

Sensation and Perception
Psychology 312-001
Syllabus
Spring 2022
Asynchronous Online Course

Instructor: Dr. Thad Meeks

Office: AH, 0133

Office Hours: Mondays, 11-12, Tuesday & Thursday, 2-3 (all in-person); Zoom: By Appt

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Required Text

Goldstein, B. E. & Cacciamani, L. (2022). *Sensation and Perception* (11th ed). Belmont, CA: Wadsworth-Thompson Learning.

Technical Requirements:

- A reliable internet connection
- (optional, but recommended) A set of headphones or earbuds (so that those around you don't have to listen to the lecture, too)
- A computer—you *cannot complete this class on a tablet or on your phone*
- You are encouraged to use IE or Google Chrome for Blackboard; Safari for Mac has known issues with Blackboard.

Getting Tech help:

Blackboard help pages: <http://www.siue.edu/its/bb/index.shtml>

ITS helpdesk: 618-650-5500, help@siue.edu

Course overview and objectives. In this course, you will learn how we sense and perceive the world around us. Sensation and perception are the gateways to everything that we experience. We would have no memory, no ability to make decisions, and no identity if we did not first perceive the world around us. We achieve perception by taking information directly into our sensory receptors (bottom-up processing) as well as by using our previously-learned knowledge (top-down processing). In this class, you should achieve the following:

1. Learn how we intake information through our five senses as well as how we integrate the information together to form what we consciously experience (i.e., perception).
2. Understand how our previous experience lays down a foundation to help us interpret the world around us.
3. Learn the nature of the biological processing necessary for sensation and perception.
4. Continue to refine your research communication skills.

In order to achieve these objectives, you will engage in several modes of learning including lectures, readings, and writing an APA research proposal.

Follow these steps to reach your potential:

1. **Read all assigned readings before lecture.** This is critical to success in this class because it will help you understand the topics covered in lecture.
2. Listen to all lectures and take active notes.

3. Look through your notes after lecture and before the next lecture. If anything is confusing, refer back to your text for clarification, or come in for help.
4. Come in for help at the first sign of trouble. Do not wait until you receive a poor grade to get help.
5. Invest in a 3-ring binder. Put your syllabus, all handouts, notes, etc., in an organized fashion in this binder.

*This is an asynchronous, online course. That means that the course does not “meet” as a group at a certain time; however, you will have deadlines for your work—the class is not self-paced.

Course Structure and Assignments

Lectures. For all 15 sections, I will post lectures broken into three parts. These will be posted on Blackboard by the given Saturday at 8 am. Each video will vary in length, but each part will be approximately 45 minutes long. The entire week’s lecture material will average around 2 hours in length. Obviously, you can pause and rewind the video. Even so, you should take detailed notes *IN YOUR OWN WORDS*. Think of lectures and note-taking as a way to organize and learn the material. Numerous studies show that active note-taking in your own words leads to better academic performance. **To assist you, I will post a lecture outline for each section by the given Saturday at 8 am.** Feel free to use this to take notes. I will also use this during lecture, as well as images. **I will post any images I use in my lectures by 8 am on Saturday.** If you ever have any questions about the lecture videos, please do not hesitate to email and/or meet with me. As I will detail more later, the exams will be application-based rather than definitional. Thus, you should study in the appropriate way. **I will provide a running lecture concept check to help ensure that you are learning the appropriate information from lecture.**

Textbook. We will cover one topic each week. Most of the topics will be associated with a chapter in the book (see the course schedule for specifics). You are expected to keep up with the readings. Not all material in the book will be covered in the lecture and vice-versa. Information from the textbook will be on the mini-exams and you will be expected to use the textbook as a source for your discussion posts. **By each Saturday at 8 am, I will post on Blackboard the unique book sections that you need to focus on for the exams.** The exams will be application-based rather than definitional. Thus, you should study in the appropriate way.

