

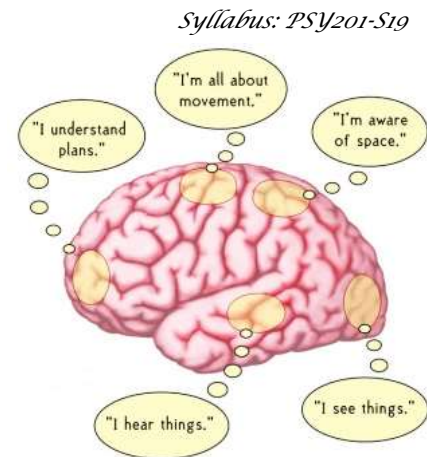
Psychology 201: Mind & Brain
SPRING 2019 (CRN 35004)
MW: 12:00 – 1:50 pm, 156 Straub
University of Oregon

Instructor: **Dr. Jagdeep Kaur-Bala**

225 Straub Hall

jagdeep@uoregon.edu

Office Hours: **Mondays/Wednesdays 2pm- 3pm, or by appointment.**



Syllabus: PSY201-S19

Teaching support:

Graduate Employee Teaching Assistants (GEs) are also available to help students with most questions and concerns. Contacting your assigned GE first is preferred (see below), but feel free to attend the office hours that work best for you if your schedule is constrained.

Students are assigned to GEs alphabetically, based on the first letter of their last name.

Last names A-G: **Emily Owen** – eowen@uoregon.edu 247 LISB, Off. Hrs: TR 2-3

Last names H-O: **Foong Yan Lee** – foongyan@uoregon.edu 335 STB, Off. Hrs: TR 4-5

Last names P-Z: **Kelly Robles** – kne@uoregon.edu 247 LISB, Off. Hrs: TR 11-12

Additional Teaching support:

Kathryn Denning, Human Subjects Coordinator, hscoord@uoregon.edu, Off. Hrs. by appointment only.

This syllabus is rather long, read it all!! Familiarizing yourself with the course requirements will be one key to success in this class!

General Course Description: This course is part of a 2-term sequence and together with Mind and Society (PSY202) 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. Topics covered include brain structure and function as related to behavior. We will discuss contemporary understanding of states of consciousness as well as sensation, perception, attention, learning, memory, and cognition. *It is my hope that 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!*

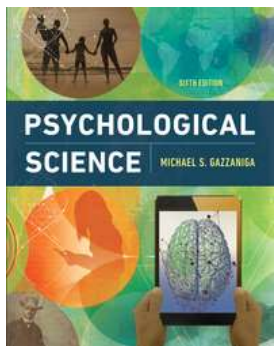
Learning Objectives: Students fully engaged in the course will learn about the scientific basis of cognitive psychology. Each aspect of the course – readings, assignments, and tests – is designed to help you hone your study skills, develop scientific reasoning and critical thinking while learning core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

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. Towards this end, readings and discussions focus 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 for yourself through guided readings and video response exercises as well as discussion assignments.
 - b. You will share your findings and ideas with your peers through discussion boards and during small group activities

Course website: <http://canvas.uoregon.edu> 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 computer account username and password. If you have problems accessing your canvas account, please contact the Information Technology Center in Knight Library (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, 6th edition. This book is also available as an e-book.

Digital access: You will also need **access to the online ZAPS labs**, as well as to **InQuizitive**, an adaptive learning platform from WW Norton. Access code to both ZAPS and InQuizitive is available packaged with the new textbook or ebook at no additional cost. In case you choose to buy a used copy or from a different source, it is possible to purchase the digital components by clicking on the link in the Course Materials module on Canvas. ZAPS and InQuizitive assignments will be due each week throughout the term. ***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.

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 grade.



Workload: The UO specifies that One undergraduate *credit* hour equals 30 *real* hours of student work, typically 10 hours in class and 20 hours outside of class. This is a 4-credit class. Hence, your workload should be about 120 hours throughout the term, or about 10-12 hours a week. In addition to the 4hrs/week of class time, you will spend the remaining time in self-study through reading and online explorations, compiling and reviewing notes, as well as completing online labs, quizzes and assignments. *It is anticipated that you will need to spend a substantial amount of time each week to do well in this course.*

Course structure: The course is designed to address different learning styles. Materials will be presented through a combination of assigned readings from the text, class lectures, in-class discussions, demonstrations, online self-study opportunities and participation in research. Lesson plans for some weeks will include ***flipped classes***, i.e. where a large part of the class content will be delivered through assigned video-lectures, associated readings and assignments freeing up class time for more interactive learning. There may also be additional materials like web videos or online resources and practice quizzes to go with the learning objectives for that week. In addition, *on-line laboratory assignments (ZAPS labs) and InQuizitive adaptive learning environment will both assess your knowledge and act as a study tool.*

Lecture material and readings will have some overlap, but will not be replications of each other; often, significant parts of the readings will not be discussed in the lectures, instead new or detailed materials that are not included in textbook readings will be presented to augment the readings. Each of the non-lecture parts of the course (discussions, readings, demonstrations, videos, and explorations) is designed to reinforce ideas and apply conceptual learning to real-world scenarios.

