

# PSYC 327NL/WL Sensation and Perception

Spring 2021

Lecture: Tues/Thurs 1:40 PM – 3:10 PM

Lab: Tues/Thurs 3:30 PM – 5:00 PM

Online

I'm delighted we get to spend the semester together. I'm your instructor, Dr. Elyssa Twedt (pronounced: "ah-liss-ah tweet"). I prefer to be called Elyssa, but if you are uncomfortable using a more informal greeting, then Professor Twedt or Dr. Twedt are also acceptable.

Communication is a critical component to a successful course, but especially this semester when we will not be meeting in-person. There are many ways to contact me, and I hope you'll do so regularly throughout the semester.



[etwedt@stlawu.edu](mailto:etwedt@stlawu.edu)

Expect responses  
within 24 hours, M – F  
8am - 5pm



315-229-5114



[Office Hours via Zoom](#)

Tues: 9:30AM – 11:00 AM  
Wed: 1:00 PM – 2:30 PM



[Schedule a meeting](#)

(If you cannot make  
Office Hours)

My office is in Flint Hall, Room 107, but for this semester we will hold all individual and group meetings, including office hours, on Zoom.

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## Course Description

What will we learn in this course?

In this course, you will acquire foundational knowledge on the topic of sensation and perception. The field of sensation and perception is focused on how people experience the world around them through the sensory systems of vision, hearing, touch, smell, and taste. The course will emphasize cognitive and biological perspectives, but we will also discuss special topics including the development of the sensory and perceptual systems, non-human animal sensory systems, and sensory and perceptual disorders.

## What is the structure of this course?

- This is an online course that meets for **3 hours per week** and is worth **1 unit**, if you are enrolled in the NL section; it meets for **6 hours per week** and is worth **1.25 units**, if you are enrolled in the WL section. However, those hours will be divided between synchronous (meet together on Zoom) and asynchronous (complete on your own) components.
- **Synchronous components** include small-group activities, discussions, and opportunities for me to gauge your understanding of previously learned material. You should expect that all synchronous online meetings will occur during our regularly scheduled course time.
- **Asynchronous components** include video recordings of lecture content, engagement tasks, and small-group activities. Some asynchronous components must be completed before our Thursday class and some by Sunday night at 11:59PM EST. You can choose when during the week to complete those tasks before the deadlines.
- In addition, you will have a **weekly reading, homework assignment, and semi-weekly learning checks**.
- **Every Monday (after 10 AM)**, you should log-in to Sakai, access the Weekly Lessons tab, and review what activities and assignments are to be completed for the week.

*Prerequisites:* PSYC 205

## Learning Objectives

1. Understand how the five primary sensory systems – vision, audition, touch, taste, and smell – allow humans to detect sensory stimuli in the environment.
2. Explain how the human perceptual system processes and organizes sensory information to create our experience of the world.
3. Utilize biological, perceptual, cognitive, developmental, and clinical perspectives to understand historical and contemporary issues of sensation and perception.
4. Appreciate the diversity of sensory and perceptual abilities within humans and between humans and non-human animals.
5. Understand how the sensory and perceptual systems develop throughout the lifespan.

## REQUIRED MATERIALS

### Required Reading

**NL Section:** There is no required textbook to purchase for this course. There will be weekly videos, podcast episodes, and readings, which will all be available through our Sakai website.

**WL Section:** American Psychological Association (2019). *Publication Manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington, D.C.: APA.

If you do not already own the APA-style guide, or you choose not to purchase it, the following websites contain most information you will need to write a paper in APA-style:

- [Purdue Online Writing Lab \(OWL\)](#)
- [APA Style Online](#)

## COURSE TOOLS

			
<p>All course materials, assignments, and grades will be available through <a href="#">Sakai</a></p>	<p>Synchronous online class sessions, meetings, and office hours will occur via Zoom</p>	<p>We will use OneNote Class Notebooks for in-class and out-of-class group activities</p>	<p>Lab Students: We will use SPSS to analyze data</p>

### PowerPoint slides

You will be able to view PowerPoint slides through the lecture recordings. Additionally, I will post a downloadable version of the slides to the Lecture Slides folder in the Sakai Resources tab.

