

Honors College 211
Introduction to Experimental Psychology
Professor J. Freyd

University of Oregon
Fall 1996

Tuesdays and Thursdays 11:00-12:20; 303 Chapman; CRN 13011; 4 credits
+ Dis: Wednesdays 16:00-16:50 180 Straub; CRN 13012; 0 credits
Prerequisites: None
WWW Home Page: <URL:<http://dynamic.uoregon.edu/~jfreyd/hopsy/>>

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Overview

Introduction to perception, memory, learning, and cognition. This course emphasizes thinking critically about research and theory and grasping the logic of research in psychology. We will explore the ways in which psychologists gain knowledge about perception, memory, learning and cognition.

Course Requirements

The course requirements include doing the reading, attending class, writing weekly discussion questions, participating in class discussion and an on-line electronic discussion, World Wide Web assignments, taking the quizzes, and also completing a final group project.

Contact Hours

Tuesday and Thursdays 11:00-12:20 and Wednesdays 4:00 - 4:50 are reserved for this course. We will meet each Tuesday and Thursday in 303 Chapman and your attendance is expected. The Wednesday period will be set aside for both required and as-needed consultation meetings with the TA. A minimum of two meetings must occur as noted below. In addition you are expected to participate for at least 50 minutes per week in on-line course-related activities. You may schedule this on-line time as you wish, but we recommend that you plan to use the Wednesday time slot for this when you do not have a meeting with the TA. We also recommend that you check your email at least twice a week, as important course information may be posted by the instructor.

Required Readings

Readings are assigned on a weekly basis. "Focus" readings are required; you will be tested on these readings in class quizzes. "Background" readings are strongly recommended; they will help you in many ways, including by comprehending focus readings and classroom lectures and demonstrations. For instance, some quiz questions may ask about a classroom discussion, and your answer may be improved by referring to something from

the background readings. Readings are to be completed **BEFORE** the Tuesday class meeting for which they are assigned. There is one required text book and one required packet of readings, available for purchasing at the book store.

- Required Text: Westin, Drew (1996) *Psychology: Mind, Brain, & Culture*. New York: John Wiley & Sons, Inc.
- Required Course Packet: Cours Packet for Honors College 211

Grading — Overview

Your grade will be computed by combining your scores in the following overall categories for a total of 300 points:

100	Quizzes (each quiz worth 20 points; add together best 5 of 7 quiz grades)
100	Final Project (final poster/presentation)
100	Participation (written discussion questions/in-class and on-line participation/www assignments)
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300	Total

Final letter grades will be approximately determined from point totals as follows:

270-300	A
240-269	B
210-239	C
180-209	D
Below 180	F

Based on the actual distribution of final grades, this criterion might be relaxed, but not stiffened. Plusses and minuses will be used for performance near the edge of a range.

Grading and Requirements — More Details

Quizzes — 100 points

Seven Quizzes will be given. Each quiz will be worth 20 points. Your five highest quiz scores will be added together to determine your total quiz score. Because you may drop two of your quiz grades, there will be NO MAKE-UP quizzes. The quizzes will be challenging. They will be structured to assess your knowledge of the readings and class discussions. The format will be usually be short-answer. A typical quiz may contain two multi-part questions. Typically one question will pertain to the **focus** readings assigned for the week in which the quiz is given. The other question will usually pertain to the previous week's readings, classroom discussion, lecture, and/or demonstrations. Sometimes a question will refer to material covered earlier in the course, or issues discussed in our class listserv, hopsy@lists. If you read the background readings you are likely to write better quiz answers. You will be graded on your knowledge of the focus readings, synthesis of the ideas, and also the clarity with which you present your ideas in the examination. Long, wordy answers will not gain you points. Short, to the point answers will. (Clarity of writing and legibility matter, but you will not be graded on spelling.)

