

Perception (PSY 438/538)

Summer 2004
University of Oregon

Instructor: Elizabeth Walter
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Office Hours: 12-1pm Mon/Wed
(or by appointment)

Classroom: 202 Chapman
Meeting Time: 10-11:50am Mon – Thurs
Course site: <http://blackboard.uoregon.edu>
CRN: 44474

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. It is my hope that by the end of this course you will have a new appreciation for how you experience the world on a daily basis.

We have only four weeks to cover a broad range of material. The class will be fast-paced and will be quite a lot of work. Please keep this in mind when scheduling other classes and activities.

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 immediately if you have difficulty logging into the site.

Date	Topic	Reading	Assignments/Quizzes
Mon. July 19 th	Introduction	Ch. 1	
Tues, July 20 th	Visual receptors	Ch. 2	Student info sheet due
Wed, July 21 st	Low-level vision	Ch. 3	Reading response #1 due
Thurs, July 22 nd	High-level vision	Ch. 4	
Mon, July 26 th	Perceiving objects	Ch. 5	Homework problem set #1 due
Tues, July 27 th	Color, Depth and Size	Ch. 6 + 7	
Wed, July 28 th	Motion	Ch. 8	Reading response #2 due
Thurs, July 29 th			Take-home midterm handed out
Mon, Aug. 2 nd	Auditory system	Ch. 10	Take-home midterm due in class
Tues, Aug. 3 rd	Auditory localization	Ch. 11	Paper topic due by email (by 5pm)
Wed, Aug. 4 th	Speech perception	Ch. 12	Reading response #3 due
Thurs, Aug. 5 th	Crossmodal perception	TBA	Copy of selected articles due
Mon, Aug. 9 th	Somatosensory system	Ch. 13	Draft of paper due (optional)
Tues, Aug. 10 th	Smell and taste	Ch. 14	Homework problem set #2 due
Wed, Aug. 11 th	Development + Disorders	Ch. 15 + 16	Reading response #4 due / Peer-edit due (opt.)
Thurs, Aug. 12 th	REVIEW FOR FINAL (time/place TBA)		
Friday, Aug. 13 th	Cumulative, with emphasis on 2 nd half	10:30-12:20 Final exam	Final paper due during final exam **Extra credit must be turned in by 2pm today**

Reading indicates material that should be read *before* that class. Assignments are due in class, unless otherwise specified. Late work will be accepted up to 3 days late, with 20% reduction in grade for each day late.

Course Format: The material in this course will be presented through a combination of assigned reading from the text, class lectures, in-class discussion, and demonstrations. Lecture material and readings will have some overlap, but will not be replications of each other; some lecture material will not be covered in the readings and vice versa. You are expected to do the assigned reading *before* the class period in which it is due. Discussions of the material during lecture will be more fruitful if you have at least a general understanding of the material beforehand, helping you to ultimately comprehend and retain the material.

Grading: Grades will be based on a number of assignments and tests as well as participation in class activities. The point breakdown will be as follows:

Reading Responses:	10% (4 responses worth 2.5% each)
Homeworks:	20% (2 homeworks worth 10% each)
Midterm exam:	20%
Final exam:	20%
Final paper:	20%
Participation:	10% (may include in-class assignments)
Total:	100%

What about extra credit? You can earn up to 4 points in extra credit in various ways (see below). These points will be added to your final grade at the end of the class. So, if you get an 80% with all of your work, and you do 4 points of extra credit, your final score will be 84%. You may:

- Earn up to 3 points of extra credit participating in the Human Subjects summer pool. You will receive 1 point of extra credit for every hour of experiment participation. In addition, you will be required to write up a half- to one-page summary of each experiment, including a discussion of its relation to what you've learned in this course. To access the Human Subjects website to sign up for experiments, go to: <http://uopsych.sona-systems.com/>
- Earn up to 3 points of extra credit by showing me perceptual illusions or demonstrations that I haven't run across before. One point for each new illusion/demonstration.
- Earn up to 2 points by reading a selection of case studies of perceptual disorders. I can recommend some interesting ones written by Oliver Sacks and V. S. Ramachandran and am open to other suggestions. Please see me during office hours if you'd like to take advantage of this option.

Reading Responses: The reading responses have two aims. One is to ensure that you keep up with the reading for the course; the other is to allow you the opportunity to demonstrate that you've reflected on the material. Your reading response should take up about a page (typed, single-spaced, 1" margins) and should highlight the three most important points covered in the reading *for the class period that it's due, or the previous class period*. For example, the first reading response should cover Chapter 2 and/or 3. In addition, I'd like you to come up with (at least) one question on the material. The question doesn't need to be profound, but it does need to be specific. For example, if the book's explanation of a certain phenomenon is confusing, your question might be "On page 163, Goldstein describes Feature Integration Theory. However, I'm confused about the distinction between the pre-attentive and focused attention stages. It seems to me that two stages overlap. What exactly does the visual system do during the pre-attentive stage?" Profound questions are of course welcomed so long as they are related to the material at hand.

Homeworks: The problem sets are intended to assess your knowledge of the material without the stress of an exam. These will be similar to the exams both in length and difficulty, but will primarily be short-answer format. You are welcome to work in groups; however, the write-up must be written in your own words.

Exams: The midterm and final exam will be part fill-in-the-blank, part short answer, and part essay. The first midterm will cover the visual system. The final exam will contain questions drawn from the entire course, but weighted primarily on the last two weeks of the 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.

Paper: You 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 **two** 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, PubMed 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 (i.e.: no review or summary articles).

You must turn in four different items pertaining to the paper:

- 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. This is due by **Tuesday, August 3rd**.
- 2) Xeroxed copies of the articles chosen for your paper by **Thursday, August 5th**.
- 3) (optional) A draft of the paper that will be given to other students in the class to review and be returned to you. If you chose to do the peer review, you must bring a draft of your paper to class on **Monday, August 9th**.
- 4) The final version of the paper, due at the time of the final exam on **Friday, August 13th**.

The final paper itself 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? What is the big-picture significance of the study? What follow-up studies might be warranted?
- 5) *conclusions* you can draw across all of the articles.

This 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 (optional), and the final paper. The quality of each of these items will be reflected in your final grade for the paper.

Finally, plagiarism will not be tolerated, and will be dealt with according to official University policy (see section on Academic Honesty below).

Peer Review of Paper: Due to the fast-paced nature of this summer course, the peer-edit is optional. I strongly encourage you to take advantage of this, however. Peer-editing can help you strengthen your writing skills, and it is likely that you will end up with a higher grade on the final paper. To take advantage of this, you will need to bring a working draft of your paper by **Monday, August 9th**. You will then receive a paper of another student who wishes to have a peer edit. You will peer-edit another student's paper, and bring your peer-edit back to class on **Wednesday, August 11th**. You will then have two days to make changes to your paper, in order to turn in the final draft on **Friday, August 13th** during the final exam.

Graduate Credit: Students taking the course for graduate credit are required to write the an 8-10 page paper, citing at least 6 relevant articles. If you are taking this course at the graduate level, please speak with the instructor.

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 (Molly Sirois, sirois@oregon.uoregon.edu, Phone 346-1073, 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 may be revised as the term 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.