### Lecture Recordings

With this being an online course, traditional course lecture material will be pre-recorded and made available on Sakai using Panopto. This will enable us to use our synchronous class sessions for activities, discussions, and small group work. You will often be asked to respond to questions that are embedded within the lecture recordings. This will encourage active listening and replicates to some extent the experience of being in class when we may pause to consider a concept more deeply. There will be an opportunity to ask questions at the end of each lecture recording. It is expected that you will have watched the lecture recordings by the deadline posted on the Sakai Lessons page.

I will also record synchronous Zoom sessions and make these videos available to the entire class. Students may find this particularly helpful if they must miss class or wish to review material again. These recordings will NOT be publicly accessible or viewable in any other course section (per FERPA requirement). You may not record Zoom sessions, take pictures, or share recordings outside of class.

## Participation and Attendance

This semester, we may all be faced with circumstances that make it difficult or impossible to attend class. Students may experience travel delays during move-in week, any one of us may become ill or be quarantined, we may have technical and internet connectivity issues, and some may have challenges adapting to this new(-ish) educational environment. Please know that at the core of this class is compassion and flexibility. When such issues occur, I will work with you to create an individualized plan. I am committed to you having an engaging learning experience, regardless of the situation.

I do not grade attendance. However, I expect attendance at all synchronous class sessions and I will make note of who attends. During class we will engage in discussions, demonstrations, and activities that you cannot experience without attending class. You'll find that material is easier to process, and you will have a more positive experience if you regularly attend class and participate. And, class is fun and interesting! Come learn something that you can share with your friends and family.

If you need to miss class, it is courtesy to email me before class (if possible) or ASAP after class. If you miss more than one class in a row and I have not heard from you, I will send you an email to check-in. All synchronous class sessions will be recorded and should be viewed on your own time if you must miss class. You should also check the syllabus and Sakai Lessons page for any assignment deadlines.

Being an engaged student is a vital component of this course. Make your peers glad you showed up to class! Participation comes in variety of forms including actively participating in discussions, contributing to group activities, being prepared for class, posting responses in the Zoom chat, and demonstrating attentive, respectful, and active listening. You can also participate by attending virtual office hours or speaking with me before and after class. There are also weekly engagement tasks and periodic reflections in which you can demonstrate your engagement with the course material. You will feel better prepared for class if you read, or at least skim, the assigned readings before class. If you struggle with participating in class, please feel free to speak with me about participation strategies and how to get the most out of each class.

## Assignments

### Exams (400 points; 100 each)

There are three semester exams, which will occur at the end of Units 1, 2, and near the end of Unit 3. And there will be a cumulative final exam. Exams consist of multiple choice, short answer, and essay questions that measure your factual knowledge and your ability to apply psychological concepts to novel situations. We will spend time in class reviewing for upcoming exams, and I will record a video after each exam going over commonly missed questions.

### Homework Assignments (110 points; 10 each)

You will complete 11 homework assignments that will prepare you for in-class activities and help reinforce challenging material. Homework will be submitted through the Sakai Assignments tab, and links to each homework assignment will be accessible on the weekly Sakai lesson page. Please label all assignments with your last name, followed by the homework number (e.g., twedt\_homework1).

### Learning Checks (50 points; 10 each)

There will be 6 learning checks, scheduled bi-weekly. The purpose of these Learning Checks is to give you repeated, distributed practice with class material, which helps improve learning. Learning Checks will also direct your attention to material you may need to revisit when preparing for the exams. You may drop your lowest 1 learning check score. Because you can drop one grade, no make-ups will be offered, except for extenuating circumstances and university-sponsored events (see make-up exam policy).

