

COURSE SYLLABUS

PSYC_V 368-001: Perceptual Processing, Term 2 2025W

Welcome to PSYC 368. I'm excited to teach you how the sensory systems we learned about in PSYC 367 mediate your perception!

Please call me Debbie, Dr. Giaschi (pronounced 'Jawski') or Dr. G.

Calendar Description: Perceptual phenomena and their underlying brain mechanisms [3 credits]

Prerequisites: PSYC 367

Contacts

Instructor: Professor Deborah Giaschi (she/her)

email: deborah.giaschi@ubc.ca

phone: (604) 875-2345 x7807

drop-in hours: Tuesdays (except Thurs Jan 22 instead of Jan 20), 12:30-1:45 pm, room Kenny 4218

Teaching Assistants: office hours (by appointment only) location

Akosua Asare (she/her) Mondays, 12:30-1:30pm

Zoom until Feb 2; Kenny 4003

Alex Cook (he/him) Wednesdays, 1:50-2:50pm

CIRS 4357

We encourage you to take advantage of our office hours to ask clarification questions about course content and to discuss your progress in the course. We are also easily reached through **Canvas** using **Piazza**. **All questions** about lecture material, readings and exam content should be posted publicly for the rest of the class to see; you may choose to remain anonymous to your classmates. Questions of a personal nature should be posted privately for only me and/or the TAs to see. We will respond to all posts, usually within 24 hours. Cut-off for teaching team responses to test preparation posts is 9 pm the day before each test. Please **sign up** at https://piazza.com/ubc.ca/winterterm22026/psyc_v3680012025w2

Learning Activities and Materials

Lectures: Tuesdays & Thursdays. 11:00 am - 12:20 pm in MATX 1100

Textbook: *Sensation & Perception, 7th edition* (2025) by J. Wolfe, K. Kluender, D. Levi et al.

(We will use the interactive ebook version through *Oxford Insight* which includes activities, essays, quizzes, and flashcards. Use this link <https://oup.junction.app/#/register/6941bfe371ded09a40d0efa4> to create an account [please use your UBC email address]. Account creation will activate a **14-day free trial**; the cost for the remainder of the term is \$99. Other options include: ebook rental [no activities, essays or study resources] \$88 for 180 days through VitalSource; 1 print copy on 2-hour loan in Koerner Library Course Reserves. *NOTE: earlier editions are missing important details that have been added to the 7th edition*)

Learning Management System: canvas.ubc.ca

(to access: downloadable files [course syllabus, lecture outlines + learning outcomes, lecture slides]; **Piazza** [peer, instructor & TA discussions]; **Zoom** [for some office hours]; grades)

Assessment of Learning:

Quizzes (Jan 27; Mar 10) [lowest mark dropped]	15%
Midterm Exam 1 (Feb 10)	25%
Midterm Exam 2 (Mar 24)	25%
Final Exam (Apr 14-25)	35%
Total	100%
Human Subject Pool participation	3%

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Course Details

Course Learning Outcomes: By the end of this course you will be able to

- describe the visual processes underlying our perception of objects, colour, depth and motion, and discuss how these processes develop and become deficient;
- explain the links between eye movements and motion perception, and between vestibular stimulation and spatial orientation perception;
- distinguish among the various aspects, neural mechanisms and disorders of attention, and describe how attention contributes to scene perception;
- explain the various aspects of haptic perception arising from our sense of touch;
- describe the auditory processes underlying our perception of complex sounds, music and speech;

as we explore these topics through lectures, readings, and in-class demonstrations.

Readings and Lectures: This course comprises in-person activities. This is the most effective way to engage in the demonstrations, group activities and discussions that will form a critical part of your learning in the course. All lectures will be given in person at the scheduled class time; they will not be live-streamed or recorded. A version of the lecture slides will be available on **Canvas (Modules)** the evening before each lecture to facilitate your preparation and note taking, and to help you catch up if you need to miss a class. Please note that some of the material covered in lectures is not in the textbook, and some of the material in the textbook will not be covered in lectures. Therefore, the textbook is required reading. Use the **Oxford Insight** logo in the top left corner to see the list of assigned readings by date. I recommend that you both attend lectures and read ahead in the textbook (see page 3). When it comes to the tests, you are responsible for ALL material covered in lectures and ALL material assigned from the textbook including figures, tables, essays, and definitions.

