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**Laboratory in Perception**  
Psychology 351 (CRN 30740 / 30739)  
Mon/Wed 10:00am – 11:50am  
Behavioral Sciences Building (BSB) 2019

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**Instructor:** Eric W. Gobel, Ph.D.  
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Office: BSB 2056C

Office Hours: Tue 11am-12pm  
Wed 4pm – 5pm  
or by appointment

*Please include “351” in the subject line of any course-related emails*

### Teaching Assistants

Katherine Brill-Schuetz  
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Office Hours: by appointment in BSB 1021

Jennifer Anderson  
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### Course Description

“Laboratory practicum in sensation and perception.” 3 credit hours [UIC Course Catalog]. Students will write four lab reports based on data collection during lab, participate in lab activities, take in-class quizzes based on the completed labs, formulate a research question and propose an experiment to test a hypothesis based on that question, and write an empirical report in APA format / style based on a mock dataset provided to you. This course fulfills the Writing-in-the-Discipline (WITD) requirement in the College of Liberal Arts and Sciences.

*Prerequisites: PSCH 343, and credit or concurrent registration in PSCH 350.*

### Course Objectives

Students will be able to:

- search for, locate, and critically read / evaluate empirical reports of research in sensation and perception
- gain an appreciation for the ethical considerations of scientific research
- perform and understand the concepts underlying basic experiments in sensation and perception, including activities of touch discrimination, auditory localization, visual illusions, perceptual-motor adaptation, and visual search
- analyze collected data with descriptive and inferential statistics
- write a complete APA-style empirical research report
- formulate a hypothesis that builds on previous literature in sensation and perception and propose an experiment to test that hypothesis in the form of a research proposal that includes specific aims, background and hypothesis, proposed method, and ethical considerations

## Materials

### Required Textbook

Beins, B. C., & Beins, A. M. (2012). *Effective writing in psychology: Papers, posters, and presentations* (2nd ed.). Malden, MA: Wiley-Blackwell. ISBN: 978-0-470-67244-0 (paperback), 978-1-118-24232-2 (e-book)

*Note:* The first chapter is viewable online: <http://www.coursesmart.com/9780470672440/C1>  
The entire e-textbook can be purchased using this link:

[http://www.coursesmart.com/IR/4690877/9780470672440?\\_\\_hdv=6.8](http://www.coursesmart.com/IR/4690877/9780470672440?__hdv=6.8)

*Second Note:* Beyond being required and very helpful for this course, this textbook can serve as a very useful reference for future writing projects, posters, and presentations, so it is highly recommended that you purchase a paperback copy that you can keep rather than an e-book rental.

### Course Website

The Blackboard course website found at <http://blackboard.uic.edu/> contains important course information and documents (including lecture slides in pdf format, additional required readings, and helpful resources) and will be used for electronic submission of assignments.

### Microsoft Office Software

This course may require you to complete assignments using software in the Microsoft Office suite, such as Word, Excel, and/or PowerPoint. The on-campus computer labs will have this software, but UIC students can obtain a personal copy of Microsoft Office from the ACCC at no cost.

- Windows: <https://webstore.illinois.edu/Shop/product.aspx?zpid=1532>
- Mac: <https://webstore.illinois.edu/Shop/product.aspx?zpid=1533>

## Assessment

### Course Requirements

You will be required to write four lab reports based on data collection during lab, participate in lab activities, take in-class quizzes based on the completed labs, propose a research project, and write an empirical report in APA format / style based on a mock dataset provided to you. Note that formal writing assignments will be submitted electronically as Word documents via the SafeAssign tool on Blackboard.

1. **Four lab reports** build progressively from just an APA-style Title Page and Method section for the first lab to a full APA-style empirical report for the fourth lab. Lab Report 2 will have a Results section and Figures in addition to the Title Page and Method; Lab Report 3 will add the Discussion and References sections, and Lab Report 4 will add the Introduction and Abstract to make a complete empirical report.
2. You will receive **participation credit for taking part in a number of lab activities**, including (but not limited to) the data collection for lab reports. Note that this makes it **imperative that you attend class regularly**.

