

COURSE OUTLINE

PSYCHOLOGY 368 (001): Perceptual Processing Term 2, 2007W

Instructor:

Dr. Debbie Giaschi

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website: www.giaschilab.ca/psyc368main.html (You will find updated course outlines, instructional objectives, lecture outlines and lecture slides at this site)

Teaching Assistants:

Marita Partanen

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Textbook: *Foundations of Perception* (2006) by George Mather

Research Manual and CD-ROM: *Insight: A Media Lab in Experimental Psychology* (2004) by Baro

Lectures: Tuesdays & Thursdays, 11:00 am - 12:20 pm, Buchanan A202

Office Hours: Marita – Mondays, 11 am - 12 pm; John – Wednesdays, 11 am – 12 pm

Dr. Giaschi is easily reached by e-mail, and will often be available after class. Additional office hours will be announced prior to the midterm and final exams. *All questions about exam grading and results should be directed to the TAs.*

Readings and Lectures: Regular attendance at lectures is expected. You are responsible for reading the material in the textbook BEFORE the lecture in the order in which it appears on the schedule. Some of the material covered in class is not in the textbook, and some of the material in the textbook will not be covered in class. When it comes to the exams, you are responsible for ALL material covered in class and ALL material in the textbook including figures and tutorials.

Instructional Objectives: Statements indicating what you should get out of each lecture and the readings will be included in the outline for each lecture (available on our course website). These objectives are to guide your studying and to make it unnecessary for you to ask us what you need to know for the exams. Many students choose to treat each objective as an exam question and attempt to answer it. We recommend this method of studying, but we do not have a list of correct answers. We can give you feedback on objectives that you are unsure about if you provide your written answer by e-mail at least 2 days before an exam.

Grades

Midterm Exam	40%
Final Exam	40%
<u>Research Projects</u>	<u>20%</u>
total	100%

In order to reduce grade inflation and maintain equity across multiple course sections, all psychology courses are required to comply with departmental norms regarding grade distributions. According to departmental norms, the mean grade in a 300-level class is 70 for a good class, 68 for an average class, and 66 for a weak class, with a standard deviation of 13. Scaling is likely to be used in order to comply with these norms; grades may be scaled up or down as necessary by the professor or department.

PSYCHOLOGY 368(001): Perceptual Processing

Exams: Each of the exams will consist of multiple choice and short answer questions. The exams are not cumulative. Each exam will cover only material that you have not been tested on previously. Exams will not be returned to students, although they may be viewed during the TAs' office hours. Grades will be posted on the course website as soon as they are available.

Missed Exams: Students will **not** ordinarily be excused for work-, travel-, childcare-, family illness- or sports-related activities. However, students should not write exams when they are seriously ill. If a medical emergency arises, you must contact Dr. Giaschi **BEFORE** the exam, and obtain a Statement of Illness form from a physician. A make-up exam will be scheduled when you are well again. If you show up after an exam and inform us that you were sick, you will not receive credit. If you write an exam and then blame poor performance on illness, your grade will not be changed. Supplemental exams to improve your grade are not offered in the Department of Psychology.

Research Projects: Please consult the attached "Guidelines" for specific details on the group experiments and presentations and the individual reports, including penalties for late assignments.

Subject pool participation You may earn up to 2 *percentage points* by participating in laboratory experiments. The bonus points are assigned as 1/2 point for each 1/2 hour of participation. Details are available at: <http://hsp.psych.ubc.ca>. You may download a document with additional instructions from our course website.

Accommodations: Please let Dr. Giaschi know as soon as possible if you will be seeking accommodation through the Disability Resource Centre or if you have religious obligations that will conflict with this course in any way. Students who plan to be absent for varsity athletics, family obligations or similar commitments cannot assume they will be accommodated and should discuss their commitments with Dr. Giaschi before the drop date.

Psychology Department's Position on Academic Misconduct: The UBC Calendar defines cheating as: "*dishonest or attempted dishonest conduct at tests or examinations, in which use is made of books, notes, diagrams or other aids excluded by the examiner. It includes communicating with others, copying from the work of others and purposely exposing information to other students who are taking the test or exam.*" Plagiarism is: "*the presentation or submission of the work of another person, without citation or credits, as the student's own work*".

Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. In the first place, the Department has implemented software that can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. In addition, the Department subscribes to *TurnItIn*--a service designed to detect and deter plagiarism. All materials (term papers, lab reports, etc.) that students submit for grading will be scanned and compared to over 4.5 billion pages of content located on the Internet or in TurnItIn's own proprietary databases. The results of these comparisons are compiled into customized "Originality Reports" containing several, sensitive measures of plagiarism; instructors receive copies of these reports for every student in their class. In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism may result in a zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student's transcript. All graded work in this course, unless otherwise specified, is to be original work done independently by individuals. Do **not** use Google/Yahoo/MSN Search/etc. to find articles for assignments in this course. Do use any of the indexes and databases listed under Indexes and Databases, Subject Resources, OneSearch or Metasearch on the Library's website at <http://www.library.ubc.ca>. (Not sure which index to use? Click HELP on the library homepage at www.library.ubc.ca or try Subject Resources.) For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar (<http://students.ubc.ca/calendar>).

