

PSYC*2390, Course Outline: Winter 2022

General Information

Due to the ongoing COVID-19 pandemic some courses are scheduled to be offered virtually and some face to face. This course was scheduled to be offered in face-to-face format. That means the course has a set day, time, and physical location. If (and only if) the university is closed due to COVID-related public health advisories, the course will switch to a modified format, where lectures will be posted on Courouselink as audio-augmented PowerPoint files. The scheduled class time will be used for in-class exercises and questions. Students will be responsible for reading the audio-enhanced PowerPoint files so that they will be prepared for the in-class exercises and questions. When the university reopens, the course will immediately revert to face-to-face format, where lectures will be delivered in person in the assigned classroom. See the section below entitled "Additional Notes" for details on COVID-related considerations).

Course Title: Sensation and Perception

Course Description:

This is a course that introduces you to how it is we come to know about the world through our physical senses (e.g., eyes, ears). The course begins with a discussion of how perception is measured and then moves on to a discussion of the physiological mechanisms of perception in the sensory organs and brain as well as illusions, perceptual anomalies, and deficits. The focus in this one-semester course will primarily be on vision and hearing, the two senses that we know most about. *Content objectives:* Everyone has a sensory system. This course will teach you how the sensory systems works and what can go wrong it, how it affects performance, and how it changes with age. You will learn how the nervous system works as it relates to perception and you will also learn how to measure perceptual sensitivity and discrimination. You will also learn some practical information that you may find useful in your day-to-day life which will enable you to recognize symptoms of selected perceptual disorders or understand how the principles of perception can be used by artists, sales-people and human factors engineers. *Process objectives:* The process objectives are critical thinking and inquiry (learning to use to evidence to evaluate the truth of statements in perception research), problem solving, visual and methodological literacy, quantitative skills (interpreting graphs, tables, and the mathematical formulas related to the laws of perceptual performance, applying measurement techniques), a writing skills (learning how to explain complex and abstract principles in your own words, in a clear and jargon-free manner, using concrete examples, diagrams, graphs, etc. as needed, using an outline to ensure ideas are presented in a clear and logical order). Finally, one of the most important objectives it to help students develop their personal organization and time management, teaching them to work steadily and strategically to maximize their performance.

Credit Weight: 0.5

Academic Department (or campus): Psychology University of Guelph campus

Semester Offering: Winter 2022

Class Schedule and Location:

Schedule: Tuesday and Thursday 2:30 pm – 3:50pm.

Location: MACN 105 (MacNaughton Room 105)

*except for any weeks where the university is closed due to COVID, and online teaching is required.

*If (and only if) face-to-face teaching is impossible due to the suspension of classroom teaching at University of Guelph, the course will be presented in alternative format (See Additional Notes). As soon as the university resumes face-to-face teaching, Psych 2390 will revert to face-to-face (in person) teaching in MACN 105 at the scheduled time.

Instructor Information

Instructor Name: Lana Trick

Instructor Email: ltrick@uoguelph.ca

Office location and office hours:

Office: 4003 MacKinnon (new extension)

Office hours: Monday 2:30-4:30, Wednesday, 12-2 *or by appointment.

GTA Information

GTA Name: Katherine Churey, Thomas LaPointe

GTA Email: kchurey@uoguelph.ca, tlapoint@uoguelph.ca

GTA office location and office hours: By appointment. TA's will only be available by email.

Course Content

Specific Learning Outcomes:

Critical and Creative Thinking

1. Depth and Breadth of Knowledge

-Describe core concepts in sensation and perception

-Understand and apply key concepts in sensation and perception

2. Inquiry and Analysis

-Ask appropriate questions related to the sensation and perception; Finds relevant evidence.

3 Problem Solving

-Use information to find ways from sensation and perception to solve practical or creative problems.

Literacy

4 Methodological literacy: The ability to understand, evaluate, and apply appropriate methodologies for rigorous psychological science

-Recognize and describe basic research methodologies in perception and their relative strengths and limitations

5. Quantitative literacy: the ability interpret numerical data (including formulas).

6 Visual literacy: The ability to effectively interpret, evaluate, use, and create images and graphs.

Communication

7. Reading Comprehension (e.g., reading the text materials)

8 Written Communication.

-explain complex abstract processes in simple, clear, and jargon-free language, presenting ideas in a logical order, using concrete examples, and diagrams, graphs when necessary (see Visual literacy).

