Attention!
This is a representative syllabus. The syllabus for the course when you enroll may be different.

Use the syllabus provided by your instructor for the most up-to-date information. Please refer to your instructor for more information for the specific requirements for a given semester.

Feel free to contact the Psychology Advising Office for any questions regarding psychology courses either by email (psychadvising@osu.edu) or phone (614.292.5750).
Thank you!
IMPORTANT INFORMATION:
Course: PSYCH 3310H     Credits: 3
Dates: Jan 11 – April 21, 2020
Section: 22365
Website: https://carmen.osu.edu
We will primarily use materials from two textbooks:
All readings will be in Carmen. If you choose to buy a book, choose Wolfe, especially if you have a neuroscience background. Schwartz has excellent online demonstrations.

MODE OF DELIVERY:
• This course is 100% online. There are many opportunities for synchronous and asynchronous interaction with Dr. Meyer and each other. Synchronous sessions will occur M/W/F 11:30am-12:25pm, though we will not use all of those days, nor all of the time each time we meet. Meeting times and agendas will be announced in Carmen at least 1 week before the meeting. Synchronous sessions will include discussion (over Zoom), demos / activities designed to enrich your understanding of the topics, and highlights to prepare you for weekly assignments. Most Mondays will preview the upcoming content and assignments and answer questions from the prior week. Most Wednesdays will be a demo and discussion. All synchronous work (except discussions) can be made up in an asynchronous fashion, if you are unable to attend.

COURSE TECHNOLOGY REQUIREMENTS

This online course was designed for the student with:
• Basic computer & web-browsing skills, and Carmen access & familiarity. See Canvas Student Guide.
• Current Mac (OS X) or PC (Windows 7+) with high-speed internet connection, webcam, microphone, & use of BuckeyePass authentication. iPad is acceptable.
• Microsoft Office 365: You are eligible for free Microsoft Office365 ProPlus. See: go.osu.edu/office365help.
• CarmenZoom: text, audio, & video chat.
• Need technology help? Contact the OSU IT Service Desk. Standard support: https://ocio.osu.edu/help and 24/7 support for urgent issues is available.
• Self-Service and Chat support: http://ocio.osu.edu/selfservice
• Phone: 614-688-HELP (4357) TDD: 614-688-8743
• Email: 8help@osu.edu
WELCOME

I look forward to meeting you and sharing with you the broad range of topics that are a part of how we perceive and interact with our world. We will learn how we translate a physical signal in our environment into a neural signal; how our minds construct our own realities from sensory information; and we will see that these research topics are directly relevant to our lives. I hope that by understanding these phenomena, you have a greater understanding of human perceptual capabilities, and can put this knowledge to use in your personal and professional lives.

COURSE OVERVIEW:

Sensation & Perception (honors) will be an introduction to select topics in cognitive/experimental psychology, with an emphasis on visual and auditory perception. Research related to object recognition, motor control and human performance will be reviewed. The audience is undergraduate students with basic knowledge of psychology (prerequisite Psych1100).

COURSE OBJECTIVES:

By the end of this course I hope that you will be able to:

- Describe the biological basis & major psychological theories of Sensation & Perception.
- Describe ways in which perception is in the mind/brain, and not in the stimulus or world.
- Appreciate the interdisciplinary methods used to infer human perceptual processes and abilities.
- Identify and explain “real world” examples of perceptual phenomena (art, music, design, sports, medicine).
- Have skills to make you successful in your chosen career (be it in psychology or something else completely).
Taking Care of Yourself:
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. OSU offers services to assist you with these issues and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus through the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org

The Dennis Learning Center (DLC, https://dennislearningcenter.osu.edu/) offers free, one-hour appointments where you can discuss various learning-related topics (notetaking, procrastination, test anxiety, exam preparation, time-management, etc.) with an academic coach and create a plan for success.