Final Project — 100 points

The final project will involve both an oral presentation and a written "poster." The project will present material you have learned and synthesized about a particular aspect of experimental psychology. In consultation with the instructor or TA, you will pick a topic

fairly early in the quarter to learn more about. For instance, you might choose to learn more about dreaming and consciousness, attention and performance in highly skilled activities such as flying a jet plane, or memory for traumatic experiences. The choice of topics is huge, and we encourage you to pick a topic that truly interests you. A "poster" in university level psychology is not exactly the same thing as you may have learned to do in high school. It does involve a visual presentation and shortened text, but the point is not to show lots of photos or pretty colors (although they may be used too) but to communicate scholarly and intellectual material in a concise manner. Your posters will be modeled on professional posters shown at professional psychology conventions. You will have the opportunity to see some professional posters, so you understand what we have in mind. Also, you will meet with the TA at least twice before completing the project so as to receive feedback before it is too late. During the last week of class the posters will be shared with the rest of the class. This is a very exciting time, as we get to learn from each other. Students will display their posters and give verbal presentations about their final projects.

Each student will have the choice of working alone on the final project, or, instead, with one other person. We encourage the teamwork approach, because working cooperatively is a challenge, and educational, in its own right. The projects will be graded on the same criteria whether produced by one or two people (thus it would really seem a good idea to work in teams!). (If there are an odd number of people wanting to work in teams we will allow one group of 3.) If you decide you want to work with a partner, you may select your own partner, or you may ask the instructor to help you pair up with someone. Project partners must make a commitment to work together by October 24. November 7 will be the last day for changing project partners or moving from a team to individual. All students will be required to turn in a one-page project work evaluation form at the end of the term. If you work on the project alone you will evaluate your own work. If you work with a partner you will also evaluate separately your and your partner's contribution and work.

In addition, each student must meet with the TA at least twice in advance of completing the project. The first meeting must occur on or before October 24. The second meeting must occur on or before November 14. We will provide more information about our expectations for these meetings in advance of the meetings, but roughly the point is to make sure you are making appropriate and timely progress on the final project. You may have additional appointments to discuss the final project (or anything else about the course) with the TA and/or instructor as desired.

An extra credit option is to publish the project on the World Wide Web. Note: your grade on the final project will be severely lowered if it is at all late. The completed poster (and the WWW version of the final project if your group does that) is due on Tuesday, November 26 by 11:00 AM. Classroom presentations will occur in the Hopsy Convention on December 3 and 5, and attendance is required during both classes.. More details about this project will be given in class as the term progresses.

Participation, Assignments, Electronic mail — 100 points

Participation is crucial in this course. Participation includes in class discussion, on-line discussion (see section below about how to subscribe to the class mailing list, "Hopsy" so you can participate in on-line discussion), completion of 8 written discussion questions, World Wide Web assignments, and any other small assignments we may add. In general you should expect to contribute in all these ways. Furthermore, your attendance in class is expected, and approximately one hour of on-line activity (reading and writing email, WWW assignments, etc.) per week is also required. There is some room for flexibility here. Some people naturally find it easier to participate in writing, others verbally. Thus, truly superb contributions in one form of participation may compensate for a lack in

another. High quality additional contributions will possibly win you extra credit points (see extra credit section below).

Written discussion questions must be typed (or computer printed) and one question must be turned in each Tuesday (Weeks 2-9) at the beginning of class. If you absolutely cannot type or computer-print your question, you must write it very neatly on nice paper (e.g.: no pages written from a spiral notebook!). Each question should show you have put thought into the focus reading material, and be designed to stimulate thoughtful class discussion about the focus reading and/or related issues. Each question will be worth up to 4 points each. A point will be subtracted for each day late. There will also be a World Wide Web (WWW) Critical Thinking Assignment worth 10 points. More details about this aspect of the course will be provided in class.

Extra Credit — Up to 20 points

Extra Credit can be earned in a variety of ways up to 20 extra points total. If you make especially valuable contributions to class discussion, or if you make especially valuable contributions to the email discussion, you may earn extra points. Or you can get extra credit for a particularly terrific project. This might include a special presentation or publishing your project on the WEB. In general, if you do something creative, special, contributive, and above-and-beyond the course requirements, you may earn extra credit.

