

Term Information

Effective Term Summer 2021
Previous Value Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Addition of a permanent online section

What is the rationale for the proposed change(s)?

It is clear that student learning can be significantly positively impacted by traditional, in person modalities, as well as in distance formats. Our department is large, and we wish to be able to offer multiple sections of our undergraduate curriculum in a variety of modalities to provide the best range of options for our students and faculty moving forward. For students, it can be more than just a matter of convenience - an online class may allow (for example) a working parent to finish their degree in a flexible way or a student with significant health concerns to continue to engage in coursework. Such flexibility also allows our excellent faculty with significant health concerns to continue to positively impact student learning in their area of expertise by teaching remotely. It is best for all members of the university to have the flexibility to offer sections in a variety of settings.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Psychology
Fiscal Unit/Academic Org Psychology - D0766
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3310
Course Title Sensation and Perception
Transcript Abbreviation Sensatn & Percptn
Course Description Examination of how observers perceive their environment through sensory information; emphasis on major sensory systems including vision, audition, spatial orientation, touch, taste, and olfaction.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Previous Value No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture

Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: 1100 or 1100H.
Previous Value	Prereq: 1100 (100) or 1100H (100H).
Exclusions	
Previous Value	Not open to students with credit for 310.
Electronically Enforced	Yes
Previous Value	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	42.2701
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Students will be able to describe the biological basis & major psychological theories of Sensation & Perception• Students will be able to describe ways in which perception is in the mind/brain, and not in the stimulus or world• Students will be able to appreciate and relate the interdisciplinary methods used to infer human perceptual processes and abilities
Previous Value	
Content Topic List	<ul style="list-style-type: none">• Sensory processes & perception• Neurons & neural transmission• The ear & the auditory system• The eye & the visual system• Touch• Olfaction• Taste
Sought Concurrence	No

COURSE CHANGE REQUEST
3310 - Status: PENDING

Last Updated: Haddad,Deborah Moore
01/13/2021

Attachments

- PSYCHOLOGY-3310-online syllabus proposal.docx: proposed syllabus
(Syllabus. Owner: Paulsen,Alisa Marie)
- PSYCH 3310 technical review.docx: ASC technical review
(Other Supporting Documentation. Owner: Paulsen,Alisa Marie)
- Psych 3310 syllabus.pdf: current syllabus
(Syllabus. Owner: Paulsen,Alisa Marie)

Comments

- 01.13.21: Response sent to A. Paulsen. *(by Haddad,Deborah Moore on 01/13/2021 04:36 PM)*
- Could you let me know if we need to submit a separate Course Change to also have a permanent online section of Psych 3310H or if this proposal will suffice for both the non-honors and the honors versions of the course? *(by Paulsen,Alisa Marie on 01/13/2021 08:49 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Paulsen,Alisa Marie	01/13/2021 12:13 PM	Submitted for Approval
Approved	Paulsen,Alisa Marie	01/13/2021 12:15 PM	Unit Approval
Approved	Haddad,Deborah Moore	01/13/2021 04:36 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Hilty,Michael Vankeerbergen,Bernadette Chantal	01/13/2021 04:36 PM	ASCCAO Approval



SYLLABUS

PSYCHOLOGY 3310

Sensation & Perception

Term XXXX – Online – Class #:

COURSE OVERVIEW

Instructor

Instructor: Varies, specific section instructor will provide to students

Email address: Varies, specific section instructor will provide to students

Phone number: Varies, specific section instructor will provide to students

Office hours: Varies, specific section instructor will provide to students

Course description

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

Course learning outcomes

1. Describe the biological basis & major psychological theories of Sensation & Perception
2. Describe ways in which perception is in the mind/brain, and not in the stimulus or world
3. Appreciate and relate the interdisciplinary methods used to infer human perceptual processes and abilities

4. Identify and explain “real world” examples of perceptual phenomena (art, music, design, sports, medicine)
5. Have and practice skills to make you successful in your chosen career (be it in psychology or something else completely)

HOW THIS COURSE WORKS

Mode of delivery: This course is 100% online. The course is asynchronous, but you will be given the opportunity to join mini-lectures or discussions, if you are able to attend.