Supplementary Material. I will also post additional material for each section by the given Saturday at 8 am. This material will include videos, websites, demonstrations, etc. **While the information from this material will not explicitly be on the mini-exams, it should help you more deeply encode the information from lecture.**

Blackboard Discussions. For all sections, you will participate in a weekly Blackboard Discussion by making one post. **By Saturday at 8 am, I will post a topic and you will have until that Thursday at 11:59 PM to complete your post.** The first person to post will respond to an initial question that I will pose. Each subsequent person will then respond to one previous question of their choice (make sure to specifically respond to the chosen post and indicate to whom you are responding). This post can be a response to my post, but can also be a post related to another student’s post. More than one person can respond to a specific question, but your post must be fundamentally different from anyone else’s post. In that response, you should address the question of the previous post and then pose a question of your own. Then, you will also post a question of your own that builds upon your response to the previous question that you addressed. In these posts, you should make sure that you apply your knowledge from that week of the course. *You should only post once. If you have multiple posts, I will only grade the*

first post. Each post should be between 200-300 words long. You will automatically lose five points if your post is less than 200 words. If the post is more than 300 words, I will only grade the first 300 words. You should also only address one previous post. If you respond to more, I will only grade the first question. Remember to be both thoughtful and courteous in your response. If I detect any type of personal attack in your response to someone else, I will contact you directly and there is a good chance you will receive 0 points for that week's post. I have posted discussion etiquette below this paragraph.

Each post is worth 15 points (see the grading scale later in the syllabus). You will be able to earn 10 points for your response to other questions: Two points for each of these criteria – Did you directly address the questions?; Is your response clear?; Did you show critical thinking skills in your response?; Did you use and specify at least one source of information in your response (this can be specific areas in the notes and/or text)?; Is your response free of typos and grammatical errors? You will also be able to earn 5 points for the question that you pose: Two points for each of these criteria – Does your question flow logically from the question you responded to and your response?; Is your question clear?; The last point will be awarded based on whether your question is free of typos and grammatical errors.

NETIQUETTE

1. Keep Your Voice Down

USING ALL CAPITAL LETTERS online is the equivalent of yelling. Ouch! Instead, **bold** or *italicize* text in your postings, or use *asterisks* around the text to be emphasized.

2. Avoid Sarcasm and Subtleties, and Make an Extra Effort to Be Courteous

Hearing spoken words, seeing people's faces and bodies while they talk, and reading dialogue on your computer screen can convey substantially different impressions. Keeping this in mind may help you realize that it's sometimes easier to sound insensitive and hurt someone's feelings or have them miss the point when you're communicating through text only. To counter this, be clear and straightforward with your language.

3. Just Wait

Assume any comment you read that sounds abrasive was not proofread for tone, and was not meant to offend. If you are irritated with a post, you might wait a little before posting a too-hasty reply that you will regret later. Unless the author specifically says they are angry, assume otherwise and ask for clarification of their intent.

4. Make it Personal

At the end of each posting, sign your name. It also adds a personal feel when responding to an individual if you address him or her by name.

5. Be Positive

It's good to express your opinions in discussions, but do not make disagreements personal. Agree to disagree in your exchanges of information and opinions. Keep your interactions with others friendly, especially when you are getting to know each other.

6. Use Emoticons

These little icons can be quite effective in supplying primitive facial expressions to supplement your words. If you prefer, use other more direct ways of being sure your intentions are known, for example, by adding phrasing like "just kidding," "no offense intended," or "this is my opinion."

7. Not Too Little, Not Too Much

One word or single phrase responses can seem curt and rude. Use complete sentences and clearly communicate your meaning. Conversely, postings of multiple screens of text can be

overwhelming to read online. Compose offline, edit your musings, and consider making bullet points to aid classmates in getting to your point.

8. What It's About

If relevant, when replying to a posting, quote the part of the original posting to which you are replying to help classmates understand the context. Also, make sure you are responding to the right post.

9. Spell It Out

Because you have time to compose your responses, there is no excuse for inadvertent typos. Also remember that trendy abbreviated spellings are best left outside of online classrooms. This is not texting.

10. One Final Look

After you compose a post, take a moment to reread your text before submitting. If it is possible, reading out loud can be especially helpful. One final once-over can identify typos, misstatements, lack of clarity, or an unintended tone. Remember that everything you post is recorded—there is no way to “take back” what you wrote.

