



Psychology 438 – Sensory Perception

Summer 2014

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Office: Daily Grind Café: Knight Library
 (Lower Level)
Office Hours Tuesdays 12:10p.m. – 1:00p.m.
 Thursdays 12:10p.m. – 1:00p.m.

Mondays, Tuesdays, Wednesdays, & Thursdays 10:00 a.m. – 11:50 a.m. (303 Gerlinger Hall)

OVERVIEW OF COURSE STRUCTURE

Course Objectives: At the end of this course, you should have a solid understanding of the ways in which humans and many animals use our sensory systems to perceive the world and the ways in which these phenomena are studied in psychology. Further, you should be able to read a description of research in perception and be able to identify the discipline (visual, auditory, etc.) as well as obtain a basic understanding of the research question.

Course Description: In this course, we will examine the subjective perceptual universe of the human brain as derived from our physical senses, including vision, hearing, and touch. Toward this end, we will include discussion of the methods used by scientists to examine perceptual abilities, the capabilities, and limitations of perception, current knowledge of the underlying neural bases of perception, and brain damage that may affect perception.

Perception involves the transformation of incoming signals into useful information or "representations" of the world. While perception seems automatic and effortless, it is really a complicated constructive process. The goal of the course is to understand some of the processes involved in this construction. The modern day study of perception is an interdisciplinary pursuit that includes studies of behavior, the brain, and computers. This course deals with all three types of studies with an emphasis on the first two. Thus, throughout the course we will contrast objective stimulus with subjective percept to provide perspective on the active and embodied nature of the perceptual world. 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.

Course Design: The course promotes active learning — through discussion, solving problems, and computer exercises. As an instructor, I see myself as a guide, cheerleader, and coach. The course encourages teamwork among students and the instructor. *Although Exams are to be completed individually, students are encouraged to work together on homework and to discuss ideas for essays.*

Course Format: Class meetings will be primarily lecture and discussion based, with PowerPoint slides used during lecture available for download on Blackboard. Lectures will cover **both** new material and assigned readings (DO NOT expect lecture to be simply a re-hash of textbook readings).

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 Exams, **even if they have not yet been discussed in lecture.**

COURSE REQUIREMENTS

1. Participation. Participation includes in-class group activities, assigned participation assignments, and unannounced mini-review-quizzes. Participation points will NOT be based on whether or not you got the correct answer, but on whether you tried. There are no make-up opportunities for participation points.

2. Homework. There will be 4 homework assignments during this course (one per week). The homework assignments will be in the form of online mini-quizzes taken on Blackboard (these are different from the in-class mini-review-quizzes, which will be taken for participation points). You will be given 5 attempts at each homework quiz, and feedback for the homework quizzes will be given in class the following day. ***Quizzes will only be available until 11:59p.m. the DAY THEY ARE DUE!!! This means that there will be no late homework quizzes accepted.***

3. Paper. You have to write a short one page -single-spaced- paper on one of the psychological perception phenomena discussed in this course. You may reference the textbooks, lectures, the virtual lab, and/or peer reviewed articles. More information on this will be given in class.

Other Requirements: APA Format

12-point font

Times New Roman font

1 – Inch margins

Proper citations and references

4. Exams. You will have at least 50 minutes to complete each Exam, be on time!!! Exams will cover all material since the previous Exam and might include multiple choice, fill-in-the-blank, true/false, and/or short answer questions. Exams are closed book, closed note, and are completed individually. On Exam days, we will have a 50-minute lecture ***Prior*** to the Exam, followed by a 5-minute break, after which the Exam will commence. You may leave after you complete your Exam, but if you leave the room ***For Any Other Reason*** (bathroom, etc. you must ***Bring me you Exam First***). In addition, you may not leave until after you have turned in your Exam following its completion. **Absolutely no texting or other use of electronic devices during scheduled Exam time is permitted.**

At the end of the term, ***you will have the option of taking a “comprehensive make-up Exam”, which will replace the lowest of your 4 Exam scores. Therefore, if you miss an Exam (and have a score of 0 for that Exam), the makeup Exam can be used to replace that. This is the only option for making up missed Exams – no exceptions!*** On the final day of lecture, you will have 50 minutes to complete Exam 4, followed by 50 minutes to complete the Make-up Exam if you wish.

5. Books. The required text is *Sensation and Perception (with CourseMate Printed Access Card)*, 9th Edition (Goldstein, 2013). There is a website, which accompanies this textbook:

<http://coursemate.cengage.com/CPReader/View/9781133958482/default.aspx?anon=True>

Registration is included with your textbook and the companion site includes practice quizzes, flashcards, crossword puzzles, exam practice, etc. ***I STRONGLY recommend using this resource to help you prepare for Exams.***

Read assigned chapters **before** class and do the “review” sections in the book as you encounter them. **Reread** if you encounter trouble on a “review” section.

COLLABORATION

Collaborative Learning: Discussing homework with other students and your instructor is encouraged, as are homework and study groups for quizzes and exams. Talking over the problems and reworking them when you discover that others got different answers promotes deeper understanding of concepts. ***However, each student must submit a separate homework.*** More explicitly, you may work together to solve problems and check your answers on homework with each other, but preparing those answers for your homework and the actual writing of any verbal answers need to be done independently.

Individual Work (when Collaboration = Cheating):

Your work on the quizzes must be your own. Any verbal statements on homework MUST be written in YOUR OWN WORDS. If you are caught cheating, the following consequences apply:

Cheating on Homework:

First offense: “0” on homework assignment and homework will be counted as not turned in

Second Offense: An “F” in the course. Infraction will be reported to the Office of Student Conduct and Community Standards.

