Course Description: This course focuses on humans as processors of information. Topics surveyed include perception, attention, memory, reasoning, language, and problem solving. Experimental methods, models of cognitive processes, and analogies of mind will be discussed.

Meet time: Tuesdays 9:10am – 1:00pm
Class room: __________________________
Lab room: Simcoe 1002
Teaching Assistant: Veikko Piipponen veikkopiipponen@trentu.ca J-203 ext 2149
Instructor: Professor Ben Bauer
Office: Simcoe 1004
Phone: 905-721-3111 ext 2659
e-mail: benbauer@trentu.ca (please DO NOT put me in OUTLOOK contacts)
web: www.igs.net/~bgbauer/trentweb/225F05
skype: beribboned
Yahoo IM: beribboned

Prerequisites: Minimum C- (60%) grade in PSYC 101. Excludes PSYC 306 and 351.


(Previous Editions not suitable)

Required Reading:

Recommended:
Mitchell et al. (2004). (application of information in Chapter 6 will save you marks!)
Hubel, D. Eye, brain, and vision. Web Book. neuro.med.harvard.edu/site/dh/bcontex.htm (Ch 1,2)
Departmental Policy on Tests and Exams:

A. MIdTERMS & FINAL EXAMINATIONS
Midterm examinations within the Psychology Department are scheduled by the instructor of the course. Final examinations are scheduled by the Registrar’s Office. Students are strongly urged NOT to make any commitments (i.e., vacation, job related, or other travel plans) during either the term as a whole or the final examination period. Students are required to be available for all examinations during the periods for which they are scheduled (as published in course syllabi).

B. DEFERRAL OF MIdTERM / FINAL EXAMINATIONS and/or TERM WORK
Modification of dates for writing midterms/final examinations or due dates for assignments/lab-work may be granted to students on the basis of illness, accident, or other extreme and legitimate circumstances beyond their control. Consideration for deferrals will not normally be granted on the basis of vacation/travel plans or job-related obligations.

C. SUPPORTING DOCUMENTATION
Students should expect that supporting documentation will be required and must be submitted before a deferral is approved. For illness or accident, supporting documentation will take the form of a certificate or letter from the attending physician clearly indicating the start and end dates of the illness and the student’s inability to write an examination, complete assignments, and/or attend classes, as relevant to the particular request. For other circumstances, students should consult the individual Psychology faculty member about acceptable forms of documentation.

Special Note:
Written assignments are only to be delivered in person to the instructor, not left at the Trent@UOIT office for delivery. Also, written assignments are to be delivered in class, not left at the Trent@UOIT office for pick up. The office doesn’t have the space or the staff for this service.

Notes:
1) Plagiarism is an extremely serious academic offense and carries penalties varying from failure in an assignment to suspension from the university. Definitions, penalties and procedures for dealing with plagiarism are set out in Trent University’s “Academic Dishonesty Policy”, which is printed in the University calendar. For the purpose of interpreting and applying the University policy on academic dishonesty, the Department of Psychology has adopted the following:

When a student submits a piece of written work in fulfillment of an assignment, he/she implicitly acknowledges the following: a) that she/he is the sole author of the work; b) that the wording and organization of the work, apart from acknowledged quotations, is her/his own; and c) that she/he has not and will not submit this work, either as a whole or in part, to satisfy another course requirement. These basic assumptions will be reasonably interpreted. They do not preclude collaboration between students upon a single project, by prior arrangement with the instructor, for shared academic credit (either for written or oral presentation).

For an elaboration of the Department’s policy on, and for specific examples of, plagiarism, students should consult the sections on academic honesty (pp. 4-6), and appropriate citing and referencing (pp. 102-104, 125) in Mitchell et al. (2004). Students who have doubts about what might be considered academic dishonesty are urged to consult the instructor of the course. Ignorance of the University or Department policy does not excuse academic dishonesty. Submissions that fail to meet one or more of these considerations will be subject to procedures laid down in the policy on academic dishonesty as stated in the University calendar.

2) The same assignment cannot be submitted in more than one course without the prior written permission of all instructors concerned. The written approval must be attached to the work when it is submitted.

3) Faxing assignments/essays is against the Department of Psychology policy. Faxing or emailed assignments/essays will not be accepted except in extreme cases. With acceptable cause and sufficient documentation, an electronic copy of an assignment may be accepted as proof of time of completion. However, the paper-submitted copy must agree verbatim with the e-mailed copy which must be received no later than 24 hrs after the deadline. The only acceptable electronic formats for these submissions are Open Office's document formats (sxw/odt) or Adobe PDF. See www.openoffice.org for a free Office package that writes sxw/odt and pdf files.

4) Always check the course web page www.igs.net/~bgbauer/trentweb/225F05 before class for updates to schedules, labs, materials to bring to class, helpful web-sites, cancellations, etc.
Course Format: This course consists of a weekly ≤ 4 hour lecture held on Tuesdays at 9:10am – 1:00 pm plus scheduled lab-based and web-based demonstrations and experiments.