Mini-Exams. You will take five mini-exams worth 110 points apiece (see the detailed grade breakdown later in the syllabus). Each mini-exam will cover three sections which include information from the lectures and textbook readings. ***The mini-exams will be administered on Blackboard on the given Friday. The mini-exams will be available on the associated Friday from 8 am until 11:59 PM on that same Friday. You must complete the exam in this time-frame. Exams will NOT be reopened after you have completed them. Each mini-exam will consist of 22 scenarios related the course material. For each scenario, you will be asked to choose the best answer associated with each scenario. The 22 scenarios will be randomly selected for each student out of a larger pool of scenarios. You will have 45 minutes to take each mini-exam. The exams will be applied in nature. In other words, remembering simple definitions will not be sufficient. You must be able to take what you know about the subject matter and apply it to novel situations. Please note that you are NOT allowed to work together on these mini-exams. If you do, you are subject to academic discipline (detailed more later in the syllabus). You may use your notes and textbook, but do note that your time is limited. Thus, do not dwell on any one question for too long. You may NOT use any other sources for your exam aside from the class material listed above. The disallowed sources include any information from the internet as that information is not guaranteed to be valid or reliable. I will provide a running study guide for each mini-exam which will be set up in a manner in which you can test yourself before the mini-exams.***

In addition to these five mini-exams, I will also offer an **optional cumulative final exam** during final's week. If you choose to take the final exam, it will replace your lowest mini-exam grade if your final exam grade is higher. Note that this does include missed exams. **Thus, if you miss a regular mini-exam for either an excused OR unexcused reason, you will be able to replace the 0 grade with a score on the final exam.** This final exam will be of the same format as the other mini-exams, but will cover all of the material covered in class. The final exam will open up **at 8 am** on the last **Thursday** of final's week and will need to be completed by **11:59 PM that day**. This is due Thursday, instead of Friday, in order to give me enough time to get the grades computed before they are due. See the course schedule.

Finally, you will write an APA research proposal related to the material in class. I will provide a separate handout for this. I have devoted class lectures to discuss this proposal. The final paper is worth 225 points (22.5% of your final grade) and is due by April 22 @ 11:59 PM via Turnitin on Blackboard.

The breakdown of grading is as follows:

Blackboard Discussion 15 x 15 points = 225 points or 22.5%
Mini-Exams 5 x 110 points = 550 points or 55.0%
APA Proposal = 225 points or 22.5%
Total = 1000 points or 100%

The official letter grades will be assigned according to the following scale:

Letter Grade	Percentage Equivalent	Points Equivalent
A	90%-100%	896-1000
B	80%-89%	796-895
C	70%-79%	696-795
D	60%-69%	596-695
F	<60	0-595

Missed Exams, Discussions, and Late Papers. No make-up mini-exams or discussion posts will be allowed unless there is a documented reason approved by me. In addition, no late APA proposals will be accepted without an approved, documented excuse.

Grading problems: If you feel there has been an error in working out calculating your grade please let me know as soon as possible. Calculate your grade as described above and specify the reason for your concern when contacting me. I want you to get every point you have earned. If you are unhappy with your final grade but agree that it has been calculated 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 semester. The answer to such unfair requests must always be "no".

Academic Honesty. ANY case of academic dishonesty (e.g., cheating on an exam or allowing others to cheat off of you, or other dishonest act *regardless of the point count*) will receive the recommended university policy, failure of the course and reporting of the case to the Provost. You may not look at any other student's exam, and you may not copy any portion of your answer from internet or other sources (i.e., the words/ideas must be entirely your own).

The Psychology Department's Policy on Plagiarism: Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siu.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost."

(<http://www.siu.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand

how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siu.edu/education/psychology/plagiarism.shtml>.

Department of Psychology Writing Policy: As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include: clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well); verb tense consistency; clear and unambiguous sentences and ideas; writing that is free of typos, spelling errors, and major grammatical errors; properly formatted citations and references (if relevant).

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siu.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siu.edu/is/writing/resources.shtml>). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class).

The penalty for unacceptable writing in this class is as follows: Your assignment will not be graded. It will be returned to you and you will be asked to edit the document and turn it in within 24 hours. You will receive a 25% deduction if this occurs.

Accommodations for Disabilities: It is the policy and practice of the Southern Illinois University Edwardsville to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content, or the use of non-captioned videos—please notify the instructor as soon as possible. Students are also encouraged to contact office for Accessible Campus Community and Equitable Student Support (ACCESS). The ACCESS office is located in the Student Success Center, Room 1270. You can also reach the office by e-mail at myaccess@siue.edu or by calling 618.650.3726. For more information on policies, procedures, or necessary forms, please visit the ACCESS website at www.siu.edu/access. If any student would like to develop a written evacuation plan for this class, please contact the instructor.