Lecture and Textbook Learning Outcomes: Statements indicating what you should learn in the lectures and readings will be included on the first slide for each lecture and in the lecture outline, which will be available on **Canvas (Modules)** the evening before. These outcomes are to guide your studying and to make it unnecessary for you to ask us what you need to know for the tests. Many students choose to treat each outcome as an exam question and attempt to answer it. I **strongly recommend** this method of studying, but we do not have a compiled list of correct answers. *You should be able to master the content in this course by attending lectures, completing the assigned reading, preparing answers to each lecture/textbook learning outcome and clarifying your answers by attending office hours and/or posting questions on **Piazza**. Also, the **Oxford Insight** version of the textbook provides several types of study tools including self-assessments, practice test questions, and flashcards.*

Learning Assessments: Your learning will be evaluated through individual quizzes and exams. All of these will be in person and on paper to promote academic honesty. The quizzes and midterm exams will occur during the scheduled class time (dates & topics – page 3). The final exam will occur during the formal exam period (April 14-25). Each quiz will consist of multiple-choice questions. Each exam will consist of multiple-choice and short-answer questions. I expect you to use the terminology introduced in this course in your written answers (with only minor deviations from correct spelling). *Midterm exam 1* will include material tested on *Quiz 1*. *Midterm exam 2* will include material tested on *Quiz 2*, but not material tested on *Midterm exam 1*. The *Final exam* will cover the entire course, but emphasize lectures 20-24.

Test marks will be posted on **Canvas** as soon as they are available. I will review correct answers in class, and you may review your written answers with TAs during office hours.

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Lecture Schedule and Assigned Readings

Land Acknowledgement: The land on which we will be meeting is the traditional, ancestral, and unceded territory of the Musqueam people. I live and work on the traditional territories of the Musqueam, Squamish and Tsleil-Waututh peoples. I am grateful for this privilege, and I recommend the **Canvas** course [Respect, Sincerity & Responsibility](#) as a first step to learning about respectful engagement with Indigenous communities.

Date	Topic	Reading
1. Jan 6	Intro; Object perception: midlevel vision	Ch 4 (4.3 - 4.4[edges, texture])
2. 8	Object perception: midlevel vision, recognition	Ch 4 (4.4[figure-ground] - 4.5[build it]; essay 4.1*)
3. 13	Object perception: faces, cortical processing	Ch 4 (4.5[committees, faces]; 4.1; essay 4.4*)
4. 15	Objects: neural basis; Colour vision: stimuli	Ch 4 (4.2); Ch 5 (5.1; 5.3[lights, filters]; 5.4[3 numbers, rainbow])
5. 20	Colour vision: trichromacy, opponency	Ch 5 (5.2 - 5.3; 5.4[opponent colors])
6. 22	Colour vision: dual-process theory, deficiency, brain	Ch 5 (5.5; 5.4[visual cortex]; essay 5.1*, 5.3*)
7. 27	Colour vision: context, animal kingdom Quiz 1 (in person; 30 minutes)	Ch 5 (5.6 - 5.7; essay 5.4*) Jan 6 – 20 material
8. 29	Depth perception: cues	Ch 6 (6.0 - 6.2)
9. Feb 3	Depth perception: binocular vision, stereopsis	Ch 6 (6.3; essay 6.3*)
10. 5	Depth perception: brain, development, disorders	Ch 6 (6.3[physiological basis]; 6.5; 6.4[rivalry])
	10 Midterm Exam 1 (in person; 70 minutes)	Jan 6 – Feb 5 material
11. 12	Depth perception: size constancy	Ch 6 (6.4[Bayesian approach, illusions]; essay 6.6*)
	17 & 19 Midterm Break	
12. 24	Motion perception: types, computation	Ch 8 (8.1 - 8.2[detection circuit, apparent motion])
13. 26	Motion perception: cortical processing	Ch 8 (8.2[aperture, global, 2 nd -order]; essay 8.3*)
14. Mar 3	Motion: uses, development, disorders, eye movements	Ch 8 (8.3; 8.5; 8.4[physiology & types, reading])
15. 5	Motion: object vs. observer; Visual stability	Ch 8 (8.4[saccadic suppression, neural mechanisms]; Ch 12 (12.8)
16. 10	Spatial Orientation; Multisensory Integration Quiz 2 (in person; 30 minutes)	Ch 12 (12.5 – 12.7) Feb 12 – Mar 3 material
17. 12	Attention: space	Ch 7 (7.0 – 7.2; essay 7.3*)
18. 17	Attention: time, brain	Ch 7 (7.3 – 7.4)
19. 19	Attention: disorders, scenes	Ch 7 (7.5 – 7.6; essay 7.1*)
	24 Midterm Exam 2 (in person; 70 minutes)	Feb 12 – Mar 19 material
20. 26	Haptic perception	Ch 13 (13.3; essay 13.1*)
21. 31	Complex sounds; Music perception: tones	Ch 10 (10.2 – 10.5); Ch 11 (11.1[height & chroma])
22. Apr 2	Music perception: chords, melodies	Ch 11 (11.1; 11.2[respiration & phonation])
23. 7	Speech production	Ch 11 (11.2[speech production])
24. 9	Speech perception	Ch 11 (11.2[speech perception, brain]; essay 11.1*)
14-25	Final Exam (in person, 2 hours)	Jan 6 - Apr 9 material

