



**PSY 4130 - SENSATION & PERCEPTION
SPRING 2007**

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WHAT IS THIS COURSE ABOUT?

The general purpose of this course is to give you a basic understanding of how sensory organs process energy from the environment and how the brain interprets that sensory information.

WHAT WILL I LEARN IN THIS COURSE?

This course will help you develop the following knowledge and skills. For more information about how this course fits into the Psychology major, please see page 5.

- Demonstrate understanding of major concepts, theories, and research in sensation and perception. See the schedule on page 4 for specific topics.
- Demonstrate understanding of the importance of individual differences in sensation and perception.
- Use creative and critical thinking to apply your knowledge of sensation and perception to real-world issues.
- Improve your abilities to use the language of scientific psychology in reading, speaking, and writing about topics in sensation and perception.
- In addition to these objectives, graduate students will also explore the uses of sensation and perception to their careers and/or areas of graduate study.

HOW WILL I LEARN THIS?

- Read the textbook.
- Participate in class discussions and demonstrations on each topic.
- Participate in problem-based learning activities.
- Continuously assess your own learning throughout the course.

WHAT HAPPENS IN CLASS?

You are expected to prepare for each class period by reading the assigned material in the textbook (see the schedule on page 4). You should come prepared to be an active participant. I will provide introductory lectures on each topic. Much of our class time will be used for Problem Based Learning Activities (PBLA's) in which you will apply knowledge to specific problems and issues. This will be done in small groups. Bring your textbook to class so that you can refer to it when working on the PBLA's.

TEXTBOOK

The required textbook is Goldstein's *Sensation & Perception (7th Edition)*.

HOW WILL I BE GRADED?

Quizzes (260 points)

13 @ 20 points each

Quizzes will be taken online through the Blackboard system. These will be 10-item short answer quizzes with a 30 minute time limit. You are allowed to refer to your notes and book while taking the quiz, but you must take the quizzes individually. Accepting help from another person in answering quiz questions is a violation of academic honesty policy, as is giving help to another student. Quizzes must be submitted by midnight on the due date (see the schedule on page 4). Late quizzes will not be graded for credit.

Problem-Based Learning Activities (140 points)

14 @ 10 points each (1 additional point possible for serving as group leader)

You will be randomly assigned to small groups. For each PBLA, I will give your group instructions for the assignment. After completing the assignment, your group will need to complete a group evaluation form. Your individual grade will be a combination of your participation score, based on the group evaluation, and your group's grade on the work you produced. I will also ask you to complete a self-assessment of what you have learned from the PBLA.

Self-Assessment Paper and Discussion (50 points)

You will be required to assess your own level of knowledge and to reflect on your strengths and weaknesses in a self-assessment paper (see the course website for an outline and grading rubric). This will be based in part on an examination of your performance on a pre-course assessment that you take during our first class period and an end-of-course assessment that you take during our final class period. For our final exam period, you will be required to discuss your self-assessment with the class. You must participate in this self-assessment discussion in order to receive a grade on the paper.

Graduate Credit Paper (50 points). For graduate credit, you will need to write a 1,000 to 1,500 word paper (in APA format) describing examples of how an understanding of sensation and perception is important in your career or area of study. See the grading rubric for the graduate credit paper for more information.

Your course grade will be determined by the total number of points earned:

Grade	Points Earned	
	Undergraduates	Graduates
A	405 – 450	450 - 500
B	360 – 404	400 - 449
C	315 – 359	350 - 399
D	270 – 314	300 - 349
F	0 – 269	0 - 299

WHAT IF I MISS CLASS?

You will be allowed to make up missed work if you were unable to attend due to participation in a required University activity or serious illness of yourself or an immediate family member. In either case, you should present written evidence of the reason for your absence no later than the first day you return to class and arrange to make up the work. If you do not contact me about making up the work until later, or if you are absent for some other reason, you may not be allowed to make up missed work.

WHAT DO I NEED TO KNOW ABOUT ACADEMIC HONESTY?

You are responsible for understanding university regulations concerning academic honesty (see the UCM Student Calendar/Handbook). *Examples especially relevant to this class include accepting or giving help in answering questions on the quizzes; these are violations of academic honesty and will be treated according to UCM policy.* If you are not sure about any issues related to academic honesty, please check with me.

WHAT IF I NEED SPECIAL ACCOMMODATIONS?