Additional Notes

Students with Directory Restricted Access

This course includes required on-line participation (electronic mail and World Wide Web). If you have restricted access to your directory information and wish to have special arrangements made for this course, please notify the instructor immediately.

Students with Disabilities

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with the instructor soon. Also please request that the Counselor for Students with Disabilities send a letter verifying your disability. [Counselor for Students with Disabilities: Hillary Gerdes, 346-3211, TTY 346-1083, hgerdes@oregon.uoregon.edu]

On-Line discussion: HOPSY

We will have an electronic discussion as part of this course. "Hopsy" is the name of our class listserv. It is essential that you get an e-mail account immediately if you do not have one. Undergraduates at the UO can get free accounts on the computer "gladstone" and typically use the "Pine" e-mail system. For more information, see the Computing Center publications "How to Get a Computing Account" and "Using Pine for E-mail", available on line or from the Computing Center Documents Room. If you have questions related to the use of gladstone or e-mail, contact one of the Computing Center's consultants (CC rooms 233-239; phone 346-1758; e-mail consult@gladstone.uoregon.edu) rather than the course instructor or TA.

On-line discussions will be conducted using a course-wide mailing list (sometimes called a "listserv"). By the second week of class you should subscribe to this mailing list by sending an e-mail message from your e-mail account to the program that manages the list, i.e. to "majordomo@lists.uoregon.edu". In that e-mail message, leave the "Subject" line blank, and in the body of the message include two lines: "subscribe hopsy", and "end".

To : majordomo@lists.uoregon.edu
 Cc :
 Attchmnt:
 Subject :
 ----- Message Text -----
 subscribe hopsy
 end

Once you have subscribed to the mailing list, you can post messages to the class by sending e-mail to the address "hopsy@lists.uoregon.edu".

You are expected to read the on-line discussions as well as post your own messages. Each student is encouraged to post a minimum of four messages to the group. You may earn extra credit for additional thought-provoking messages. However, in order to avoid having the on-line discussion become unmanageable, each student will also have a maximum number of posted messages (enforced if necessary) of 3 per week. Also any given message should be no longer than 50 lines of text. The on-line discussion will include both structured discussion based on materials suggested by the instructor and also open-ended discussion based on student interests and class discussions. The instructor will also use the list to post important course-related information.

Although World Wide Web (WWW) browsing is also a required part of this course, no advance knowledge is required. On October 10 we will have class instruction on how to use the library on-line resources and the WWW.

Course Packet Contents

- Berger, J. O. & Berry, D.A. (1988) Statistical analysis and the illusion of objectivity. *American Scientist*, 76 (2), 159-165.
- Brown, J.L. & Pollitt, E. (1996, February) Malnutrition, poverty and intellectual development. *Scientific American*, 274 (2), 38-43.
- Finkel, L.H. & Sajda, P. (1994) Constructing visual perception. *American Scientist*, 82 (3), 224-237.
- Freyd, J.J. (1994) Betrayal-trauma: Traumatic amnesia as an adaptive response to childhood abuse. *Ethics & Behavior*, 4 (4), 307-329.
- Hearst, E. (1991) Psychology and nothing. *American Scientist*, 79 (5), 432-443.
- Lewis, M. (1995) Self-conscious emotions. *American Scientist*, 83 (1), 68-78.
- Lock, J.L. (1994) Phases in the child's development of language. *American Scientist*, 82 (5), 436-445.
- Meier, R.P. (1991) Language acquisition by deaf children. *American Scientist*, 79 (1), 61-70.
- Pashler, H. (1993) Doing two things at the same time. *American Scientist*, 81 (1), 48-55.
- Petri, H. L. & Mishkin, M. (1994) Behaviorism, cognitivism and the neuropsychology of memory. *American Scientist*, 82 (1), 30-37.
- Provine, R.R. (1996) Laughter. *American Scientist*, 84 (1), 38-45.
- Stein, G.J. (1988) Biological science and the roots of nazism. *American Scientist*, 76 (1), 50-58.
- Sternberg, R. J. (1996, March) Myths, countermyths, and truths about intelligence. *Educational Researcher*, 25 (2), 11-16.
- Swazey, J.P., Anderson, M. S., & Lewis, K.S. (1993) Ethical problems in academic research. *American Scientist*, 81 (6), 543-553.
- Tulving, E. (1989) Remembering and knowing the past. *American Scientist*, 77 (4), 361-367.
- Wasserman, E.A. (1995) The conceptual ability of pigeons. *American Scientist*, 83 (3), 246-255.
- Winson, J. (1990, November) The meaning of dreams. *Scientific American*, 263 (5), 86-96.