NOTE TO REVIEWERS: some instructors will choose to teach asynchronously, others will choose to have some synchronous sessions

There are no required sessions when you must be logged in to Carmen at a scheduled time, but I encourage you to meet with me at least 2 times during the semester.

Pace of online activities: This course is divided into topical modules. Each week will consist of 3-6 modules of related content. Each module will have a reading, introductory and /or explanatory videos, a demonstration activity and/or discussion, and a “Make-it-stick” practice quiz. Modules will open at the beginning of the week (Monday) and the deadline for assignments will be 7 days later. The assignments will remain open for another week. Due dates will be in Carmen. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame. Students may need to coordinate with group members on the timing of discussion posts to allow for time to complete an individual reflection paper that is based on the group discussion. Interim suggested deadlines will be provided in Carmen, but it up to students to find a mutually agreeable timeline.

Credit hours and work expectations: This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around ~~6-7~~ hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to ~~12-14~~ hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, there are no set times in which you need to sit in a classroom or be present on Zoom

- **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.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

REQUIRED

- Wolfe (2018). Sensation and Perception, 5th Edition. Oxford University Press: NY. ISBN 9781605357157
- Schwartz, B.L. and Krantz, J.H. (2019). Sensation and Perception, 2nd Edition. Sage: Washington, DC. ISBN 9781544325705, 1544325703

TECHNOLOGY SUPPORT

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

TECHNOLOGY SKILLS NEEDED FOR THIS COURSE

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

REQUIRED EQUIPMENT

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

REQUIRED SOFTWARE

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](https://go.osu.edu/office365help).
- [Tophat](#): All Ohio State students have free access to Tophat, a classroom response system that can be used from all types of mobile phones, computers, and tablets. Click [here](#) for help getting started with Tophat.

CARMEN ACCESS

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
<p>Make-it-Stick Practice Quizzes</p> <p>What: Formative quizzes for each module. Multiple choice, T/F.</p> <p>Why: Retrieval practice and distributed practice helps you learn material. Helps you understand what material you do or do not understand. Testing improves memory!</p> <p>How: Open book; no time limit. Repeat for practice; Carmen keeps your highest score.</p> <p>Drops: Drop 3 lowest</p>	30%
<p>Sensation & Perception “in the real world” Response Papers</p> <p>What: 5 short (1-2 page) papers for you to connect what you’ve learned to your own experiences</p> <p>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</p> <p>How: Submit a short paper in Carmen</p> <p>When: See Carmen</p> <p>Drops: 1 dropped but let me know BEFORE the assignment closes if you need an extension past the close date.</p>	25%
<p>Knowledge Appraisal Activities</p> <p>What: Summative quizzes. Based on Make-It-Stick practice quizzes. Cumulative!</p> <p>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</p> <p>How: Open book; no time limit. Repeat 1X; Carmen keeps your highest score</p> <p>When: See Carmen. Approximately every 3-4 weeks</p> <p>Drops: Drop 1 lowest score. A pre-test and post-test worth a smaller number of points are not dropped.</p>	25%
<p>Sensation & Perception “in the mind” (activities, discussions)</p> <p>What: Most modules will have an activity to try, a discussion, or a short answer question.</p> <p>Why: Provide the opportunity to experience and think more deeply about a topic to improve memory.</p> <p>How: In Carmen. See specific instructions in Carmen</p>	20%

Drops: Drop 3	
Total	100

See course schedule below and Carmen for due dates.

Late assignments

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 and practice quizzes are not. See Carmen for due dates. No make-ups. See Assessment table for the number of dropped assignments.

Grading scale

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

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For response and reflection paper assignments, you can generally expect feedback within **7 days**.

- **Email:** I will reply to emails within **48 hours on days when class is in session at the university**. I will aim for a reply within 24 hours, but please don't re-email me about the same issue within 48 hours.
- **Discussion board:** I will check and reply to messages in the discussion boards at least every **48 hours on school days**.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics. Please see the specific instructions for the response papers and reflection papers.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. Don't say it or post it, if you would feel embarrassed if an employer or parent saw it, or if you wouldn't say it directly to someone's face.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.) I will include a module in Carmen on how to do this.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic integrity policy

POLICIES FOR THIS ONLINE COURSE

- **Quizzes:** You must complete knowledge appraisal quizzes yourself, without any external help or communication. You can use your notes, your responses to the activities and discussion, and your quizzes that you completed in the past for the knowledge appraisal quizzes. The make-it-stick practice quizzes can be repeated for practice. Carmen will keep your highest score.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow APA style to cite the ideas and words of your research sources. I am more concerned that you show good

scholarship than the style guide you use. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work. TURNITIN will be used on all response and reflection papers, and short answer responses.

- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Collaboration and informal peer-review:** While study groups and peer-review of major written projects is encouraged, remember that comparing questions and answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time. Do not share questions with other students.
- **Group discussion:** This course includes group discussions, which can be stressful for students when it comes to replying on others' timely completion of work. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions. If you are unable to engage in group work in a timely matter, please email me and we will work out an alternate arrangement for you and your group.

- [Carmen \(Canvas\) accessibility](#)
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COURSE SCHEDULE

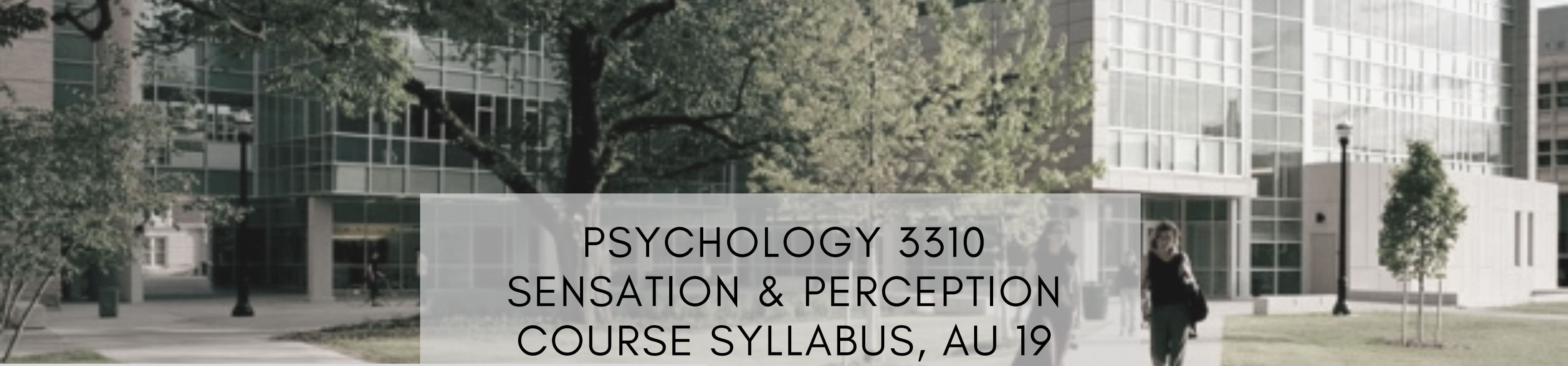
Week	Module Topic	Read (out-of-class)	Watch (direct instruction)	Do Direct instruction: Activities/discussion Out-of-class: quizzes and response papers
6/23- 6/28	Welcome	Syllabus	Welcome Video	Pre-test Quiz Syllabus Quiz
	Intro to Book Club	Start: Ch 1-3	About the assignment	Sign-up for group and meeting time Self-reflection paper 1

Week	Module Topic	Read (out-of-class)	Watch (direct instruction)	Do Direct instruction: Activities/discussion Out-of-class: quizzes and response papers
	History & Background	Web Essay; Wolfe pp. 19-33	Philosophy of S&P Qualia History Video	Qualia Discussion Make-It-Stick Practice Quiz
	Psychophysics	Wolfe pp. 19-33 or Schwartz pp 29-36	Psychophysical Laws Psychophysical Methods Psychophysics in the real world	Activity: Design an energy drink Make-it-stick Practice Quiz
	Signal Detection Theory	Wolfe p. 13-17	SDT Video	Real life examples Make-it-stick Practice Quiz Knowledge appraisal Quiz 1 (assigned week 2)
6/29- 7/5	Waves of Light (and sound)	Wolfe p. 17-19, 34-37, 284-287 OR Schwartz pp. 53-57	Intro to visual perception Waves lecture	Make-it-stick Practice Quiz
	The Eye	Wolfe pp 37-41	Parts of the Eye video Accommodation How to see without glasses Intro to 'what can go wrong?'	Explain how accommodation occurs in the eye to a friend Make-it-stick Practice Quiz
	The Retina: Vertical Pathway	Wolfe pp 41-51	Intro to the retina & retinal geography Transduction Duplex Theory/Dark & Light adaptation	Make-it-stick Practice Quiz
	The Retina: Lateral Pathway	Wolfe Ch. 2 52- 57 or Schwartz 73-77	Receptive Fields Illusions	Center surround demo Make-it-stick Practice Quiz