Department of Psychology Policy on Incomplete Grades, Pass-

No Credit Option, and Withdrawal: All withdrawals must be completed by the end of the 13th week of classes during 16-week semesters, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any shorter semester. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see <http://www.siu.edu/policies/1j1.shtml>). The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

SIUE Statement on Diversity: All societies and peoples have contributed to the rich mix of contemporary humanity. In order to achieve domestic and international peace, social justice, and the development of full human potential, we must build on this diversity. SIUE nurtures an open, harmonious, and hospitable climate that facilitates learning and work. Each member of the University is responsible for contributing to such a campus environment.

SIUE Nondiscrimination Policy: Southern Illinois University Edwardsville (SIUE) is a public comprehensive University committed to creating and maintaining a diverse community in which students, faculty, and staff can learn and work together in an environment free of discrimination and free from any form of illegal harassment. Such actions violate the dignity of the individual and the integrity of the University as an institution of learning. SIUE prohibits discrimination against employees, applicants for employment and students on the basis of age, color, disability, marital status, national origin, race, religion, sex, sexual orientation, or veteran's status. Discrimination in any form will not be tolerated; management and supervisory personnel, at all levels, are responsible for taking reasonable and necessary action to prevent discrimination.

COVID-19 Pandemic Policies Related to Classroom Instruction (Spring 2022)

Health and Safety

The measures outlined below are required and any student who does not comply may be in violation of the *COVID-19 People-Focused Health and Safety Policy*, as well as the University's *Student Code of Conduct*.

The full text of the *COVID-19 People-Focused Health and Safety Policy* can be found here: <https://www.siue.edu/policies/Covid.shtml>

Classrooms, Labs, Studios, and Other Academic Spaces

Under current University policy, whether in the classroom, lab, studio, or other academic spaces, students (regardless of vaccination status) shall wear face coverings that fully cover the nose and mouth and practice physical distancing measures to the extent practicable based on the specific classroom capacity and pedagogy. Classroom furniture should not be rearranged, and furniture that has been taped off or covered should not be used.

Students who forget to wear a face covering will be reminded of their obligation to comply with SIUE's *COVID-19 People-Focused Health and Safety Policy* and temporarily asked to leave the class until they are able to conform to the policy. Students who forget or lose their face coverings may be able to obtain replacements from a friend, a faculty member, or a nearby departmental office. Face coverings are also available for purchase in the Cougar Store (MUC).

Students who refuse to wear a face covering will be asked to leave the classroom and referred to the Dean of Students for non-compliance with community health and safety protocols. Repeated non-compliance may result in disciplinary actions, including the student being administratively dropped from an on-ground/face-to-face course or courses without refund if no alternative course format is available.

If a student has a documented health condition which makes wearing a face covering medically intolerable, that student should contact ACCESS to explore options with the understanding that

ACCESS will not grant accommodations which excuse the need for a face covering while on campus or in the classroom. ACCESS will work with qualifying individuals to find reasonable alternatives, whenever such solutions are available. Please call or contact the ACCESS Office via email to schedule an online appointment to discuss potential alternatives. ACCESS office (Student Success Center, Room 1203, 618-650-3726, and myaccess@siue.edu).

General Health Measures

At all times, students should engage in recommended health and safety measures, which include:

- Conducting a daily health assessment. If you have [COVID-19 symptoms](#), but not yet tested positive, have had COVID-19 close contact exposure, or are COVID-19 diagnosed as presumptive or confirmed positive, contact your health provider or SIUE Health Service at cougarcare@siue.edu or 618-650-2842. More information on reporting procedures is available [here](#).
- Frequent washing or disinfecting of hands.
- Adhere fully to the current face mask and physical distancing rules as articulated in policy: <https://www.siue.edu/about/announcements/coronavirus/safety-guidelines-support/face-mask-pick-up.shtml>
- If present, adhere to directional signs and traffic flow patterns in buildings and offices. In many spaces, doors for entering and exiting buildings are designated.

Academic Integrity

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: <https://www.siue.edu/policies/3c2.shtml>.

Recordings of Class Content

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: <https://www.siue.edu/policies/3c1.shtml>.

Potential for Changes in Course Schedule or Modality

As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include alterations to distancing requirements, course modality (e.g., transition from face-to-face to online, hybrid, or hy-flex, mask wearing, in-course activities, etc). These changes would be implemented to ensure the successful completion of the course while preserving health and safety. In these cases, students may be provided with an addendum to the class syllabus that will supersede the original version. If the course schedule or modifications significantly alter expectations, a new syllabus will be issued.