Cheating on a Quiz:

An “F” in the course. Infraction will be reported to the Office of Student Conduct and Community Standards

The University may impose additional penalties in accordance with the student conduct code:

<http://uodos.uoregon.edu/StudentConductandCommunityStandards/StudentConductCode/tabid/69/Default.aspx>

SPECIAL NEEDS

Students with Disabilities: If you have a documented disability and may need accommodations, contact me ASAP. ***There is no way I can help you if you come to me with a documented disability at the end of the term. In addition, please let me know in advance even if you are not sure that your disability will require accommodation*** (for example, if you have a physical disability that may require you to miss class, but you are

not sure it will). Students who are experiencing learning difficulties are encouraged to consult the Accessible Education Center (164 Oregon Hall; 346-1155; <http://aec.uoregon.edu/>). While I will try to make any accommodations, only the AEC is qualified to assess and address potential student disability needs.

Student Athletes: *You must let me know during the first week of classes* if you will miss class due to travel with a UO athletic team and require accommodation. *Requirements for the course will not be relaxed* for student athletes, however *minor scheduling accommodations may be made (e.g., taking a quiz a few hours early) if planned well ahead of time.*

Other Students: If you are repeating this class, or have other circumstances that might affect your ability to devote time to the class, please let me know now so we can discuss strategies to promote your success in this course. If you wait until you have problems in the course, it may be too late to salvage your grade, but planning ahead will likely lead to success.

GRADING

Your *final course grade* is based on the following components:

100 points	(50%)	Score on 4 Exams worth 25 points each (there will be one comprehensive make-up Exam at the end of the term if you would like to replace your lowest Exam score or make-up a missed Exam)
80 points	(40%)	Score on 4 homework assignments worth points 20 each
10 points	(05%)	Participation in in-class exercises, attendance, and assigned participation work
10 points	(05%)	Reaction Paper on a perception phenomenon of your choice so long as it is covered or referenced in this course

Final grades will be based on the percentage of total possible points earned, distributed as follows:

	B+ 87.5 – 89.4%	C+ 77.5 – 79.4%	D+ 67.5 – 69.4%	Pass/No Pass:
A 92.5 – 100%	B 82.5 – 87.4%	C 72.5 – 77.4%	D 62.5 – 67.4%	P: 70% and up
A - 89.5 – 92.4%	B - 79.5 – 82.4%	C - 69.5 – 72.4%	D - 59.5 – 62.4%	N: 69% or lower

Extra Credit. You can earn up to 10 points of extra credit (added to your final score) by participating in up to 2 hours of ongoing experimental research in the Psychology Department and writing a short 1 paragraph summary of the study or by writing a short 2 page paper on a research article of your choice (article must be approved by instructor prior to assignment submission).

COURSE SCHEDULE

****Schedule, homework due dates and Exam dates subject to change***

Date	Topic	Readings	Exams & HW
Week 1			
6/23	Course Introduction	Ch. 1	
Mon	History of Inquiry into Perception		
6/24	Physiological Basis of Perception: Neural Processing Introduction & Methods I	Ch. 2-3	
Tues	The Anatomy & Physiology of Vision		
6/25	Neural Processing II	Ch. 4	
Wed	The Anatomy and Physiology of Vision		HW 1 Available
6/26	Color Vision	Ch. 9	
Thurs	Exam 1: Second Half		Exam 1
6/29			
Sun	No Class		HW 1 Due 11:59p.m.
Week 2			
6/30	Perceiving Brightness and Contrast	Ch. 5	
Mon	Perceiving Objects and Scenes		
7/1	Perceiving Depth & Size	Ch. 10	
Tues	3D Shape, Depth, & Space Perception		
7/2	Visual Attention	Ch. 6	
Wed	Perceiving Movement I		HW 2 Available

COURSE SCHEDULE CONTINUED

Date	Topic	Readings	Exams/HW/Recommended Lab
Week 2			
7/3 Thurs	Perceiving Movement II Motion Perception & Action Exam 2: Second Half	Ch. 7-8	 <i>Exam 2</i>
7/6 Sun	No Class		HW 2 Due 11:59p.m.
Week 3			
7/7 Mon	Clinical Aspects of Vision	Ch. 16	
7/8 Tues	Animal Vision Visual Illusions		
7/9 Wed	Hearing/Audition: Sound, The Auditory System, Localization, & Pitch Test Review	Ch. 11-12	 HW 3 Available
7/10 Thurs	The Auditory Scene Exam 3: Second Half	Ch. 12	 <i>Exam 3</i>
7/13 Sun	No Class		HW 3 Due 11:59p.m.
Week 4			
7/14 Mon	Hearing: Speech Perception	Ch. 13	
7/15 Tues	Cutaneous Senses Somatosensation	Ch. 14	

<i>COURSE SCHEDULE CONTINUED</i>			
Date	Topic	Readings	Exams/HW/Recommended Lab
Week 4			
7/16	Chemical Senses	Ch. 15	
Wed			HW 4 Available
7/17	Exam 4: First Half		<i>Exam 4</i>
Thurs	Comprehensive Make-Up Exam: Second Half		<i>Make-Up Exam</i>
7/18			HW 4 Due 11:59p.m.
Fri	No Class		Reaction Paper Due 11:59p.m.