3. Each of the **four quizzes** will have three questions based on the lab activities, lecture material covering select aspects of perception and APA writing, and a short empirical article that is assigned.
4. In the second half of the course, you will **work in groups** of two or three to formulate a research question and hypothesis, **design an experiment** to test that hypothesis, and develop a **formal research proposal**. As a group, you will create an **annotated bibliography** and complete a worksheet describing the method and design you plan to use to test this hypothesis. Once this is approved, you will write a proposal for the experiment. Note that while you design the experiment as a group, each student must write a formal proposal **independently**. The proposal will include Specific Aims, Background and Hypothesis, Proposed Method, and Ethical Considerations. Finally, your group will create a script and materials as if you were actually going to conduct the experiment.
5. Your group will then be provided with a mock dataset as if you had conducted your proposed experiment. You will then **analyze the mock data** and **write an APA empirical report (independently)** to present the research.

### Point Allocation

Lab Quizzes (4 x 3%)	12%
Lab Report 1 (Title Page, Method)	4%
Lab Report 2 (1 + Results, Figures)	8%
Lab Report 3 (2 + Discussion, References)	13%
Lab Report 4 (3 + Introduction, Abstract)	18%
Annotated Bibliography ( <i>as a group</i> )	4%
Research Proposal ( <i>individually</i> )	15%
Empirical Report ( <i>individually</i> )	15%
Lab Activities / Participation	11%

### Grading Scale

The grading scale shown below will be used; however, a curve *may* be implemented that decreases the lower threshold for achieving the corresponding letter grade. In other words, if a curve is applied it would only improve the letter grade you receive. However, do not assume a curve as it is not obligatory and cannot be determined until the end of the semester.

Letter Grade	A	B	C	D	F
Minimum Percentage	90	80	70	60	0

## Course Policies

### Expectations

- You will show up on time to every class session and participate in class
- You will be respectful of your classmates, the instructor, and the TAs
- You will complete reading assignments prior to the corresponding class session
- You will submit all assignments on time
- You will read all course emails thoroughly

- You will not have side conversations during lecture
- You will not use your phone or computer for non-course-related activities during class
- All writing which you submit will be written clearly, be grammatically correct, and follow APA format and style (when applicable)

### **Appropriate Classroom Behavior**

College students are adults and I will grant you the respect that comes with that. Therefore, please behave like adults (at least during class) and follow these guidelines about appropriate classroom behavior. Appropriate classroom behavior is simply a matter of *respecting the rights of others* in class (instructors, TAs, and other students) and *maximizing your own learning*.

Please refrain from using your cell phone during class except in extraordinary circumstances. The use of laptops or tablets for course-related purposes is perfectly fine, but please refrain from non-course-related activities during class. Minimize talking with other students in the course during class, except when directed to discuss as part of the course. Research has shown that distracting yourself by multitasking during class impairs your performance, and it may be disruptive or distracting to other students and is disrespectful to the instructor and TAs. Disruptive behavior may result in you being asked to leave the room so that you are not interfering with the learning of other students. It likely goes without saying, but during discussion, please respect others and their opinions, and refrain from discriminatory or hateful speech.

### **Attendance Policy**

It is the student's responsibility to attend ALL class sessions ON TIME, out of respect to your classmates, your instructor, and yourself. We will begin class promptly at the course start time. ***Participation points will be earned during class sessions, so attendance (and participation) will have a direct effect on your course grade.*** In addition, your learning and performance in the course will also be maximized through your regular attendance. If you absolutely must miss a class session, please notify the instructor and TAs as early as possible beforehand.

### **Policy on Late Assignments**

It is expected that all assignments will be fully completed and turned in on time. Late assignments will not be accepted.

### **Disability Services**

“Concerning disabled students, the University of Illinois at Chicago is committed to maintaining a barrier-free environment so that individuals with disabilities can fully access programs, courses, services, and activities at UIC. Students with disabilities who require accommodations for full access and participation in UIC Programs must be registered with the Disability Resource Center (DRC). Please contact DRC at (312) 413-2183 (voice) or (312) 413- 0123 (TDD).”

