



Psychology 201: Mind & Brain (Syllabus 2019_06_23)

Summer 2019 (CRN 42077) MUWHF 10:00 – 11:50 am, Rm 142 in [Hedco Building](#)

Instructor: Amy Konyn, M.S.

Email: akonyn@uoregon.edu (preferred contact is through Canvas message)

Office hours: Straub 436; UH 12:00–1:00 PM

Course website: canvas.uoregon.edu

Inquisitive and ZAPS access at: digital.wwnorton.com/psychsci6

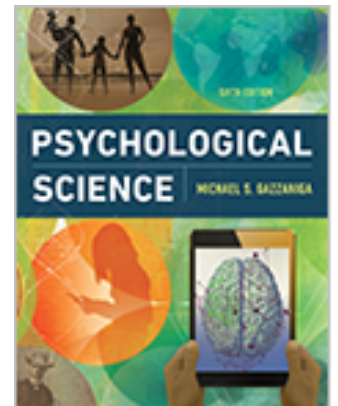
Sona research participation sign up: uopsych.sona-systems.com

Course Content: Mind & Brain is part of a two-course sequence (with Mind & Society, PSY202) that provides an overview of introductory psychology. This course covers experimental approaches to the study of the human mind and brain, including such topics as the history and methods of psychological research, the organization of the nervous system, sensation, perception, attention, learning, memory, cognition and consciousness.

Learning Outcomes: Students fully engaged in this course will become familiar with the history and methods of psychological research and many core concepts from the psychology and neuroscience of perception and cognition, as well as develop a new appreciation for how we perceive and interact with the world and how the world influences our behaviors.

Course website: The course website on Canvas (canvas.uoregon.edu) will provide important information for the course (syllabus, readings, lecture slides, study guides, assignments, course links, grades, etc.).

Required Materials (available at the UO Bookstore): *Psychological Science* by Gazzaniga, Halpern, & Heatherton (2018, 6th edition.) A copy of the text is 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 on Canvas.



If purchased 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. If you choose to obtain a copy of the text from a source other than the bookstore (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 at digital.wwnorton.com/psychsci5. *ZAPS* and *InQuizitive* assignments will be due every week throughout the term.

iClickers: iClickers are small hand-held electronic devices that allow you to provide an immediate response to questions posed in class as part of your participation/attendance grade. Although the UO Bookstore sells only the iClicker 2, older versions of the iClicker should work fine in this course. It is very important that you register your iClicker on the Canvas site (see below); and bring your iClicker with you to every class!

Electronic Access: You will need to register/login in FOUR different ways for this class. Contact me ASAP if you have difficulties establishing access in any of these. 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.
- 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 midnight on Wednesday of Week 1 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 if you would prefer to satisfy the research requirement by completing the alternative assignment, contact me to let me know; you will not need to register with SONA.

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 they 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.

Grading: Your final grade will be based on two Midterm Exams (45% of the total grade), a Final Exam (25%), InQuizitive assignments (7%), ZAPS online labs (7.5%), Research Participation (7.5%), and Class Participation/Attendance (8%); 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 to only those students with previously excused absences.**

InQuizitive Assignments (10%): InQuizitive is an online interactive learning system that accompanies the textbook. You will access these assignments through the textbook website (link at top of syllabus and on Canvas.) 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 are shown on the Course Schedule below and on Canvas. 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 1500 points) will allow you to earn the 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 midnight 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; and, because of this, *no makeups will be provided*.

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. You will access these assignments through the textbook website (link at top of syllabus and on Canvas.) 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 Deadlines for completing each ZAPS assignment are shown on the Course Schedule below and on Canvas. 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; and, because of this, *no makeup labs will be provided*.

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. 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 1/2 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. More information about how to sign up to be a research participant will be provided in class and on the course Canvas site; or email the Human Subjects Coordinator (hscoord@uoregon.edu) with questions.

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 reading assigned psychology research articles (I will post options on Canvas) and writing short response essays about two of them. More details about completing this alternative assignment are available on Canvas.

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.
- PLAN AHEAD: To complete the research requirement, you must schedule your time slots in advance.

Class Participation (4%) and Attendance (4%): Periodically, during class and on Canvas, we will have group class activities and discussions that require participation. I will track which students participate. Regular engagement in group and thoughtful participation in discussions will be 4% of your grade. Additionally, during lectures 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 and participate in 80% of activities presented throughout the term to get full participation/attendance points. I also reserve the right to occasionally ask iclicker “bonus questions” that, *if they are answered correctly*, will be used to supplement your exam scores.