Week	Module Topic	Read (out-of-class)	Watch (direct instruction)	Do Direct instruction: Activities/discussion Out-of-class: quizzes and response papers
	Visual System & The Brain	Slides	Lecture video	Simple cells demo Make-it-stick Practice Quiz Knowledge Appraisal Quiz 2 (Assigned week 3)
	Response Paper 1: S&P in the real world	See assignment & rubric in Carmen	Video to introduce the assignment	Response Paper on History, Psychophysics or SDT
7/6- 7/12	Waves, Again (Sound)	Read Wolfe Chapter 9 pp. 283-287 & Slides	Lecture video: Intro to auditory perception	Make-it-stick Practice Quiz
	The Ear & Transduction	Read Wolfe Chapter 9 pp. 287-294	Video: Parts and functions of the ear Video: Transduction	Make-it-stick Practice Quiz
	Pitch & Loudness	Wolfe Chapter 9 pp. 294-312	Outer hair cell video Basilar membrane video Lecture video	Make-it-stick Practice Quiz Masking Demonstration
	The Ear: What can go wrong?	Wolfe Chapter 9 pp. 294-312	No lecture video. Just reading.	Make-it-stick Practice Quiz Knowledge Appraisal Quiz 3 (Assigned week 4)
	Book Club	Start reading Ch. 4-6	Mid-semester check- in; group discussions facilitated	Comprehension Questions Ch. 1-3 Discussion questions Self-reflection
7/13- 7/19	Object Recognition	Schwartz Ch 4, 124-128; Wolfe Ch 4, pp. 106-110	Lecture: Intro to the problem	Make-it-stick Practice Quiz

Week	Module Topic	Read (out-of-class)	Watch (direct instruction)	Do Direct instruction: Activities/discussion Out-of-class: quizzes and response papers
	Gestalt Psych	Schwartz Chapter 5 pp. 128-136 or Wolfe Chapter 4 pp. 111-123	Lecture	Usability & Gestalt Principles Make-it-stick Practice Quiz
	Auditory Scene Analysis	Wolfe Chapter 10 pp 336-344	Lecture video & auditory examples	Make-it-stick Practice Quiz
	What & Where, & What can go wrong?	Schwartz Ch 4 pp. 106-111; 137-149 or Wolfe 4 pp. 103-106, 131-133	Video: Course structure Videos: Prosopagnosia, Visual Agnosia Lecture video	Make-it-stick Practice Quiz Discussion: What can go wrong videos Knowledge Appraisal 4 (assigned week 5)
	Response Paper 2: S&P in the real world	See assignment & rubric in Carmen	Video to introduce the assignment	Response Paper on visual perception, auditory perception, object recognition
7/20- 7/26	Color: Background	Schwartz Ch 6 pp. 151-162 Wolfe Ch. 5 pp. 136-143	Lecture video: Color function	Metameric Match Demo Make-it-stick Practice Quiz
	Color: Theories	Schwartz Chapter 6 pp. 160-167, or Wolfe Chapter 5 pp. 138-154; 160-162	Lecture videos: Trichromatic theory & Opponent Process theory	Color illusions assignment Make-it-stick Practice Quiz
	Color: Individual differences	Schwartz Chapter 6 pp. 169-183, Wolfe Chapter 5 pp. 155-171	Lecture video: Color deficiencies	Make-it-stick Practice Quiz

