

PSY 3680, Sensation & Perception, 3 credits Fall 2023, Online



Catalog Description

Overview of the methods and principles of sensation and perception as analyzed through the study of the major senses of vision, hearing, touch, taste, and smell.

Course Overview

We do not often think about the incredibly complex task that our senses have in detecting and encoding information from the environment, or the way in which we are able to organize this information into meaningful representations of the world. By the end of this course, you will have a much deeper understanding and appreciation for this ability.

This course will begin with a brief history and overview of methods related to the study of sensation and perception, followed by an in-depth study of vision for the first half of the course. Next, we will analyze the role of attention in vision, followed by the examination of the physiology and perceptual experiences related to hearing, touch, smell, and taste.

Instructor	Jeffrey R. Stowell
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Office Hours	MW 9-10:30 am, T 11:00-Noon Schedule an appointment You may contact me through phone, email, or chat/video using MS Teams . I will respond to emails within 1-2 business days.

Teaching Philosophy

"The mind is not a vessel to be filled, but a fire to be kindled" --Plutarch

Course Prerequisite

PSY 1879 or PSY 1890, Introductory Psychology

Course Materials

Wolfe, J. M., Kluender, K. R., Levi, D. M., et al. (2021). *Sensation & Perception (6th ed.)*. Sunderland, MA: Sinauer Associates, Inc.

See [Textbook Rental Services](#) for how to obtain your textbook.

Learning Objectives

1. Evaluate major concepts, theories, and research in sensation and perception.
2. Apply innovative, integrative, and critical thinking skills to interpret psychological phenomena related to perception.
3. Interact effectively, sensitively, and ethically with people from diverse backgrounds and demonstrate understanding of the sociocultural contexts that influence individual differences in sensation and perception.



4. Apply knowledge of sensation and perception to real-world issues.
5. Write critically and effectively by evaluating evidence, issues, ideas, and problems from multiple perspectives.
6. Interpret how the anatomy/physiology of each of the major senses influences our perceptual experiences.
7. Develop a greater appreciation for your senses!

Requirements and Grading

Requirement	Points	% of Total
Quizzes and Exams (300 points)		
Cumulative chapter quizzes	250	50%
Cumulative final exam	50	10%
Writing Assignments, Activities (200 points)		
Journal article critiques (2 x 40 points)	80	16%
Sensory deprivation project	40	8%
Online exercises (5 x 10 points)	50	10%
Discussion board posts (10 x 2 points)	20	4%
Discussion board replies (10 x 1 points)	10	2%
Total	500	100%

Final Grade	Points
A (90%)	450-500
B (80%)	400-449
C (70%)	350-399
D (60%)	300-349
F (<60%)	<300



- Chapter quizzes and discussion posts are graded within 1-2 business days after the due date. Journal critiques and the sensory deprivation project are graded within 1 week after the due date.



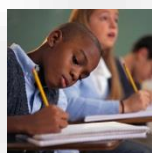
PowerPoint Lectures

The PowerPoint lectures should supplement, not replace your textbook reading. Please view the instructions in D2L under the content tab "Getting Started" for how to view the narrated lectures. You can also choose to view the YouTube version that contains closed captions.

All EIU Students have free access to [Office 365](#).

Chapter Quizzes (Learning Objectives 1, 2, 4, and 6)

- You **may** use your book, notes, and most Internet sources on the quizzes.
- You **may not**:
 - Utilize websites that have posted previous or current quiz questions or that offer artificial intelligence responses.