**Essays are additional textbook material available through Oxford Insight or you may view this content during office hours.*

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Human Subject Pool (HSP) Participation

As part of this course, you are invited to earn up to **3 bonus points** (referred to as credits below). One of these 3 bonus points may be earned by attending the **Neuroscience Undergraduate Research Conference (NURC)** in March (date TBA). The signup form to attend the conference will be sent out in early February.

Additional bonus points may be earned by **participating in psychology studies (1 credit per hour)** through the Department of Psychology's Human Subject Pool (HSP) system. You can locate, create an account, and sign up for studies by going to <https://hsp.psych.ubc.ca>. Please register in the system by the **end of the first month of classes** to have the opportunity to earn your first ½ hour credit with a brief online survey that will increase your eligibility for more studies. Once registered in the system, you will be able to browse through and select which studies you wish to participate in, sign up for an available timeslot, and confirm your accumulated credits afterward. At the end of the day on **April 10, the subject pool will close**, and you will no longer be able to receive credits. I strongly urge you to participate in and confirm your credits long *before* the last week of class since many studies will not offer timeslots near the end of the term and you may be locked out before allocating your credits to your desired course. Further instruction can be found at <https://psych.ubc.ca/undergraduate/opportunities/human-subject-pool/> in the document entitled "Subject Pool Information for Participants." Students are free to receive their HSP bonus credits from any combination of "in-lab" and "online" studies. However, "in-lab" studies will offer an extra 0.5 credits (e.g., a 1 hour "in-lab" study will award 1.5 credits, while an equivalent "online" study will award 1 credit).

As an alternative to participation in psychology subject pool experiments or attendance at NURC, you may complete a library-writing project. Such projects consist of reading and summarizing 1) the research question, 2) the methods and 3) the results (in written form) of a research article from the peer reviewed journal *Psychological Science*. You will receive **1 bonus credit for each article summary** that meets the following requirements:

- The article must have been published in the journal titled "*Psychological Science*"
- The article must have a publication date from the year 2000 to present (i.e. papers from 2001 are acceptable; those from 1999 or earlier are not)
- The article must be a research article; it cannot be a review article, a news item, a notice, or a letter to the editor, for example
- The summary should be approximately 500 words in length
- You must include your name, student number, course, section, instructor and email address on each summary
- You must log on to the Human Subject Pool (HSP) system (<http://hsp.psych.ubc.ca/>) and create an account before submitting your article summaries. Your credit is assigned using the online system.

Summaries must be submitted **no later than 10 days before the end of classes**. You are to submit your article and your summary to turnitin.com. If you don't have a turnitin account already (from a previous course), you will need to create a user account in Turnitin. For the library assignment the **class ID is 51268460, class name is "HSP 2025 Winter 2"** and **password is "Research"**. See www.turnitin.com, and click on the "Training" link at the top of the page for detailed instructions on how to submit papers to Turnitin.