PSYCHOLOGY 368(001): Perceptual Processing

Lecture Schedule and Assigned Readings

Date	Topic	Reading	
Jan	8	Introduction	
	10	Brightness perception	Chpt 8 (p. 215-216)
	15	Contrast sensitivity	Chpt 8 (p. 217-226)
		<i>Sign up for research topics</i>	
	17	Spatial filters	Chpt 8 (p. 226-245)
	22	Shape perception	Chpt 9 (p. 247-253)
	24	Object perception	Chpt 9 (p. 254-260)
	29	Active vs. passive processing	Chpt 9 (p. 261-269)
	31	Perceptual constancies	
	Feb	5	Monocular depth perception
7		Binocular depth perception	Chpt 10 (p. 281-289)
12		Group project planning <i>(bring individual data to class)</i>	
14		Physiology and development of depth perception	Chpt 10 (p. 290-195)
19&21		Midterm Break	
26		Detecting motion	Chpt 11 (p. 297-303)
28	***Midterm Exam***	(Chpts 8-10)	
Mar	4	Object vs. observer motion <i>Group presentations start</i>	Chpt 11 (p. 303-305)
	6	Motion integration	Chpt 11 (p. 306-310)
	11	Multiple motion processes	Chpt 11 (p. 311-317)
	13	Colour mixing and matching	Chpt 12 (p. 325-331)
	18	Colour theory and phenomena	Chpt 12 (p. 331-335)
	20	Colour deficiency	Chpt 12 (p. 335-341)
	25	Speech perception	Chpt 5 (p. 130-134)
	27	Speech perception & Auditory scene analysis	Chpt 5 (p. 134-136)
Apr	1	Music perception	Chpt 5 (p. 141-143)
	3	Individual differences (age) <i>Research reports due</i>	Chpt 13 (p. 343-349, 360-361)
	8	Individual differences (sex/culture)	Chpt 13 (p. 349-354)
	10	Individual differences (expertise/brain damage)	Chpt 13 (p. 354-358, 361-363)
	TBA	*** Final Exam (2 hours)***	(Chpts 5 [part], 11-13)

Guidelines for Research Projects
PSYCHOLOGY 368(001): Perceptual Processing
Term 2 - 2007W

Students will assign themselves to research topics and specific research groups, described below, in class on **Tuesday, January 15th**. If you already have a group of 6 students, please send a list of names and e-mail addresses and your top 3 choices for topics to Dr. Giaschi before Jan. 15th.

1. Individual Data Collection

Each student will carry out the experiments assigned to their group (listed below) from the Insight CD-ROM using only themselves as a subject. This will be done outside of class time. Be sure to use the stimulus parameters and additional investigations indicated for your group (below) and keep track of the order in which you do the different conditions. Be sure to carry out only the "additional investigations" assigned to your group. The data sheets (graphs, tables, pictures) generated for your experiment must be handed in with your group material on **Tuesday, February 12**. *Be sure to keep a copy for your written report.* Each student is also responsible for locating a reference relevant to their topic, in addition to the textbook or the Insight manual.

Topics

Scaling Vision – Groups 1, 2, 3 (pages 3-5, 48-49): long stimulus range, linear stimulus spacing, middle standard position, standard value 100; "dots" and "brightness" stimuli

extra discussion topic – Explain how this experiment is related to brightness perception.

Additional investigations:

Group 1 – *effect of stimulus range* – collect additional data using the short and the medium stimulus range with the "brightness" stimulus

Group 2 – *effect of stimulus spacing* – collect additional data using the log stimulus spacing with the "brightness" and "dots" stimuli

Group 3 – *effect of standard position* – collect additional data using the high and the low standard position with the "dots" stimulus

Contrast Sensitivity – Groups 4, 5 (pages 16-17, 56): viewing distance 57 cm; method of adjustment

extra discussion topic – Explain how this experiment is related to Fourier analysis.

Additional investigations:

Group 4 – *effect of increasing viewing distance* – collect additional data using a viewing distance of 114 cm. What happens to the spatial frequency? How should contrast sensitivity change? Does it change as expected?

Group 5 – *effect of decreasing viewing distance* – collect additional data using a viewing distance of 28.5 cm. What happens to the spatial frequency? How should contrast sensitivity change? Does it change as expected?