- Offer help to others or receive help from others on the quiz.
- Download, take photos, screen capture, or share quiz questions with others.
- Quizzes are designed to assess your fulfillment of the course objectives. Questions on the chapter quizzes are multiple choice and short answer from material covered in lecture and the textbook. The questions are based on the application of the information you have learned and will test your critical thinking and analytical skills.
- Quiz questions are selected randomly from a set of questions. Thus, you may end up with 2 or more questions that test the same concept and you will probably not have the exact same questions as another student, nor will your 2nd quiz attempt have all of the same questions as your first attempt.
- As part of a cumulative testing strategy, each quiz contains two additional questions from each of the prior modules. As such, each subsequent quiz will have more questions (and more time to complete them). See further explanation in D2L under “Getting Started.”
- You will have two attempts at each quiz. If you take the quiz twice, I take the higher score of your two attempts (of the multiple-choice questions).
 - The short answer questions are the same for each attempt so I will only accept your answers for the first attempt on the short answer questions. You do not need to answer them on your second attempt--I'll just award the same number of points from your first attempt.
 - If you are happy with your 1st attempt score, it is not necessary to take it a second time. It is likely that you will get some of the same questions on both attempts, so it is helpful to view your quiz results to see which ones you got wrong.
 - I recommend taking your first attempt after you have read the chapter and feel like you have a pretty good grasp of the information. Then, after you find out which questions you missed, study those topics until you have mastered them and then retake the quiz. Research on testing suggests that by simply asking students to retrieve information (i.e., testing), they are more likely to remember the information.
- After the quiz has been submitted, you can immediately view only the questions that you missed. Because the short answer questions cannot be graded automatically, they show up as "missed" points until I grade them.
- The quizzes are timed and the timer begins once you open the quiz. Please save each answer as you go in case something happens to your internet connection. You have 2 minutes for every point on the test. Although you can use your notes and books on the quizzes, you won't have time to look up every question. If you find yourself running out of time at the end on the short-answer question, just take a little more time to finish it up. It will still save your answers. Keep in mind that there may be some students who would use all the time no matter how much is granted and it's merciful for them to have an end to the quiz.
- If you have problems while taking a quiz, please complete the quiz at the next possible time. You may have a warning that your time has expired, but your answers will be

saved. Then, send me an e-mail explaining why your time went over. D2L records all the quiz times.

- Quiz deadlines will be adjusted for students with University-approved absences. Remember, you can work ahead!

Final Exam

Similar to the quizzes, the final exam is comprehensive and will contain questions selected from prior chapters.

Ed.ted Assignments (Learning Objectives 2 and 4)

There are five online exercises at ed.ted.com, linked within their respective content modules in D2L. Please make sure you access them through these links in D2L and not simply a search on the ed.ted.com web site—there are multiple versions of the same lessons and only my customized lesson will earn you points. You will need to register on the <https://ed.ted.com> web site and login **prior** to completing the linked online exercise. If you are not logged in prior to completing the online exercise, I will not have access to your submission.

Each of the ed.ted activities requires you to view a short video (3-5 minutes), then complete up to 5 multiple-choice/short answer questions. To access the ed.ted quiz, click on “Think” to the right of the video. Save each answer before moving to the next questions. Your performance on your **FIRST** attempt of the online quiz will count toward your grade. However, you can watch the video as many times as you want before you take the quiz.

Discussion Board Posts & Replies (Learning Objectives 3, 4, and 5)

Note: Discussion posts replies are due the same day as the module’s quiz. There are no discussion prompts in D2L and you will not see other students’ posts until after you post your own.

For every module, you are to submit to the respective module’s discussion board:

1. One paragraph (minimum of 125 words) that describes how something in the module applies to your life or the real world. Your response must provide a clear connection between the module content and its application in the real world. Because you learn new things in every module, you’ll have new opportunities to make connections with what you’re learning as you decide about what to write about. As an example, in the chapter about vision and optics, you might explain an experience with wearing glasses and the properties of your eye (the shape of the cornea or lens) that leads to the necessity of wearing glasses.
 - a. Your response should not simply be a summary of the textbook or a list of things you learned or found interesting.
 - b. Please do not disclose traumatic or exceptionally personal events that could make other students feel uncomfortable (e.g., divorce, abuse, personal health concerns).

