

PERCEPTION (PSY 438/538) Summer 2015 – SYLLABUS

Instructors: Daryn Blanc-Goldhammer & Alex Bies

Where: Straub 252

When: 10a – 11:50a, MTWR

Contact Information

Two instructors co-teach this course. You may contact either instructor regarding general course questions. It is best to direct specific questions about course content to the instructor responsible for that material (see course calendar). However, both instructors will be happy to answer your questions.

Instructor:	Daryn Blanc-Goldhammer	Alex Bies
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Office Hours:	R 12-1p	M 1-2p
Office Location:	LISB 229	LISB 229

Course Overview

Course Website: <<http://canvas.uoregon.edu>>. This course is managed via Canvas. This site will provide supplemental information for the course (syllabus, course schedule, grades, pdf copies of slides, assignments, etc.). Please be sure to check for announcements and updates often.

Textbook Website: <<http://sites.sinauer.com/wolfe4e/>>. On this site there are activities, study questions, and a chapter summary associated with each chapter.

General Course Description: To take in the information contained in this document, you are either listening to a reader or scanning text. These are two means by which we interact with the world. In this course, we will cover the physiology of perceptual processes such as seeing and hearing. You'll get to learn about several sensory systems and explore the perceptual experiences they generate through activities.

Course Objectives: **1. Gain content knowledge about the biological, psychological and physical bases of perception.** By the end of the course you should have learned the mechanisms of transduction for each sensory system understand how they are similar and different. You will also have the opportunity to learn about the neural pathways and brain areas that allow you to perceive your world. You should be able to apply this knowledge to everyday life occurrences. **2. Develop scientific thinking skills.** In class, you will be asked to pose alternate hypotheses about what you will observe during activities and assess the conclusions of others' research. These activities will prepare you to ask meaningful questions about how you perceive the world after the course ends. At that time, you will be prepared to apply scientific thinking skills to other aspects of your life, as well. **3. Develop your scientific reading and presentation skills.** As a part of this course, you will have the option to write a paper or make a video about a perceptual process. Regardless of what you choose to do after this class ends, you will need to be able to communicate effectively with others; written summaries and media presentations are excellent means by which to convey such summary information.

Course Format: We will fulfill the course objectives through lectures, readings, activities, and your completion of a project or paper. We will assess objective 1 through scheduled quizzes and exams, which will be based on the lectures, readings and activities. We will assess objective 2 through essay questions on the exams as well as your posed questions and interpretations of the scientific literature in your paper or project. We will assess your reading of the literature and your presentation skills as you fulfill the assignments that will culminate in a completed paper or video.

In order to fulfill these objectives within the timeframe of the course, we expect the following:

- 1) **Engage with all of the course materials.** The material in this course will be presented through a combination of assigned reading from the text, class lectures, in-class discussion, and demonstrations. Please note that some class materials (videos, demos, etc.) will not be available outside of class due to copyright and intellectual property laws. Lecture material and readings will have overlap, but will not be replications of each other; some lecture material will not be covered in the readings and vice versa. Each of the non-lecture parts of the course (discussions, readings, papers, presentations) are designed to reinforce ideas and augment concepts presented in lectures.
- 2) **Ask questions when you do not understand.** Questions are encouraged in all parts of the course and students are welcome to stop by our offices for clarifications and/or discussions during office hours or by appointments.
- 3) **Come prepared (read prior to class).** To gain content knowledge, 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 three 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). Third, unless you know that you don't know, you won't know that you need to ask questions to gain an understanding. Confused because you just read that? Now ask for clarification!

By doing these things, you will be better prepared to fulfill the course objectives!

Required Text: Sensation & Perception by Wolfe et al., Fourth Edition

This majority of the course material will come from this text unless otherwise specified. This book introduces the human sensory systems and the perceptual experiences derived from the stimulation of these senses. The content is based on current areas of research, which we may supplement with additional articles (such as in Week 4). <http://www.sinauer.com/sensation-perception-772.html>

Grading and Assignments

Final grades are based on consistent performance through the term. The final grade will include the weighted scores for the quizzes, participation in discussion and activities, contribution to the group project, and the exams.