Week	Module Topic	Read (out-of-class)	Watch (direct instruction)	Do Direct instruction: Activities/discussion Out-of-class: quizzes and response papers
	Where is that object? Vision & Audition	Schwartz Chapter 7 pp. 187-223 and slides	Lecture video – Vision Lecture video – Hearing Auditory localization video (headphones required)	Make-it-stick Practice Quiz
	Book Club	Read Ch. 7-8	End-semester check-in; group discussions facilitated	Comprehension Questions Ch. 4-8 Discussion questions
7/27-7/31	Motion Perception	Schwartz Ch 8 excerpts	Lecture video	Motion illusion assignment Make-it-stick Practice Quiz
	Action	Slides, Optional Rosenbaum chapter 1	Intro to action video TedTalk: The real reason for brains Affordances video	Discussion: TedTalk: The real reason for brains
	Music	No reading	Lecture video & auditory examples	NA
	Book Club	NA	Schedule group discussion, if you are behind	Self-reflection, which must be done after the group discussion
	Response Paper 3: S&P in the real world	See assignment & rubric in Carmen	Video to introduce the assignment	Response Paper on color, depth/motion, action, music
	Goodbye	NA	Video	Post-test Knowledge Appraisal 5 Class feedback/SEIs



PSYCHOLOGY 3310 SENSATION & PERCEPTION COURSE SYLLABUS, AU 19

IMPORTANT INFORMATION:

Course: PSYCH 3310 Credits: 3

Dates: August 20-December 4, 2019

Website: <https://carmen.osu.edu>

We will use materials from two textbooks:

- Wolfe (2018). *Sensation and Perception*, 5th Edition. Oxford University Press: NY. ISBN 9781605357157
- Schwartz, B.L. and Krantz, J.H. (2019). *Sensation and Perception*, 2nd Edition. Sage: Washington, DC. ISBN 9781544325705, 1544325703

Chapters will be in Carmen. If you choose to purchase a book, choose Wolfe, especially if you have a neuroscience background. Schwartz has excellent online demonstrations. Additional required readings will supplement the textbook and will be available on Carmen.

TIME AND PLACE:

11:30am–12:25pm (33711), MWF, Psychology Building 006

YOUR INSTRUCTOR: DR. ROSALEE MEYER

Email: Meyer.218@osu.edu Phone: 614-292-8185

Office: 200F Lazenby Hall

Office Hours: Tuesdays 10:30-11:30 and by appointment

TOPHAT JOIN CODE: 322769

Visit TopHat Overview and Getting Started Guide for the Student Quick Start Guide. Use your name.#@osu.edu as the email account in TopHat. TopHat is FREE through Ohio State. Do NOT purchase a subscription. Contact TopHat directly for support if you have technical issues.

BRING YOUR DEVICE:

Bring a device that allows you to use the internet, Carmen and TopHat everyday to class!

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 will be an introduction to select topics in cognitive/experimental psychology, with an emphasis on visual and auditory perception, including language and music perception. Research related to object recognition, attention, 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)

IMPORTANT RESOURCES:

Taking Care of Yourself:

The Student Advocacy Center (<http://advocacy.osu.edu/>) works with students who have been significantly ill or experienced other traumatic personal issues to minimize the impact these circumstances may have on their academics. They can provide you with resources to cope with your situation & can also contact instructors to provide documentation on your behalf. The OSU Counseling and Consultation Service (<http://www.ccs.ohio-state.edu>) offers tips on how to manage stress, a self-help section, and information on support groups as well as group or individual therapy. Also, the Psychological Services Center (PSC) in the Psychology Building provides free psychotherapy for students, staff, and community members. Drop in, or call (614) 292-2059 for more information. The Dennis Learning Center (DLC, <https://dennislearningcenter.osu.edu/>) offers free, one-hour appointments where you can discuss various learning-related topics (note-taking, 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

Academic Misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student 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 at <http://studentconduct.osu.edu>

Disability Services (SLDS):

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 292-3307, TDD 292-0901, VRS 429-1334; <http://www.ods.ohio-state.edu/>.

MY RESPONSIBILITIES:

- Deliver information in a clear and organized way via PowerPoints, multimedia, interactive demonstrations, and thoughtful discussions.
- Be organized, prepared, intellectually stimulating, interested in teaching, and encourage student engagement with course material.
- Be available before, during, after class & 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.
- Come to class regularly, read, take good notes, study, ask questions, voice opinions, and actively participate.
- Check OSU email and Carmen regularly for important updates.
- Be focused during class. Please do not check email, social media, texts, phone messages, or non-course related internet sites during class. If you have an emergency, please leave the room to handle it & plan to stay home any day in which you would rather interact with material that is not course-related.