Questions are encouraged in all parts of this course and students are welcome to stop by with questions and/or discussions during office hours, or by appointment. In addition, we will develop a learning

community in this class such that you will be able to ask and answer questions of your peers. Canvas announcements and discussion boards will be used for communication and concept clarification.

Office hours: Please note drop-in office hours for your instructor and the GE assigned to you. 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. **Students are encouraged to attend office hours for extended one-on-one discussions.** 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 24-36hrs of receiving them. Emails received after hours on Friday will receive responses no later than the following Monday.**

Grading: Your final grade will be based on the sum of your scores for the following:

Exams (3 best scores, 20% each)	- 60%
Quizzes (InQuizitive and Canvas quizzes)	- 14%
ZAPs Labs	- 6%
Discussions	- 5%
Class Participation (iClickers)	- 7.5%
Research participation	- 7.5%
TOTAL :	- 100%

You must complete all three required exams and 4.5 credit hours of research participation (see "Psychology Department Research Requirement" addendum on Canvas) in order to receive credit for the course. Letter grades will be determined by a default grading scale: A (90-103% of total possible points), B (80-89%), C (70-79%), D (60-69%), F (0-60%). **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 a 'B-', 83.34-86.66 a 'B' and so on).** Typically, grades are not curved. However, I reserve the right to relax (but not stiffen) this criterion for final grade assignments, depending on the actual distribution of scores in the class.

Criteria used in making grading decisions:

- Please see the psychology department guidelines for a description of the type of achievement that each grade signifies: <http://psychology.uoregon.edu/courses/department-grading-standards/>
- Students who have done everything in their power to do their best and show improvement through the term can be assured that will be carefully considered in making any borderline decision about final grades. However, students who have poor attendance and participation in class, and on Canvas, should not expect the instructor or GEs to "make up" points for them.
- My intention is to always apply consistent standards and treat students fairly, as well as fulfill my responsibilities to U of O and your classmates in making difficult decisions about grades.

Grading problems: I want you to get every point you have earned. If you feel there has been an error in scoring an assignment or working out your score or grade **please let me know as soon as possible.** Work out your final grade as described above and specify the reason for your concern when contacting me. If you are unhappy with your final grade but agree that it has been worked out correctly as described above, please don't ask for a better grade, or extra opportunities to make a better grade, as a "favor" at the end of the term. I consider such requests unfair to others in the class and always answer with a "no".

Exams (60% of final grade): There will be 4 multiple-choice type examinations (3 midterms and 1 cumulative final). Each midterm will cover material from the lectures, reading assignments and online labs/lessons for the period immediately preceding the exam. The cumulative final will cover material from the entire course and will be administered during finals week. **Your final grade will be based on your best 3 exams; the lowest score will be**

dropped. It is to your benefit to take all 4 exams. However, if you miss an exam for a legitimate reason (e.g. you are sick or out of town as a student athlete) and take the other 3 exams, the score for the missed exam (0%) will be dropped from final grade calculations. Ordinarily, NO makeup exams will be given. A make-up exam will be given only in the rare event that you miss 2 exams and have a timely, legitimate **excused** absence for both. If you miss an exam, you will need to present a documented excuse (e.g., doctor's note, court order, executive order!) **immediately** after each missed exam to be allowed to take the make-up exam. Then, if you have an unforeseen valid reason to miss an exam and would like to take a make-up exam, instead of simply dropping that score as your lowest, you may be allowed to take the make-up exam on the day of the next exam (e.g. makeup exam1 on day of exam 2, after you complete exam2). You cannot makeup an exam you missed for personal reasons (attending a wedding, visiting family, etc.), although you may still drop the score as your lowest.

Online Assignments (20% of final grade): Part of the requirement for the course is completion of online labs, InQuizitive quizzes and other learning explorations/activities administered through canvas. Labs are experiments, demonstrations or explorations of experimental methods in psychology designed to help you elaborate on some of the class material and learn critical thinking and analytical skills. InQuizitive is a formative adaptive learning tool that allows you to practice and consolidate concepts learned from lessons and reading. **All ZAPS labs, InQuizitive assignments, explorations, and other assignments will be posted on Canvas along with the due dates for each.**

To receive credit, all assignments should be completed by 11:59 on the due date. **To get credit for your online work in this course, please be sure to access assignments through the Canvas course site rather than going to the publisher's website.**

Do not leave the assignments for the last minute. Each assignment will take 30-90 minutes to complete. For the InQUIZitive online quizzes, you can take as much time as you like, but will have a target score to complete. Thus, it is to your advantage to start the assignment well ahead of the deadline. Every effort has been made to make sure you have adequate time to procure access, setup logins and try out online work in week 1. After week 1, technical difficulties will NOT be considered a good excuse for late work!