Signal Detection – Groups 6, 7 (pages 20-21, 57-58): "easy", "not so easy", "difficult"; 60 cm viewing distance

extra discussion topic – Explain how this experiment is related to visual acuity.

Additional investigations:

Group 6 – *effect of increasing viewing distance* – collect additional data using a viewing distance of 120 cm.

Group 7 – *effect of decreasing viewing distance* – collect additional data using a viewing distance of 30 cm.

Depth Perception – Groups 8, 9,10 (pages 13-15, 55): “crossed”, “uncrossed”; viewing distance 60 cm; red lens over right eye

extra discussion topic – Explain how this experiment is related to stereopsis.

Additional investigations:

Group 8 – *increasing viewing distance* - collect additional data using 120 cm viewing distance

Group 9 – *decreasing viewing distance* - collect additional data using 30 cm viewing distance

Group 10 – *reversing disparity* - collect additional data with the glasses reversed (red lens over left eye)

Global Precedence – Groups 11, 12 (pages 8-9, 51-52): global 1st, local 2nd; viewing distance 60 cm

extra discussion topic – Explain how this experiment is related to visual object representation.

Additional investigations:

Group 11 – *effect of order* – collect additional data with local 1st, global 2nd

Group 12 – *effect of local/global consistency* – reanalyze the reaction time data according to consistent and inconsistent trials

Feature Analysis – Groups 13, 14, 15 (pages 10-12, 53-54): dark gray/light gray, same ends/different ends

warning: the condition green/not green does not work
extra discussion topic – Explain how this experiment is related to passive versus active processing.

Additional investigations:

Group 13 – *effect of different targets/distractors* – collect additional data using line-circles/no-line circles & no-line circles/line circles conditions

Group 14 – *effect of different targets/distractors* – collect additional data using line-letters/no-line letters & no-line letters/line letters conditions

Group 15 – *effect of different targets/distractors* – collect additional data using gap/no gap & no gap/gap conditions

Measuring Illusions – Groups 16, 17 (pages 6-7, 50): short, medium, long arrowheads; viewing distance 57 cm

extra discussion topic – Explain how this experiment is related to size constancy.

Additional investigations:

Group 16 – *comparison with other illusions* – collect additional data using the 2 conditions of the vertical/horizontal illusion

Group 17 – *comparison with other illusions* – collect additional data using the 3 conditions of the simultaneous contrast effect

2. *Group Planning Session***

Each group of 6 students will combine their individual data and prepare an oral presentation. Time will be provided in class on **Tuesday, February 12**. Do not run additional subjects outside of your group or carry out any of the “additional investigations” except the ones assigned to your group. *Each group must hand in an outline of their presentation, a list of each student’s role in the presentation, the individual data for all 6 subjects and a list of references.* This material will not be returned to you so be sure to keep a copy.

3. *Class Presentation***

Two groups will present each class, beginning with groups 1 and 2 on **Tuesday, March 4th**. Each group will have **7 minutes** for their presentation. Each group member must be involved in either the preparation or oral delivery of the presentation. Be sure to: give some background on your topic, describe how the data were collected and analyzed, show your results and interpret your results. *A group grade will be assigned based on timing, creativity, preparation and organization, completeness, clarity, reference to course material and ability to answer questions.* **A list of each group member's role in the presentation must be signed and handed in at the end of the presentation.**

4. *Individual Research Report**

This is a written report, due **Thursday, April 3rd, at the beginning of class**. Each student must hand in a report based on the group data. Answer all of the questions in the manual and organize your report with clearly labeled Introduction, Methods and Discussion sections. Be sure to include the extra discussion topics suggested above. *Reports will be graded according to how clearly, completely and accurately the instructions in the manual (and any additional instructions in these Guidelines) have been followed and according to the depth and insightfulness of the Discussion section.* **Be sure to include your name, student # and group # on the title page.** *The report should be no longer than 5 double-spaced pages.* In addition, each group should hand in one Results section (see *Analyzing Your Data* in Insight manual) that includes the individual and combined data.

*Calculation of Grades****

group planning	5%
group class presentation	5%
<u>individual research report</u>	<u>10%</u>
total	20% of final grade

- * *A penalty of 10% per day will be applied to late assignments. Assignments received more than 1 week after the due date will not be marked.*

Students may be asked to provide an electronic version of their assignment to be submitted to TurnItIn to check for plagiarism.

- ** *Each student is expected to attend the classes in which the planning and their group presentation take place. Students who do not contribute to or miss a particular component will receive 0% for that component unless they have a documented medical excuse. Students will be asked to rate the contributions of their group members after the individual reports have been handed in.*

- ****Each member of a group will receive the group grade, unless they have failed to contribute to the group planning or presentation (as indicated by absence from class or a low score on the group evaluations).*