Be sure to check your recorded bonus points for this course before the online system closes at the end of the term. These points will be added to your final course grade, after any scaling that may be required (see page 6).

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Course Policies

Cancelled classes: If I am unable to attend class in person due to illness etc., I will post a **Canvas** announcement. Please adjust your notification settings to receive immediate announcements (go to Account → Notifications → Announcements → Notify me right away). I will give the lecture during class time on Zoom, if possible, otherwise a recording will be posted on **Canvas** at a later date

Equity, Diversity and Inclusion: I will work to create a learning environment that welcomes, listens to, and respects students of all identities, inclusive of race, gender, sexuality, age, or ability. I am mindful of my position as a cisgender white woman and the privilege this has afforded me throughout my education and academic career. If you feel that any class content is inappropriate or makes you feel uncomfortable, I would encourage you to talk to me or to one of the TAs. If you feel that your performance in this class is being impacted by circumstances from outside of class, please talk to me. Please honour the diversity of your classmates and help us to maintain a safe and respectful environment for all in the classroom, during office hours and on **Piazza**.

Accommodations: If you will be seeking accommodation through the *Centre for Accessibility*, please send me your accommodation letter as soon as possible, and before the first quiz. Quizzes and exams for all students receiving accommodation must be scheduled through the Centre and booked according to their rules and deadlines. If you anticipate that a *religious or cultural observance* will conflict with a test, please let me know in writing at least 2 weeks before the test. If you have *conflicting responsibilities* that will interfere with your attendance in this course, please discuss this with me as soon as possible and before the withdrawal date (Jan 16); supporting documentation may be requested.

In-Term Academic Concession: Please do not take a test if you are unwell. One quiz may be missed without penalty or the need to report your absence. For all other absences from quizzes or midterm exams, please request academic concession through self-reporting of conflicting responsibilities, medical circumstances or compassionate grounds (refer to the UBC calendar entry: www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0); additional documentation is not required. The procedure for submitting request forms depends on your Faculty as follows:

Arts 1st request - download file from **Canvas** (*Modules*); complete and email to me

Arts 2nd request (online) - students.air.arts.ubc.ca/academic-concession-form/

Science – download file from **Canvas** (*Modules*); complete and email to me

Kinesiology (online) - https://ubc.ca1.qualtrics.com/jfe/form/SV_8AlfBlwtsZBKnoe

If you request concession for more than 1 test in this course, I will refer you to your Faculty advising office.

If concession is granted for *Quiz 2*, the weighting of *Midterm Exam 2* in the calculation of your final grade will be increased to 40%. If concession is granted for a midterm exam, I will consult with you on an individual basis to determine if a make-up exam or a reweighting of the final exam by 25% is the best option for you. If you miss both midterm exams a make-up for *Midterm Exam 2* must be taken. Unfortunately, concession will **not** be granted for: a test that you have already taken, absences due to travel or other social plans, test conflicts with other courses.

Final Exam Concession: If you are unable to write the final exam as scheduled, you must apply for deferred standing in the course through your Faculty academic advising office. If you are granted deferred standing (SD), you must write a make-up final exam at a later date. **Do not make April travel plans until the final exam schedule is released in February.**

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Electronic Devices: Laptops and similar devices can be effective learning tools and are welcome in class. However, if you are using them for non-class-related activities it can be distracting for others, so please sit towards the back of the room. Cell phones should be kept in *silent mode* at all times and never answered during class. All electronic devices, including smart watches and Bluetooth enabled earplugs, must be stored out of reach during tests.

Scaling of Grades: In the Psychology Department, we aim to offer learning experiences that welcome and challenge all students to engage meaningfully in our discipline. We strive for grades that accurately reflect student learning and achievement of course learning outcomes, rather than solely reflecting their performance relative to others. The Psychology Department employs department-wide grading standards to promote equitable alignment, supporting students and course instructors as they learn and teach across many diverse courses and sections. In Intermediate 300-level courses, instructors should aim for a grade average in the following Target Range (before any bonus HSP points are added): **B (72-75%)**. Ranges are intended to provide some flexibility to instructors and account for differences that can occur between classes. During the course, instructors may choose to adjust grades and/or difficulty of the assessments, to align with the Target Range. At the end of the course, if the average falls outside the Target Range (either direction), instructors will typically be expected to use a linear transformation to adjust final grades (i.e., add or subtract the same number of points to all students' marks, while ensuring no student fails the course due to this transformation).