ASSESSMENT:

Activity	Grade Weight (%)	Details
Exams	40	<ul style="list-style-type: none">• What: Four multiple-choice question tests• How: Scantron, in-class, closed book• Dropped Items: Your 1 lowest score• When: See specific dates in Carmen• Make-Ups: None. If you are unable to attend an exam, that is the exam you drop. See make-up policy.
Sensation & Perception "In the real world"	15	<ul style="list-style-type: none">• What: Three response papers to in-class activities, speakers, and demonstrations.• How: Submit in Carmen. See full instructions there.• Dropped Items: None. There are 4 due dates for this assignment. Do three of them. No late papers accepted.• When: See specific dates in Carmen• Make-Ups: None.
In-class & TopHat Activities	15	<ul style="list-style-type: none">• What: In-class. Help you assess your comprehension of course material and experience the methods used in S&P firsthand.• How: In-class. <i>Answering questions or submitting responses remotely is prohibited.</i>• When: Random days• Dropped Items: 6 scores.• Make-Ups: None.
Make it Stick	30	<ul style="list-style-type: none">• What: Deliberate, distributed practice & deep processing of information is the path to long-term memory. The Make-it-Sticks are an opportunity to regularly independently practice the material outside of lecture.• How: Open-book questions available in Carmen Modules. If you make a mistake you can repeat them for full credit. They are automatically graded, but will be checked for quality, and points deducted, if necessary.• When: Questions for each lecture will be open at the start of that set of slides, and will remain open for approximately one week, whenever possible. Get in the habit of doing them a day or two after the lecture, and don't rely on the deadlines in Carmen. <i>After the questions close, you will only see ones you completed. They will not be re-opened!</i>• Dropped Items: Questions are separated into three units, corresponding to each exam. You may drop 3 per unit.• Make-Ups: None.

The course will use OSU's standard grading scheme. Grades will not be rounded or "bumped up" at the end of the semester. Are you tempted to ask me for extra credit or to nudge your grade? Did you decide to look at the syllabus and you are now reading this? Thanks for checking the syllabus. You are a fantastic human being and you will go on to do great things, regardless of your grade in this one class. Breathe in and breathe out. It's just a grade.

APA LEARNING GOALS AND LESSON OBJECTIVES

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
- (F)- P2. Exhibit self-efficacy & self-regulation
- (F)- P3. Refine project-management skills
- (F)- P4. Enhance teamwork capacity
- (F) P5. Develop meaningful professional direction for life after graduation

ATTENDANCE & MAKE-UP POLICY:

Attendance: Attendance is encouraged, but not required, except on exam days. You do not need to notify me if you miss lecture, activity or TopHat. If you miss a lecture, it is your responsibility to contact a colleague to get notes or announcements.

Make-up policy: If you must miss an exam, remember your lowest of 4 scores is dropped, so the missed exam will be the one you drop. If you have a university-sponsored event on an exam day, notify me as soon as you are aware of the conflict. If you have an emergency, you must email me BEFORE the start of the exam and be able to provide documentation for the absence. All make-ups MUST be completed by the lecture after the scheduled exam day.

If you miss a TopHat or Make-It-Stick, remember a generous number are dropped.

COURSE CALENDAR:

The course calendar is subject to change depending on the rate of progress through the material, student interest in alternative topics, and/or scheduling constraints.

