

**Mind and Brain  
Psychology 201, Summer 2010**

**Time/Location:** MTWRF, 10:00-10:50, 11:00-11:50am Straub 142

Instructor:  
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Office: 407 Straub Hall  
Office Hours: Tue 9:00-9:50, Wed: 12:00-12:50  
Blackboard: PSY 201 (Summer 2009; 42187),  
Mind and Brain

**Course Web Site:**

Please enter course web page through [Blackboard](#). 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](#) phone: 346 2681.

**Course Overview**

In this course, we survey the history of modern psychology as well as the neural and psychological basis of motivation, perception, attention, learning, and memory. Mind and Brain together with Mind and Society (PSY202), which emphasizes development, personality, abnormal and social psychology, create a two-term introduction to psychology.

**Text:**

Gazzaniga, Heatherton, & Halpern. *Psychological Science* 3<sup>rd</sup> Ed.

There are previous editions of Psychological Science, however, they do not include the exact same information (tricky publishers!). The majority of information is in the 2<sup>nd</sup> edition and a large overlap with "Psychology" by Peter Gray, but the content is not 100% the same and the organization is not the same. The easiest choice is 3<sup>rd</sup> edition, the best value is the 2<sup>nd</sup> edition, and using other books is possible although more difficult. Keep in mind that the 3<sup>rd</sup> edition of Psychological Science will be used for 202 in the 2<sup>nd</sup> summer session.

**Course Philosophy and Expectations**

The course includes daily, traditional class meetings. Attendance in class is optional, but an essential part of your success in this course. Some topics will be covered during class that are not in the textbook. In addition to lecture we will have several activities that make up part of your grade. You are responsible for all material, (e.g., exams will cover all material from readings, lecture, activities, etc). Doing well in this class requires a proactive involvement with the course content. This includes completing the daily reading assignments, participating in class, completing the activities and engaging in discussion.

As a 4-credit class, you are expected to spend 16 hours per week outside of class working on relevant material. It is also expected that you will come to class having done the readings for the day prior to coming to class. You will not do well on exams or writing exercises if you do not keep up with the reading. I also recommend that you **check your UO email and Blackboard daily**, because any and all important information will be disseminated this way. This course has been designed to comply with the psychology department's guidelines for teaching and learning.

**Classroom Etiquette**

Attendance is optional and you should not come unless you are going to be engaged in learning. If you choose to attend class, put away laptops, cell phones, newspapers or any other distraction. A small minority of students in some classes believes they are invisible, that they are not noticed, and that one person's behavior does affect the majority around them. Not true! 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 a newspaper, sleeping, or cell phone use (very bad!) are 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. Moreover, sitting in class like a blob is almost as useful as not coming at all. You can make a difference in your learning and the others around you by listening attentively, asking questions, and contributing to discussions. I will make every effort to facilitate classroom interactions and I promise that each and every question will be addressed.

If I notice you are blatantly distracted or distracting others I will not publicly embarrass you, but I make it very clear that you need to engage yourself or leave.

### **Academic Honesty**

Academic honesty is very important and academic dishonesty is a very serious matter that carries long-term, severe penalties. In accordance with the University of Oregon Student Code of Conduct OAR 571-021-0105 (3) "Cheating" means any act of deception by which a student misrepresents or misleadingly demonstrates that he or she has mastered information on an academic exercise that he or she has not mastered. Examples include but are not limited to: (a) Giving or receiving unauthorized help in an academic exercise; (b) Use of sources or resources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (c) Acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff; and (d) Engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion. (26) "Plagiarism" means using the ideas or writings of another as one's own. It includes, but is not limited to: (a) The use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement; and (b) the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

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 the teaching assistant or me. It would also be wise to read the university's policy on academic dishonesty at the [Office of Student Life homepage](#).

### **Grading**

**Exams 500 points (50% of total grade):** Each Friday (starting June 25th) and each following Friday we will have a brief multiple-choice exam covering material from the preceding week's lessons. The last Friday of we will have a two exams, which will be the regular weekly exam plus one additional comprehensive exam covering material from the entire course. In total, there will be 4 regular exams and 1 comprehensive exam. Each exam counts 100 points (i.e., 10%) of the total grade. Exams will be made up of multiple-choice questions. Exam scores will be curved with regard to the distribution of scores for that exam 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). Exams cannot be made-up or rescheduled without exception. However, the lowest exam score will be dropped and not counted toward your grade.