Please contact the office of Accessibility Services, Union 220 (660 543-4421) if you require any special accommodations related to this class.

WHAT BEHAVIOR IS APPROPRIATE IN CLASS?

Please be respectful and considerate toward your classmates. Distracting or disruptive behavior makes it difficult to learn. Please turn off cell phones and pagers, or put them in silent mode if you must have them on. If you might need to leave early or arrive late, please sit near the door. When working on group activities, you are expected to work cooperatively with other group members. You are encouraged to join in class discussions, but please do not talk while I am talking or while another student is talking. Insulting, belittling, or other offensive behavior toward your classmates is not acceptable.

EARLY ALERT PROGRAM

As a part of UCM's commitment to building a positive learning community that supports the success of every student, I participate in the UCM Early Alert Program. That means that if I notice you are struggling with the course, I will refer you to the Early Alert Program so that they can work with you to help you have a successful experience in this course.

LIBRARY

You may access your library account, the online catalog, and electronic databases from James C. Kirkpatrick Library's website at <http://library.cmsu.edu>. For research assistance, you may contact the Reference Desk:

Phone: 543-4154
AIM: JCKLReference

Email: reference@libserv.cmsu.edu
RefChat: <http://library.cmsu.edu/chat>

CLASS SCHEDULE

DATE	TOPIC	READING	QUIZ
January 8	Introduction; Pre-Course Assessment; PBLA #1		
January 22	Psychophysics; PBLA#2	Chapter 1	Quiz 1 by January 28
January 29	Vision: Light, Transduction, and Dark Adaptation; PBLA #3	Chapter 2	Quiz 2 by February 4
February 5	Vision: Receptive Fields; PBLA #4	Chapter 3	Quiz 3 by February 11
February 12	Visual Pathways; PBLA #5	Chapter 4	Quiz 4 by February 18
February 19	Vision: Object Perception; PBLA #6	Chapter 5	Quiz 5 by February 25
February 26	Vision: Color Perception: PBLA #7	Chapter 7	Quiz 6 by March 11
March 12	Vision: Depth Perception: PBLA #8	Chapter 8	Quiz 7 by March 18
March 19	Vision: Motion Perception; Ecological Perception; PBLA #9	Chapters 9-10	Quiz 8 by March 25
March 26	Hearing: Sound, Transduction, and Auditory Pathway; PBLA #10	Chapter 11	Quiz 9 by April 1
April 2	Hearing: Pitch Perception, Sound Localization and Scene Analysis: PLBA #11	Chapters 11-12	Quiz 10 by April 8
April 9	Speech Perception; PBLA #12	Chapter 13	Quiz 11 by April 15
April 16	Cutaneous Senses; PBLA #13	Chapter 14	Quiz 12 by April 22
April 23	Chemical Senses: PBLA #14; End of Course Assessment	Chapter 15	Quiz 13 by April 29
April 30	Discussion of Self-Assessment Papers; Self Assessment Papers Due		

**Department of Psychology
Student Learning Outcomes Matrix for Electives**

Learning Outcomes	PSY 4130	PSY 4150	PSY 4230	PSY 4240	PSY 4320	PSY 4500	PSY 4600	PSY 4740
Demonstrate and integrate knowledge of the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.	I D A	I D A	I A			I D A	I D A	I
Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.	D	D				R	R	
Value and use critical and creative thinking, including the scientific method, to address problems related to behavior and mental processes.	I	I	I D A			I D A	A	I
Appropriately apply knowledge and skills acquired in the psychology curriculum to personal, social, and organizational issues.	I	I	I, D,A			I	A	I D A
Value and apply empirical evidence, cope with ambiguity, and behave legally and ethically in research and applied settings.		I	I, D, A			I	D	
Understand and apply the language of the science of psychology, through effective speaking, reading and writing.	I	I	I A					
Demonstrate the ability to acquire and disseminate information and use computers and other technology for a variety of purposes.								
Recognize, understand, and respect individual differences and the complexity of sociocultural and international diversity. Demonstrate knowledge about how these factors affect applied and scholarly work.	I	I	I D A			I		I
Demonstrate knowledge about realistic occupational, career, and advanced educational opportunities appropriate to the discipline and develop a feasible plan to pursue those opportunities.			I					I

I = "Introduce" "I" is used when the learning outcome is introduced, but not emphasized in the course.

