

Perception (PSY 438)

University of Oregon
Summer 2005

Instructor: **Dr. Jagdeep Kaur-Bala**
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Classroom: **307 Vol**
Time: 12-1:50 pm MUWH

Office Hours: 2-3 pm Tuesday/Thursday
(& by appointment)

Course website: <http://blackboard.uoregon.edu> **PSY 438 (Summer 2005; 42495), Perception**

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. Each of the non-lecture parts of the course (discussions, texts, papers, presentations, movies) are designed to reinforce ideas and augment concepts presented in lectures. Questions are encouraged in all parts of the course and students are welcome to stop by my office for questions and/or discussions during my office hours or additional appointments. Questions/clarifications via emails are also encouraged at all times (emails received *before 10:00 pm will be answered the same day!*). 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>, **PSY 438 (Summer 2005; 42495), Perception**). Please notify me if you have difficulty logging into the site. This site will provide supplemental information for the course (course outline, grades, copies of overheads, etc.).

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. Reading the material before the corresponding lectures will help your performance in two ways. First, 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. Second, questions drawn from the assigned readings will be included on the regularly scheduled quizzes, **even if they have not yet been discussed in lecture (see below).**

Grading: Grading will be based on the combined scores of the quizzes (20%), term paper (20%), and exams (midterm 30% and final 30%), with a possible 5 points of extra credit added to the final sum. Letter grades will be determined as follows: A (90-105% of total possible points), B (80-89%), C (70-79%), D (60-69%), F (0-60%). However, the instructor reserves the right to relax (but not stiffen) this criterion, depending on the actual distribution of grades (graduate students will be curved differently, or not at all).

Quizzes (20% of final grade): Short quizzes will be given in the first 5 minutes of class. Quizzes will contain 5 multiple choice questions that pertain to the recently presented lecture material and the readings from the text. Questions will occasionally be drawn from readings that have been assigned but have not yet been discussed in lecture (even those due the day of the quiz); however, these questions will be of a more general nature and should be easily answered if you have read the material.

The quizzes are designed to serve as quick reviews of recently covered materials as well as help you keep up with the reading assignments. Of the 12 quizzes, the **4 with the lowest scores will be dropped**, with the average score of the remaining four yielding 20% of the final grade. **No make-up quizzes** will be offered; if you miss a quiz, that grade will be one of the four that will be dropped.

Exams: Midterm (30%) & Final (30%): The midterm and final exams will be **part multiple choice, part fill-in-the-blank and part short answer/short essay**. The final exam will contain questions drawn from the entire course, but with a greater focus on material covered after the. ***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 you know in advance that you cannot take all exams on the appointed dates (see the course schedule below), do not take this course!*** If unforeseen circumstances during the term prevent you from taking an exam, notify the instructor immediately.

Term Paper (20%): 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 two journal articles that address a topic relevant to sensation and perception. I

suggest that you use the textbook as a source for selecting a general topic, followed by library, PsychINFO, and Medline searches for the selection of the two articles (for online assistance in your search, see <http://libweb.uoregon.edu/guides/psychology/>). The referenced articles must 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; this will account for **10% of the term paper grade**), 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 **Monday, July 25th**.
- 2) Xeroxed copies of the articles chosen for your paper by **Thursday, July 28th**. *After this date, you may not change your chosen topic and articles without my consent.*
- 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 **Tuesday, August 2nd**. If you choose to do this, it will account for **10% of the term paper grade (5 for your editing ability of your peer's paper and 5 for the draft)**. *If you choose NOT to go through this process your final paper will be graded with this 10% included in the assessment.*
- 4) The final version of the paper, due at the time of the final exam on **Monday, August 8th**.

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 two articles, describing how the findings of one either support, conflict, or extend the findings of the other.
- 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) An overall assessment of the significance and quality of the contribution of the articles to the field of human performance and the specific topic addressed.
- 6) Xeroxed copies of the two articles.

The paper should be written in APA style ([reference copies of the APA Publication Manual](#) are available in many of the University Libraries).

In order to improve the quality of papers, and to provide you with experience editing, papers will be peer edited (optional). On the day that the paper is "due for edit", you will turn your paper in at the beginning of class. At the end of class, you will be given someone else's paper to edit. You will have 2 days to edit the other student's paper, and then you will bring the paper to the class and return it to the student. Your paper, meanwhile, will have been edited by someone else. You will then have a few more days to consider the corrections, incorporate those you think are good, revise the paper, and then turn in your "final version" of the paper AND the corrected original. Your grade on the paper will be based mainly on the final version, but your original will be considered too (5% points), in order to prevent people from turning in sloppy first drafts. Your editing will also be evaluated (5% points), and you will receive points toward your final grade for it. Guidelines for editing will be distributed in class (see also the Blackboard web site).