9. Integrative Communication

-relate concepts in sensation and perception to the other things you know, including your own personal experiences

Personal and ethical behaviour

10. Personal organization/ time management

-recognize the importance of planning for completion of tasks

-deal with intense time pressures, prioritizes and complete important or urgent tasks to schedule, starts task early rather than waiting until the deadline.

-cope with time pressures without panicking, by being strategic, and determining a way to get the best results in a limited amount of time.

-demonstrate personal accountability and responsibility

For each of the following objectives of this course, the relevant learning outcome is listed afterwards. On successful completion of this course, students will be able to do the following:

A. Describe the various different methodologies used to ask questions about perception (neuropsychological, psychophysical, cognitive: Learning outcomes: 1, 2, 7-9)

B. Measure perceptual sensitivity and discrimination using the classic techniques of psychophysics and signal detection and present the data in the form of tables or graphs. Interpret the results of graphs and devise tests to measure these abilities in practical situations. (Learning outcomes: 1, 2, 4-9)

B. Interpret formulas, graphs, and tables that present information about perceptual abilities. Interpret circuit-diagrams that display how neurons code information in the brain. (Learning outcome (Learning outcomes: 1, 2, 4-7)

C. Describe the psychophysical laws of perception in their own words and explain what they mean in terms of day-to-day performance in simple jargon-free language, using concrete examples of their own creation. Differentiate between perceptual sensitivity and decision processes (response bias) and indicate how each is represented in signal detection theory, using examples from your own experience (Learning outcome: 1, 3, 4-5, 7-9).

D. Describe the processes involved in sensory processes and perception, starting from those involved in changing energy from one form to another (transduction) to interpretation of the information so that it can be used in object recognition and perceptual-motor coordination. Indicate the structures in the body and the brain that are involved in the process and describe what each structure does. Explain the basis of individual differences in perception (Learning outcomes: 1, 7-9)

E. Identify the weak points in the system, that is, places where the senses produce inaccurate information (illusions) that may have impacts on day-to-day performance. Identify instances where this may have an effect on your performance or others around you (Learning outcomes; 1, 7-9)

F. Recognize the symptoms of selected perceptual disorders and indicate the effect the disorder has on performance in day-to-day tasks. Students will identify the disorder and the affected structure and indicate what can be done to prevent or alleviate the condition. Learn to recognize early signs of problems in yourself and others. (Learning outcomes: 1, 7-9).

G. Indicate the basis of age-related changes in perception and what this means for performance in day-to-day tasks. Recognize the effects of these age-related changes in yourself

and others around you (e.g., your parents) as it affects how they perceive the world. (Learning outcomes: 1, 7-9).

H. Apply the principles of perception to solve practical or creative problems. For example, use the pictorial depth cues to give the illusion of depth in a picture, use light mixing to create colours that cannot be mixed in a pallet, design a toy for a newborn infant so that the infant will be able to best see it. (Learning outcomes; 1, 3, 7-9).

I. Learn to prioritize so that you can make the best use of your limited time, taking responsibility of your own work schedule using the study worksheet and optional quizzes to help ensure the best possible grade in the course. For this you will need to be strategic, planning your work across the term so that you complete quizzes and worksheets in enough time for it to help you on the exam -- while at the same time coordinating other courses and other responsibilities. If you start the worksheet early it will be better because it will help you do better in the in-class exercises (Top Hat questions) and it will also mean that there will be no need for a mad dash right before the exam. Note that steady effort is required. It is important to create a calendar in advance where you save your deadlines. (Learning outcome: 10).

These specific outcomes are evaluated on exams, in Top-Hat questions that are administered during class, and with online quizzes. The skills needed to achieve these outcomes are practiced and developed in the worksheets, which require problem solving as well as integrating information. Although the worksheets are not evaluated for marks, they are important in helping them prepare for the exams (that have similar questions).

Lecture Content:

The table below lists the content of the lectures and the associated readings from the text. Please note that these dates are tentative. Although exam and quiz dates will not change, it is possible that it may take more or less time to cover the various topics in a given term. In the event that we get off schedule, please see the class website (Courselink) to see the readings and material required for a given exam.