If you require accommodations due to a documented disability, please bring a letter from the DRC documenting the necessary accommodations as soon as possible, preferably by the end of the second week (Friday, September 6th).

## **Religious Holidays**

I have tried to assure that no major assignment due dates or exams fall on major religious holidays. However, if there is a conflict with a religious holiday that you observe, please let me know by Friday, September 6th and an appropriate accommodation will be made (note that you can always submit an assignment early).

## **Additional Information and Resources**

### **APA Style**

Papers in psychology must be written in APA (American Psychological Association) format. ***You are responsible for following APA style and citation format in all your writing assignments for this course, when applicable.*** The most complete resource for APA style is the Publication Manual of the APA, but Purdue's Online Writing Lab (OWL) is an excellent, concise, and free online reference documenting APA style:

<http://owl.english.purdue.edu/owl/section/2/10/>

### **Writing Center**

Tutors at the writing center can help you to organize and edit your writing. All students are welcome and encouraged to make an appointment to improve their writing. The optimum use is to visit the Writing Center while preparing your draft of a writing assignment and to make several visits. More information can be found at <http://www.uic.edu/depts/engl/writing/about/>

### **Psi Chi Tutoring**

Students in UIC's Psi Chi chapter with expertise in various psychology courses hold office hours throughout the week. The tutoring schedule is usually established a few weeks into the semester, and the relevant information will be posted on Blackboard as it becomes available.

### **Important Course Registration Deadlines**

The deadline to add or drop a course without a W is the end of the 2<sup>nd</sup> week (Friday, September 6th). The deadline to withdraw from the course is the end of the 10<sup>th</sup> week (Friday, November 1st).

## Academic Honesty and Plagiarism

*All work should be your own.* You are allowed, and even encouraged, to seek feedback from others, but all the writing you submit should be your own. Plagiarism is representing the words or ideas of others as your own, without crediting the source, and thus also includes copying or paraphrasing from your classmates or papers on the Internet. Writing assignments will be submitted electronically via SafeAssign to automatically screen for potentially plagiarized material and ensure academic honesty.

Familiarize yourself with violations of academic honesty and the student disciplinary policy at <http://www.uic.edu/depts/dos/studentconduct.html>. Some FAQ's about crediting others and avoiding plagiarism are available at [http://tigger.uic.edu/~edelberg/crediting\\_others/index.htm](http://tigger.uic.edu/~edelberg/crediting_others/index.htm).

### Guidelines Regarding Academic Integrity

*from the UIC Undergraduate Catalog (<http://www.uic.edu/ucatalog/GR.shtml>):*

As an academic community, the University of Illinois at Chicago is committed to providing an environment in which research, learning, and scholarship can flourish and in which all endeavors are guided by academic and professional integrity. All members of the campus community—students, staff, faculty, administrators—share the responsibility of insuring that these standards are upheld so that such an environment exists. Instances of academic misconduct by students, and as defined herein, shall be handled pursuant to the *Student Disciplinary Policy*.

Academic dishonesty includes, but is not limited to:

- **Cheating:** Either intentionally using or attempting to use unauthorized materials, information, people, or study aids in any academic exercise, or extending to or receiving any kind of unauthorized assistance on any examination or assignment to or from another person.
- **Fabrication:** Knowing or unauthorized falsification, reproduction, lack of attribution, or invention of any information or citation in an academic exercise.
- **Facilitating Academic Dishonesty/Plagiarism:** Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.
- **Bribes, Favors, Threats:** Bribing or attempting to bribe, promising favors to or making threats against, any person, with the intention of affecting a record of a grade, grade, or evaluation of academic performance. Any conspiracy with another person who then takes or attempts to take action on behalf or at the direction of the student.
- **Examination by Proxy:** Taking or attempting to take an exam for someone else other than the student is a violation by both the student enrolled in the course and the proxy or substitute.
- **Grade Tampering:** Any unauthorized attempt to change, actual change of, or alteration of grades or any tampering with grades.
- **Nonoriginal Works:** Submission or attempt to submit any written work authored, in whole or part, by someone other than the student.

