

Perception (PSY 438/538)

University of Oregon

Fall 2003

Mon/Wed 12:00-1:20pm

204 Condon

Instructor: Dr. Lisa D. Sanders
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Office Hours: Mon/Wed 1:30-2:30pm
or by appointment

General Course Description: In this course, we will examine the perceptual abilities of the human brain, including vision, hearing, touch, taste and smell. Toward this end, we will include discussions of the methods used by scientists to examine perceptual abilities, the capabilities and limitations of perception, the current knowledge of the underlying neural bases of perception, and the various types of brain damage that may affect perception.

Required Text: *Sensation and Perception, 6th Edition* by E.B. Goldstein is required ([a copy is on reserve in the Knight Library](#)). New texts contain an enrollment for the supplemental course info contained on the Blackboard site; students who buy used texts will have to purchase this enrollment separately. Please notify me immediately if you have difficulty obtaining either the text or the supplemental course enrollment from the bookstore.

Course Website: The official course website is on Blackboard (<http://blackboard.uoregon.edu>). Please notify the instructor if you have difficulty logging into the site. Early in the course, this site will provide supplemental information (course outline, grades, etc.). By three weeks into the class, you must be able to logon to this site.

Date	Topic	Reading	Assignments Due
Sept. 29	Introduction	Ch 1	Demonstration Essay 1
Oct. 1	Visual Receptors	Ch 2	Demonstration Essay 2
Oct 6	Low-level Vision	Ch 3	Homework Set 1
Oct 8	High-level Vision	Ch 4	Demonstration Essay 3
Oct 13	Object Processing	Ch 5	Homework Set 2
Oct 15	Color and Depth	Chs 6 & 7	Demonstration Essay 4
Oct 20	Motion Processing	Ch 8	Homework Set 3
Oct 22			Midterm 1
Oct 27	Auditory System	Ch 10	Paper topic and references
Oct 29	Auditory Localization	Ch 11	Demonstration Essay 5
Nov 3	Auditory Scene Analysis	Ch 11	Homework Set 4
Nov 5	Speech and ASL Perception	Ch 12	Demonstration Essay 6
Nov 10			Midterm 2
Nov 12	Crossmodal Perception		Demonstration Essay 7
Nov 17	Plasticity		Draft of Paper
Nov 19	Somatosensory	Ch 13	Demonstration Essay 8
Nov 24	Smell and Taste	Ch 14	Peer Review, Homework Set 5
Nov 26			
Dec 1	Perceptual Development	Ch 15	Final Paper, Demonstration Essay 9
Dec 3	Perceptual Disorders		Demonstration Essay 10
Dec 11, 10:15am			Final

Grading: Grading will be based on the number of points you accumulate across the demonstration essays, homework sets, the paper, peer review of other students' papers, and exams. It is not necessary to complete all of the assignments if you are happy with the grade you will receive based on the number of points awarded to completed assignments. The point values of each assignment and grades for accumulated points are shown below:

Demonstration essays (10 essays x 20 points each)	= 200	1080 – 1400	= A
Homework Sets (5 sets x 40 points each)	= 200	960 – 1079	= B
Paper	= 200	840 – 959	= C
Peer Review (2 reviews x 50 pts each)	= 100	720 – 839	= D
Midterm 1	= 200	<720	= F
Midterm 2	= 200		
Final	= 300		

***If there is any one assignment you find particularly difficult or unhelpful, you can still make an A in the class by doing well on all of the other assignments. For example, if writing under time pressure is not something you do well, you can skip the demonstration essays entirely and still receive an A for the class. It is also possible to get enough points before taking the final to make it unnecessary for a good grade.

***For each individual assignment, your points will only apply to the final grade if you receive at least half of the points available for that assignment. For example, if you turn in an essay (max 20 points) that receives a grade of only 8 points - these 8 points will not be added to your final grade. Therefore, you will receive a better grade if you do a selection of the assignments well than if you do all of the assignments poorly.

*** Pluses and minuses will be added to the letter grades in the following way: Point totals of 80 to 129 over the minimum for a letter grade will receive a plus; point totals of 0 to 39 over the minimum for a letter grade will receive a minus. That means a point total of 1160 will assure you an A+, and additional points will not improve your grade.