Date	Content	Goldstein text (11 th edition or custom version of the 11 th edition)
Jan 11, 13 (Be sure to attend. Lectures start on the first day because we will be having the first exam on Jan 27) *Practice Top Hat Question on Jan 13. The first official Top Hat is on Jan 18	Introduction to Perception Basic Principles of Sensory Physiology We will begin with Chapter 2 as a brief review of how the neuron works and then go back to Chapter 1 (especially Measuring Perception).	Chapters 2 and then Chapter 1 Appendices A-C Jan 11: Online BONUS quiz on the course outline assigned on Courselink on the first day of class. (This quiz should be completed in the first week

		of class, but the final deadline is Wednesday, Jan 26. There are no extensions.) January 11: Worksheet 1 assigned (study aid for Exam 1).
Jan 18, 20 Top Hat Questions 1-2 (one per class).	Measuring Perceptions/ Psychophysics The Eye and the Retina	Chapter 1 starting with section 1.5. Appendices A-C Chapter 3 to page 55 (before the section on Ganglion Receptive Fields) Jan 20: Optional Quiz 1 assigned (due Monday, Jan 24). On Chapters 1-2 and Appendices A-C.
Jan 25, 27 No Tap Hat questions this week	The Eye and the Retina	Chapter 3 to page 55 Jan 27: Exam 1
Feb 1, 3 Top Hat Questions 3-4 (one per class)	End of Chapter 3 (starting at Ganglion Receptive Fields)	Chapter 3 starting on page 55 Feb 1: Worksheet 2 assigned (study aid for Exam 2).
Feb 8, 10 Top Hat Questions 5-6 (one per class)	The visual cortex and beyond	Chapter 4 Feb 10: Optional Quiz 2 assigned (due Monday, Feb 14). On end of Chapter 3 and Chapter 4.
Feb 15, 17 Top Hat Questions 7-8 (one per class)	Perceiving Colour	Chapter 9
READING WEEK (No classes Feb 22 and 24)		
Mar 1, *3 Top Hat Question 9 (Mar 1)	Perceiving Depth and Size (up to the beginning of the section on Binocular depth perception on page 243.	Chapter 10 Mar 3: Exam 2 on materials presented after Exam 1.

Mar 8, 10 Top Hat Questions 10-11 (one per class)	Perceiving Depth and Size (Remainder of Chapter 10) Perceiving Objects and Scenes	Chapter 10 Chapter 5 Mar 8: Worksheet 3 assigned (study aid for Exam 3)
Mar 15, 17 Top Hat Questions 12-13 (one per class)	Perceiving Objects and Scenes	Chapter 5
Mar 22, 24 Top Hat Questions 14-15 (one per class)	Perceiving Motion Hearing	Chapter 8 Chapter 11 Mar 24: Optional Quiz 3 assigned (due Monday, Mar 28. On end of Chapter 10, chapters 5, and 8).
Mar 29, 31 Top Hat Questions 16-17(one per class)	Hearing Sound Source localization	Chapter 11 Chapter 12 (up to page 296, section 12.2 where the physiology section starts)
Apr 5, 7 Top Hat Question 18 (Apr 5)	Cutaneous Senses OR Chemical Senses (based on Class vote).	Chapter 14 OR Chapter 15 starting page 397 based on class vote
Exam 3 (Final Exam). April 11, 2:30 – 4:30		Final Exam on material presented after Exam 2.

Labs: None

Seminars: None

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Online quiz on course outline	This should be completed in the first week of class. The last day it will be accepted on Wednesday, Jan 26 at midnight.	2% (BONUS mark) for the best 1 of 3 tries.	10

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
In-class Top Hat exercises (These are like one item quizzes. They occur in almost every class)	Jan 18, 20, Feb 1, 3, 8, 10, 15, 17, Mar 1, 8, 10, 15, 17, 22, 24, 29, 31, Apr 5	10% (Based on best 12 of 18 Top Hat marks)	1-6
Optional Quiz 1 (Courselink quiz)	Assigned Jan 20 Due Jan 24	If a student chooses to do Optional Quiz 1, 5% of the weighting will be taken from Exam 1 and added to Optional Quiz 1 -- but only if the student does better on Quiz 1 than on Exam 1 Otherwise, Optional Quiz 1 will be worth 0% of the grade.	1-7 10 (Personal Organization/ Time Management/ Taking Responsibility for your own learning)
Worksheet 1 (Study Aid for the exam: Not handed in. Self-assessed using notes, lecture outlines, and text)	Assigned January 11: Must be completed by January 26 to be useful in studying for Exam on Jan 27	0	1-9 10 (Personal Organization/ Time Management/ Taking Responsibility for your own learning)
Exam 1	January 27	25% if the student submits Optional Quiz 1 on time and only if the student does better on the quiz than on Exam 1. 30% if the student does not submit Optional Quiz 1 on time, or does worse on Optional Quiz 1 than on Exam 1	1-8, 10
Optional Quiz 2 (Courselink quiz)	Assigned Feb 10 Due Feb 14	If a student chooses to do Optional Quiz 2, 5% of the	1-7

