



PSY305-1005
Spring 2016
CBC-C225 M/W 10:00 – 11:55 pm
University of Nevada, Las Vegas
College of Liberal Arts



Instructor:

E-mail via WebCampus

Meetings:

I will be available to meet with you after class any day that we meet.
Office: CBC-B326, Office Hours: T/R 12:50 - 1:20 pm
Additional times are available by appointment. Please e-mail!

Objectives:

The objective of this course is to provide a biopsychological perspective on how humans experience our world, taking information from our senses and turning it into a form that the brain can understand, interpret, and act upon.

Course

Description:

We will examine how humans (and in some cases, other animals) sense and perceive the world around us. First we will consider the philosophical questions that humans have long posed about perception, and study the methods and techniques scientists use to try to answer them. We will study the sensory pathways, fundamental perceptual processing, and higher-level cognition. We will cover the orienting senses, skin senses, chemical senses (smell and taste), audition, vision, and the perception of time. We will consider sensation and perception from several perspectives: physiological, psychophysical, ecological, motivational, and computational. This diversity of viewpoints also allows us to look at multi-sensory perceptual processes.

Learning

Outcomes:

At the end of the course, the student should be able to:

- Describe and evaluate how human sensory systems respond to energy in the physical environment (i.e. light waves, air pressure, chemical molecules, etc.), transforming it into a perceptual experience that the brain can understand (i.e. sight, sound, smell, etc.).
- Differentiate what characteristics of this physical energy lead to varying types of perception.
- Anticipate/propose how changes or malfunctions within sensory and perceptive systems can alter one's perception.
- Justify how identical sensory input can lead to differing perceptual experiences within individuals, and thus, different behavioral outcomes. Compare and contrast the five sensory

systems in terms of their sensory/anatomical set-up and perceptual organization.

Attendance: Class attendance is required. You may have two unexcused absences. Additional unexcused absences will each result in a 3% decrease each in your total course points. Excused absences will require documentation of a medical emergency.

Grades: Your grade will be based upon your performance on four examinations, group-led discussion, and one presentation (there are no extra credit assignments available during this class). The class door will be locked at 11:30 am on exam days—if you are late, you will lose the opportunity to take the exam.

The weighting of the course requirements is as follows.

First Examination	20%
Second Examination	20%
Third Examination	20%
Fourth Examination	20%
Presentation	15%
Student Group-Led Article Discussion	5%

I *do not* grade students based upon the performance of *other* students in the class. I do not “curve” tests or final grades. I do not *give* grades—students *earn* them. Grades follow UNLV standard policy, and are assigned as follows.

A	94 to 100%	C	73 to 76%
A-	90 to 93%	C-	70 to 72%
B+	87 to 89%	D+	67 to 69%
B	83 to 86%	D	61 to 66%
B-	80 to 82%	D-	55 to 60%
C+	77 to 79%	F	below 55%

Late work will not be accepted and will not earn credit (unless you experience a documented medical emergency, per UNLV academic standards). Technological issues are not considered valid grounds for late assignment submission.

*Be sure to include **citations** within the body of your assignments and presentations *and* **references** at the end to avoid **plagiarism**.

- Per American Psychological Association standards, any facts, data, information, etc., that you did not discover on your own

through research undertaken in your own laboratory, must be cited and referenced.

- Even if information is reworded (into your own words) you must give credit to the person who discovered and/or reported the facts.

Examinations: There will be four exams during this class. The exams will consist of approximately 30-50 multiple choice questions along with some fill-ins/short answer questions. Examinations are not cumulative.

Studying: Most of the information we will be covering during this course cannot be conceptualized. Similar to Physiological Psychology and Psychopharmacology, many terms simply need to be memorized. Studies show that the most effective study technique for this type of material is using flash cards.

Lectures: The manner in which I teach is very structured. I use MS Power Point slide shows, posted on-line that you may download and print as “handouts” that will facilitate with note-taking.

My job is to make every effort to teach each student in a manner in which they can best grasp the material. If you do not understand a particular concept as it is presented in lecture or discussion, please ask questions! It is your responsibility to let me know if you do not understand a particular analysis or idea.

Article Discussion We will form groups of 3-4 individuals at the beginning of the semester. Each group will be assigned one journal article related to an aspect of psychopharmacology that we will be studying during different weeks. Groups will briefly summarize their article, have questions prepared to ask the class (see the *Leading a Class Discussion Regarding a Journal Article* file posted under “Group Article Discussion Information”), keep the discussion on track, and wrap up with a brief review.