Wk	Dates	Topics	Required Reading
<i>What is out there?</i>			
1	8/21, 8/23	<ul style="list-style-type: none"> • Syllabus & Course Themes • History & Big Questions 	Syllabus Wolfe, Chapter 1 Pre-test & getting to know you due NLT 8/30
2	8/26, 8/28, 8/30	<ul style="list-style-type: none"> • Perception is in the Mind • Psychophysics 	Wolfe, Chapter 1
3	9/2	Labor Day	
3	9/4, 9/6	<ul style="list-style-type: none"> • Signal Detection Theory • Waves (light) 	Wolfe, Chapter 2
4	9/9, 9/11, 9/13	<ul style="list-style-type: none"> • Eye to Brain: The Eye • The Retina: Vertical Path • The Retina: Horizontal Path 	9/13 – RESPONSE PAPER (first opportunity)
5	9/16, 9/18	<ul style="list-style-type: none"> • Visual System – The Brain • Finish & Review 	Wolfe, Chapter 3 Schwartz, Chapter 4
5	9/20	IN-CLASS EXAM #1 – BRING PHOTO ID and #2 PENCIL	
<i>What is out there? (ear to brain)</i>			
6	9/23, 9/25, 9/27	<ul style="list-style-type: none"> • Waves, Again (sound) • The Ear • Pitch & Loudness 	Wolfe, Chapter 9
<i>What is that object?</i>			
7	9/30, 10/2, 10/4	<ul style="list-style-type: none"> • Finish P&L (What can go wrong?) • Intro to Object Perception • Perceptual Organization (Vision) 	Chapter 5, Schwartz
8	10/7, 10/9	<ul style="list-style-type: none"> • Perceptual Organization (Audition) • What and Where & Recognizing Faces 	Wolfe, Chapter 10 p344-345, excerpts Chapter 6, Schwartz
8	10/11	Autumn Break – NO CLASS	
9	10/14, 10/16, 10/18	<ul style="list-style-type: none"> • Color (Background) & Metamers • Theories of Color Perception • Individual Differences in Color Perception 	Chapter 7 10/16 – RESPONSE PAPER (second opportunity)
10	10/21, 10/23	<ul style="list-style-type: none"> • Finish Individual Differences in Color Perception • Review 	
10	10/25	IN-CLASS EXAM #2 – BRING PHOTO ID and #2 PENCIL **Includes materials covered from 2/12 through 10/23**	
<i>Are you paying attention? Where is that object? Is it going to hit me? Or can I reach out & grab it?</i>			
Wk	Dates	Topics	Required Reading
11	10/28, 10/30, 11/1	<ul style="list-style-type: none"> • What is Attention? • What grabs our attention? • Attention: What can go Wrong? 	Schwartz, Chapter 9 + Wolfe, Ch. 7, 233-240
12	11/4, 11/6, 11/8	<ul style="list-style-type: none"> • Where is it? Depth perception • Where is it? Sound localization 	Schwartz, Chapter 7
13	11/11	Veterans Day – NO CLASS	
13	11/13, 11/15	<ul style="list-style-type: none"> • Motion Illusions & Perception • Action: How we use motion perception 	Schwartz, Chapter 11 p 321-326 (see slides) Schwartz, Chapter 8 Wolfe, Chapter 8 excerpts Rosenbaum, Chapter 2 (as covered in slides) 11/15 – RESPONSE PAPER (third opportunity)
<i>Sometimes objects make me feel things?</i>			
14	11/18, 11/20, 11/22	<ul style="list-style-type: none"> • The voice as stimulus • Theories of speech perception • Basics of music & music cognition 	Schwartz, Ch. 12+13 -or- Wolfe, Chapter 11
15	11/25	<ul style="list-style-type: none"> • Guest lecture: Lindsey Reymore (School of Music) 	11/26 – RESPONSE PAPER (last opportunity)
15	11/27, 11/29	Thanksgiving Break	
16	12/2	IN-CLASS EXAM #3 – BRING PHOTO ID and #2 PENCIL	
16	12/4	Course Finale, Final Review, S&P in "real life" response paper	
	12/12	FINAL EXAM 12pm	

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: PSYCH 3310

Instructor: TBD

Summary: Sensation and Perception

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> • Office 365 • Carmen
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> • Zoom • Asynchronous or synchronous lab sessions. • Carmen discussion boards. • Tophat
6.3 Technologies required in the course are readily obtainable.	X			All tech is available for free via OSU site license.
6.4 The course technologies are current.	X			The majority of the tech is web based and updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No 3 rd party utilities are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			No 3 rd party tech is used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.

8.5 Course multimedia facilitate ease of use.	X		All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.

Reviewer Information

- Date reviewed: 1/12/21
- Reviewed by: Ian Anderson

Notes: This one is good to go!

^aThe following statement about disability services (recommended 16 point font):
 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; 098 Baker Hall, 113 W. 12th Avenue.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus. <http://advising.osu.edu>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <https://contactbuckeyelink.osu.edu/>