

Syllabus

; 3 credits
Spring 2012
T & Th 9:45-11:15a
Classroom

Dani K. Sheppard, Ph.D.
706A Gruening Bldg.
474-6514, dani.sheppard@alaska.edu
Office hours: TBA

TA: TBA
TA office: TBA; email: TBA@alaska.edu phone: 474-TBA
TA office hours: TBA, and by appointment

ENGL F111X; ENGL F211X or F213X; COMM F131X or F141X; nine credit hours of PSY (including PSY F101 & PSY F275); or permission of instructor.

This class meets the university requirements for one of the two core upper division writing intensive requirements, and for the core upper division oral intensive requirement. The requirements

outside the classroom (e.g. writing center, Blackboard, my office hours, library, internet, etc), participation in classroom discussion, etc.

- * Rubrics for all assignments are included at the end of this essay and are posted on Blackboard for you.

- * Participation points accumulate from a combination of in-class activities (50 pts) and homework (HW) assignments (250pts). There are 14 HW assignments; you will complete one per week. They are due every Tuesday. See course calendar for which assignments are due.
- * Homework assignments consist of Themes Summaries (3x30pts=90pts), Ponderables (2x10pts=20pts), Demonstrations (3x20pts=60pts; one of which is oral), Critical Reviews (2x30pts=60pts), and Concept Uses (4x5pts=20pts). Details for each assignment and distribution of assignments across the seven senses are included at the end of the syllabus.

- * My primary goal is to support your success in this course. I am NOT a mind-reader. Take advantage of my very lonely and under-utilized open-door office hours!! I'm happy to talk with you about content, lectures, tests, study strategies, grades, and anything else you may need!!!
- * The syllabus is subject to change. The progression of every course is dependent upon the unique dynamic between students, instructor, and unforeseen circumstances. Should anything in the syllabus need revision, your input will be considered. You will be notified in writing (in class and on Blackboard) of any modifications.
- * Phone calls are a much better way to reach me than email. If I do not acknowledge receipt of an email within 48 business hours, please resend it.
- * You will have the opportunity to attend seminars, and we may have guest lecturers. It is expected that you show the speakers the utmost respect: arriving early, staying the entire time, ensuring electronics are silenced, and remaining quiet during the presentation.
- * Attending less than 50% of the class periods (as accounted by quiz scores) by the withdrawal deadline will result in a faculty-initiated withdrawal from the course.
- * The use of personal electronic devices (cell phones, texting, laptops) is not permitted in the classroom. Activity on any device is very distracting to other students. Please ensure they are silenced.
- * Should we have them, each of your in-class tests will BEGIN at the beginning of class time. It is essential that you be there at the start of the test to hear any announcements relating to the test. Showing up late is disrespectful of, disruptive for, and unfair to the students who do show up on time and puts you at risk for missing important information.
- * Please consider the effects your actions have on others in the class (arriving late, loud crunching, rustling with bags & coats, speaking up too much, not respecting others perspectives, whispering while someone else is talking, etc).
- * NEVER assume your email or phone message has been received until you receive confirmation from me!!!! Technology has a way of gobbling up assignments and messages. It is YOUR responsibility to make sure an instructor gets the message/assignment, not the responsibility of TECHNOLOGY. If it is an important message you want read or heard, YOU make sure it has reached its final destination.
- * Take care to avoid the paranormal exponential increase in computer crashes, jump drive malfunctions, cross-platform format changes, writing center closures, and printer failures around the time things are due! These are not acceptable excuses for late assignments. PLAN AHEAD. Know the hours for Writing Center and Computer Labs.
- * All assignments should be STAPLED, proof-read, and turned in on clean pages with no spiral-notebook-frillies (i.e. _____).

The Office of Disability Services at UAF implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. I will work with the Office of Disabilities Services (203 Whitaker, 474-7043) to provide reasonable accommodation to students with documented disabilities. Please make arrangements with me within the first few weeks of classes. If you have any questions about the services available for individuals with documented disabilities, I would be happy to answer them.

Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening, 474-5314. You are encouraged to use this resource to meet writing expectations. In addition, Student Support Services are available at UAF. Services include: 1) free tutorial services; 2) small study groups; 3) academic advising, mentoring, and personal support; 4) direct financial assistance to qualified Pell Grant recipients; 5) use of laptop computers, labs, and other technology resources; and 6) cultural and social engagement. The office is located at 508 Gruening Building, and the phone number is 474-6844. You may also obtain additional information about support services at: <http://www.uaf.edu/sssp/index.html>

No planned extra credit will be available for this course. The intent is for all your time and efforts to go into the assigned items and focus on the quality of your community service project.