Discussion assignments (5% of final grade): In an effort to create a learning community both in the class, and outside of class, Discussion forums will be available on Canvas, each with a specific due date. Discussion boards are moderated by the instructor and the GEs throughout the term but students will typically be expected to generate both questions and answers relevant to the concepts from the readings and the lessons. All students are expected to participate actively in discussion on Canvas and complete all responses to the exercises that go with course materials. Participation in discussion will be graded mostly on effort: the more effort and thoughtfulness you put into your discussion, the more likely you will earn full credit.

Class Participation (7.5% of final grade): Although this is a large class, we will make every effort to make it interactive and create ways for active learning with peers. Please be aware that opportunities for class participation are randomized across classes and during each class. *It is to your benefit to come to all classes, reach class on time and stay till class is dismissed!* **Participation will be recorded using iClickers.** iClickers will also be used for class demos and small group activities. In addition, I will often ask you to respond to multiple-choice questions by using your iClickers so both you and I can verify that you understand the material. While testing is a great learning tool, your responses on these 'practice' quizzes will not be graded for accuracy, some of these questions will appear in the exams (sometimes in a slightly changed manner). Thus, it is a good idea to pay close attention to these practice quiz questions! As such, you are required to bring your iClicker along to each class meeting as well as register it through Canvas to get full participation credit. Please note: You have to answer at least 80% of the questions in a given lecture to be considered participating on that day and you can miss up to 2 classes through the term without penalty (e.g. no need to email your GE if you are unwell for a class).

Psychology Department Research Requirement (7.5% of final grade): A critical part of this course is learning about research methods in psychology and how data is collected in the field. One of the best ways for you to learn is to experience it first hand by participating in some of the excellent research experiments being carried out by

the faculty and graduate students in the department. As such, the psychology department requires that all students enrolled in introductory courses (201 and 202) get 4.5 hours of research experience. Students may get valuable research experience by participating in Psychology and Linguistics departments' human subject pool. You will need to **participate for 4.5 hours worth of human subjects pool experiments**, over the course of the term. To participate in experiments, you are required to sign up on an electronic bulletin board at: uopsych.sona-systems.com More information about the Human subject pool will be provided in the second class of week 1, as an addendum to this syllabus and posted on Canvas. An alternate research assignment will be provided for students who **do not** wish to participate in experiments. These students may fulfill the research requirement by reading research articles to gain knowledge of research methods. You will need to read 4 research articles and summarize the research you have read about in two 2-hour sessions as well as complete a half-hour research ethics training for this option. To participate in this option you will need to contact your GTF. More information and the reading list of research articles will be provided by your TA individually to you, if you choose this alternate assignment.

Students who do not complete their research requirement will be awarded an **'incomplete'** for the course. To avoid an incomplete, please schedule sessions early in the term. Please be aware that scheduling your participation also depends on the number of studies available at different times during the term. In the past, students who began late have often encountered scheduling problems and have been unable to do all the experiments.

In either case, you are required to complete half of your research requirement (2 hours of participation) by midnight on **Friday of week 5** and the second half of your research requirement by midnight on **Friday of week 10**.

What about extra-credit? There are several opportunities to earn extra credit in this class:

- *Students who complete all exams with a score of 50% or higher will be awarded extra-credit (0.5% point).*
- *Consistent, thoughtful discussion responses (0.5% point) and completing all labs and quizzes (0.5% point) may also be awarded extra-credit.*
- *Extra-credit will be offered for occasional in-class assignments/group work/discussions (0.5-1.5% points).*

All extra-credit accrued will be added to your final score at the end of the term. You can earn **up to 3 points** in extra credit. These points will be **added to your final grade** at the end of the term. So, if you score an 81% and you earn 3 points of extra credit throughout the term, your final score will be 84%.

Due Dates: Typically, online labs, quizzes, and discussion responses are due at 11:59pm on the due date. Specific due dates will be posted on Canvas along with each assignment. Due dates for assignments and exams are not changed, except in very rare cases where they may be extended (but never forwarded). **An assignment turned in after its deadline will be marked down by 5% for each day late.**

Courtesy and classroom etiquette: Included here are some general rules that seem obvious but I will emphasize them anyway. Please arrive on time and stay for the duration of the class -- If you absolutely are unavoidably late or absolutely must leave early, please sit near the door and be as quiet as possible as you enter or exit. Be attentive (i.e., no texting, watching videos, web-surfing, etc.). Your cell phone should NEVER ring audibly during class. Do not. If you choose to use a laptop or tablet/cell phone for note taking, please ensure that your screen content does not become a distraction to others. If we notice you are using an electronic device for non-class related activities, chatting with others during class, disrupting class or distracting classmates in any other way you may be asked to move to a different seat by one of the instructors. All electronics (e.g. cell phones, music players, laptops, tablets, headphones, earphones) must be out of reach during all quizzes and exams. Instructor permission is required for recording lectures.