D = Developed "D" is used to indicate extensive discussion, treatment and/or application of the learning outcome in the course.

A = Assessment "A" is used to indicate the students' knowledge and/or skills related to the learning outcome are measured & evaluated in the course.

R = REVIEW "R" indicates that material is just being reviewed from a previous course.

Psy 4130 Sensation & Perception Introductory Project

Problem

You have been invited to visit a high school psychology class. The teacher has asked to you help the class understand some basic concepts from the sensation and perception chapter. The class has not yet covered anything about sensation and perception. Your job is to develop a lesson plan to help the students learn the definition of perception and the concept of transduction.

Report

Your lesson plan should be a brief (approx. 1 page) outline including the following:

1. A specific activity for teaching the definition of perception.
2. A specific activity for teaching the concept of transduction.
3. A short assessment activity (e.g., quiz, writing assignment) to give the students feedback about whether they understand the concepts.

Your group will need to discuss your lesson plan with me.

**Psy 4130 Sensation and Perception
 Problem-Based Learning Activity
 Group Evaluation**

Your group must complete this evaluation form together. Each group member must be assigned a participation score from 0-4 using the following criteria.

- 0 = absent; or physically present but did not contribute at all
- 1 = minimal contribution
- 2 = moderate level of contribution
- 3 = contributed strongly to completing the project
- 4 = served *effectively* as group leader and spokesperson; contributed strongly*

*Only one group member may receive a score of 4.

The participation score for each group member will be added to the group grade for the activity to determine each individual's grade for the project.

Name	Participation Score	Comments

This section to be completed by Dr. Kreiner

Project satisfies all requirements
 0 = not at all
 1 = partly
 2 = mostly
 3 = completely

Project demonstrates understanding of relevant concepts
 0 = not at all
 1 = partly
 2 = mostly
 3 = completely

Project demonstrates creative application of knowledge
 0 = no
 1 = yes

Group Score: _____ /7 maximum

**Psy 4130 Sensation and Perception
Problem-Based Learning Activity Self-Assessment**

Name: _____

Date: _____

Name of PBL Activity: _____

Please rate how effective you feel this activity was in helping you learn about sensation and perception. Use a scale of 0-4 where 0 indicates not at all effective and 4 indicates extremely effective. _____

Please list specific skills or knowledge that you learned or improved upon as a result of this activity.

**Sensation and Perception
Self-Assessment Paper Outline and Grading Rubric**

NAME _____ TOTAL SCORE _____ /50

_____ /10 Course Objectives

Comment on your understanding of the course objectives listed on page 1 of the syllabus. Provide a specific example of how you have made progress on each objective.

_____ /5 Sources of Information

Briefly describe how you used various sources of information in completing this self-assessment. For example, how did you interpret your performance on the PBLA's, quizzes, and pre-course and end of course assessments? What other sources of information did you take into account in evaluating your strengths and weaknesses?

_____ /6 Strengths

Describe your relative strengths with regard to the five course objectives. "Relative strengths" means comparing your skills or knowledge in one area to other areas. For example, you may feel that you have a good understanding of major concepts and theories. You must list at least two strengths.

_____ /3 Weaknesses

Describe your relative weaknesses with regard to the five course objectives. "Relative weaknesses" means comparing your skills in one area to your skills in other areas. For example, you may feel that you are not as good at using the language of the science of psychology as you are in other areas. You must list at least one weakness.

_____ /6 Learning Strategies

What strategies or learning methods seem to work best for you in learning about sensation and perception? How will you go about learning similar types of skills and knowledge when you need to, such as when working on a project related to your professional career?

_____ /20 Participation in Self-Assessment Discussion (Final Exam, April 30).

Sensation & Perception Graduate Credit Paper Grading Rubric

NAME _____

TOTAL SCORE _____/50

Your graduate credit paper must begin with a summary of your career goals and/or objectives of your area of study. Then, you must describe at least three examples of how an understanding of sensation and perception applies to your career or area of study. For each example, you will need to describe the relevant concept or concepts and then explain how understanding that material could make a difference in your ability to achieve your objectives.

_____/10 **Summary of Career Goals/Area of Study**

_____/10 **Application 1**
Accurate description of concept(s)
Explanation of application

_____/10 **Application 2**
Accurate description of concept(s)
Explanation of application

_____/10 **Application 3**
Accurate description of concept(s)
Explanation of application

_____/10 **APA Format**