MON	TUESDAY	WED	THURSDAY	FRI
18 JAN	19	20	21 First day of class Sens/Perc intro, Names, Fair, Reflection, Syllabus	22
25 Jan	26 In-class Essay re: Top-down/Bottom-up Processing; Names, Syllabus, Concept uses DUE: ConceptUse#1, Coren Ch 1	27	28 Research Methods in S&P: Psychophysics Fair, Critical evaluation of literature Organization of oral presentations DUE: Coren Ch 2	29 Last day to ADD or DROP (100% refund)
1 FEB	2 Nervous system Using visuals in oral presentations DUE: ConceptUse#2, Coren Ch 3	3	4 Nervous system Tour of UAF Speaking Center	5 Last day to DROP (50%)
8 FEB	9 Vision - sensation DUE: CriticalReview#1, Coren Ch 5	10	11 Meet at West Valley – partner introductions	12
15 Feb May grad deadline	16 Oral Demo: student #1-10	17	18 Oral Demo: student #11-20	19
22 Feb	23 Vision – Color sensation & perception DUE: ThemesSummary#1	24	25 Vision – Depth & Motion perception DUE: Coren Ch. 7	26
1 MAR	2 Vision - Illusions DUE: ConceptUse#3, Coren Ch 8	3	4 Meet at West Valley – research	5
8 Mar ☺	9 S P R I N G	10 ☺	11 B R E A K	12 ☺
15 Mar	16 Auditory - sensation DUE: Ponderable#1, Coren Ch 9	17	18 Auditory - perception DUE: Coren Ch 10	19
22 Mar	23 Equilibrium DUE: CriticalReview#2, Coren Ch 10	24	25 Meet at West Valley - research	26 Withdrawal Deadline
29 Mar	30 Writing consultations now through April 15 Due: Demo#2 (written) for students #1-10 Fair Elevator Speech: #11-20	31	1 APR Fair Elevator Speech: #1-10 DUE: Demo#2 (written) for students #11-20	2
5 Apr	6 Tactile – sensation DUE: ThemesSummary#2, Coren Ch11	7	8 Tactile – pain perception DUE: Coren Ch 11	9
12 Apr	13 Chemosenses: Olfaction DUE: ConceptUse#4, Coren Ch12	14	15 Chemosenses: Taste; DUE: Coren Ch 12 Writing consultations complete	16
19 Apr	20 Final FAIR preparations DUE: Ponderable#2	21	22 Final FAIR preparations	23 SpringFest – no classes
26 Apr	27 Kinesthesia - sensation DUE: Demo#3 (written), Coren Ch 13	28	29 Perception of Time; Perceptual Dev't DUE: Coren Ch 14, 15	30
3 MAY	4 Oral Fair Reflections: #1-10 DUE: ThemesSummary#3	5	6 Oral Fair Reflections: #11-20	7 Last day of classes
10 May	11 Final exam, 3:15-5:15pm Written Fair Reflections – in-class	12	13	14

Participation Homework Worksheet (250 pts)

- *Each sensory system must have a minimum of 15 pts of activity (successful points, not attempted points)
- *You may choose any combination of activities within the stated minimum requirements
- *Assignments will only be accepted in hard copy (STAPLED) at the beginning of class; place all assignments into the green folder. Anything handed in after 9:20am will be considered late and deducted one letter grade for every day late.

Activities (pts):	Themes (30)	Ponderable (10)	Demonstration 2 written, 1 oral (20)	Critical Review (30)	Concept Use (5)	minimum 15 pts
VISION						
HEARING						
TACTILE						

PSY F470 - Ponderables – 10 pts

- * Choose ONE of the provided questions or create your own question that has peaked your curiosity (samples of questions are provided in Blackboard).
- * Research the topic from many different sources (primary scholarly, popular media, blogs, YouTube, pod casts).
- * Prepare a 2 page essay that captures your new knowledge and your own reflections (e.g., perspectives, ideas, speculations, opinions) on the topic. Sample reflection questions are posted in Blackboard for you.
- * Be sure to organize your essay with introduction-body-conclusion, and include a reference page (in APA format) of all the resources you used. See essay rubric for more details on writing expectations.

PSY F470 - Demonstrations – 20 pts

THEMES across the sensory/perceptual systems

Construct a well-written essay that captures your research and knowledge on 9 of the 18 sensory themes. Your essay should be arranged in an introduction-body-conclusion format and adhere to the criteria presented on the essay rubric. You will submit this essay in APA-format, to include cover page, abstract, and references.