Presentation: For this project you will work in teams of two. You will be required to design and present a 25-30 minutes (NO LONGER) PowerPoint© (or other program) presentation on one of the topics from our textbook or from another scientific source, related to perception. Please use at least six scientific journal sources and include the findings of your articles, synthesize what these findings tell us about perception, point out any flaws or discrepancies within or among the articles, and offer some suggestions for future research in that particular area. You are welcome to customize your presentation by adding images and short videos. During your presentation, DO NOT READ YOUR SLIDES to us. We can see and read the slides ourselves. This presentation will be worth a total of 15% and will be graded on content and presentation quality.

Course Policies:

- Many class assignments must be submitted through **WebCampus** so it is necessary that you know how to communicate using that system. A significant portion of your student fees go toward paying the salaries of our Office of Information Technology (OIT) Student Help Desk computer technicians each semester. I am *not* an OIT technician. If you ever need help with opening or posting WebCampus files, or with computer issues, it is your responsibility to **CALL THE 24/7 STUDENT HELP DESK IMMEDIATELY: 702-895-0761.**
- I reserve the right to **amend this syllabus**, if necessary, as we progress through the semester.
- It is your responsibility to download, print, and bring to class the course **MS PowerPoint handouts**, each available for you when you login to **WebCampus**. You may download files from any of the student laboratory or Lied computers on campus. I post announcements on WebCampus, too, so please check our class site regularly.

Academic Misconduct – Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <http://studentconduct.unlv.edu/misconduct/policy.html>.

Copyright – The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you

to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at:

<http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC) – The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you.

If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that **you** may

work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor before or after class to discuss your accommodation needs.

Religious Holidays Policy – Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes, January 30, 2015, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching - The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades - The grade of I – Incomplete – can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring and Coaching – The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center – One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of

any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>

Rebelmail – By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always [@unlv.nevada.edu](mailto:unlv.nevada.edu). **Emailing within WebCampus is acceptable.**

Final Examinations - The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Library Statement - Students may consult with a librarian on research needs. For this class, the Subject Librarian is https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>

Textbook: Wolfe, J. M., Kluender, K. R., Levi, D. M., et al. (2015). *Sensation & Perception, 4th (or 3rd) ed.* Sunderland, MA: Sinauer Associates, Inc.

PSY305-1005 Schedule

Date	Lecture Topic	Reading Due	In-Class Work
M 01/18	Martin Luther King, Jr. Day Recess		No Class
W 01/20	<i>Introduction: Sensation & Perception</i>	Chapter 1	
M 01/25	<i>The First Steps in Vision: From Light to Neural Signals</i>	Chapter 2	
W 01/27	<i>Spatial Vision: From Spots to Stripes</i>	Chapter 3	
M 02/01	First Examination	Chapters 1-3	Bring Scantron
W 02/03	<i>Perceiving & Recognizing Objects</i>	Chapter 4	
M 02/08	Student Group-Led Article Discussions		3 Groups Present
W 02/10	<i>The Perception of Color</i>	Chapter 5	
M 02/15	Washington's Birthday Recess		No Class
W 02/17	<i>Space Perception & Binocular Vision</i>	Chapter 6	
M 02/22	Second Examination	Chapters 4-6	Bring Scantron
W 02/24	<i>Attention & Scene Perceptions</i>	Chapter 7	
M 02/29	<i>Visual Motion Perception</i>	Chapter 8	
W 03/02	<i>Hearing: Physiology & Psychoacoustics</i>	Chapter 9	
M 03/07	<i>Hearing in the Environment</i>	Chapter 10	
W 03/09	Student Group-Led Article Discussions		3 Groups Present
M 03/14	Third Examination	Chapters 7-10	Bring Scantron
W 03/16	Presentations		
M 03/21	Spring Break		No Class
W 03/23	Spring Break		No Class
M 03/28	Presentations		
W 03/30	Presentations		
M 04/04	Presentations		
W 04/06	<i>Music & Speech Perception</i>	Chapter 11	
M 04/11	<i>The Vestibular System & Our Sense of Equilibrium</i>	Chapter 12	
W 04/13	<i>Touch</i>	Chapter 13	
M 04/18	<i>Olfaction</i>	Chapter 14	
W 04/20	<i>Taste</i>	Chapter 15	
M 04/25	Student Group-Led Article Discussions		3 Groups Present
W 05/02	<i>Getting Into Graduate School Presentation</i>		Voluntary
M 05/04	Study Week		No Class
W 05/11	Fourth Examination 10:10 am	Chapters 11 - 15	Bring Scantron

*Syllabus is subject to change as the semester progresses