Sexual Misconduct/Relationship Violence:
Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Disability Services (SLDS):
The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Ohio State’s Academic Integrity Policy:
Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University’s Code of Student Conduct and this syllabus may constitute "Academic Misconduct." The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct http://studentlife.osu.edu/csco/. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

IMPORTANT RESOURCES:

ASSOCIATE DEAN FOR STUDENT LIFE:

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages (COAM Home)
- Ten Suggestions for Preserving Academic Integrity (Ten Suggestions)
- Eight Cardinal Rules of Academic Integrity (www.northwestern.edu/uacc/8cards.htm)

ASSIGNMENT CATEGORY | POINTS
--- | ---
Make-it-Stick Practice Quizzes | 30%
What: Formative quizzes for each module. Multiple choice, T/F.
Why: Retrieval practice and distributed practice helps you learn material. Helps you understand what material you do or do not understand. Testing improves memory!
How: Open book; no time limit. Repeat for practice; Carmen keeps your highest score.
Drops: Drop 3 lowest

Sensation & Perception “in the real world” Response Papers | 20%
What: 5 short papers for you to connect what you’ve learned to your own experiences
Why: We remember things that are personally relevant to us. Also, a course learning objective is to see how S&P is relevant to our daily lives
How: Submit a short paper in Carmen
When: See Carmen
Drops: 1 dropped but let me know BEFORE the assignment closes if you need an extension past the close date.

Knowledge Appraisal Activities | 25%
What: Summative quizzes. Based on Make-It-Stick practice quizzes. Cumulative!
Why: So you can evaluate what you’ve learned from a set of related modules. Provides opportunities for distributed practice and helps prevent forgetting of earlier course material
How: Open book; no time limit. Repeat 1X; Carmen keeps your highest score
When: See Carmen. Approximately every 3-4 weeks
Drops: Drop 1 lowest score. A pre-test and post-test worth a smaller number of points are not dropped.

Sensation & Perception “in the mind” (activities, discussions) | 25%
What: Most modules will have an activity to try, an in-class discussion, or a short answer question. The "Book Club" discussions may be included in this assignment group, too. [TBD]
Why: Provide the opportunity to experience and think more deeply about a topic to improve memory.
How: In Carmen. See specific instructions in Carmen
When: See Carmen
Drops: Drop 3

Total | 100

ASSESSMENT & HOW YOUR GRADE IS CALCULATED

The course will use OSU’s standard grading scheme, which is:93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70 –72.9: C-
67 –69.9: D+
60 –66.9: D
Below 60: E

Knowledge Appraisal Activities | 25%
What: Summative quizzes. Based on Make-It-Stick practice quizzes. Cumulative!
Why: So you can evaluate what you’ve learned from a set of related modules. Provides opportunities for distributed practice and helps prevent forgetting of earlier course material
How: Open book; no time limit. Repeat 1X; Carmen keeps your highest score
When: See Carmen. Approximately every 3-4 weeks
Drops: Drop 1 lowest score. A pre-test and post-test worth a smaller number of points are not dropped.

Sensation & Perception “in the mind” (activities, discussions) | 25%
What: Most modules will have an activity to try, an in-class discussion, or a short answer question. The "Book Club" discussions may be included in this assignment group, too. [TBD]
Why: Provide the opportunity to experience and think more deeply about a topic to improve memory.
How: In Carmen. See specific instructions in Carmen
When: See Carmen
Drops: Drop 3

Total | 100

See course schedule below and Carmen for due dates
Diversity Statement
The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

MY RESPONSIBILITIES
• Design the course to be instructive & fair, in accordance to Ohio State policies
• Deliver information in a clear and organized way via readings, PowerPoints, multimedia, and offer students the opportunity to engage with the material in thoughtful activities, assignments & discussions.
• Be organized, prepared, intellectually stimulating, interested in teaching, and encourage student engagement with course material.
• Be available via email & by appointments
• Answer emails in a timely manner. I will make every effort to reply during normal business hours (9am-5pm) within 48 hours on weekdays.

YOUR RESPONSIBILITIES
• Read the syllabus, instructions in Carmen, & understand the course policies.
• Take ownership of your educational experience and make responsible choices to ensure your success.
• Read, watch the videos, take good notes, study, ask questions, and actively participate in practice quizzes, activities, and discussion.
• Check OSU email and Carmen regularly for important updates.
• Be engaged with the course! If you fall behind or need an extension, proactively manage your situation.