If a course mean falls in a letter grade band above the Target Range (e.g., in the B+ range for Intermediate courses), and the instructor believes these grades to be justified, the instructor may submit a justification request using the departmental approval final grades submission form, and the grades may stand. This Upper Range is intended to inspire further excellence in learning and teaching, and allow for the possibility that some classes select for higher performing students. Courses with means exceeding the Upper Range will be expected to provide justification as well as use a linear transformation to fall within the Upper Range.

Grades are not official until they appear on your academic record. You will receive both a percent and a letter grade for this course. At UBC, they convert according to the key below:

A+	90-100%	B+	76-79%	C+	64-67%	D	50-54%
A	85-89%	B	72-75%	C	60-63%	F	0-49%
A-	80-84%	B-	68-71%	C-	55-59%		

Note: supplemental exams to improve your grade are not offered in any course in the Department of Psychology.

Student Support: UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment, discrimination and racism are not tolerated, nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on senate.ubc.ca/policies-resources-support-student-success. UBC's evolving anti-racism work is described at equity.ubc.ca/together-against-racism/.

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Academic Integrity

As part of the academic community, you are expected to act honestly and ethically in all of your academic activities, just like the rest of us. In Psyc 368 this means doing your own work, avoiding collusion, not using aids excluded by the examiner, not sharing material provided for your own use in this course, and acknowledging the ideas of others (more details below).

Make sure you understand UBC's definitions of [academic misconduct](#), [consequences](#), as well as expectations about [academic honesty](#). Please ask if you're not sure how these apply to our course. While you're checking out the calendar, you should also remind yourself about the "[Student Declaration and Responsibility](#)" statement you agreed to when you registered.

DO your own work. All individual work should be completed by you and submitted by you.

All assessments are designed to help you learn about Perceptual Processing. It is *unacceptable* to misrepresent your identity by using someone else to complete any portion of this course (e.g. Piazza comment, test question). It is *unacceptable* to buy/sell/swap share test questions or answers on any platform. It is *unacceptable* to help someone else cheat.

AVOID collusion. Collusion is a form of academic integrity violation that involves working too closely together without authorization. The resulting submitted work gains unfair advantage over other students because it is a measurement of the groups' understanding rather than the individual's understanding. Studying together does not count as collusion, but working together to write answers or answering someone else's question is considered to be collusion. You are expected to take tests on your own without any type of assistance.

DO NOT use aids excluded by the examiner. Unless otherwise explicitly specified, all tests in PSYC 368 will be closed book. This means you may not use notes, lecture slides, books, calculators, websites, etc. to look up answers to test questions.

DO NOT share materials provided for your own use in this course. We are working hard to provide all the materials you need to succeed in this course. In return, please respect our work. All test questions and answers, Piazza posts, announcements, lecture slides and outlines, Canvas modules, and any other materials provided to you by me or the TAs, or in the textbook and essays are for use in this course by students currently enrolled. It is *unacceptable* to share any of these materials beyond our course, including by posting on file-sharing websites (e.g. CourseHero, GoogleDocs). It is *unacceptable* to copy and paste sentences from the textbook (e.g., definitions) into for-profit software (e.g., Quizlet) for use in studying. Please respect our intellectual property, and follow copyright law.

DO acknowledge the ideas of others. Scholars build on the work of others, and give credit accordingly—this is a quality of strong academic writing. As an example, most of these academic integrity principles were adapted from material prepared by Dr. Catherine Rawn. PSYC 368 will not have a writing component outside of exams, unless you choose the library option for HSP credits. Any student who is suspected of plagiarism in their HSP submission will, at a minimum, not be granted credit, and their course instructor will be notified.

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.

To avoid copyright and/or intellectual property infringements, photographing, screen shooting, video or audio recording of lectures/tests is not permitted at any time.