



Psychology 201: Mind & Brain

Fall 2019 (CRN 15290)

TuTh 2:00 – 3:50 pm, 156 Straub

Instructor: Prof. Paul Dassonville

331 Lewis Integrated Science Building

541-346-4956, prd@uoregon.edu

Office hours: MW 2:00–3:00, or by appointment

Graduate Employee Teaching Assistants (GEs): If you think you have a question that could be answered by the GEs, please try them first. Contacting your *assigned* GE is preferred (see below), but feel free to attend the office hours that work best for you if your schedule is constrained.

If your last name begins with A–Ge:

Ben Chaloupka, 234 Lewis Integrated Science Building, bchaloup@uoregon.edu

Office hours: M 1:00-2:00 & Th 4:00-5:00, or by appointment

If your last name begins with Gi–Mi:

Kelly Robles, 247 Lewis Integrated Science Building, kne@uoregon.edu

Office hours: TTh 12:30-1:30, or by appointment

If your last name begins with Mo–Z:

Scott Wallner, 232 Lewis Integrated Science Building, swallner@uoregon.edu

Office hours: MW 9:00-10:00, or by appointment

General Course Description: Mind & Brain is part of a 2-term sequence (with Mind & Society, PSY202) that provides an overview of psychological science. In this course, you will learn about different experimental approaches to the study of the human mind and brain, including such topics as the history and methods of psychological research, the structure and organization of the nervous system, sensation, perception, attention, learning, memory, cognition, language and consciousness. *By the end of this course, you will have a new appreciation for how you interact with the world and how your experiences influence your thoughts and behaviors!*

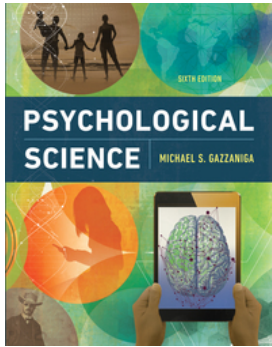
Learning Objectives: Students fully engaged in the course will learn about the scientific basis of psychology and neuroscience. Each aspect of the course – readings, assignments, and tests – is designed to help you hone and develop your scientific reasoning, critical thinking and study skills, while learning core concepts in neuroscience and psychology. By the end of this term, you will –

1. **Gain foundational knowledge of major theories, research findings and methodological approaches to understanding brain mechanisms and neural correlates of perception, learning, memory, and cognition.**
 - a. You will undertake readings and classroom discussions focused on neural correlates of cognitive abilities.
2. **Become familiar with scientific methods and the role of statistical inferences in psychology.**
 - a. You will participate in, as well as read about, empirical research in the field.
3. **Practice critical thinking as well as logical and ethical reasoning skills.**
 - a. You will develop scientific thinking through reasoning tasks.
 - b. You will learn to make objective, valid conclusions based on empirical data.
4. **Enhance your self-study, oral and written communication as well as scientific discussion skills.**
 - a. You will explore many critical concepts in depth through guided readings, online exercises and discussion assignments.
 - b. You will share your findings and ideas with your peers through discussion boards and during small group activities.

Course website: This course will be managed through **Canvas**. The syllabus, lecture slides, additional readings and links for explorations, study guides, assignments, grades, etc., will be available at canvas.uoregon.edu. All registered students have access with their UO username and password. If you need assistance with your canvas account, please explore the support options made available by the Knight Library (library.uoregon.edu/cmet/canvas/help/students1, email: canvas@ithelp.uoregon.edu, phone: 346-3053).



Required Text and Materials: Please notify me immediately if you have difficulty obtaining any of these materials from the bookstore –



Psychological Science by Michael S. Gazzaniga (2018, 6th edition). A copy of the text will be on reserve at the Knight Library, available for a 90-minute checkout period. Links to optional study activities from the textbook publisher (flashcards, practice quizzes, etc.) will be made available on the course website in Canvas (canvas.uoregon.edu).