### Engagement Tasks (42 points; 3 points per week)

We will regularly complete tasks that provide opportunities to engage more deeply with both asynchronous and synchronous learning material. For example, there will be questions embedded within pre-recorded lectures and Sakai Lesson pages, mid-semester reflections, and meetings with your peer support group. These are low-stakes, pass/fail assignments. These assignments will be listed within the Sakai Lessons page so you will be able to see what assignments are expected each week. I've also provided a checklist within the Lessons page to help you keep track of all assignments. Grades are earned for: all tasks completed (3); most tasks completed (2); few tasks completed (1); no tasks completed (0).

### Laboratory Students (151 points)

Students may take this course along with a laboratory component. Your performance in lab will be worth 20% of your final course grade. To receive laboratory credit, you must receive a passing grade in both the lecture and laboratory components of the course. A failing grade in the lecture component of the course results in a failing grade overall, regardless of performance in the laboratory. Assuming you pass the lecture component of the course, a failing grade in the laboratory component of the course will result in re-registration into the non-laboratory section (PSYC 327 NL); *however, the failing laboratory grade will still be calculated into the final course grade.*

Your lab grade will be comprised of:

- **Full lab report (30%):** You will write a full APA-style lab for an experiment that we conduct during lab. You will submit drafts of this paper throughout the semester.
- **Applied Research Project (35%):** You will choose a real-world problem that can be investigated using sensation and perception research. You will research the problem by conducting an annotated bibliography and use your knowledge to prepare a visual handout that contains your recommendations for solving the problem. Your handout

will be geared toward a specific audience concerned with the problem (e.g., school board, senior center, hospital, Department of Transportation).

- **Engagement Activities (35%):** Each week varies on the types of assignments we complete, but they include data analyses, mini-lab demonstrations, project drafts, and peer support group contributions.

## Grades

Assignment	No Lab	With Lab	My Score
Exam 1	100	100	
Exam 2	100	100	
Exam 3	100	100	
Final Exam	100	100	
Homework	110	110	
Learning Checks	50	50	
Engagement Tasks	42	42	
Lab	NA	151	
<b>Total</b>	<b>602</b>	<b>753</b>	

To calculate your grade, enter your grades in the My Score column. Add up your grades and divide by the total points available. Your final course grades will be based on the percentage of available points that you earn. The following table provides the cut-offs I will use to convert those percentages into the grades that will be assigned as course grades on the 4-point scale:

95 = 4.0    86 = 3.25    77 = 2.5    68 = 1.75    60 = 1  
92 = 3.75    83 = 3.0    74 = 2.25    65 = 1.5    Below 60% = 0.0  
89 = 3.5    80 = 2.75    71 = 2.0    62 = 1.25

## Policies

### Respect for Diversity and Inclusion

It is vital that we create a classroom environment that is respectful, inclusive, and supportive of diverse opinions, values, and experiences. Our goal is to have a learning space where all students feel comfortable to contribute and collaborate with their peers. I am actively working to include more classroom resources, such as readings and examples, that reflect diverse voices and perspectives across multiple dimensions including race, ethnicity, gender identity, sexual orientation, religion, class, and disability. I expect everyone to be respectful and open towards each other.

## Assignment Submission

Unless specified otherwise, all assignments will be submitted through Sakai Assignments. Save your documents as lastname\_assignmentname in Word. Formatting instructions will be provided for each assignment, but the default is to use a font such as Times New Roman, Calibri, or Arial, font size 12, double-spaced. A single-spaced header with your name, date, and assignment name should be included in the header of the document.

## Make-up exams

For all exams, you will have a window of time in which to complete the exam online (e.g., 24 hours). Because of this flexible deadline, make-up exams will only be granted for the following special circumstances: 1) an official, University sponsored event that requires you to be away from school during the regularly scheduled examination time. Please notify me as soon as you learn your schedule, but at least one week in advance; 2) a medical emergency; 3) a family emergency. You must notify me of your extenuating circumstances before the scheduled exam, unless you are unable to do so in an emergency. Please note the date of each exam at the beginning of the semester and plan accordingly.