Weekly Schedule of Topics, Readings, Assignments, and Deadlines

- Week 1 readings are to be completed before the October 3 class. Week 2-9 readings are to be completed *before* the Tuesday class listed.
- "DQ" = discussion question; collected at the beginning of class for Weeks 2-9.
- Additional small assignments may be added to those listed below.

Week 1: Intro overview

Focus Reading: Provine (1996); Chap. 1
(pp. 2-30)

Oct 1
Oct 3

Week 2 Research Methods, Statistics, & Ethics

Focus Reading: Berger & Berry (1988);
Chap. 2 (pp. 32-45; 63-71)

Background: Wasserman (1995)

Oct 8 DQ #1; SUBSCRIBE TO
hopsy@lists E-MAIL LIST;

Oct 10 Meet in the Electronic
Classroom, Knight Library 144

Week 3: Research Methods, Statistics, & Ethics cont.

Focus Reading: Swazey, Anderson, &
Lewis (1993); Chap. 2 (pp 46-
62).

Background: Chap. 3 (pp 74-113); Stein
(1988)

Oct 15 DQ #2; Quiz 1

Oct 17 WWW assignment due

Week 4: Sensation and Perception

Focus Reading: Pashler (1993); Chap. 4
(pp 161-120; 126-130; 138-
139; 155-172)

Background: Finkel & Sajda (1994);
Chap. 4 (pp 121-125; 131-137;
140-154)

Oct 22 DQ #3; Quiz 2

Oct 24 Deadline for TA Project Meeting
Number 1; Project Partners
must indicate commitment to
work together by this date

Week 5: Chapter 5, Learning and Memory

Focus Reading: Hearst (1991); Chap. 5
(pp 174-210)

Background: Petri & Mishkin (1994).

Oct 29 DQ #4; Quiz 3

Oct 31

Week 6: Learning and Memory

Focus Reading: Freyd, J.J. (1994);
Chap. 6 (pp 213-253)

Background: Tulving (1989)

Nov 5 DQ #5; Quiz 4

Nov 7 Last day for changing project
partner commitments.

Week 7: Thought and Language

Focus Reading: Meier (1991); Chap. 7
(pp 256-293)

Background: Lock (1994)

Nov 12 DQ #6; Quiz 5

Nov 14 Deadline for TA Project Meeting
Number 2

Week 8: Intelligence and Creativity

Focus: Brown & Pollit (1996, February);
Sternberg (1996, March)

Background Reading: Chap. 8 (pp 296-
329)

Nov 19 DQ #7; Quiz 6

Nov 21

Week 9: Consciousness

Focus Reading: Winson (1990,
November); Lewis (1995)

Background Reading: Chap. 9 (pp 332-
363)

Nov 26 DQ #8; Quiz 7; Posters DUE

Nov 28 No class —Thanksgiving
holiday

Week 10: Poster Presentations

Focus Reading: No Reading

Dec 3 Poster Presentations

Dec 5 Poster Presentations; Self and
Project Partner Evaluations due
by 5:00 PM.

That's It! Have a Good Winter Break!