If you purchase from the UO Bookstore, the textbook will come packaged with a registration code that allows access to an **e-book version of the text**, **ZAPS online labs**, and the **InQuizitive adaptive learning environment**. ZAPS and InQuizitive assignments will be due every week throughout the term. Because of the need for access to the electronic components of the course, textbook rentals (which typically do not provide access codes) are rarely cost effective. If you can locate an inexpensive copy of the textbook alone (or if you prefer to rely only on the e-book version of the text without a printed copy), it is possible to purchase these electronic components

of the text directly from the publisher by going to www.pearson.com/ebook-psychsci6 or clicking on the *Psychological Science* e-book link in the Course Material module on Canvas (\$25 for either InQuizitive or ZAPS, or \$71 for a package that includes an e-book version of the text, InQuizitive and ZAPS; a 3-week trial period is also available if you are still book-shopping or are unsure if you may drop the course). ***If you have used ZAPS labs or InQuizitive in a previous term within a year (for PSY202, for example) you do not need to purchase it again – logging in with your previous username and password should grant you access.***

iClickers: iClickers are small handheld devices used for recording individual classroom responses to questions posed in class. iClicker and iClicker2 (a newer version) are available from the UO Bookstore and from other sources – both should work fine for this course. ***It is important that you register your iClicker on Canvas (Canvas→iClicker→iClicker Registration) and bring it to every class!*** Your responses will be recorded for participation and attendance grades.



Course Format: The material in this course will be presented through a combination of assigned readings from the text, class lectures, in-class discussions, demonstrations and participation in research. In addition, on-line laboratory assignments (ZAPS labs) will be used to explore experimental research methods, and the InQuizitive adaptive learning environment will both assess your knowledge of material from the textbook and act as a study tool. Lecture material and readings will have some overlap, but will not be replications of each other; some lecture material will not be covered in the readings and vice versa. 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 – 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. Each of the non-lecture parts of the course (discussions, readings, demonstrations, movies, on-line labs) is designed to reinforce ideas and augment concepts presented in lectures.

Questions are encouraged in all parts of the course and students are welcome to stop by with questions and/or discussions during office hours, or by appointment.

Office hours: *Students are encouraged to attend office hours for extended one-on-one discussions.* In general, questions are best asked in person, when comprehensive answers are possible. For simple queries, the instructor and GEs for this course are available to answer questions via email. To request an appointment outside of office hours, please send an email with several times when you can be available within the next few days. For priority responses, please include “PSY201” in the subject line of all emails about this course. *We will make every attempt to answer all emails within 24–36 hours after receiving them, or by the following Monday for emails received after hours on Friday.*

Grading: Your final grade will be based on two Midterm Exams (45% of the total grade), a Final Exam (25%), InQuizitive assignments (10%), ZAPS online labs (7.5%), Research Participation (7.5%), and Class Participation/Attendance (5%); see below for details on each.

Exams (70%): There will be two midterm exams (with each counting toward 22.5% of the final grade) and a *cumulative* final exam (25%). All exams will be multiple choice. **No makeup exams will be given without a valid, excused absence.** You will need to present documented justification for the absence (e.g., doctor’s note, court order, or documented athletic events for student athletes) for a missed exam in order to take a makeup exam. The documentation

must be presented before (if possible) or as soon as possible following the exam. **Makeup exams will be administered during finals week to only those students with previously excused absences.**