Classroom climate: 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 –

both by me and your peers –in this class. 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/index.html).

Accessibility, Diversity and Inclusivity

It is the policy of the University of Oregon to support and value diversity. It's also personally important to me that my classes are accessible to all and respectful of diversity, including diversity in race, ethnicity, gender, sexuality, disability, socioeconomic status, religion, culture and ideology. It is imperative to me that all students feel welcome in my classes. Please contact me if you have any concerns during the term, especially for the following cases:

Students with disabilities: 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 (uoaec@uoregon.edu, tel. 541-346-1155) send a letter verifying the type of accommodation that is appropriate. For a list of resources provided by the Accessible Education Center, please see <http://aec.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, 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/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 & time you need.

Title IX: I am a student-directed employee. For information about my reporting obligations as an employee, please see titleix-uoregon.edu. Students experiencing any form of prohibited discrimination or harassment, including sex or gender based violence, may seek information on <http://safe.uoregon.edu>, <https://respect.uoregon.edu>, <https://titleix.uoregon.edu>, or <https://aaeo.uoregon.edu> 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 <https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message>

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 (<https://blogs.uoregon.edu/dreamers/>) and the Immigration FAQs page (https://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.** I assume that all students are familiar with the regulations stipulated in the UO Student Conduct Code (<http://conduct.uoregon.edu>). 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.
- Plagiarism. This includes improper use of words and ideas. 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: <http://researchguides.uoregon.edu/citing-plagiarism>
- You may be required to submit writing assignments to **Vericite**. Vericite is a software tool designed to help students avoid plagiarism and improper citation. For more information on VeriCite refer to guidelines on Canvas. By enrolling in this course you grant the instructor permission to submit your work to VeriCite or some other plagiarism analysis and detection program.

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 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 (*Please note: Reporting of suspected Academic Misconduct is MANDATORY -- 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 instructors before you complete any relevant requirements of the course. (For more information, see the UO web site regarding academic honesty at: [student-conduct-code](#)).

Course Outline: This is only a working draft of the course outline; it will be revised depending on the pace of our class. **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 or other deadlines unless absolutely necessary.** The official updated will reside on Canvas. Version Updated: **3/25/2019 10:43 PM**

Date	Topic	Readings	Due @ 11:59pm on Friday of the week
1-Apr	Introduction to Psychological Science	Ch. 1	Register i-clicker Discussion: Hello There!
3-Apr	Scientific thinking	Ch. 1	Practice lab ZAPS: Stroop Effect InQuizitive: Ch. 1
8-Apr	Research Methods in Cog. Psy	Ch. 2	Exploration: Correlation in data
10-Apr	Brain structure and function	Ch. 3	ZAPS: Synaptic transmission InQuizitive: Ch. 2
15-Apr	Biology & Behavior	Ch. 3	Discussion: Concept clarification 1
17-Apr	Consciousness	Class notes (Ch. 4 for ref.)	ZAPS: Split Brain InQuizitive: Ch. 3
22-Apr	Exam #1; Chapters 1-3, 4**	**Ch. 4: emphasis on class notes	
24-Apr	Sensation – Psychophysics, Sensory processes	Ch. 5	ZAPS: Signal Detection
29-Apr	Visual Perception	Ch. 5	ZAPS: Ponzo illusion & Face Perception
1-May	Attention	Ch. 4	ZAPS: Visual search InQuizitive: Ch. 5 2 hours of research participation due
6-May	Learning	Ch. 6	ZAPS: Classical conditioning Discussion: Concept clarification 2
8-May	Learning to Remember	Ch. 6	ZAPS: Sensory Memory InQuizitive: Ch. 6
13-May	Exam #2 (Chapters 4-6)		
15-May	Memory	Ch. 7	ZAPS: Serial Position
20-May	Complex nature of memory	Ch. 7	ZAPS: Memory Bias & False memory
22-May	Thinking: Reasoning	Ch. 8	ZAPS: Analogical Representation InQuizitive: Ch. 7
27-May	Memorial day holiday: No class		
29-May	Decision making	Ch.8	ZAPS: Decision making Discussion: Concept clarification 3
3-Jun	Cognition	Ch.8	ZAPS: Sentence Verification InQuizitive: Ch. 8
5-Jun	Exam #3 (Chapters 6-8)		2.5 hours of research participation due
10-Jun	Comprehensive Final Exam (Chapters 1-8), Monday 10:15am – 12:15pm, STB 156.		