advocacy groups. We also have a Food Bank and Free Store, a Peer Support Centre, and run your health and dental plan. We are here to support you, so please reach out to us at [uvss.ca](#)!

Academic Important Dates

[Fall session – first term \(September – December\)](#)

Wednesday, September 6 th	First term classes begin for all faculties
Tuesday, September 19 th	Last day for 100% reduction of second term fees for standard courses 50% of tuition fees will be assessed for courses dropped after this date.
Friday, September 22 nd	Last day for adding courses that begin in the first term
Saturday, September 30 th	Last day for paying first term fees without penalty
Monday, October 2 nd	University Closed (National Day for Truth and Reconciliation, September 30 th)
Monday, October 9 th	University Closed (Thanksgiving Day)
Tuesday, October 10 th	Last day for 50% reduction of tuition fees for standard courses
Tuesday, October 31 st	Last day for withdrawing from first term courses without penalty of failure
Monday, November 13 th	University Closed (Remembrance Day, Nov 11 th)
November 13 th - 15 th	Reading Break for all faculties
Monday, December 4 th	Last day of classes in first term for all faculties
Monday, December 4 th	National Day of Remembrance and Action on Violence Against Women - (Classes and exams cancelled from 11:30am - 12:30pm)
Thursday, December 7 th	First-term examinations begin for all faculties
Wednesday, December 20 th	First term examinations end for all faculties
December 25 th - 31 st	University Closed (Winter Break)

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

Term	Start Date	End Date	100% Fee Reduction	Add Deadline	50% Fee Reduction	Academic Drop no Fee Reduction
First term	Sep 6	Dec 4	Sep 19	Sep 22	Oct 10	Oct 31
Second term	Jan 8	Apr 8	Jan 21	Jan 24	Feb 11	Feb 29