InQuizitive Assignments (10%): InQuizitive is an online interactive learning system that accompanies the textbook. After reading each chapter, you will be expected to complete the associated InQuizitive assignment, which will both gauge your knowledge of the material, and act as a learning tool. Each question will be accompanied by feedback on your answer, as well as guidance on the textbook pages where relevant information can be found. **Deadlines for completing each InQuizitive assignment will be 11:59 pm on most Mondays during the term** (starting in week 2; see the Course Schedule for details). InQuizitive is adaptive, altering the content and difficulty of each question according to your accuracy on previous questions, and the number of points that you receive for each correct answer (or penalty for incorrect answer) will be determined by the confidence that you indicate for your answer. Achieving the target score for each assignment (typically 1000 points) will allow you to earn full credit for the assignment, and although knowing the material well will allow you to reach the target by answering fewer questions (and spending less time with the assignment), every student can eventually reach the target by answering more questions (and spending more time with the assignment). **To ensure that you have the opportunity to reach the target score, allow yourself ample time to complete each assignment before the 11:59 pm deadline (the average student takes about an hour for each InQuizitive assignment, but some students take considerably more time).** To allow for an occasional absence or less-than-stellar performance, the lowest InQuizitive score will be dropped from the average – *no makeups will be provided.* (Note that in order for your InQuizitive score to be reported to Canvas, you *must* access each assignment through the link provided in Canvas, rather than going through the publisher's website.) If you do have technical difficulties, submit a helpdesk request at support.wwnorton.com.

ZAPS Online Labs (7.5%): Part of your experience with this class will be an online component in which you perform online lab activities (ZAPS labs) associated with the material covered during lectures. These activities consist of participation in a short experiment (on the ZAPS website) and answering a few associated questions. You will do ZAPS assignments on your own time, outside of class, and the **ZAPS labs will have deadlines for completion at 11:59 pm on most Mondays in the term** (starting in week 2; see the Course Schedule for details). Your ZAPS grade will be based on participation in the experiments and correctly answering the associated questions. To allow for an occasional absence or less-than-stellar performance, the lowest ZAPS score will be dropped from the average – *no makeup labs will be provided.* (Note that in order for your ZAPS score to be reported to Canvas, you *must* access each assignment through the link provided in Canvas, rather than going through the publisher's website.) If you do have technical difficulties, submit a helpdesk request at support.wwnorton.com.

Research Participation (7.5%): An important part of this course is learning about research being conducted in the field of psychology. One of the best ways for you to learn about psychological research is to experience it firsthand by participating in some of the high quality psychological studies conducted at the University of Oregon. Psychology and Linguistics researchers run many experiments on varied topics (e.g., perception, cognition, memory, language, psychological coping, social interaction). To participate in experiments, you can sign up on an electronic bulletin board at uopsych.sona-systems.com (see below for details on creating an account). Once logged in, you will find a list of studies that are available to you, as well as the time and location of each study (some can be completed online). After participating in a study, you will be electronically credited for the time allotted for that study. Studies range in length from ½ hour to several hours, with one hour of participation equal to one credit. To complete the research requirement, you will need to complete 4.5 credits worth of studies. For further information, see the slides from the PowerPoint presentation about being a research participant on the course Canvas site, or email the Human Subjects Coordinator (hscoord@uoregon.edu) with questions. More details about participating in research studies will be provided in class.

For ethical reasons, the university and I can neither force you to participate in research studies, nor would we wish for you to be uncomfortable participating in studies. For this reason (or if you are younger than 18 years of age), there is an alternative assignment that you can do that involves signing up in advance for 2-hour timeslots to come to the Psychology Department to read psychology research articles and write short essays about them. There is also a 1/2 hour tutorial you can complete, so that doing two of the article reading sessions, plus the tutorial, will equal the same 4.5 hours of time as participating in studies. For more details about completing this alternative, please contact the GEs.

IMPORTANT NOTES:

- If you fail to show up to TWO studies, you will not be allowed to participate in research studies as a way to complete your research requirement. You will instead be required to complete your research requirement by doing

the alternative assignment.