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
		<p>weighting will be taken from Exam 2 and added to Optional Quiz 2 but only if the student does better on Quiz 2 than Exam 2</p> <p>Otherwise Quiz 2 will be worth 0% of the grade.</p>	10 (Personal Organization/ Time Management/ Taking Responsibility for your own learning)
Worksheet 2 (Study Aid for the exam: Not handed in. Self-assessed using, notes, lecture outlines, and text	Assigned Feb 1: Must be completed by March 2 to be useful for studying for Exam on March 3	0 (Not handed in)	1-9 10 (Personal Organization/ Time Management/ Taking Responsibility for your own learning)
Exam 2	March 3	<p>25% if the student submits Optional Quiz 2 on time and does better on Optional Quiz 2 than on Exam 2</p> <p>30% if the student does not submit Optional Quiz 2 on time, or does worse on Optional Quiz 2 than on Exam 2</p>	1-8, 10
Optional Quiz 3 (Courselink quiz)	Assigned Mar 24 Due March 28	If a student chooses to do Optional Quiz 3 5% of the weighting will be taken from Exam 3 (the final) and added to Optional Quiz 3 – but only if the student does better on the quiz than on Exam 3.	1-7 10 (Personal Organization/ Time Management/ Taking Responsibility for your own learning)

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
		Otherwise Quiz 3 will be worth 0% of the grade.	
Worksheet 3 (Study Aid for the exam: Not handed in. Self-assessed using, notes, lecture outlines, and text)	Assigned March 8: Must be completed by office hours April 10 to be useful for studying for Exam on April 11.	0 (Not handed in)	1-9 10 (Personal Organization/ Time Management/ Taking Responsibility for your own learning)
Exam 3 (Final)	Monday, April 11, 2:30-4:30 pm	25% if the student submits Optional Quiz 3 on time and does better on Optional Quiz 3 than on Exam 3 30% if the student does not submit Optional Quiz 3 on time, or does worse on Optional Quiz 3 than on Exam 3	1-8, 10

Additional Notes:

1. You will get three tries on the online quiz on the Course outline (the 2% BONUS mark). Your grade will be based on your highest grade.
2. Your Top Hat grade is based on the average for the 12 of 18 Top Hat questions.
3. Online quizzes are optional but if you choose to do them, they can only improve your grade. These optional quizzes are designed to serve as a partial “safety net” in case you have difficulty with an exam. If you submit the quiz on time and do better on the quiz than the associated exam, then 5% of your grade will be transferred to the quiz. If that happens your exam will be worth 25% and the associated quiz will be worth 5%. If you miss the quiz or do worse on the quiz than on the associated exam, the exam will be worth 30% and the associated quiz will be worth 0%. (Note: Quiz 1 is associated with Exam 1; Quiz 2 is associated with Exam 2; Quiz 3 is associated with Exam 3). Overall, this means that nothing is lost by missing an optional quiz, but

you may benefit if you take it. These optional quizzes will also help you engage with the material and encourage you to keep up with the readings and the worksheet exercises. This will not only improve your chances of doing well on the associated exam but it will also help you do better on in-class exercises (Top Hat questions).

4. Special COVID-related considerations.

What happens if the university suspends face-to-face teaching due to COVID?

Psychology 2390 is designed to be taught in face-to-face format given the number of TA's allocated, time and room set up, etc. However, in the first weeks of class, we have to go to online presentation to conform to the public health guidelines for the University of Guelph. During the online-period the instructor will make use of the software that is normally used in the class during the face-to-face teaching as much as possible (e.g., PowerPoint, Courselink, Top Hat). However, she will use Zoom for office hours and classes. Please note: Face-to-face teaching will revert immediately after the requirement to teach online ends. (Lectures will *not* be videorecorded because the room is not set up for this in Psychology 2390.)

