

\*Mind and Brain\*

\*Psychology 201, Fall 2008\*

(crn 14536)

/Please check frequently for updates on the web page./

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\*\_Time/Location:\_\* Tuesday – Thursday, 8:30PM ? 9:50AM; 150 COL,  
Prerequisites: None

Instructor:

\*Ulrich Mayr, \*office 341Straub Hall, email: mayr@uoregon.edu  
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Mondays 10:30 am –12:00 pm or by appointment\*\_\*

Graduate Teaching Fellows:

\*Kara Braun:\* 349 Straub Hall, email: kara@uoregon.edu  
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\*Sooyeon Sung:\* 323 Straub Hall, email: sysung@uoregon.edu  
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Course Web Site:

Please enter course web page through <http://blackboard.uoregon.edu/>.  
If

you have problems accessing your blackboard account (which is automatically created through your enrollment in this course, please contact the Information Technology Center in Knight Library (<http://libweb.uoregon.edu/kitc/>, phone: 346 2681).

## Material:

\_Special Print of/ Psychology/, 4th Edition\_ by Peter Gray. This textbook is available as a special, black and white issue at the UO Bookstore. This is a cheaper than the newer 5<sup>th</sup> Edition, but its also better. If you think you need colors you can try to get the 4<sup>th</sup> Edition online. However, do not get the 5<sup>th</sup> Edition?it does not match up in terms of page numbers and content!. A copy of this book will be on reserve at the Knight Library. Although a strong attempt is made to coordinate lectures with readings, they will be frequently independent of each other. Some material will be covered by both, but some material will be covered only in the lecture and some will appear only in the book. The exams will cover material from both lectures and readings. Please be prepared to spend a substantial amount of time outside of class on studying and reading in order to do well in this course.

/Clickers/: Clickers are little hand-held transmission devices that allow you to provide an immediate response to questions I pose in class. They are sold at the UO Bookstore for \$32. Clickers are used more and more at the UO and it is likely that you will need one beyond this class. If not, the bookstore buys it back for \$16. It is very important that you have your Clicker with you on the first day of class!\*\_\_\*

## Course Overview

In this course, we look at the neural and psychological basis of motivation, perception, attention, learning, and memory. Together with Mind and Society (PSY202), which emphasizes development, personality, abnormal and social psychology, Mind and Brain is part of a two-term sequence in introductory psychology.

## Course requirements

Grades for this course will be based on four different requirements in each of which you can achieve 100 points. Note, however, that the 100

points are weighed differently across the four requirements (see Grading).

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/Biweekly Quizzes (50% of total grade): /Usually Tuesdays (starting Oct. 14), a 20–30-minute, 20 to 30-question multiple-choice quiz will be presented. Each quiz will actually consist of two components, one for each of the preceding two weeks of lessons. In total, there will be five such double (or ten individual) quizzes. The last double quiz will be on the day of the final (Friday, Dec 12<sup>th</sup>). On that date, there will also be one additional 15-question quiz that covers the entire course. The lowest scoring individual quiz will be automatically dropped; only the final quiz covering the entire course cannot be dropped. Each quiz counts 10% of the total quiz grade. Quiz scores will be curved with regard to the distribution of scores for that quiz in the entire class. Curving will proceed in roughly the following manner: The top 15% of scores will receive an A (90–100 points), the next 25% will receive a B (80–89 points), the next 30% will receive a C (70–79 points), the next 10% will receive a D (60–69 points), the remaining scores will receive an F (0–59 points) //

In each class session, I will ask you to respond to a number of multiple-choice questions by using your Clickers. Your responses will not count towards your grade. However, some of these questions will appear in the actual biweekly quiz (sometimes in a slightly changed manner). Thus, it is a good idea to pay close attention to these in-class quiz questions!

All make-up quizzes will be presented on the day reserved for the final. You can only make up quizzes for which you were sick and you can present me a doctor's statement (No Exceptions!). The Make-up exams will consist of open-ended questions covering the material of the missed quiz.

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/Lecture Attendance (10% of total grade): /Lecture attendance will be taken through your Clicker responses (So don't forget your Clickers!). To have a lecture session counted as "attended" you need to provide an answer to all questions during that session (no matter whether correct or incorrect). To get the full attendance credit of 100 points you will need to attend at least 12 of the 19 lectures in this term (i.e., 66%).

Given the relatively large number of "free misses" I will not accept excuses for additional misses.//

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/Participation in lab discussion sections (15% of total grade):  
/Starting in the /first/ week of class, there will be weekly discussion section meetings led by your graduate teaching fellow. These labs will focus on activities and demonstrations relevant to classroom concepts. /Attendance and completion of lab assignments/ will be the basis for this grade. 50 points are awarded simply for attending each lab session.  
Lab assignments are worth another 50 points. From the second missed lab session onwards, 20 points will be deducted for each missed lab session (maximum deduction = 100 points). /You must attend the discussion section for which you are registered. /

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/Project (15% of total grade): /Embedded in the lab sections, you will participate in a small research project that you will do in groups. You will need to submit material documenting your activity and a final report. Details on this project will be presented in the lab sections and in separate postings on the web page.//

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/Research Participation (10% of total grade)/: In order to receive credit for this course, you will have to participate in /4.5 credits/ offered through the Department of Psychology. Most experiments take one hour or less. Your participation contributes to scientific knowledge and gives you hands-on experience in the process of psychological research.  
After each study you participate in you can take an online quiz about methodological and theoretical aspects of that experiment. You only have to do two such quizzes in total to ensure a maximum score. This means that you need to do at least two different studies, no matter how long each one takes. The quizzes will be posted on the Blackboard course site around the second week of class (see "Assignment: RER Quizzes").  
There will be one quiz for each study you participate in (i.e., for the

first

study click on "Experiment Quiz 1"). For each of the two quizzes you can get a maximum of 50 points.