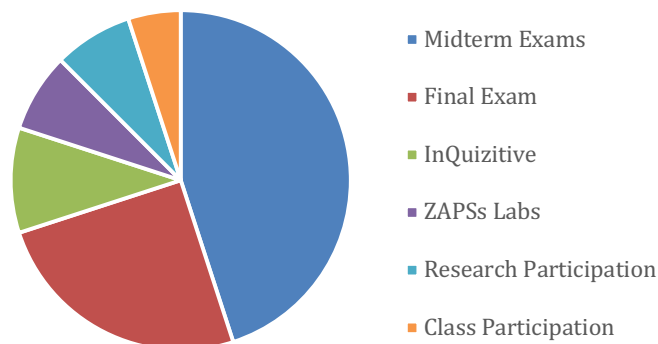
- All students must complete the research requirement to get a grade in the course. **If you do not complete the requirement, you will receive an incomplete in the course until you do.** If you do not complete the requirement within a year, the incomplete will be changed to a failing grade in the course, as required by the university registrar.
- At least two of the 4.5 hours of the research requirement must be completed by **11:59 pm on Friday, Nov. 1**. The other 2.5 hours must be completed by **11:59 pm on Friday, Dec. 6**. *PLAN AHEAD:* To complete the research requirement, you must schedule your time slots in advance. A failure to schedule timeslots for completing the research requirement in time for both the midterm and end-of-term deadlines will result in a permanent loss of points in the course.

Class Participation and Attendance (5%): Although this is a large class, technology has created ways for me to get some idea of the depth of your understanding of the topics discussed during lecture. Periodically, during class, I will ask questions and you will answer with your iClicker. If you are in class when the questions are asked, you will get participation points for answering. Unless otherwise announced, I will use the iClicker answers only for attendance, to tell me more about overall class understanding, and as a tool for class demonstrations. The number of iClicker questions per class will vary; your attendance grade will be determined by the percentage of clicker questions you complete. To allow for occasional absences, you will only be required to answer 80% of the clicker questions presented throughout the term to get full participation/attendance points.

SUMMARY OF GRADED ACTIVITIES - Percentage of Final Grade:

Two midterm exams, (22.5% each)	= 45%
Cumulative final exam	= 25%
InQuizitive online assignments	= 10%
ZAPS online activities	= 7.5%
Research Requirement (4.5 hours)	= 7.5%
Participation and Attendance	= 5%

Total	= 100%



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%); +’s and –’s will also be assigned (e.g., 90 – 93 = A–; 93 – 97 = A; 97 – 100 = A+). Typically, grades are not curved. However, I reserve the right to relax (but not stiffen) these criteria by curving the scores upward, depending on the actual distribution of grades.

Electronic Access: You will need to register/login in FOUR different ways for this class. Here’s a summary and quick reference:

- 1) To access the course website on **Canvas** (canvas.uoregon.edu), use your “Duck ID” (the first part of your uoregon email address, minus the “@uoregon.edu”) and password. Once logged in, click on Courses on the left menu, then select PSY201.
- 2) The first time you access the online supplements to the textbook (**ZAPS, InQuizitive, or the e-book**), you will need to register with the publisher. To do so, click on a ZAPS or InQuizitive assignment, or the e-book link, in the course Canvas site. Select the “Register, purchase, or sign up for trial access” option and button. Then, enter all required information, as well as the registration code that came with your textbook. **If you have difficulties registering, please visit support.wwnorton.com for assistance.** If you have previously registered with the publisher, you can skip the steps listed above and simply sign in with your email address and the appropriate password. **(Note that in order for your ZAPS and InQuizitive scores to be reported to Canvas, you *must* access each assignment through the link provided in Canvas, rather than going through the publisher’s website.)**
- 3) To register your **iClicker**, log into the course Canvas site and click on the iClicker item in the left menu. The clicker ID can be found on the clicker itself (if the clicker ID number is unreadable, consult with me). *Please register before 11:59 pm on Oct. 14 to ensure that you receive credit for your work.*
- 4) To register for **SONA** for participating in research studies to satisfy the research requirement, you need a SONA ID, which you can get by following the directions on the SONA website (uopsych.sona-systems.com). If you registered

on SONA in a previous term, you will *not* need to register again – your old SONA ID and password will still work. If you are not 18 years old yet, or would prefer to satisfy the research requirement by completing the alternative assignment, contact your GE; you will not need to register with SONA.