- During the period of online teaching, lecture material will be presented on PowerPoint slides augmented with audio clips. These lecture outline files be posted on Courselink. To be prepared for the in-class exercises, students will be expected to read the files in advance of class. Class time will be reserved for doing the scheduled Top Hat exercises, working through examples, and answering questions. To get into class, use the Zoom link posted on the Courselink website.
- Zoom will be used for virtual-office hours. (The link can be found Courselink).
- If online teaching is still required when exams are scheduled, the exams will be held online during class time. The multiple-choice section of the exam will be presented as a Courselink quiz and the short-essay section will be presented using Courselink Drop Box. (Questions will appear on Drop Box and you will submit your answers on Drop Box.) For the short-essay section, students can choose to answer the questions by typing their responses into a word-processing program, saving the file, and uploading it in a format that DropBox can read (e.g., .doc, .docx, pdf.). Alternatively, if students choose to hand-write their answers for the short-essay section, they will need to use a scanner or their cell phone to take pictures of each page of their hand-written answers and their submit their answers to Courselink Drop Box in a format that Drop Box can read (.pdf, jpeg the jpg). Unreadable files cannot be marked (which means the associated grade will be zero). It is each student's responsibility to ensure that their file is readable. To ensure the file is readable, upload and save the file on Courselink Drop Box, and then try to open and read your DropBox while in Drop Box. For those who choose to hand-write their response, be sure to budget extra time for uploading files. For exams, normal exam security measures will be in effect but Respondus Lockdown technology will NOT be used. (See "Additional Course information" for more detail about exam security measures.). Once face-to-face teaching resumes, all exams will take place in person and in class and students will hand write their answers.

Student Rights and Responsibilities when Learning Online

Privacy Rights

If you don't schedule a face-to-face meeting, you can choose to attend online office hours, which are offered every week on Zoom. Such meetings may involve individual meetings or meetings in groups. Zoom meetings will also be used during class time meetings in the event of a COVID lockdown. When online teaching is required, students will be sent a Zoom link that for the normal class time. As a student, at these meetings you have the right to protect your privacy online and may choose to turn off your video and/or audio when in session. In the event that your video and/or audio remain on, please note that depending on the circumstances, these sessions may be video-recorded by the instructor. If you prefer not to be distinguishable during a recording, you can choose one or more of the following actions:

1. turn off your camera
2. mute your microphone
3. use the chat function to pose questions.

If you do not wish to be recorded you may discuss possible alternatives or accommodations with your instructor (contact ltrick@uoguelph.ca). I would like to remind you once more, under no circumstances are you permitted to transmit copies of the recordings to others without the express written consent of the instructor.

Online behaviour

According to the University Secretariat, students have a responsibility to help support community members' access to the tools they need to engage in their learning and development, both in and outside of the classroom. An example of this type of responsibility is the requirement to abide by the following:

Section 4.3.3. Disruption - to not interfere with the normal functioning of the University, nor to intimidate, interfere with, threaten or otherwise obstruct any activity organized by the University, including classes, or to hinder other members of the University community from being able to carry on their legitimate activities, including their ability to speak or associate with others.

As such, appropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include

- Posting inflammatory messages about your instructor or fellow students
- Using obscene or offensive language online
- Copying or presenting someone else's work as your own

- Adapting information from the Internet without using proper citations or references
- Buying or selling term papers or assignments
- Posting or selling course materials to course notes websites
- Having someone else complete your quiz or completing a quiz for/with another student
- Stating false claims about lost quiz answers or other assignment submissions
- Threatening or harassing a student or instructor online
- Discriminating against fellow students, instructors and/or TAs
- Using the course website to promote profit-driven products or services
- Attempting to compromise the security or functionality of the learning management system
- Sharing your username and password

What happens if you get COVID during the term?

If you get COVID, it is critical that you stay away from face-to-face classes. You should quarantine yourself until you recover as required by public health advisories. For in-class exercises (Top Hat questions), online quizzes, and exams, accommodations for COVID the same as for any other serious medical condition (see Academic Considerations section below). As for any missed lecture content, first consult the very detailed lecture outlines posted on Courselink and then contact the instructor (ltrick@uoguelph.ca). She would be happy to go over material with you via Zoom during office hours. (If you cannot make it then, we will set up an appointment.)