Complete 9 total items, 3 from each section

Choose 3 of the following 5

1. Purpose of system (include 1 , 2 , & 3 functions)
2. Source
3. Detection
4. Transduction
5. Serial and parallel pathways

Choose 3 of the following 8

6. Receptive field
7. Feature detectors
8. Lateral inhibition
9. Coding/mapping
10. Filtering
11. Threshold & sensitivity
12. Adaptation
13. Columnar organization

Choose 3 of the following 5

14. Top down/bottom up processing
15. Difference from other species
16. Difference between individuals
17. Disruptions and influences
18. Research methods

Defined - THEMES across the sensory/perceptual systems

1. Purpose of system (identify examples of primary, secondary, and tertiary functions)
 - a. Primary – info gathering for purpose of maintaining behavior, id, & discrimination
 - * what types of information about the stimulus can be gained using this sensory/perceptual system
 - b. Secondary – maintains or alters attention, alertness, & arousal
 - * how does this system contribute to maintaining and to altering arousal (or)
 - c. Tertiary – provides source of communication, pleasure, entertainment, and/or recreation
 - * how might we use this system for communication purposes
 - * how might this system contribute to pleasure
2. Source (stimulus)
 - a. what types of stimuli (or environmental events) are being detected by this system (i.e., what types of energy or mechanical stimulus is the body responding to)
 - b. what characteristics of the stimulus is the system able to detect
3. Detection (structures and mechanisms)

where & how is the stimulus received (i.e. what structures/organs/receptors are involved in the detection of the stimulus, where are they located, and what does each structure contribute to the detection)
4. Transduction

how does the receptor convert the stimulus source to a neuronal signal (i.e., what mechanisms are involved)
5. Serial and parallel pathways
 - a. once transduced, where does the information travel (i.e., what are the tracks of neuronal information as it travels from receptor to cortex, what structures does the info pass through, what role does each structure along the pathway contribute
 - b. def'n: serial = linear or sequential pathways
 - c. def'n: parallel = branching or simultaneous pathways

6. Receptive field
 - a.

9. Coding/mapping (patterns of neural activity at all levels)
 - how are particular components of the stimulus translated to corresponding perceptions (i.e., pre-receptor, receptor, neuronal activity, pre-thalamus, thalamus, primary ctx, secondary c., association c.)
10. Filtering
 - a. what aspects of the stimulus gets filtered
 - b. where does filtering occur and what types of info are getting filtered
11. Threshold & sensitivity
 - a. what are the limitations of the system (i.e., what is the minimal perceptible quantity of the source)
 - b. what are the characteristics of the stimulus that require minimal and maximal signal strength
 - c. what is the relationship between the stimulus strength and its relevance to humans
12. Saturation

how does this sensory system respond to repeated stimulation
13. Adaptation

how does the system change its responsiveness to different levels of stimulation
14. Columnar organization
 - a. how are the cells organized in the cortex (i.e., what characteristic of the original stimulus are organized into columns in the cortex)
 - b. if not in columns, then how organized

15. Bottom up/top down processing
 - a. how does this system contribute to BU and to TD processing
 - b. def'n: BU – using details of the stimulus itself (e.g., freq, amplitude, intensity, texture, etc)
 - c. def'n: TD – using context and experience (e.g., meaning, identification, labels, etc)
16. Difference from other species

how does this system differ in structure and/or function in another species
17. Difference between individuals

what aspects of the structure and/or function of this system varies among individuals (i.e., what aspects remain stable across individuals, what characteristics are susceptible to change)
18. Disruptions and influences
 - a. how can normal functioning of this system lead to altered perceptions (e.g., illusions, systematic errors, mixed messages, etc)
 - b. what are some ways in which the function of this system can be altered (either enhanced or diminished) (e.g., culture, genetics, disease, trauma, drugs, age, experience, practice, etc)
19. Research methods

what are some research methods used to study this system

PSY F470

Community Service evaluation and reflection

Number of total hours

This item is for my departmental files ONLY for an accurate record of the number of community service hours.

The number of hours you provide has NO impact on your grade; so please be honest! Review your journal and record the approximate number of hours you spent with your WV partners (include all interactions - phone conversations, meetings, and Fair Day; do NOT include messages you left for them)

An “A” grade indicates originality, independent work/thought, a thorough mastery of the subject, and completion of more work than is required; it is an honor grade (http://www.uaf.edu/catalog/catalog_11-12/academics/regs1.html#Grading_System). “Excellent” 90%-100%

“A” work demonstrates creative thinking—the writer has gone beyond the scope of the assignment and made it his/her own in some way (e.g., by showing some unusual insight or coming to a conclusion that is novel). This work would show understanding, application, analysis, synthesis, and would be at the level of critical evaluation. An “A” product clearly shows that the student has discovered something through the act of producing it. Mechanically, the “A” product is nearly perfect; it shows few, if any, errors in grammar and usage. The language is developed and mature; the paragraphs and sections are connected; and sources are correctly documented. A high level of excellence is maintained throughout the assignment.