Classroom Etiquette: This is a very large class. Students in large classes often believe they are invisible, that they will not be noticed, and that one's individual behavior does not matter. *This is not true!* You can make a difference by listening attentively, asking questions, and contributing to discussions. Just as actively engaged students have a positive influence on the classroom environment, activities like talking to your neighbor, texting, coming late, leaving early, personal grooming, reading the newspaper, loud yawns, sleeping, surfing the web, or cell phone use can be extremely disruptive. PLEASE make sure that you and your fellow students get the most from this course by abstaining from such activities. **Cell phone use (for texting, calls, or web surfing) is prohibited (also, please silence your ringer before each class). Laptops can be used only for taking notes (no web surfing, checking Facebook, etc.), and they are highly discouraged even for that purpose.** If I find that your activities are distracting me or your fellow students, I will call you out on it, and repeated warnings will be accompanied by dismissal from the course.

Accessibility, Diversity and Inclusivity: I support and value diversity, and expect you to respect the diversity of backgrounds, opinions, and viewpoints of your classmates. It is important to me that you feel comfortable and respected in this class, both by me and your peers. Please let me know if I or other students make you feel uncomfortable, inadvertently or otherwise, so that appropriate corrections can be made immediately. If you feel that you or someone else has been the victim of bias in this class, you may consider contacting the Bias Response Team (bias.uoregon.edu).

Please contact me if you have any concerns during the term, especially for the following cases:

Students Needing Accommodations for Accessibility: If you have a documented disability and anticipate needing accommodations in this course, please make arrangements with me early in the term. *The University of Oregon is working to create inclusive learning environments. Please notify me if there are any aspects of instruction or design of this course that result in disability-related barriers to your participation.* If you have a documented disability, please request that a counselor at the Accessible Education Center (uoacc@uoregon.edu, tel. 541-346-1155) send a letter verifying the type of accommodation that is appropriate. For a full list of resources provided by the Accessible Education Center, please see acc.uoregon.edu.

Students for whom English is a Second Language: If you are a non-native English speaker and think you may have language difficulties or need assistance in this course, please contact me as soon as possible and within the *first 2 weeks of class* to make special arrangements. Please note: *I do not allow translators or dictionaries* during tests but will make every effort to help you understand the materials throughout the term.

Students with financial hardship: If you are a student experiencing financial hardship and do not have access to notebooks, pencils, and other imperative resources to succeed in this course, please talk to me within the first 2 weeks of the term for assistance. We can work together to ensure you find the resources and time you need.

Title IX: I am a student-directed employee; for information about my reporting obligations as an employee, please see investigations.uoregon.edu. Students experiencing any form of prohibited discrimination or harassment, including sex or gender based violence, may seek information at safe.uoregon.edu, respect.uoregon.edu, or investigations.uoregon.edu. You can also contact the non-confidential Title IX office (541-346-8136), AAEO office (541-346-3123) or Dean of Students offices (541-346-3216), or call the 24/7 hotline 541-346-SAFE for help. I am a mandatory reporter of child abuse. You can find more information at hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect.

UO Dreamers: I support all students regardless of immigration status or country of origin. As a Dreamer Ally, I support Dreamer students and seek to promote their sense of belonging and safety as they pursue their higher education goals. For more information and resources, please visit the UO Dreamers page (blogs.uoregon.edu/dreamers) and the Immigration FAQs page (international.uoregon.edu/immigration_faq). I commit to not sharing your status with anyone if you reveal it to me, but also remind you that when interacting with faculty, staff, and offices around campus, you are never required to reveal your immigration status.

ACADEMIC HONESTY: *Cheating will NOT be tolerated in any form in this class.* All students should be familiar with the regulations stipulated in the UO Student Conduct Code (dos.uoregon.edu/conduct). Violations of the Student Conduct Code are taken extremely seriously. Specific violations include (but are not limited to):

- **Using or providing prohibited assistance during exams.** All exams in this course are **closed-book** – you are not permitted to use any materials during the exams. Books, notes, computers, cell phones, headphones, etc., should be closed and put away.
- **Using a friend's iClicker to respond for them in their absence, or asking a friend to use your iClicker to cover for your own absence.**
- **Plagiarism.** All work submitted in this course must be your own and must be original for this course. For written assignments, you must cite all of your sources. Whenever you refer to an idea that is not your own, whether it is a quotation or you are paraphrasing, you must cite and reference the source. If you are unsure about what constitutes plagiarism, please ask! The UO library website also has a helpful page on avoiding plagiarism at researchguides.uoregon.edu/citing-plagiarism.