If your illness is very severe or extends for several weeks, it may be a good idea to consider a medical withdrawal from the course, re-taking the course at a later time when you have recovered your health. It is extremely stressful to try to catch up on missed work while learning new material at the same time particularly if you are experiencing “brain fog”, and this may endanger your recovery. Your health must be your first priority.

For more information, please contact your instructor (ltrick@uoguelph.ca).

Final examination date and time: Monday, April 11, 2:30 – 4:30 pm (in person unless the university is closed for face-to-face meetings).

Final exam weighting: The final exam weighting is either 25% if you submitted Optional Quiz 3 on time and did better on Quiz 3 than Exam 3 or 30% if you did not submit Optional Quiz 3 or did worse on Optional Quiz 3 than on Exam 3. .

[Examination Regulations](#)

Course Resources

Required Texts:

Goldstein, Cacciamani, & Henley (2022). Sensation and Perception. Custom Edition eBook (4th

edition).

In this course, a custom version of the text has been created especially for this class in order to reduce costs for students. As well, because it is an eBook it is available online through the use of an Access code. You can purchase this through the University of Guelph Bookstore.

The ISBN – 10 for this is: 1774749726

The ISBN -13 for this is: 9781774749722

>This custom version eBook is based on excerpts from the complete soft-cover text. (The full text was designed for a full-year course.) That text is Goldstein, E.B. & Cacciamani, L. (2022) Sensation and Perception, 11th edition (ISBN: 978-0-357-44647-8). Note that earlier editions of Goldstein text will not do for this course because there have been changes in the material covered in the text, as well as changes in the names of the chapters. (They will not prepare you for the exams.)

>By going to a custom eBook version with fewer chapters, you have saved a substantial amount of money on your text. However, if you are very well organized, there may a way for you to get the text for free! There are copies of the text on reserve in the library though you will have to share it with the other students in the class.

Recommended Texts: None

Recommended Texts: None

Lab Manual: None

Other Resources:

1. Courselink website. The Courselink website (formerly D2L) will be used to present news items, lecture outlines, diagrams, worksheets, online quizzes, and other material associated with the course.

2. TopHat classroom response system. In order to encourage students to engage with the course materials and keep up with the readings, there will be in-class exercises in almost every class using the Top Hat software. (It is like having a 2 minute quiz every class.) You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message. This part of the. class worth 10% of your grade.

3. Zoom video meeting platform. Zoom will be used for virtual-office hours. During periods when the University of Guelph suspends face-to-face teaching, Zoom will also be used during the normally scheduled class-time for the presentation of in-class exercises and questions.

During this period, links for classes will be posted on CourseLink. Once face-to-face teaching resumes, Zoom will no longer be used during class times.

Field Trips: None

Additional Costs:

There are ways for you to access the text for free in the library, but you will need to register for Top Hat because in-class Top Hat exercises account for 10% of your grade. You can visit tinyurl.com/TopHatStudentGuide for the Student Quick Start Guide which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running on the system. An email invitation will also be sent to your school email account. If you don't receive this email, you can register by visiting the course website

tophat.com/e/132432

If asked, note that the 6-digit join code they are ask about is **132432** for this class.

Top Hat will require a paid subscription (see below), and the standard pricing for the cheapest option is \$30 for 4-months of unlimited access. (That means you can use it for as many courses as you like during the term). For a full breakdown of all subscription options available please visit www.tophat.com/pricing. If you have problems registering for Top Hat for some reason, please contact the instructor immediately (ltrick@uoguelph.ca)! She will help you resolve the issue as quickly as possible so you can acquire Top Hat. It is your responsibility to contact the course instructor in a timely manner so you can avoid losing marks. Please note that the first official Top Hat is on January 18 during class. if you miss a Top Hat question due to late registration, it will be considered as one of the 6 that you can drop. (It is the best 12 of 18 Top Hat questions.)

Course Policies

Grading Policies

1. To be useful the BONUS quiz on the course outline should be completed in the first week of class. However, the last possible day for you to get it in is January 26. You can try this quiz three times, and your grade will be based on your highest mark. There are no extensions after this.

2. There are no extensions on in-class exercises (Top Hat questions). If you miss a Top Hat question for any reason (illness, personal issues, religious holidays, technical problems, etc.) just consider it one of the 6 you will drop. Recall that your Top Hat grade is based on the best 12 of 18 Top Hat questions.

