

**Mind and Brain
Psychology 201, Spring 2008
(crn 34409)**

Please check frequently for updates on the web page.

Time/Location: Monday - Wednesday, 8:30PM – 9:50AM; 180 PLC, Prerequisites: None

Instructor:

Catrin Rode, office 326 Straub Hall, email: crode@uoregon.edu office hours: Monday 10-11:50 am or by appointment

Graduate Teaching Fellows:

Scott, Adams: 407 Straub Hall, email: sadams2@uoregon.edu , phone: 346 4902, office hours: Thursday 2-4 pm.

Alice Graham: 407 Straub Hall, email agraham2@uoregon.edu, office hours: Tuesday 1:30-3:30pm.

Tasha Oswald: 391 Straub Hall, email: toswald@uoregon.edu, phone: 346-3942, office hours: Tuesday 11am-1pm.

Ariane Haase: 323 Straub Hall, email ahaase@uoregon.edu, office hours: Friday 3-5 pm
For RER questions: **Georgina Parra**, email gparra@uoregon.edu, office hours by appointment.

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:

Psychology, 5th Edition by Peter Gray. 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 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 (202), 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).

Biweekly Quizzes (60% of total grade):

Usually Mondays (starting April 14th), 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 (**June 9th, 10:15am**). 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 accounts for 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 20% of scores will receive an A (90-100 points), the next 30% 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 final 10% will receive an F (0-59 points).

A small number of multiple-choice questions will be posted on the course web page **after each session**. These quizzes do not count towards your grade. However, a considerable portion of the actual quiz questions covering the preceding week will be taken out of the pool of posted questions. In other words, it is strongly advised for you to do the practice quizzes as preparation for the serious quizzes.

Make-up quizzes will be presented on the day reserved for the final. Participation in make-up quizzes requires a doctoral statement (or equivalent). Make-up exams will consist of open-ended questions covering the material of the missed quiz.

Participation in lab discussion sections (15% of total grade):

Starting in the *second* 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.*

Project (15% of total grade):

Embedded in the lab sections there will be one 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.

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 three such quizzes in total to ensure a maximum score. This means that you need to do at least three 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 three quizzes you can get a maximum of 33 points (+ 1 extra point for reaching 99).

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 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 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.

Extra Credits

You can do up to two extra experiment credits beyond the four credits you are required to take. Each additional half credit counts one half grade point (out of 100) added to your final number grade for each half experiment credit.

Grading:

The final grade is computed by integrating the grade points from the four requirements according to the following formula: $\text{Total} = (6 \times \text{Quiz} + 1.5 \times \text{Lab} + 1.5 \times \text{Project} + 1 \times \text{Experiments})/10$, which ensures the percentage weighting of requirements given above.

Classroom Etiquette:

This is a 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 300+! For example, in the past I have occasionally targeted 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, 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:

Cheating will not be tolerated in any form in this class. If you are caught cheating, you will receive no less than a failing grade on the assignment; you may be given a failing grade for the course. I hate cheating, because it takes up massive amounts of my time that could be used for other much more constructive uses, including making this a better course. Thus, cheating behavior is not only dishonest; it also deprives other students of receiving the highest quality instruction. If you are ever unsure about whether a behavior constitutes cheating, please ask me or one of the teaching assistants. 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 is 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]

Tentative Class Schedule

<u>date</u>	<u>topic</u>	<u>reading</u>	<u>lab</u>
March 31	Introduction, history	chap 1	
April 2	Scientific method	chap 2	
April 7	Brain basics	chap 5	
April 9	Brain basics	chap 5	week 2 research concepts and brain anatomy (1 st assignment)
April 14	Quiz Week 1 and 2 Evolution	chap 3	
April 16	Evolution and Learning	chap 4	week 3: Memory project (generating research question)
April 21	Learning	chap 4	
April 23	Learning	chap 4	week 4: Memory project (generating study design)
April 28	Quiz Week 3 and 4 , Motivation	chap 6	
April 30	Motivation and Sleep	chap. 6	week 5: carry out research
May 5	Perception of basic features,	chap 7, 8	
May 7	Perception of scenes	chap 8	week 6: Memory project (return study design work sheet, data collection completed and discussion of write-up)

May 12	Quiz Week 5 and 6 , Top-down, bottom-up, objects/faces		
May 14	Attention	chap 9	week 7: executive control
May 19	Memory	chap 9	
May 21	Memory	chap 9	week 8: levels of processing (2 nd lab assignment) Memory Project paper due
May 26	Memorial Day NO SCHOOL		
May 28	Thinking and Problem solving		week 9: Presentation of memory projects
June 2	Intelligence	chap 10	
June 4	Intelligence and Expertise	chap 10	week 10: to-be-specified
June 9	Quiz Week 9 and 10, Recap Quiz, makeup Quizzes , Time: Monday, 10:15am, 180 PLC		