- c. A list of verbs that are often used in writing about the application, analysis, synthesis, and evaluation of material are found in this [table of Bloom's Taxonomy of educational learning objectives](#).
 - d. You can earn up to 2 points for each chapter's post, where 2 points will be awarded for excellent application of the material, 1 point for moderate application, and 0 points for poor application.
 - e. To promote originality, you will not be able to view other students' posts until you post your own.
2. Respond to one or more postings made by other students **by the same deadline as the discussion post**. Your response should be a few sentences long, be stated in a supportive manner, and can contain questions for further clarification, alternative viewpoints, and your own personal interpretations of the material. It should be more than simply a reaffirmation statement such as "Great post!"

Journal Article Critiques (Learning Objectives 1, 2, 5)

View the complete instructions in the D2L.

Sensory Deprivation Paper (Learning Objective 7)

Your assignment is to deprive yourself of vision, hearing, or both for a minimum of 4 consecutive hours during part of the day that you would normally be active. See instructions in D2L for further details.

Reading Schedule, Important Dates

Due dates listed below are for the quizzes, online activities, discussion postings, and any other assignments listed next to the due date.

Week	Due Date	Module	Chapter/Assignment
Week 1			Review syllabus and course overview
Week 2	28-Aug	1	Introduction to S&P
Week 3	5-Sep	2	First steps in vision Ed.ted Activity: How do Glasses Help us See?
Week 4	11-Sep		Journal Critique #1 Due
Week 5	18-Sep	3	Object Recognition
Week 6	25-Sep		Start working ahead 😊
Week 7	2-Oct	4	Color Perception Ed.ted Activity: What Color is Tuesday? Exploring Synesthesia
Week 8	9-Oct	5	Depth Perception Ed.ted Activity: Explanations of the Moon Illusion
Week 9	16-Oct		Start working ahead 😊
Week 10	23-Oct	6	Attention and Sound Localization Ed.ted Activity: The Distracted Mind
Week 11	30-Oct		Journal Critique #2 Due
Week 12	6-Nov	7	Hearing Ed.ted Activity: The Science of Hearing

Week 13	13-Nov	8	Touch
Week 14	20-Nov		Thanksgiving Break
Week 15	27-Nov	9	Olfaction
Week 16	4-Dec		Sensory Deprivation Paper
Week 17	11-Dec	10	Taste
	12-Dec		Final Exam Extra Credit

View the [university's academic calendar](#) for add, drop, and withdrawal deadlines.

Late Work Policy

Late work submitted after the deadline may be penalized by up to 20% of the points for the assignment. Requests for extensions of deadlines may be made for university excused absences or for extenuating circumstances.

Individuals with Disabilities

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Accessibility and Accommodations (OAA). All accommodations must be approved through OAA. Please stop by McAfee Gym, Room 1210, or call 217-581-6583 to make an appointment.

Academic Integrity

Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). All assignments and quizzes must be your own work. Use of AI-generating software is not permitted. Written assignments and quiz answers may be checked for AI-generated content. Violations will be reported to the Office of Student Standards.

Diversity Statement

Each of us comes from a unique cultural background influenced in many ways by the people with whom we interact and the surrounding structures of society. Diversity provides the opportunity to learn from one another and deepen our understanding and empathy for one another. Differing viewpoints in this course are acceptable, but we should be inclusive by respecting, supporting, and valuing people who possess ideas different from our own. Students in this course should feel comfortable sharing their personal views without fear of reprisal. Discriminatory behaviors based on an individual's race, color, religion, sex, gender identity, sexual orientation, national origin, disability, age, marital status, political affiliation or other personal characteristics are not acceptable and may be referred to the Office of Civil Rights and Diversity.

The Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to McAfee Gym, Room 1301.

Early Alert System

Eastern maintains an Early Alert System (EAS) to help students know when they are not performing up to academic standards. Alerts may be given for poor attendance, not turning work in on time, or doing poorly on an assignment or test. EAS staff will contact you to help you find resources to help you be a successful student. Resources may include time management, study skills, test-taking, finding tutors, or other resources related to academic issues. I will use the EAS if I believe you could benefit from talking to a success coach about these issues.