3. The online quizzes are optional. If you miss the deadline for an online quiz for any reason (e.g., illness, personal issues, religious holidays, technical problems, etc.) don't worry. You have not lost anything. The weighting will go to the associated exam instead. Just be sure to study for the exam (use the worksheets posted on Courselink). There are no extensions on optional quizzes because the answers to the quiz are circulated immediately after the quiz.

4. Exams will be part multiple-choice and part short essay (75% and 25% of the total grade respectively). When studying for exams, be aware that you will be responsible for both the information presented in lecture and in the text. For the best results, make sure you make use of the worksheet assigned to on the first day of each exam period. The worksheets give you examples of the type of question you might encounter on the exam.

Note that each student must take all three exams in Psychology 2390. In the event that you miss an exam due to illness, serious personal issues, etc., a makeup exam will be rescheduled for you within 13 days of the original exam. (It is your responsibility to inform the instructor if you miss an exam and she will then make the arrangements for the makeup during office hours). If you feel that an exam question has been mis-marked, the instructor would be happy to mark the exam again for you if you ask. Your mark may not necessarily go up but she will provide detailed comments to explain what went wrong in efforts to help you for next exam. If you are having trouble with exams, please see the instructor. She would be happy to go over your exam with you, point-by-point, and help you work out a strategy about how you can do better on exams.

[Undergraduate Grading Procedures](#)

Course Policy on Group Work:

Group work is not permitted for graded assignments (Top Hat questions, quizzes, and exams). Each student is expected to complete to their own work. If students work together on quizzes or exams or share answers (over the internet, email, phone, or by any other means) that will be treated as Academic Misconduct and dealt with as specified below. If desired, students can work in groups for the (ungraded) worksheets but it is important that everyone in the end does their own work so that each of you can perform on the exams. There is little benefit to parroting the answer from some other student word-for-word -- or for that matter the textbook or another source. If students have identical (word-for-word) answers on the exam , it will be dealt with as plagiarism/ copying, as per the regulations on Academic Misconduct (see below).

Course Policy regarding use of electronic devices and recording of lectures:

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted, they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

University Policies

Disclaimer:

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email. This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing (email ltrick@uoguelph.ca), with your name, id#, and e-mail contact. Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

However, please note that in Psychology 2390 arrangements have already been made to accommodate assignments and exams missed due to illness, compassionate reasons, family issues, technical problems, religious holidays, etc. For example, your in-class exercise mark is based on 12 Top Hat questions though 18 are administered. This means that there are already 6 “makeup” questions in there in case you have to miss a day of lecture. This no-extension policy means that students who miss Top Hat questions won’t have to worry about big backlog of Top Hat questions to catch up when they return -- an experience that which be overwhelming. (Each additional question missed after the first 6 will result in a loss of 0.83% to the Top Hat mark.)

For the same reason, there are no extensions for the optional quizzes. If you miss a deadline, don’t worry. The 5% weighting that would have gone to the quiz will added to the corresponding exam instead. Just make sure you study for the exam so you do well (use the worksheet).

If you miss an exam, a makeup exam will be scheduled for you either by the instructor or by the registrar (final exam only). For Exams 1 and 2, the makeup exam will be scheduled within 13 days of the original exam (usually during office hours). Please note that in Psychology 2390, every student must take all three exams. For more information, email ltrick@uoguelph.ca.

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. For matters beyond those discussed here, please see the academic calendar for information on regulations and procedures for appeals and academic appeals.

Academic Consideration:

[Academic Consideration, Appeals and Petitions](#)

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

[Academic Misconduct Policy](#)

Illness

Medical notes will not normally be required for instances of academic consideration.

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email accessibility@uoguelph.ca or the [Student Accessibility Services Website](#)

Student Feedback Questionnaire

These questionnaires (formerly course evaluations) will be available to students during the last 2 weeks of the semester: March. 28th – April 08th. Students will receive an email directly from the Student Feedback Administration system which will include a direct link to the questionnaire for this course. During this time, when a student goes to login to Courselink, a reminder will pop-up when a task is available to complete.

[Student Feedback Questionnaire](#)

Drop date

The last date to drop one-semester courses, without academic penalty, is April 08, 2022. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#)

Additional Course Information

Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in. Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

In this course, your instructor will be using Turnitin.com to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to prevent plagiarism in the College of Social and Applied Human Sciences.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.