Letter grades will be determined as follows: A (90-100% of total possible points), B (80-89%), C (70-79%), D (60-69%), F (0-60%). Scores for individual tests/assignments are not curved. However, the instructor reserves the right to relax (but not stiffen) this criterion for final grade assignments, depending on the actual distribution of scores. Typically, the cutoff for a B is 80% and scores in the upper and lower third of each grade range will be awarded a 'plus' or a 'minus' respectively (e.g. 80-83.33=B-, 83.34-86.66=B, 86.67-89.99=B+).

Assignment	Points per assignment	Total points
Quizzes (best 5 of 6)	10	50
Exams (3)	50	150
Activity/Reflection Paragraph (best 5 of 7)	5	25
Paper/Project	50	50
Total possible points		275
Extra Credit	Boost of 0.5% of your final grade per completed credit hour of human subjects research (up to 3 hours; 1 credit per hour)	Final grade = (your points)/275 + (your credits)*.5

Quizzes: Short quizzes will be given in the first 10 minutes of several classes (see course calendar for dates). Quizzes will contain 5 multiple-choice questions that pertain to the most recently presented lecture materials and the readings from the text to assess (**Objective 1**). Quizzes may also contain an essay question to assess (**Objective 2**). The quizzes are designed to serve as quick reviews of recently covered materials as well as to help you keep up with the reading assignments. Of the 6 quizzes, the lowest score will be dropped, with the score of the remaining five yielding 50 points of the final grade. No make-up quizzes will be offered, as we will review each quiz's answers immediately after you take them; if you miss a quiz, that grade will be the one that will be dropped.

Exams: Exams primarily test conceptual understanding (**Objective 1**) and your scientific thinking skills (**Objective 2**). The exams will be part multiple choice, part fill-in-the-blank/match the information and part short answer/short essay. All exams are somewhat comprehensive in that each exam will contain questions drawn from the entire course. However, a greater emphasis will be placed on material covered since the previous exam.

You may take an exam late only if you have an excused absence (a medical emergency, a scheduled athletic event, or an executive order/court order). To take an exam late, you must have official documentation of your excused absence; no late exams will be given without evidence of a valid excuse. If you are a student athlete, please notify us of your scheduling conflicts as early as possible, and make arrangements for taking missed tests on the road, when possible. The format of late exams may be different in type of questions and/or choices.

Activity/Reflection Paragraphs: There will be various online activities that we will work on in class. Links to the online activities will be posted on Canvas. You are encouraged to work in groups but required to write your own reflection paragraph in your own words (see *Academic Honesty* below). Please turn in your reflection paragraph the next day at the start of class. The reflection paragraphs are worth 5 points each. Of the 7 reflection paragraphs, the lowest 2 scores will be dropped, with the score of the remaining five yielding 25 points of the final grade.

You will be required to turn in a reflection paragraph that addresses the following:

- 1) What did you do/experience/read about in this activity?
- 2) How does the activity relate to the lecture topic?
- 3) What is something that you found confusing or clarifying (with relation to lecture or your personal experiences)?
- 4) Relate this to an experience you've had or might have in the future – outside of class.

Video Project/Paper: This assignment should help you develop your scientific thinking, reading, and presentation skills (**Objectives 2 and 3**). You will complete EITHER a video project or a paper:

Video Project: You are welcome to work with a group or individually to create a video on a topic covered in class. For the artistically minded, this video could include generating visual art (e.g., painting), a demonstration (e.g., illusion), or performance art (e.g., interpretive dance). Please see the rubric for specific required contents.

Paper: If you are not interested in creating a video, you have the option to write a paper on a topic covered in class, individually. The paper should be 4 pages maximum, double-spaced, and use 12pt font. Please see the rubric for specific required contents.

