# Course Syllabus
## Summer 2016

**Course Title:** Sensation and Perception  
**CRN:** 30683  
**Course Prefix:** PSYC  
**Course No:** 4633  
**Section No:** P01

### Department of Psychology  
### College of Juvenile Justice and Psychology

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Office Location</th>
<th>Office Phone</th>
<th>Fax</th>
<th>Email Address</th>
<th>U.S. Postal Service Address</th>
</tr>
</thead>
</table>
| Dr. D. Wilson   | Psychology Department, Room 255 | 936-261-5223 | 936-261-5251 | dejwilson@pvamu.edu | Prairie View A&M University  
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Prairie View, TX 77446-0519 |

<table>
<thead>
<tr>
<th>Office Hours</th>
<th>Virtual Office Hours</th>
<th>Course Location</th>
<th>Class Meeting Days &amp; Times</th>
<th>Course Description</th>
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</thead>
<tbody>
<tr>
<td>TR 2:00pm – 3:30pm</td>
<td>NA</td>
<td>C0JJP 235</td>
<td>MTWR, 3:30pm – 5:50pm</td>
<td>This course aims to acquaint students with the basic dynamics of sensory-perceptual processes that underlie human behavior (3 credit hours).</td>
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**Prerequisites:** General Psychology  
**Co-requisites:** None


**Access to Learning Resources:**  
PVAMU Library: phone: (936) 261-1500;  
web: http://www.tamu.edu/pvamu/library/  
University Bookstore: phone: (936) 261-1990;
Course Goals or Overview:
The goal of this course is to provide students with an overview of sensation and perception, its findings, theories and approach.

Course Outcomes/Objectives
At the end of this course, the student will:

1. Be able to discuss the major epistemological differences between philosophical and scientific forms of inquiry with special focus on the manner in which both traditions have influenced current thinking about sensory-perceptual processes.
2. Understand how the scientific method has been applied to work within the context of perceptual psychology.
3. Understand the role of biochemical and physioanatomical substrates that make perceptual processes possible.
4. Be able to discuss the interrelatedness of the aforementioned substrates.
5. Be able to discuss established theories of sensation and perception.
6. Appreciate the logic of research design and the interpretation of findings as they relate to relevant theories of sensation and perception.

Course Requirements & Evaluation Methods
This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course:

Exams – Objective tests designed to measure knowledge of presented course material. The grade for this course will be based on three (3) examinations. The examinations will be reaction papers designed to demonstrate knowledge and understanding of processes of sensation and perception. Each of these exams will be worth 33 points, for a total possible score of one hundred points at the end of course. Each student’s score on the three (3) exams will be added resulting in the final grade. Details of the reaction papers will be addressed at a later date. **Please note that the actual number of evaluation procedures is time-dependent and thus may vary.** The following scale will be used to determine scores on all evaluation procedures as well as the grade for the course:

**Grading Scale:**

- A = 100 – 90
- B = 89 – 80
- C = 79 – 70
- D = 69 – 60
- F = 59 and below

Course Procedures
Exam Policy - Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies and absence due to official school business (See Student Handbook).

Extra Credit Policy – Provided at Instructor’s request.

General policy:

1. Students must make every effort to attend all lectures and remain for the duration of each lecture.
2. All cell phones and media devices must remain on silent mode and kept out of sight during lecture. Please review the Policy Statement regarding this matter which appears at the end of this syllabus.
3. Make-up examinations will be considered only in cases of medical or other very serious emergencies. Formal documentation of the emergency will be required. The following will not be considered for make-up examinations simply as a matter of course:
   - Child care problem
   - Transportation problem
   - Mix-up on exam date
   - Psychosocial stressors
4. Students must make every effort to be on time for evaluation and lecture.
5. Open textbooks are encouraged during lecture.
6. No sleeping or excessive, unrelated talking during lecture.
7. Gentlemen must remove hats during lecture.
8. Disrespectful and/or disruptive behavior of any sort will not be tolerated during lecture.
9. Erasure mistakes on scantrons will not be adjusted.
10. The lowest exam score will not be dropped from the examination record