SUMMARY OF GRADED ACTIVITIES - Percentage of Final Grade:

Two midterm exams (22.5% each)	= 45.0%
Cumulative final exam	= 25.0%
InQuizitive online assignments	= 7.0%
ZAPS online activities	= 7.5%
Research requirement (4.5hr)	= 7.5%
<u>Participation and attendance</u>	= 8.0%
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%). However, I reserve the right to relax (but not stiffen) these criteria by curving the scores upward, depending on the actual distribution of grades.

Classroom Etiquette: You can make a difference by listening attentively, asking questions, and contributing to discussions. 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.

Classroom climate: It is my goal 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, so that corrections can be made. 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).

Students Needing Accommodations for Accessibility: If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with me as soon as possible. Also, please request that a counselor at the Accessible Education Center (uoaec@uoregon.edu, tel. 541-346-1155) send a letter verifying your disability and needed accommodations. For a list of resources provided by the Accessible Education Center (AEC), please see aec.uoregon.edu.

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 to language difficulties, please see me as soon as possible to make any necessary special arrangements. If you think you may need to use a dictionary for in-class exams, you must ask to have your dictionary checked by me prior to the exam. Electronic dictionaries are not permitted.

Academic Honesty: All work submitted in this course must be your own. Violations (such as cheating on exams, using a friend’s iClicker to respond for them in their absence, etc.) will be taken very seriously, and are noted on student disciplinary records. If you are caught cheating, you will receive a 0 on the assignment; you may also receive a failing grade for the course. 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 student conduct, <http://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. Any change to the syllabus will be discussed in class and/or in Canvas announcement.

Lecture Topics and Assignments

Week	Date	Topic	Reading for Today	Due Date <i>(Always @ 11:59pm)</i>
--- SECTION 1 ---				
1	M 6/24	Introduction; Syllabus	Syllabus; Electronic Registrations (4)	
	U 6/25	Chapter 1: Psychology as a Science	Chapter 1	Registration of your iClicker
	W 6/26	Chapter 2: Research Methods (Scientific Method; Types of Psychology Research)	Chapter 2 § 2.1-2.9	
	H 6/27	Chapter 2: Research Methods (Ethics; Data)	Chapter 2 § 2.10-2.17	
	F 6/28	Chapter 3: Biology and Behavior (Nervous system; Basic Brain Structures)	Chapter 3 § 3.1-2.9	<i>Submit Research Plan; Contact me by today if you will need a dictionary for exams.</i>
2	M 7/1	Chapter 3: Biology and Behavior (Brain-Body Communication; Neuroplasticity; MT 1 Review)	Chapter 3 § 3.10-2.18	
	U 7/2	MIDTERM 1 <i>(Covers Chapters 1-3)</i>		InQuizitive Chapters 1-3 ZAPS Batch 1: Stroop Effect; Split Brain; Signal Detection
--- SECTION 2 ---				
	W 7/3	Chapter 4: Consciousness	Chapter 4	
	H 7/4	<u>Holiday – No Class</u>		
	F 7/5	Chapter 5: Sensation and Perception (Seeing)	Chapter 5 § 5.1-5.8	
3	M 7/8	Chapter 5: Sensation and Perception (Hearing)	Chapter 5 § 5.9-5.14	
	U 7/9	Chapter 6: Learning (Learning and Prediction)	Chapter 6 § 6.1-6.7	
	W 7/10	Chapter 6: Learning (Learning and Feedback)	Chapter 6 § 6.8-6.15	
	H 7/11	Midterm 2 (Covers Chapters 4-6)		InQuizitive Chapters 4-6 ZAPS Batch 2: Ponzo Illusion; Face Perception; Visual Search; Attentional Blink
--- SECTION 3 ---				
4	F 7/12	Chapter 7: Memory (Part 1)	Chapter 7 § 7.1-7.9	
	M 7/15	Chapter 7: Memory (Part 2; Ch. 7 Review)	Chapter 7 § 7.10-7.17	
	U 7/16	Chapter 8: Thinking, Language and Intelligence (Thinking and Language)	Chapter 8 § 8.1-8.8	
	W 7/17	Chapter 8: Thinking, Language and Intelligence (Language and Intelligence; Ch. 8 Review)	Chapter 8 § 8.9-8.17	
	H 7/18	Cumulative Review		
	F 7/19	FINAL (Chapters 1-8)		InQuizitive Chapters 7-8 ZAPS Batch 3: Sensory Memory; Analogical Representation; Serial Position; Sentence Verif. Research Requirement

