



PSY 3680, Sensation & Perception, 3 credits Fall 2021, 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 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.

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%

<u>Final Grade</u>	<u>Points</u>
A (89%)	445-500
B (79%)	395-444
C (69%)	345-394
D (59%)	295-244
F (<59%)	<295



- 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 captioning.

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 any other resources except for other people when taking your quizzes. Collaborating with others on the quiz is considered academic misconduct.**
- 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 randomly selected from a set of questions. Thus, you may end up with 2 questions that test similar concepts and you will probably not have the exact same questions as another student. Across all the quizzes, the average difficulty for everyone in the class will be very similar.
- As part of a cumulative testing strategy, each quiz contains two additional questions from each of the prior quizzes. 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. It is up to you how to best use the opportunity. Research on testing suggests that by simply asking students to retrieve information (i.e., testing), they are more likely to remember it.
- 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.
- Save each answer as you go. Do not wait until the end when you submit the quiz in case you have internet connection problems.
- 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 are due the same day as the module’s quiz.

For each module’s discussion topic, you are to:

1. Submit one paragraph (minimum of 125 words) that describes how something in the module applies to your life. Your response must provide a clear connection between the course content and its application. For 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 after you post your own.
2. Respond to one or more postings made by other students **within 1 week of the chapter application deadline**. 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	30-Aug	1	Introduction to S&P
Week 3	7-Sep	2	First steps in vision Ed.ted Activity: How do Glasses Help us See?
Week 4	13-Sep		Journal Critique #1 Due
Week 5	20-Sep	3	Object Recognition
Week 6	27-Sep		Start working ahead 😊
Week 7	4-Oct	4	Color Perception Ed.ted Activity: What Color is Tuesday? Exploring Synesthesia
Week 8	11-Oct	5	Depth Perception Ed.ted Activity: Explanations of the Moon Illusion
Week 9	18-Oct		Journal Critique #2 Due
Week 10	25-Oct		Start working ahead 😊
Week 11	1-Nov	6	Attention and Sound Localization Ed.ted Activity: The Distracted Mind
Week 12	8-Nov	7	Hearing Ed.ted Activity: The Science of Hearing
Week 13	15-Nov	8	Touch
	22-Nov		Thanksgiving Break
Week 14	29-Nov	9	Olfaction Sensory Deprivation Paper
Week 15	10-Dec	10	Taste Extra Credit
Week 16	14-Dec		Final Exam

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.

Academic Integrity

Students are expected to maintain principles of academic integrity and conduct as defined in [EIU's Code of Conduct](#). Violations will be reported to the Office of Student Standards. Cheating,

plagiarism, and other forms of academic misconduct will not be tolerated. As a student, you have a personal responsibility to maintain high standards of academic conduct to preserve academic integrity. Academic misconduct will result in zero points for the assignment and appropriate disciplinary action, according to university guidelines.

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.

Students 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 Disability Services (ODS). All accommodations must be approved through ODS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to contact the [Student Success Center](#) for assistance with time management, text 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 9th Street Hall, Room 1302.

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.