5 WEEK CALENDAR

Week One: Introduction to Course; Opening Remarks on Sensation and Perception

Opening Remarks (continued) Chapter 1: Introduction to Perception

Weber’s Law; Some Epistemological Concerns

Week Two: Some Epistemological Concerns (continued);

Biology and Behavior - The Biochemical/Cellular Level of Nervous System Organization and Neuronal Transmission Chapter 2: Introduction to the Physiology of Perception
Biology and Behavior (continued) - Nervous System Morphology and the Activation of Sensory – Perceptual Processes Spinal Cord, Cranial Nerves

(Chapter 2: continued)

Week Three: On Perception: Informational energy, Cue value, Perceptual Experience and Adaptation, Stages in the Sequence of Perception, Thalamic Functioning, Some Comments on Adjustment and Normality

(continued) Exam I

An Evolutionary Perspective on Sensation and Perception – Exam II; The Perceptual Process Of Vision – Chapter Three: Introduction to Vision
The Visual Cortex in Detail – Chapter Four: The Visual Cortex and Beyond

Week Four: The Perceptual Process of Audition – Chapter Twelve: Sound Localization and the Auditory Scene; Chapter Thirteen: Speech Perception

(continued) Exam III

The Vestibular, Cutaneous and Organic Senses – Chapter 14: The Cutaneous Senses

(continued)
The Perceptual Process of Gustation
The Perceptual Process of Olfaction – Chapter 15: The Chemical Senses
Closing Remarks – Exam IV

All lecture and exam dates are approximately planned and subject to change.
Please note that examination reviews must be earned, as a class, through meaningful participation and adherence to general policies as stipulated in the General Policy section of this syllabus. Overall attitude toward course material and toward the process of higher education itself will be taken into account in the decision to review prior to each examination. The decision to review remains entirely under the discretion of the instructor.

**Instructor Responsibilities**

- Prepare assignments, discussions, and lectures.
- Facilitate an effective learning environment.
- Evaluate and provide prompt feedback on exams.

**Student Responsibilities**

- Attend class and participate in class discussions.
- Read assigned chapters prior to lecture.
- Complete all evaluation procedures.
- Ask for help when there is a question or problem.
- Keep your copy of this syllabus.

Rigorous discussion of the concepts, theories, methods, and ideas presented in this course is expected. Interaction with the instructor and with peers is essential to the learning process.

“NO RECEPTION WITHOUT REACTION – NO IMPRESSION WITHOUT CORRELATIVE EXPRESSION.”

William James 1892

**University Rules and Procedures**

**Disability statement (See Student Handbook):**

Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

**Academic misconduct (See Student Handbook):**

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

**Forms of academic dishonesty:**

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.

3. Fabrication: use of invented information or falsified research.

4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else’s words, ideas, or data as one’s own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one’s own work also constitutes plagiarism.

Nonacademic misconduct (See Student Handbook):
The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor’s ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual misconduct (See Student Handbook):
Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Attendance Policy:
Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student’s course grade being reduced or in assignment of a grade of “F”. Absences are accumulated beginning with the first day of class.

Student Academic Appeals Process
Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Congruence of Course Objectives with Core Curriculum Objectives

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Core Curriculum</th>
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<td>Students will be able to identify and articulate many of the basic tenets of sensory-perceptual psychology.</td>
<td>Communication</td>
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<tr>
<td>In an informed and effective manner, students will be able to differentiate and discuss key aspects of sensation and perception that give rise to cognitive processes. They will learn of the associative nature of biochemical, neural and</td>
<td>Critical Thinking</td>
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morphological substrates from which sensory-perceptual experiences emerge.

| Students will demonstrate an understanding of the quantitative units of the Weber-Fechner Law, or “jnd”, as well as the concept of “absolute threshold”. Students will also demonstrate an understanding of various modern approaches to psychophysics, such as Signal Detection Theory, with its emphasis on situational, motivational, and perceptual factors. | Empirical and Quantitative Skills |
| Students will come to appreciate the critical role of sensory-perceptual experience in the emergence of cognitive-emotive processes, and thus in understanding and relating to others. | Social Responsibility |

Revised 06/1/15