Demonstration Essays: At the beginning of the indicated classes (typically Wednesdays) I will give a brief demonstration of a perceptual phenomenon or illusion. Following the demonstration, you will be given 10 minutes to write about the demonstration. Specific questions that can be addressed in these essays will be provided at the time. The demonstrations will typically be related to the reading for that day.

Homework Sets: Sets of short-answer and essay questions will be assigned on 5 different Wednesdays. The responses to these questions will be due the following Monday.

Paper: Students will be required to write a 4-6 page (double-spaced, 1 inch margins, 10-12 point font) term paper that describes, compares, and contrasts at least three journal articles that address a topic relevant to sensation and perception. The textbook and discussions in class can be used to select a general topic. The library, PsychINFO, and Medline can be used to help select the articles. Each article should be empirical in nature with data collected to investigate a specific question related to the topic of interest (no review or summary articles). If you choose to write a paper, you must turn in at least three different items: 1) A topic name, brief description of the topic (one paragraph describing why the topic is appropriate and interesting, and how the references you pick will help you investigate the topic), and a list of references (if you supply more than 3 references I will let you know which I think will be most important for your paper). 2) A draft of the paper that will be given to other students in the class to review and be returned to you. 3) The final version of the paper.

The paper should include:

- 1) An introduction to the general topic.
- 2) a summary of the articles in your own words, including the question under investigation, the hypothesis being tested, the methods used, the findings, and the conclusions drawn by the authors.
- 3) a comparison of the articles, describing how the findings of each either support, conflict, or extend the findings of the others.

- 4) a discussion of the merits and deficits of the articles, including suggested ways that the deficits could have been avoided. For example, questions such as these should be addressed: Is the question an interesting one, and is it framed properly? Is the hypothesis valid and defensible? Are the methods appropriate to address the question? Are the findings clear and interpreted appropriately? Are the authors' conclusions warranted, given the findings?
- 5) conclusions you can draw across all of the articles.
- 6) Xeroxed copies of the articles.

The paper should be written in APA style ([reference copies of the APA Publication Manual](#) are available in many of the University Libraries). You will receive feedback on the initial topic proposal, the draft, and the final paper. The quality of each of these items will be reflected in your final grade for the paper.

Peer Review of Paper: On the day you turn in a draft of your paper to me, I will also ask which students would like to write peer reviews of others' papers. I will then make two such papers available to you through blackboard. You will have 1 week to edit the other papers and write comments. These reviews will be returned to me and passed on to the authors of the papers. Specific guidelines for editing papers and formatting comments will be distributed in class.

Exams: The midterm and final exams will be part fill-in-the-blank, part short answer, and part essay. The first midterm will cover the visual system; the second will cover the auditory system. The final exam will contain questions drawn from the entire course. ***No make-up exams will be given without evidence of a valid excuse, and the final cannot be taken earlier or later than the time listed in the University final exam schedule.*** If unforeseen circumstances during the term prevent you from taking an exam, notify the instructor immediately.

Graduate Credit: Students taking the course for graduate credit are required to write the paper as part of their point totals. Additionally, this paper should be 8-12 pages long, and cite at least 8 relevant articles.

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

Students for whom English is a Second Language: If you are a non-native English speaker and think you may have trouble in this course due of language difficulties, please see the instructor as soon as possible to make special arrangements.

Academic Honesty: All work submitted in this course must be your own. For the consequences of academic dishonesty, refer to the Schedule of Classes published quarterly. Violations will be taken seriously and are noted on student disciplinary records. If you are in doubt regarding any aspect of these issues as they pertain to this course, please consult with the instructor before you complete any relevant requirements of the course. (For more information, see the UO web site regarding academic honesty at: <http://darkwing.uoregon.edu/~conduct/>).

Course Outline: This is only a working draft of the course outline; it will be revised as the quarter progresses. Additional readings may be added. Dates on which particular topics are to be presented in lecture are subject to change, as are reading assignment due dates; however, I will not change the dates of exams or term paper deadlines unless absolutely necessary. The official updated version of the outline will reside on the Blackboard web site. Updated print versions can also be obtained from the instructor during normal office hours.