Important note: ALWAYS keep a copy of your paper, either on disk, or a hard copy! Your peer editors are no more reliable than you, perhaps less so, and they may misplace or forget your paper. If your peer editor does not return your edited paper to you, you will not be penalized (except that your paper will not have the benefit of having been edited – you may wish to ask a friend in the class to edit your paper for you), but you will still be responsible for turning in an original and final version of the paper when it is due. Also, please keep in mind that just as the quality of students in this course varies, so does the quality of editing. Taking bad advice from a peer editor is no excuse for errors in a paper.

Papers are due at the beginning of class on the day they are due. If you don't turn your paper in before the start of class, it will not be eligible for peer editing, and you will not be given a paper to edit (so you will lose your peer editing points). If you cannot be in class the day a paper is due for peer editing, you may turn in the paper early so that you will be eligible for the peer editing system, but it is your responsibility to arrange to pick up the paper you are to peer edit from me. If you cannot be in class the day peer edited papers are to be returned to their authors, you can also return the edited paper early.

The term paper grade will be determined by the quality of 1) the paragraph describing the **term paper topic (10%)**, 2) the final **paper (90%) [or paper (80%) and draft (5%)** with the peer edit that you provide another student **(5%)**; in total, the paper grade is worth 20% of the final grade in the course.

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

What about extra credit? You can earn up to 5 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:

- Students can earn **2-5 points** of extra credit by participating in the Human Subjects summer pool. You will receive 1 point of extra credit for every hour of experiment participation as long as you participate in at least 2 experiments. 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/>

- Students can prepare for the class a **5–10 minute demonstration of a psychological phenomenon** that fits within the topics of discussion in the course. These demos can be either high-tech (e.g., computer programs, edited videos, etc.) or decidedly low-tech (e.g., an ice cube and duct tape), and they must be accompanied by an informal one-page written description of the phenomenon and its relation to the information presented in the lecture and reading materials [**2-5 points**].
- Students can prepare a **5–10 minute presentation on a recent news item** (i.e., one reported during the term) related to the topics discussed in the course. For optimal success in this type of presentation, you must do more than simply relate the information that was presented in the newspaper article or news program – this may involve a web search to find pictures/video to accompany your presentation, a dig in the scientific literature to find relevant details and hard data, etc. These presentations must also be accompanied by an informal one-page written description of the phenomenon and its relation to the information presented in the lecture and reading materials [**2-5 points**].

Those wishing to create a presentation should confer with the instructor before beginning (latest by **Tuesday, July 21st**)– if two or more students have the same idea for a presentation, the one that informs me first (in person, by phone, or by email) will have exclusive rights to the idea. Final topics for the presentations are will be assigned in class on **Wednesday, July 26th**. The instructor reserves the right to keep copies of the presentation for use in future courses.

Due Dates: Due dates for the term paper are contained in the course outline.

Assignments are due by the start of lecture on the appropriate date, and can be turned in to me during class or during office hours *the day before it is due*. An assignment turned in after its deadline will be marked down 10% for each day late.

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 term progresses. **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 quizzes, 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.

Date	Topic	Reading	Assignments/Quizzes
Mon. July 18 th	Introduction	Ch. 1	
Tues, July 19 th	Visual receptors	Ch. 2	Quiz # 1; Student info sheet due
Wed, July 20 th	Low-level vision	Ch. 3	Quiz # 2;
Thurs, July 21 st	High-level vision	Ch. 4	Quiz # 3; Extra-credit presentation plan due
Mon, July 25 th	Perceiving objects	Ch. 5	Quiz # 4; Term paper topic paragraph due
Tues, July 26 th	Perceiving Color,	Ch. 6	Quiz # 5; Presentation topics and dates assignment
Wed, July 27 th	Depth and Size	Ch. 7	Quiz # 6;
Thurs, July 28 th	Perceiving Motion	Ch. 8	Quiz # 7; Copies of articles due;
Mon, Aug. 1 st	Midterm Exam		
Tues, Aug, 2 nd	Auditory system	Ch. 10	Paper draft due for peer editing.
Wed, Aug. 3 rd	Auditory localization	Ch. 11	Quiz # 8;
Thurs, Aug. 4 th	Speech perception Crossmodal perception	Ch. 12	Quiz # 9; Peer edits due
Mon, Aug. 8 th	Somatosensory system	Ch. 13	Quiz # 10; Final Term Paper due
Tues, Aug. 9 th	Smell and taste	Ch. 14	Quiz # 11;
Wed, Aug. 10 th	Development and Perceptual Disorders	Ch. 15 + 16	Quiz # 12;
Wed, Aug. 10 th	REVIEW FOR FINAL (time/place TBA)		
Thurs, Aug. 11 th	Final exam Cumulative, with emphasis on 2 nd half	1:00-3:00pm	