## Late assignments

When determining assignment deadlines, I consider how assignments will most effectively prepare you for class and reinforce recently learned material. I also consider my own schedule so that I have time to provide quality feedback in a timely manner. Therefore, just as I aim to return graded assignments quickly, I expect you to adhere to deadlines outlined in the course schedule. However, we all lead busy lives and often have competing demands for our time. You may find yourself overwhelmed one week when all your classes have the same deadlines, or you may fall behind on work after an illness. To accommodate for these circumstances, I have built in some flexibility for assignment submissions.

For each assignment, there is a 24-hour grace period in which you can submit your assignment late without penalty. This policy does not apply to exams, which cannot be completed after the due date except for extenuating circumstances.

However, after you have used the 24-hour extension, the following late assignment policy will be used: If you submit an assignment late, 5% will be deducted from your assignment grade for every 24-hour period after the extension period. For example, 5% deduction if submitted within 24-hours after extension period, 10% deduction for next 24-hours, etc.

In extenuating circumstances, late assignments may be submitted without or with reduced penalties; these situations will be evaluated on a case-by-case basis.

## Personal Electronics

We will be using personal electronics this semester given that the entire class will be conducted online. I recognize that it can be difficult to sustain attention when Zooming through the day, with the internet offering endless distractions. Please do what you can to limit distractions –

e.g., close other browser tabs, keep chat apps closed, silence your cell phone, find a quiet space. I will build in breaks throughout class so you can check email, texts, etc. And you can give yourself breaks when working through asynchronous material.

### Student Hours (aka Office Hours)

I set aside three hours per week to meet with students outside of class time. You do not need an appointment to attend student hours; just show up! Showing up means clicking on the Student Hours Zoom link that is posted to our Sakai homepage. During student hours we can review lecture material, discuss study strategies, strengthen participation skills, review test material, or work on whatever aspects of the course (or college) you find challenging. Sometimes, students are hesitant to visit me until after the first exam, and you may especially hesitate to meet with me via Zoom because it is unfamiliar. However, I encourage you to visit with me before Exam 1 to introduce yourself and discuss how we can work together to have a successful semester. Therefore, if you visit my student hours or make an appointment to meet with me during the first three weeks of class (1/4 – 1/22), you will earn one bonus point on your first exam.

### Contacting Me

I truly love talking to my students! I encourage you to ask me questions and to share interesting resources related to course content. There are several ways for you to do this including attending office hours (see above), scheduling an appointment, and emailing me. Please check the syllabus before emailing me about scheduling or course policies. I ask that you also check your email regularly, as I sometimes share class announcements, follow-ups to lecture material, and interesting stuff I find related to course content. I will respond to your emails within 24 hours if received Mon – Fri, 8 AM – 5 PM EST. I will respond to emails received during the weekend on the following Monday.

### Academic Integrity

All assignments submitted must adhere to the university honor code as stated in the Student Handbook. All work must be completed independently, except for in-class group work. All written work must be in your own words and properly cited following APA 7<sup>th</sup> edition guidelines. If you have any questions about the honor code or plagiarism, please ask me. Examples of academic dishonesty include, using another author's or student's work as your own, failing to properly cite a source when quoting or summarizing, cheating on exams, and handing in work previously used in another course.

<https://www.stlawu.edu/sites/default/files/resource/The%20Constitution%20of%20the%20Academic%20Honor%20Council%20October%202017.pdf>

### Student Accessibility Services

If you have a learning difference/disability or other health impairment and need accommodations please be sure to contact the **Student Accessibility Services Office (315.229.5537)** right away so they can help you get the accommodations you require. If you will



need to use any accommodations in this class, please talk with me early so you can have the best possible experience this semester. Although not required, I would like to know of any accommodations that are needed at least 10 days before a quiz or test, so please see me soon.

For more specific information visit the Student Accessibility Services website:

<https://www.stlawu.edu/student-accessibility-services>

*or*

Email: [studentaccessibility@stlawu.edu](mailto:studentaccessibility@stlawu.edu) to set up an appointment with one of the directors.

If you are Color-Vision Deficient, the Student Accessibility Services office has on loan glasses for students who are color vision deficient. Please contact the office to make an appointment.