Deadlines for video project and paper:

6/24 Choose an option and topic (2 points)

6/30 References due (2 points)

7/2 Turn in a one-paragraph summary or an outline of your project/paper (6 points)

7/9 Projects and papers due (40 points)

Plagiarism will not be tolerated (see section on Academic Honesty below).

Extra Credit: You may receive up to 1.5 percentage points added to your final grade by participating in up to 3 hours of experimental research in the Psychology Department or by completing an alternative assignment. Each hour of participating in experimental research counts as 0.5 percentage points (e.g., If you had an 88.7% and completed all three hours of extra credit your grade would be boosted to a 90.2%).

You can access the research signup at <<https://uopsych.sona-systems.com>>. Email one of us if you are interested in completing an alternative assignment.

Other Policies

Due Dates: Due dates for the video project/paper are contained in the course outline. Assignments are due by the start of lecture on the appropriate date. While some assignments are required in hardcopy, others should be submitted via Canvas. Please follow all instructions carefully. 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 either instructor as soon as possible. The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall at 346-1155 or uoaec@uoregon.edu. Also, please request that an AEC adviser to send a letter verifying your disability and accommodation needs. For a list of resources provided by the Accessible Education Center, please see <<http://aec.uoregon.edu/about/index.html>>.

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 either instructor as soon as possible to make special arrangements. Please note that you may NOT use electronic dictionaries/translators during exams/quizzes. However, if necessary, please discuss the need for a paper dictionary/translator with the instructor at the beginning of the term and appropriate arrangements will be made.

Academic Honesty: Cheating will NOT be tolerated in any form in this class. All work submitted in this course must be your own. For the consequences of academic dishonesty, refer to the Schedule of Classes published quarterly. If your responses on assignments are suspected of plagiarism or if a proctor has any reason to be uncomfortable about your conduct during a test, they may ask you to move seats, confiscate your test and/or mark an "F" for that test/assignment. All 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 instructors before you complete any relevant requirements of the course.

For more information, see the UO web site regarding academic honesty at:

<<http://uodos.uoregon.edu/StudentConductandCommunityStandards/AcademicMisconduct/tabid/248/Default.aspx>>

Course Calendar

Week/Date	Topic (Chapter*)	Assessment	Assignment	Instructor
1				
22-Jun	What is perception? (1)		Project/Paper options	Alex & Daryn
23-Jun	Audition: Sound, ear, brain (9,10)	Quiz		Daryn
24-Jun	Audition: Music and speech (11)		Topic sentence due	Daryn
25-Jun	Vestibular sense, P&A (12)	Quiz		Daryn
2				
29-Jun	Vision: Light, eye, brain (2,3)		Reference due	Alex
30-Jun		<i>Midterm</i>		--
1-Jul	Vision: What and where (4)			Alex
2-Jul	Vision: Color (5)	Quiz	Paragraph due	Daryn
3				
6-Jul	Vision: Space and depth (6)			Alex & Daryn
7-Jul	Vision: Attention and scene (7)	Quiz		Daryn
8-Jul		<i>Midterm</i>		--
9-Jul	Vision: Motion (8)		Project/Paper due	Alex
4				
13-Jul	Somatosensation and pain (13)	Quiz		Alex
14-Jul	Olfaction and taste (14,15)			Alex
15-Jul	Other senses (optional reading**)	Quiz		Alex & Daryn
16-Jul		<i>Final Exam</i>		--
*Chapter in Sensation & Perception, 4e, Wolfe et al.				
**Review papers covering echolocation (Madsen & Surlykke, 2013) and magnetoreception (Wiltschko & Wiltschko, 2005).				

Dates on which particular topics are to be presented in lecture are subject to change, as are related reading assignments; however, the dates of quizzes, exams or term paper deadlines will not be changed, unless absolutely necessary.