## Tentative Course Schedule

Note that you should complete each reading assignment *prior* to the corresponding class session. *This schedule is subject to revision; any revisions will be announced and posted on Blackboard.*

Week	Day	Date	Session	Topic	Reading or Assignment due
1	Mon	26-Aug	1	Course Introduction; Role of Theory & Hypothesis Testing	
	Wed	28-Aug	2	Reading and Summarizing an Empirical Journal Article	Ch. 1; Ch. 5
2	Mon	2-Sep	-	<b>NO CLASS - LABOR DAY</b>	
	Wed	4-Sep	3	Experimental Design and Ethics; Touch Discrimination	Ch. 19; The Belmont Report
3	Mon	9-Sep	4	<b>Lab 1</b> ; Overview of APA Structure; Method Section	Ch. 15 (p. 198-201); Ch. 11
	Wed	11-Sep	5	<b>Quiz 1</b> ; Title Page; APA Format and Writing Style	Ch. 15 (p. 195-214); Ch. 7; Lab 1 Reading
4	Mon	16-Sep	6	<b>Lab 2</b> , Excel Data Entry and Figure Construction	Ch. 12 (p. 160-166); <b>Lab Report 1 due</b>
	Wed	18-Sep	7	SPSS Data Entry and Analysis	Ch. 8
5	Mon	23-Sep	8	Statistical Copy and the Results Section	Ch. 12 (p. 147-155, p. 166-169)
	Wed	25-Sep	9	<b>Quiz 2</b> ; Work on Lab Report 2	Lab 2 Reading
6	Mon	30-Sep	10	<b>Lab 3-1</b> ; Discussion Section; Citations and References	Ch. 13; Ch. 14
	Wed	2-Oct	11	<b>Lab 3-2</b> ; Data Entry, Figure Construction, and Data Analysis	<b>Lab Report 2 due</b>
7	Mon	7-Oct	12	Literature Search (PsycInfo, Pubmed, Google Scholar)	Ch. 3; Ch. 4
	Wed	9-Oct	13	<b>Quiz 3</b> ; Work on Lab Report 3	Lab 3 Reading
8	Mon	14-Oct	14	Work on Annotated Bibliography	<b>Lab Report 3 due</b>
	Wed	16-Oct	15	<b>Lab 4</b> ; Data Entry, Figure Construction, and Data Analysis	<b>Annotated Bibliography due</b>
9	Mon	21-Oct	16	The Introduction and Abstract	Ch. 10; Ch. 15 (p. 193-197)
	Wed	23-Oct	17	<b>Quiz 4</b> ; Work on Experimental Project Design Worksheet	Lab 4 Reading
10	Mon	28-Oct	18	Overview of the Script; Feedback on Project Worksheet	<b>email Project Worksheet before 2pm</b>
	Wed	30-Oct	19	Overview of a Proposal; Work on Script and Proposal	<b>Lab Report 4 due Thu 10/31 at 5pm</b>
11	Mon	4-Nov	20	Work on Script / Mock Pilot Data / Proposal	<b>email full materials, script, and mock pilot data by Tue at 12pm</b>
	Wed	6-Nov	21	Group Meetings to Finalize Script and Mock Pilot Data	<b>materials &amp; script must be approved with mock pilot data by end of lab</b>
12	Mon	11-Nov	-	<b>NO CLASS - SOCIETY FOR NEUROSCIENCE</b>	
	Wed	13-Nov	-	<b>NO CLASS - SOCIETY FOR NEUROSCIENCE</b>	
13	Mon	18-Nov	22	Work on Proposal	<b>Research Proposal due at 12pm</b>
	Wed	20-Nov	23	Mock Data Entry, Analysis, and Figure Construction	
14	Mon	25-Nov	24	Work on Empirical Report	
	Wed	27-Nov	-	<b>NO CLASS</b>	
15	Mon	2-Dec	25	Work on Empirical Report	
	Wed	4-Dec	26	Work on Empirical Report	
	Sat	7-Dec	-		<b>Empirical Report due at 5pm</b>