Office Hours: I have set office hours listed at the top of the syllabus. However, if you cannot meet at that time, simply email or come talk to me and we can arrange another time.

Cell Phones: Please be respectful and turn them off or on silent. It is only annoying for everyone else and embarrassing for you. In general, please be courteous to everyone in class.

The course schedule is a general plan for the course; deviations announced to the class by the instructors may be necessary.

Week	Dates	Topic and Lectures	Other	Assignments
1	Jan 10-Jan 14	Introduction to Class/APA Proposal Discussion: General	Syllabus /APA Proposal Guide	Discussion Board #1: Opens – Jan 10 @8am, Closes- Jan 13 @11:59 PM
2	Jan 15-Jan 21	Introduction to Perception	Ch. 1	Discussion Board #2: Opens – Jan 15 @8am, Closes- Jan 20 @11:59 PM
3	Jan 22-Jan 28	Basic Principles of Sensory Physiology	Ch. 2	Discussion Board #3: Opens – Jan 22 @8am, Closes- Jan 27 @11:59 PM Mini-Exam #1: Covers Weeks 1-3; Opens Jan 28 @8 AM, Closes – Jan 28 @11:59 PM
4	Jan 29-Feb 4	APA Proposal Discussion: APA Style, Picking a Topic, Literature Search, and Introduction Writing	Blackboard Material	Discussion Board #4: Opens – Jan 29 @8am, Closes- Feb 3 @11:59 PM
5	Feb 5-Feb 11	The Eye and Retina	Ch. 3	Discussion Board #5: Opens – Feb 5 @8am, Closes- Feb 10 @11:59 PM
6	Feb 12-Feb 18	The Visual Cortex and Beyond	Ch. 4	Discussion Board #6: Opens – Feb 12 @8am, Closes- Feb 17 @11:59 PM Mini-Exam #2: Covers Weeks 4-6; Opens Feb 18 @8

				AM, Closes – Feb 18 @11:59 PM
7	Feb 19- Feb 25	APA Proposal Discussion: Research Design, Method Section, Abstract, and Appendix	Blackboard Material	Discussion Board #7: Opens – Feb 19 @8am, Closes – Feb 24 @11:59 PM
8	Feb 26- Mar 4	Perceptual Organization	Ch. 5	Discussion Board #8: Opens – Feb 26 @8am, Closes- Mar 3 @11:59 PM
	Mar 5-Mar 13	SPRING BREAK	SPRING BREAK	SPRING BREAK
9	Mar 14- Mar 18	Perceiving Motion	Ch. 8	Discussion Board #9: Opens – Mar 14 @ 8am, Closes- Mar 17 @11:59 PM Mini-Exam #3: Covers Weeks 7- 9; Opens Mar 18 @8 AM, Closes– Mar 18 @11:59 PM
10	Mar 19- Mar 25	Perceiving Color	Ch. 9	Discussion Board #10: Opens – Mar 19 @8am, Closes- Mar 24 @11:59 PM
11	Mar 26- April 1	Perceiving Depth and Size	Ch. 10	Discussion Board #11: Opens – Mar 26 @8am, Closes- Mar 31 @11:59 PM
12	April 2- April 8	Hearing	Ch. 11	Discussion Board #12: Opens – April 2 @8am, Closes- April 7 @11:59 PM Mini-Exam #4: Covers Weeks 10- 12; Opens April 8 @8 AM, Closes – April 8 @11:59 PM
13	April 9- April 15	Perceiving Speech	Ch. 14	Discussion Board #13: Opens – April 9 @8am,

				Closes- April 14 @11:59 PM
14	April 16- April 22	The Cutaneous Senses	Ch. 15	Discussion Board #14: Opens – April 16 @8am, Closes – April 21 @11:59 PM APA Proposal Due by April 22 @11:59 PM: Submitted via Turnitin on Blackboard
15	April 23- 29	The Chemical Senses	Ch. 16	Discussion Board #15: Opens – April 23 @8am, Closes- April 28 @11:59 PM Mini-Exam #5: Covers Weeks 13- 15; Opens April 29 @8 AM, Closes – April 29 @11:59 PM
16	<u>Thursday, May 5</u>	<u>Optional</u> Cumulative Final Exam	<u>Optional</u> Cumulative Final Exam	Optional Final Exam: Covers Weeks 1- 15; Opens <u>Thursday, May 5</u> @8 AM, Closes – <u>Thursday, May 5</u> @11:59 PM