Failure to participate in the experiments will result in issuance of an

"Incomplete" grade for this class. In order to have this Incomplete changed to the grade you earned in this class, the missing experiments have to be completed /within one quarter/ of the end of this class. After that time, incomplete grades will be changed to no pass. For experiments you did not complete during the class term, there will be no

opportunity for participating in graded RER quizzes.

/To avoid an incomplete, please begin early in the term with the experiments. In the past, students who began late have often encountered

scheduling problem and sometimes have been unable to do all the experiments. /

/You can sign up for experiments online. To do this, go to <http://darkwing.uoregon.edu/~hscoord//>

Students who do not wish to participate in experiments have the option of writing a research paper instead. This paper needs to integrate information from four different published journal papers provided through your TA. If you wish to pursue this option, you must contact your teaching assistant by the /fourth week/ of class.

#### Grading:

The final grade is computed by integrating the grade points from the four requirements according to the following formula: Total = (5 x Quiz

+ 1 x Attendance x 1.5 x Lab + 1.5 x Project + 1 x Experiments)/10.

This ensures the percentage weighting of requirements given above.

#### Classroom Etiquette:

This is a very large class. Students in large classes often believe they are invisible, that they will not be noticed anyway, and that any one's individual behavior does not count. Not true! You can make a difference by listening attentively, by asking questions, and by contributing to discussions. I will make every effort to facilitate classroom interactions and I promise that each and every question will be addressed. Individual students who participate actively will be

noticed even in a class of 400+! For example, I routinely target students for research assistant positions simply on the basis of their in-class contributions.

Just as actively engaged students have a positive influence on the classroom environment, activities like continued talking to your neighbor, texting, coming late, leaving early, personal grooming, reading your newspaper, sleeping, or cell phone use (very bad!) can be extremely disruptive. PLEASE make sure that you and your fellow students get your money's worth out of this course and simply abstain from such activities.

#### Intellectual Honesty:

You may be required to submit writing assignments to SafeAssign. SafeAssign is a software tool designed to help students avoid plagiarism and improper citation. The software encourages original writing and proper citation by cross-referencing submitted materials with an archived database of websites, essays, journal articles, and other published work. The instructor may in some cases also submit your work to SafeAssign or some other plagiarism analysis and detection program. By enrolling in this course you grant the instructor permission to do so. If you are ever unsure about whether a behavior constitutes cheating, please ask me or the teaching assistant. It would also be wise to read the university's policy on academic dishonesty at <http://www.uoregon.edu/~conduct/sai.htm>.

#### Outside-Classroom Contact:

One way to work against the big-class anonymity is by establishing direct contact outside class. If you have any issue, question, or comment, please do not hesitate to come to my office hours (or make an appointment)—even if you just want to say hello and introduce yourself. In particular when it comes to issues related to your academic achievement, the earlier you come the better. Of course, you can also take advantage of the TA's office hours and there will be a FAQ section on the Blackboard course web page where you can post questions and will usually get an answer within 24 hours.

#### 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](mailto:hgerdes@oregon.uoregon.edu) <<mailto:hgerdes@oregon.uoregon.edu>>]

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\*\_Tentative Class Schedule\_\*

\*\_ \_\*

\*\_date\_\*

\*\_topic\_\*

\*\_reading\_\*

\*\_lab\_\*

Sep-30 T

Introduction, history

Bring your Clickers!\*\*

chap 1 (1–17, 20–24)

Oct–2 R

Scientific method

chap 2 (29–46)

week 1: methods (1<sup>st</sup> assignment)

Oct–7 T

Brain basics

chap 5 (146–165)

Oct–9 R

Brain basics

chap 5 (146–165)

week 2: brain



Oct-14 T

\*Quiz Week 1 and 2\*

Evolution

chap 3 (49-65, 80-84)

Oct-16 R

Evolution and Learning

chap 4 (91-117, 124-131)

week 3: Memory project (generating research question)

Oct-21 T

Learning

chap 4 (91-117, 124-131)

Oct-23 R

Motivation

chap 6 (177–183, 189–195, 201–209)

week 4: Memory project (generating study design)

Oct–28 T

\*Quiz Week 3 and 4\*, Incentives\*\*

chap 6 (183–189)

Oct–30 R

perception of contours

chap. 8 (263–268, 276–278)

week 5: carry out research

Nov–4 T

perception of colors, depth

chap 8 (268–276, 292–299)

Nov–6 R

perception of scenes

/1<sup>st</sup> RER quiz is due/

chap 8 (278–284)

week 6: Memory project (return study design work sheet, data collection completed and discussion of write-up)

Nov–11 T

\*Quiz Week 5 and 6\*, Top-down, bottom-up, objects/faces

chap 8 (289–291)

Nov–13 R

Guest Lecture

chap 9 (307–313)

week 7: executive control

Nov–18 T

Attention, Memory

chap 9 (315–318)

Nov 20 R

Memory

chap 9 (315–320)

week 8: levels of processing (2<sup>nd</sup> lab assignment)

\*Memory Project paper due\*

Nov–25 T

\*Quiz Week 7 and 8\*, Memory

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chap 9 (321-339)

Nov-27 R

Thanksgiving

Dec-2 T

Intelligence

chap 10 (362-381)

Dec-4 R

Intelligence and\* \*Expertise

/2^nd RER quiz is due/

chap 10 (362-381)

week 10: Presentation of memory projects

Dec-12 F

\*Quiz Week 9 and 10, Recap Quiz, makeup Quizzes\*, Time: Friday, 8:00  
AM,  
COL 150