For 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 an exam, they may ask you to change 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 (*Please note: Reporting of suspected Academic Misconduct is MANDATORY, as required by the university. It is NOT at the discretion of the instructor!*) If you are in doubt regarding any aspect of these issues as they pertain to this course, please consult with the instructor before you complete any relevant requirements of the course. (For more information, see the UO web site regarding academic honesty at dos.uoregon.edu/conduct.)

Course Outline: This is only a working draft of the course outline; it may be revised as the quarter progresses. Dates on which particular topics are to be presented in lecture are subject to change, as are reading assignment due dates; however, I will not change the dates of exams unless absolutely necessary. The official updated version of the outline will reside on the Canvas web site. Updated print versions can also be obtained from me or the GEs during normal office hours.

<u>Week</u>	<u>Day</u>	<u>Lecture Topics and Assignments</u>
1	10/1	Lecture: Chapter 1, The Science of Psychology
	10/3	Lecture: Chapter 1, The Science of Psychology
2	10/7	Deadline for InQuizitive Chapter 1; ZAPS Stroop Effect
	10/8	Lecture: Chapter 2, Research Methodology
	10/10	Lecture: Chapter 3, Biology & Behavior
3	10/14	Deadline for InQuizitive Chapter 2; ZAPS Split Brain; registration of your iClicker
	10/15	Lecture: Chapter 3, Biology & Behavior
	10/17	Lecture: Chapter 3, Biology & Behavior
4	10/21	Deadline for InQuizitive Chapter 3
	10/22	-----EXAM #1----- Chapters 1, 2 & 3
	10/24	Lecture: Chapter 5, Sensation & Perception (<i>NOTE that we will cover Ch. 5 before Ch. 4</i>)
5	10/28	Deadline for ZAPS Signal Detection, ZAPS Ponzo Illusion, ZAPS Face Perception
	10/29	Lecture: Chapter 5, Sensation & Perception
	10/31	Lecture: Chapter 5, Sensation & Perception
	11/1	Deadline for completion of at least 2 hours of research participation
6	11/4	Deadline for InQuizitive Chapter 5; ZAPS Visual Search; ZAPS Attentional Blink
	11/5	Lecture: Chapter 4, Consciousness
	11/7	Lecture: Chapter 4, Consciousness
7	11/11	Deadline for InQuizitive Chapter 4
	11/12	-----EXAM #2----- Chapters 4 & 5
	11/14	Lecture: Chapter 6, Learning
8	11/18	Deadline for InQuizitive Chapter 6; ZAPS Sensory Memory
	11/19	Lecture: Chapter 6, Learning
	11/21	Lecture: Chapter 7, Memory
9	11/25	Deadline for InQuizitive Chapter 7; ZAPS Serial Position
	11/26	Lecture: Chapter 7, Memory
	11/28	No Class (Thanksgiving Holiday)
10	12/2	Deadline for ZAPS Sentence Verification; ZAPS Analogical Representation
	12/3	Lecture: Chapter 8, Thinking (pages 289-310 from 6 th edition, or 309-328 from 5 th edition)
	12/5	Lecture: Chapter 8, Thinking (pages 289-310 from 6 th edition, or 309-328 from 5 th edition)
	12/6	Deadline for InQuizitive Chapter 8, final 2.5 hours of research participation
11	12/11	-----FINAL EXAM-----
		Chapters 6, 7 & 8 (pages 289-310 from 6th edition, or 309-328 from 5th edition),
		PLUS cumulative review of Chapter 1-5 12:30 pm Wednesday of Finals Week, 156 Straub