

Welcome to Psychology 301:01, Sensation and Perception: Syllabus and General Information. Fall 2020

Last update: August 24, 2020

canvas site: <https://rutgers.instructure.com/courses/68196>

I am Professor Eileen Kowler (eileen.kowler@rutgers.edu). My area of specialty is Sensation and Perception, as well as Cognition. I study human eye movements. You can find some brief biographical information here <https://ruccs.rutgers.edu/kowler> (but it needs some updating!)

This is an Asynchronous-Remote (AR) course. As an AR course, we do not have formally scheduled weekly meetings, but **we do have weekly meetings and weekly activities**.

The course is using Canvas. There is no required text. All materials you need will be either available on Canvas or available from web or library sites that will be posted.

The purpose of this syllabus is to discuss some aspects of the goals, format, content, activities and requirements of the course. Since the AR format is new to most of us, certain aspects might have to be adjusted as we proceed.

Communication is important even for an AR course. We'll have group discussion and/or chats, and participation is required.

Keeping up is critical. This is not a course that can be completed in a short time with a burst of energy and effort. Activities will be spread equally across the entire semester. The course is also cumulative. Things you learn about and we talk about early will continue to be relevant as we proceed.

The AR format has some real strength so we should take full advantage.

Learning goals

1. Develop scientific and critical reasoning skills.
2. Learn about theories and approaches in the field of perception.
3. Understand the **links between mind and brain**. The functional link between mind and brain is the MAIN THEME OF THIS ENTIRE COURSE.

A note for those who perked up at the mention of the word "brain". This is not a course in neurophysiology. No prior knowledge of neurons or brains is required or needed. Nor are we going to include technical aspects of neuronal function. Even if you do have such prior knowledge, it won't necessarily address the major theme of the functional link between mind and brain. I welcome each of you to approach the field of sensation and perception with fresh eyes and ears.

Course structure

There are three main things to do each week. This list applies to **12** of the 14 weeks of the semester.

1. Read the posted materials (slide presentations; videos; readings). Note: There is no required text. Materials will be posted Monday of each week.
2. Complete the weekly assignments. Assignment types will vary. Assignments must be uploaded by the following Monday. All assignments will be “open book”. You must do your own work unless the assignment specifically asks for teamwork.
3. Participate in one of the weekly discussions or chats.

In addition to the above, three of the weeks during the semester, week 5, week 10, and “week 15” (finals week) will consist only of Assignments. These Assignment-only weeks allow us to take stock of the entire previous unit or units so we can work on overriding themes and links.

Technical requirements

You should be able to manage with a computer with an internet connection, word-processing software, and the ability to view posted videos. You should know how to use Canvas. We will be using Zoom for video conferences through Canvas.

Guide to canvas: <https://canvas.rutgers.edu/students/getting-started-in-canvas-students/>

Please visit the [Rutgers Student Tech Guide](#) page for resources available to all students. If you do not have the appropriate technology for financial reasons, please email Dean of Students deanofstudents@echo.rutgers.edu for assistance. If you are facing other financial hardships, please visit the Office of Financial Aid at <https://financialaid.rutgers.edu/>.

If you are anticipating or experiencing technical difficulties, please email me at eileen.kowler@rutgers.edu

Syllabus

Unit 1: What is the science of sensation and perception and how do we study it?

Week 1: Introduction and major themes

Week 2: Historical background: Questions developed by philosophers (17th-19th centuries)
Foundational discoveries about neural conduction (17th-19th centuries)

Week 3: Mueller’s Doctrine of Specific Nerve Energies (mind and brain!)
Gustav Fechner and the creation of the science of psychophysics
Examples from the perception of touch and pain.

Week 4: Learning about vision through a classical problem: The absolute threshold for seeing

Week 5: Review and synthesis of unit 1 through assignments and discussions

Unit 2: The stages of visual processing

Week 6: Perception of color

Week 7: Perception of contrast

Week 8: Perception of space

Week 9: Mid-level vision through the perception of objects

Week 10: Review and synthesis of unit 2 through assignments and discussion

Unit 3: More about vision. Hearing and speech

Week 11: Perceptual development; perception of depth and stereovision

Week 12: Location and motion

Week 13: Attention and scenes

Week 14: Hearing and speech

“Week 15” (during finals week): Review and synthesis of unit 3, a bit of units 1 and 2, through assignments

Assessment rubric (The table may change depending on how things go during the semester. No big changes are expected). **To receive grade of C or better in the course you must have C's or better in each of the 3 work categories**

Work Category	A	B-ish	C-ish	D-ish	F
Weekly assignments (about one third of grade)	Completed all on time. Showed excellent understanding of basic concepts and often included either novel ideas or useful linkages across topics or both	Completed all on time. Showed good understanding of basic concepts, and sometimes included either novel ideas or useful linkages across topics	Completed all on time. Showed good understanding of basic concepts	Completed only a portion on time. Those completed showed only partial understanding	Did not complete on time
Participation in discussions and chats (about one-third of grade)	Joins every week and contributes to the discussion each time through comments or questions that show clear evidence of learning.	Joins every week and contributes to the discussion sometimes through comments or questions that show clear evidence of learning	Joins every week and contributes to the discussion sometimes through comments or questions	Joins sometimes and does not add to the discussion through comments or questions	Never
Cumulative assignments in weeks 5, 10 and 15 (about one third of grade)	Completed all on time. Showed excellent understanding of basic concepts and often included either novel ideas or useful linkages across topics or both	Completed all on time. Showed good understanding of basic concepts, and sometimes included either novel ideas or useful linkages across topics	Completed all on time. Showed good understanding of basic concepts	Completed only a portion on time. Those completed showed only partial understanding	Did not complete on time

Academic Integrity

Our goal in this course is learning. We cannot achieve this goal, and I cannot treat all equally and fairly, without strict adherence to the principles of academic integrity.

Violations of academic integrity are taken very seriously. By enrolling in this course, you assume responsibility for familiarizing yourself with the Academic Integrity Policy and the possible penalties (including suspension and expulsion) for violating the policy. As per the policy, all suspected violations will be reported to the Office of Student Conduct. Academic dishonesty includes (but is not limited to):

- Cheating
- Plagiarism
- Aiding others in committing a violation or allowing others to use your work
- Failure to cite sources correctly
- Fabrication
- Using another person's ideas or words without attribution—re-using a previous assignment
- Unauthorized collaboration
- Sabotaging another student's work in doubt, please consult the instructor

<http://nbacademicintegrity.rutgers.edu/home-2/academic-integrity-policy/>

Resources for Students: <http://nbacademicintegrity.rutgers.edu/home-2/for-students/>

Honor pledge:

All students will need to sign the Rutgers Honor Pledge on every assignment

On my honor, I have neither received nor given any unauthorized assistance on this assignment

Student-Wellness Services: All of these services are being provided remotely during Fall 2020.

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/

<http://health.rutgers.edu/medical-counseling-services/counseling/>

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professionals within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community, and consultation and collaboration with campus partners.

Crisis Intervention : <http://health.rutgers.edu/medical-counseling-services/counseling/crisis-intervention/>

Report a Concern: <http://health.rutgers.edu/do-something-to-help/>

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at:

<https://ods.rutgers.edu/students/registration-form>.