Evaluation:

<table>
<thead>
<tr>
<th>Test</th>
<th>October 18, 2005 Ch (1-5) [in class time]</th>
<th>25%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Exam</td>
<td>(comprehensive)</td>
<td>40%</td>
</tr>
<tr>
<td>Lab data/report</td>
<td>participation and written (see below)</td>
<td>20%</td>
</tr>
<tr>
<td>Article précis/ Library</td>
<td>journal article summary (see below)</td>
<td>15%</td>
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</tbody>
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Schedule: (note -- labs/demos can occur at any time during the scheduled class period)

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Reading</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Sept 13</td>
<td>Ch 1</td>
<td></td>
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<tr>
<td>2</td>
<td>Sept 20</td>
<td>Ch 2</td>
<td></td>
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<td>3</td>
<td>Sept 27</td>
<td>Ch 3</td>
<td></td>
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<tr>
<td>4</td>
<td>Oct 4</td>
<td>Ch 4</td>
<td>Seminars /Library for Article précis</td>
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<tr>
<td>5</td>
<td>Oct 11</td>
<td>Ch 5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Oct 18</td>
<td>Test (1-5) LAB DATA (E1, E2) COLLECTION PERIOD</td>
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<tr>
<td>-</td>
<td>Oct 25</td>
<td>READING WEEK</td>
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<tr>
<td>7</td>
<td>Nov 1</td>
<td>Ch 6</td>
<td>Article précis due</td>
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<tr>
<td>8</td>
<td>Nov 8</td>
<td>Ch 7</td>
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<tr>
<td>9</td>
<td>Nov 15</td>
<td>Ch 8</td>
<td>WEB DATA (E3) SUBMISSION</td>
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<tr>
<td>10</td>
<td>Nov 22</td>
<td>Ch 9</td>
<td>Lab report due (E1)</td>
</tr>
<tr>
<td>11</td>
<td>Nov 29</td>
<td>Ch 10</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Dec 6</td>
<td>Ch 11</td>
<td></td>
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Tests: Tests and exams typically consist of but are not limited to multiple choice, short answer, and diagram formats. For multiple choice, there is no penalty or correction for guessing so please respond to all questions. For short answer questions, a sentence or word-count limit may be imposed (only responses below the limit will be marked). Diagram questions will ask you (for example) to draw a graph, depict a process, illustrate a physiological structure or function, or sketch a phenomenon covered in the course. For better marks, be sure to answer the question directly and do not contradict yourself. Sometimes a single word or label is sufficient for full marks. Other times more detailed and properly constructed sentences are required. Exams from previous years may be made available and are to be considered as study resources only. They do not necessarily reflect the nature, content or length of exams in this course.

Web Resources note: Testing is based on lectures/text/labs – external material is for interest and to increase understanding of required material (more links off course-web).

Lab Marks: The 20 lab-related marks are distributed as follows:

Data contribution: 2 marks each for E1, E2, E3
Lab Report (E1) : 14 marks

See note below for implications of failure to participate or submit a report. Lab data collection should involve about 90 minutes of your time. Web data submission should take about 20 minutes. The report on E1 will be marked for completeness, accuracy, form, spelling, and grammar.
Article précis: You will provide a summary of a research article (provided) to demonstrate your understanding of the purpose, method, and implications of the findings in the broader context of cognitive psychology. Your work will be marked for completeness, accuracy, form, spelling, and grammar. Library work=5pts, written précis=10pts.

Policy for Late Submissions or Missed labs: Tardy submissions are assessed a minimum penalty of 20%. Missed labs will result in a mark of no more than 50% on the submitted work. Participation is extremely important and beneficial for your understanding of the course, experimental psychology, and research in general.

Regarding courtesy and academic professionalism: Audio/Video recording in the classroom is prohibited unless approved by the instructor/assistant. Please set cell-phones and pagers to 'silent' mode. Please be respectful to your classmates – remember, there is only student in the class who is the smartest, and odds are it is not you. Do not bring up personal issues during class time. Ask yourself if there is at least one other person in the class who might benefit from your question. If not, save it for after class. Please be careful about any food/beverage products you bring to class. There are people with life-threatening allergies to nuts, eggs, fish/shellfish and other products. I don't mind people snacking in class, but be careful. If you do have a severe allergy to any food products, please inform me and I will announce it to the class without bringing any attention to you.

General web resources:
SensesWeb: www.med.uwo.ca/physiology/courses/sensesweb/.
Classics in the History of Psychology: psychclassics.yorku.ca/author.htm
Visual Physiology: www.biols.susx.ac.uk/home/George_Mather/Linked%20Pages/Physiol/index.html

Best Practices in this course as recommended by previous students:

1) Read and understand the chapter to the best of your ability BEFORE CLASS.
2) see 1 above
3) Visit the course webpage www.igs.net/~bgbauer/trentweb/225F05 several times a week, especially the evening or morning before class.
4) Attend Class. A large portion of test material is based on information and elaborations NOT in the text.
5) Use the course forum www.igs.net/cgi-bin/cgiwrap/bgbauer/simpleforum.cgi to ask me and your peers for information. Use this for discussions that will benefit others. Do not use the forum to tell me that you will miss next class because it conflicts with your “Alien abduction support group meeting” or your appearance on Springer... everyone in the class has access to all the messages!
6) Use IM, skype www.skype.com, email, telephone, and old style face-to-face talking to me to ask questions & get clarifications.
7) Attend any pre-test review sessions. I give hints!
8) Ask questions in class. Some of the most consistent compliments in my course evaluations are that I am “open to and handle questions well”, “communicate facts and principles well”, and “demonstrate interest and enthusiasm”. Please help me to continue to do these things.