Attendance and participation requirements: Because this is an online course, there are no set times in which you need to sit in a classroom. Make-it-stick Practice Quizzes. Do them for each module before the due date. There may be several practice quizzes per week. The Make-It-Stick (MIS) quizzes are both to help you learn the content, identify what you need help understanding, and help you understand what contributes to remembering.

Participating in online activities. Most modules will usually have one activity and/or discussion. If you have a situation that might cause you to miss an entire week of class, discuss it with me as soon as possible. Office hours and live sessions: OPTIONAL, BUT ENCOURAGED. All live, scheduled events for the course, including my office hours, are optional. If offered, these will be announced in Carmen on a weekly basis, and they will be at a consistent time.

LATE ASSIGNMENT & MAKE-UP POLICY: Most assignments will be due one week from when the module opens. You automatically have an extension: Most assignments will remain open for 10 days after the module opens (assignments that open on Monday will be due the following Monday and close Wednesday). There’s no penalty for submitting after the due date. However, after the assignment closes, it will not be re-opened, unless you have made prior arrangements with me before the assignment closes to submit the assignment late. Response papers are eligible for extensions, activities, discussions, and practice quizzes are not. See Carmen for due dates. No make-ups. See Assessment table for the number of dropped assignments.

COURSE CALENDAR: CARMEN IS THE OFFICIAL VERSION. The course calendar below is subject to change depending on the rate of progress through the material, student interest in alternative topics, and/or scheduling constraints. CARMEN IS THE OFFICIAL VERSION.

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Read</th>
<th>Watch</th>
<th>Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Welcome</td>
<td>Syllabus</td>
<td>Welcome Video</td>
<td>Course Assignments and Assessments Video</td>
</tr>
<tr>
<td>Week 1, cont.</td>
<td>History &amp; Background</td>
<td>Web Essay: Wolfe pp. 19-33</td>
<td>What is real? Where does knowledge come from? Can we share the same experiences?</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Psychophysics</td>
<td>Wolfe pp. 19-33 or Schwartz pp 29-36</td>
<td>What is Psychophysics? Thresholds and magnitude estimation Psychophysical methods Activity: Design an energy drink Make-It-Stick Practice Quiz</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Signal Detection Theory</td>
<td>Wolfe pp. 13-17</td>
<td>Intro to SDT and why it matters SDT – terms and application SDT Activity Response Paper 1 Make-it-stick Practice Quiz</td>
<td></td>
</tr>
</tbody>
</table>

What’s out there? Commonalities across the senses

| Week 4, cont. | Vision, Part 2: The Eye | Wolfe pp 37-41 | Parts of the Eye video Accommodation and What can go wrong? How to see without glasses Make-it-stick Practice Quiz |
| Week 5, cont. | Vision, Part 3: The Retina: Lateral Pathway | Wolfe Ch. 2 52-57 or Schwartz 73-77 | The Retina, Part 2 (Lateral Pathway) Illusions Center surround or Kuffler’s Research demonstration Make-it-stick Practice Quiz |

What’s out there? Visual Perception: Eye to Brain

| Week 7 | Waves, Again (Sound) | Read Wolfe Chapter 9 pp. 283-287 & Slides | Waves again (Sound) Make-it-stick Practice Quiz |
| Week 7, cont. | The Ear & Transduction | Read Wolfe Chapter 9 pp. 287-294 | Parts and functions of the ear Auditory Transduction Transduction in the ear Lecture video Make-it-stick Practice Quiz Knowledge Appraisal 2 |
| Week 8 | Pitch & Loudness | Wolfe Chapter 9 pp. 294-312 | Intensity and Loudness Frequency and Pitch Masking Effects Make-it-stick Practice Quiz Masking Demonstration |
| Week 8, cont. | The Ear: What can go wrong? | Wolfe Chapter 9 pp. 294-312 | What can go wrong? Lecture video Make-it-stick Practice Quiz |

What’s out there? Auditory Perception: Ear to Brain

Continued on next page...we’re not done yet!
The American Psychological Association (APA) Guidelines for the Undergraduate Psychology Major describes a set of learning goals and outcomes for psychology majors at the completion of the baccalaureate degree. The content and organization of this course is designed to help you meet these goals by learning and demonstrating the following abilities at the (B)accalaureate or (F)oundational level, as denoted below:

**Goal 1. Knowledge Base in Psychology**
- (B)- K1. Describe key concepts, principles, & overarching themes in psychology
- (B)- K2. Develop working knowledge of psychology’s content domains
- (F)- K3. Describe applications of psychology

**Goal 2. Scientific Inquiry and Critical Thinking**
- (B)- S1. Use scientific reasoning to interpret psychological phenomena
- (B)- S2. Demonstrate psychology information literacy
- (F)- S3. Engage in innovative & integrative thinking & problem solving
- (F)- S4. Interpret, design, & conduct basic psychological research
- (F)- S5. Incorporate sociocultural factors in scientific inquiry

**Goal 3. Ethical and Social Responsibility in a Diverse World**
- (F)- E1. Apply ethical standards to evaluate psychological science & practice
- (F)- E2. Build & enhance personal relationships
- (F)- E3. Adopt values that build community at local, national, & global levels

**Goal 4. Communication**
- (F)- C1. Demonstrate effective writing for different purposes
- (F)- C2. Exhibit effective presentation skills for different purposes
- (F)- C3. Interact effectively with others

**Goal 5. Professional Development**
- (B)- P1. Apply psychological content & skills to career goals
- (B)- P2. Exhibit self-efficacy & self-regulation
- (B)- P3. Refine project-management skills
- (F)- P4. Enhance teamwork capacity
- (F)- P5. Develop meaningful professional direction for life after graduation

Health and safety requirements: All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (https://safeandhealthy.osu.edu), which includes following university mask policies and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses." (Updated: Aug. 14, 2020)

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**APA LEARNING GOALS & LESSON OBJECTIVES**

**What is that object? Visual & Auditory Object Recognition**

<table>
<thead>
<tr>
<th>Week 9</th>
<th>Object Recognition</th>
<th>Chapter 4, pp. 124-128, 106-110</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 9, cont.</td>
<td>Gestalt Psych Analysis</td>
<td>Chapter 5, pp. 138-154, 160-162</td>
</tr>
<tr>
<td>Week 9, cont.</td>
<td>Gestalt Principles</td>
<td>Ch. 5, pp. 169-183, 155-171</td>
</tr>
<tr>
<td>Week 10</td>
<td>Auditory Scene Analysis</td>
<td>Chapter 5, pp. 151-162</td>
</tr>
<tr>
<td>Week 10, cont.</td>
<td>What &amp; Where, &amp; What can go wrong?</td>
<td>Ch. 4, pp. 106-111, 137-149, 103-106, 131-133</td>
</tr>
</tbody>
</table>

**What is that object? Color Perception & Where is that object? Auditory Localization & Visual Depth**

<table>
<thead>
<tr>
<th>Week 11</th>
<th>Color: Background</th>
<th>Chapter 5, pp. 136-143</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 11, cont.</td>
<td>Color: Theories</td>
<td>Chapter 6, pp. 160-167, 158-162</td>
</tr>
<tr>
<td>Week 12</td>
<td>Color: Individual differences</td>
<td>Ch. 6, pp. 169-183, 155-171</td>
</tr>
<tr>
<td>Week 12, cont.</td>
<td>Where is that object? Vision &amp; Audition</td>
<td>Chapter 7, pp. 187-223 and slides</td>
</tr>
</tbody>
</table>

**Is that object going to hit me? Motion Perception & Action It’s all in your mind: Music Perception & Cognition**

<table>
<thead>
<tr>
<th>Week 14</th>
<th>Motion Perception: Is it going to hit me? Or can I reach out and grab it?</th>
<th>Ch. 8 excerpts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 14, cont.</td>
<td>Slides, Optional</td>
<td>Ch. 1</td>
</tr>
<tr>
<td>Week 14</td>
<td>Action!!</td>
<td>We use motion to identify objects</td>
</tr>
<tr>
<td>Week 15</td>
<td>Post-test</td>
<td>Motion Illusion assignment</td>
</tr>
</tbody>
</table>

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