A “B” grade indicates outstanding ability above the average level of performance (ibid, UAF Catalog). “Good” 80%-89.9%

“B” work shows some creativity and independent thought, but less successfully than in an “A” product. Lacks some content and depth, as well as the force, presence, gravitas, verve, panache, wit, strength, confidence, etc. of the “A” product...tries, but just does not quite pull it off. The assignment is still, however, quite a good job. It shows good work and effort. It is scholarly in mode but, in the end, dutiful and pedestrian. It is a swell effort and a successful one, it’s just that its success is not raging or quality trails through the assignment. Mechanically, grammatically, structurally it is fine with perhaps a few errors.

A “C” grade indicates a satisfactory or average level of performance (ibid, UAF Catalog). “Adequate, ok” 70%-79.9%

The “C” product fulfills the assignment, but with little creativity and original thought. It displays factual, interpretive, or conceptual inconsistencies. Contains a general main idea (from which it sometimes veers far), but is shallow and lackluster, lacking depth and content, usually reflecting too much regurgitation of the material. Structurally, it is not good: paragraphs are weakly unifi

Comment Description of subjective assessment

exc	Excellent; above expectations; reflects high quality and/or depth
good	Good; meets requirements and done well with clarity and understanding
ok	OK; basic; may be missing some piece, or lacking in some depth, thought, or effort
NTS	Not To Standard; needs attention; could include: missing many parts, poor quality, lack of effort & thought; lack of understanding of assignment; doesn't meet intent of assignment

- _____ Essay structure – intro, main point, body, conclusion
- _____ Essay development – transition, flow, organization of thoughts, readability
- _____ Grammar & sentence construction
- _____ Content - thought development, substance, depth
- _____ Support – use of references, examples, etc.
- _____ Use of feedback – changes and improvements over last assignment
- _____ Abstract
- _____ APA Style

The items checked below apply to your paper:

- ___ Stick more to a technical prose rather than a creative style for papers in this class (i.e., avoid slang, exaggerated language, superlatives, figures of speech, streams of consciousness, conversational tone, idiomatic expressions, etc) → “say what you mean, mean what you say” and move on
- ___ Be careful not to spend too much time building an introduction. Especially for shorter essays, it leaves you no room for substance on your main point.
- ___ Introduce your _____ in the introduction, not the outline of the paper (i.e., avoid statements such as “In this paper, I will present...., then I will address, finally I will conclude with...)
- ___ Be careful not to present an opinion as “fact” – if you think it’s a fact, then you need a reference citation. Otherwise, you need to be clear it is an opinion (without using the first person) – e.g., “it seems that....”
- ___ Avoid the use of “this” by itself – leaves the reader asking “this what?”
(e.g. This is why ..., This is seen everywhere..., This happens all the time..., This is the case when... etc)
- ___ Avoid the use of questions in presenting an idea – it reduces the opportunity for you to provide substance; work on ‘answering’ the questions, not taking space asking them
- ___ Avoid the use of contractions – it tends to leave the impression of lazy writing
- ___ Be sure to proofread
- ___ Avoid the use of quotes except in special circumstances where the wording itself adds something unique
- ___ Be sure your conclusion wraps things up, providing the intended “take-home” message reflecting implications or bigger meaning of your thesis/theme
- ___ Avoid introducing new arguments in the conclusion
- ___ I suggest taking advantage of available resources such as my office hours, peer evaluation, writing center, etc.

Comments:

PSY 470 – Oral Presentation Rubric

___ **Length**

Start: _____

Stop: _____

Name:

Topic:

Date of presentation:

___ **Content** – addresses criteria of assignment

Comments:

___ **Delivery**

PRESENTATION

___ Format: intro-body-conclusion

___ Visual aids: method & items used:

___ Organization

___ Flow

___ Captivating/intriguing

___ Creativity

___ Professional (spelling, errors)

___ Choice of resources

PRESENTER

___ Attire

___ Poise

___ Clarity

___ Management of questions

___ Command of knowledge

___ Command of presentation/environment

___ Eye contact/connection with audience

___ Movement

___ **Use of feedback** – changes and improvements over last presentation

___ **Peer feedback**

___ number completed

___ thoughtful & constructive feedback: none somewhat mostly all

TOTAL