## Campus Resources

There are many on-campus resources to help you succeed academically or to help you find balance between your school and personal life. Some of these include:

### The WORD Studio

The WORD Studio offers tutorials for your writing, oral communication, visual communication, science writing, and reading assignments. For Spring 2021, all WORD (**W**ritten Communication, **O**ral Communication, **R**esearch, and **D**esign) Studio tutorials are **completely online**. Tutors are thoroughly trained and friendly peers who can:

- Help you understand an assignment
- Help you build an argument or structure in papers and oral presentations
- Help you expand your vocab and work on sentence structure
- Work with you on a powerpoint or poster
- Refine your reading skills and information literacy
- Help you learn to avoid plagiarism through proper citation

The WORD Studio offers both ESL and science writing specialists, but all of the tutors are equipped to assist with any communication assignment. The WORD Studio is open until 9pm Sunday-Thursday, and Fridays from 10am-2pm. Schedule an online appointment by going to the [WORD Studio](#) website. Watch our three-minute [commercial](#). If you have any questions about our services, please email us at [wordstudio@stlawu.edu](mailto:wordstudio@stlawu.edu).

### The Peterson Quantitative Resource Center

The Peterson Quantitative Resource Center (PQRC) offers free, no appointment necessary peer tutoring across a range of courses with quantitative content. The PQRC student staff of mentors is trained to assist students to develop and to improve their quantitative skills and understanding. More information about the PQRC's current hours and modes of operation can be found at the PQRC webpage ([www.stlawu.edu/pqrc/spring-2021](http://www.stlawu.edu/pqrc/spring-2021)). This semester the PQRC is using Microsoft Teams for tutoring ( <https://bit.ly/3gd4wGw>).

Office of Academic Support

<http://www.stlawu.edu/academic-support>

<http://www.stlawu.edu/academic-support/how-be-successful-st-lawrence>

Academic Advising: Peer tutoring

<http://www.stlawu.edu/advising>

Health and Counseling Services

<https://www.stlawu.edu/health-and-counseling-services>

LGBTQIA Student Resources

<http://www.stlawu.edu/lgbtq>

English as a Second Language

Second language students have the option to meet with Robin Crowell, faculty member, for assistance with any type of academic assignment. Students can contact her via email ([rcrowell@stlawu.edu](mailto:rcrowell@stlawu.edu)) to set up an appointment.

## Schedule

Please note that the schedule is subject to change with notice. Any changes will be made in consultation with you, the students. These changes will be for your benefit to ensure that you have adequate preparation and enough time to complete assignments.

Week	Date	Class Topic	Assignments Due
1	1/4 - 1/10	Introduction	Homework 1
2	1/11 – 1/17	Light and Eyes	Homework 2 Learning Check 1
3	1/18 – 1/24	Neural processing	Homework 3
4	1/25 – 1/31	Cortical Organization	Homework 4 Learning Check 2
5	2/1 – 2/7	Exam Review (Tues = Zoom) <b>EXAM 1 (Thurs)</b>	Mid-semester Reflection
6	2/8 – 2/14	Visual Attention	Homework 5 Learning Check 3
7	2/15 – 2/21	Color	Homework 6 <b>Lab Report</b>
8	2/22 – 2/28	Perceiving Depth, Size, & Objects	Homework 7 Learning Check 4
9	3/1 – 3/7	Exam Review (Tues = Zoom) <b>Exam 2 (Thurs)</b>	Mid-semester Reflection
10	3/8 – 3/14	Physics of Hearing	Homework 8 Learning Check 5
11	3/15 – 3/21	Sound Localization & Speech Perception	Homework 9 <b>Applied Project Annotated Bib</b>
12	3/22 – 3/28	Touch & Pain	Homework 10 Learning Check 6
13	3/29 – 4/4	Exam Review (Tues = Zoom) <b>Exam 3 (Thurs)</b>	End-of-semester evaluations
14	4/5 – 4/9	Taste & Smell	Homework 11 <b>Applied Project Handout</b>
15	Mon 4/12	<b>Cumulative Final Exam 1:30 – 4:30 PM</b>	