**Intermediate quizzes 150 points (15% of total grade):** At various times during the class meetings or on Blackboard there will be quiz questions. The format will be open-ended, fill in the blank, matching, or similar responses. The primary purpose is for the quizzes is to be a self-test of your progress to shape class discussion and your personal studying. The intermediate quizzes will be graded on a 4 points scale corresponding to no pass/unacceptable/acceptable/excellent. No make-up quizzes will be permitted without exception. However, the lowest quiz score will be dropped and not counted toward your grade.

**Activities and homework 150 points (15% of total grade):** Starting in the first week of class, there will be activities and demonstrations relevant to classroom concepts. There will be one activity each week graded on a 4 points scale corresponding to no pass/unacceptable/acceptable/excellent.

**Online quizzes 150 points (15% of total grade):** You must complete at least five of the online quizzes available from the publisher. In order to receive credit you need to complete a 30-question quiz, obtain 80% or better, and email me the results. The quizzes are a great way to study for the exams and even provide customized study suggestions based on the answers you missed. I would suggest completing a quiz for every chapter, but you are only required to do five. The quizzes are available on the textbook's companion site here: <http://www.wwnorton.com/college/psych/psychsci3/welcome.aspx>

**Research Participation 50 (5% 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 complete the experiments or alternative assignment will result in 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 [www.uoregon.edu/~hscoord/](http://www.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 me. If you wish to pursue this option, you must contact me during the first week of class.

### **Grading:**

5% - Research participation  
15% - Online quizzes  
15% - Intermediate quizzes  
15% - Activities  
50% - Exams

### **Outside-Classroom Contact:**

One way to work against the class anonymity is by establishing direct contact outside class. If you have any issue, question, or comments please do not hesitate to come to my office during office hours or any other time as long as you email in advance. After the first day of class I will not, however, answer questions about the syllabus unless it is to clarify information on the syllabus.

### **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: Hillary Gerdes, 346-3211, TTY 346-1083, [hgerdes@oregon.uoregon.edu](mailto:hgerdes@oregon.uoregon.edu)

## Tentative Class Schedule (Revised: June 18, 2010)

<u>date</u>	<u>Topic</u>	<u>Reading</u>	<u>Activity</u>
Day 1 M June 21	Introduction, history	Chap 1: Introduction	Short Essay 1
Day 2 T	HSP Presentation, History	Chap 2: methodology	Short Essay 1 Due
Day 3 W	Scientific method	Chap 3: Biology	Assignment 1: Methods
Day 4 R	Biology	Chap 3: Biology	
Day 5 F	Biology	Chap 5: Perception	Take home exam assigned
Day 6 M June 28)	<b>No Class Meeting</b>	Chap 5: Perception	Take home Exam
Day 7 T	<b>Exam 1 (take-home)</b>	Chap 6: Learning	Take home Exam Due
Day 8 W	Sensation/Perception-Learning	Chap 6: Learning	Assignment 2: Neurologist
Day 9 R	Learning	Chap 6: Learning	
Day 10 F	Learning, Exam 2	Chap 6: Learning	
	Learning, Attention	Chap 6: Learning, Chap 7: Attention & Memory	
Day 11 M July 5	Learning, Attention	Chap 7: Attention & Memory	Possible Quiz
Day 12 T	Attention	Chap 7: Memory	Possible Quiz
Day 13 W	Memory	Chap 7: Memory	Assignment 3: Executive Control
Day 14 R	Memory	Chap 7: Memory, Chap 8 pp 331-341: Mental Representations	Possible Quiz
Day 15 F	Memory, <b>Exam 3</b>	Chap 8 pp 331-341: Mental Representations	<i>1<sup>st</sup> RER quiz is due</i>
Day 16 M July 12	Mental Representations	Chap 8 pp 342-356: Decision Making	Possible Quiz
Jul 17 T	Decision Making	Chap 9 pp 379-395: Motivation Chap 10 pp 445-456, 463	Possible Quiz
Day 18 W	Motivation, Health	Chap 9 pp 379-395: Motivation Chap 10 pp 445-456, 463	Assignment 4
Day 19 R	Regulation, Homeostasis		Possible Quiz
Day 20 F	<b>Exam 4, Comprehensive Exam 5</b>		<i>2<sup>nd</sup> RER quiz is due</i>