

Course Code & No. - Section: PSYC 441 Section 1
Course Title (Credits): Environmental Perception and Human Development
Term & Year: Spring 2014
Course Ref. No. (CRN): 10101

Instructor: Thomas Wade Brown, M.A.
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Office Hours: M/W 10:00am-12:00pm and by appointment

Class Meeting Time: MW 8:30a-9:45a
Location: PA 213

Prerequisite: PSYC 101

Course Description

Interdisciplinary course integrating psychological theories of personality development with the study of ecology and man's perception of nature and wilderness. Historical trends in perception of the environment and their psychological significance.

Student Outcomes

Upon successful completion of this course, a student will be able to:

1. Properly articulate form the human sensory system and psychological events corresponding to each.
2. Analyze works in other fields in the area of environmental perception and compare to psychology to detect key differences in approaches and significance.
3. Design a research paper that explores topics in sensation and perception and use proper formatting in APA.

Methods of Assessing Student Outcomes

Student outcomes will be assessed using the following:

1. Assignments of increasing levels of challenge;
2. Assessment quizzes for each chapter;
3. Writing assignment(s);
4. Group presentations;
5. Written in-class, closed-book examinations.

Instructional Strategies

This class will utilize small group and individual work in class using laptop computers, inquiry learning, case studies, and homework assignments. The course makes use of the *Moodle* course management system.

Required Texts and Materials

1. Goldstein, E.B. (2014). Sensation and perception, 9th Edition. Cengage/Wadsworth.
2. Laptop Computer (bring to every class).
3. Miscellaneous readings will be provided by the instructor.

Recommended Texts and Materials

1. *The APA Style Handbook*; 6th Edition

Attendance

Attendance for this class is mandatory as a large portion of your final grade involves you participating in class discussions and activities. Student will only be allotted two unplanned absences before deductions will be made. In the event of emergencies, please contact the instructor immediately so proper arrangements can be made.

Class Requirements

All students are expected to bring a laptop computer into every class period so they can fully interact with the instructional materials. All cell phones or other forms of electronic devices must be put on silent mode. Please refrain from texting, calling, or sending emails during class. Failure to meet this expectation will result in deductions in your participation grade and/or loss of points towards attendance. The instructor reserves the right to dismiss any student not fully engaged with the instructional conversation at any time.

Prim Library Resources

Using the library's resources effectively (not just Internet resources) contributes to developing each of SNC's core themes by exposing students to high quality academic resources, diverse opinions, new ideas, and a future that includes building on a liberal arts education. In this course, you will be expected to utilize the library's resources (either on-site or remotely) as you complete your assignments.

In this class, students will be required to submit a research paper that explores some references outside of the textbook. Students are expected to locate articles that are peer-reviewed, and apply those resources to create a central thesis. More information on the particulars of this assignment will be handed out in class, but students will be required to utilize resources provided by the Prim Library.

Prim Library Resources for PSYC 101 include, but are not limited to:

1. Reference materials
 - a. Such as the APA Style guide.
2. Books
3. Electronic databases (for peer-reviewed research articles, reviews, newspaper and magazine articles):
Electronic databases most likely to include articles related to your term paper topics are EBSCO: Academic Search Premier, PSYCINFO.
4. Hardcopy periodicals: Prim Library has current subscriptions for Science, New Scientist, Science News, and National Geographic Magazine. Any of these are likely to have articles on your term paper topic.
Full-text articles from many more periodicals are available through the electronic databases.

Sanctions for Cheating and/or Plagiarism**The Honor Code**

The faculty of SNC believes students must be held to high standards of integrity in all aspects of college life in order to promote the educational mission of the College and to encourage respect for the rights of others. Each student brings to the SNC community unique skills, talents, values and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with members of the faculty, administration and staff the responsibility for creating and maintaining an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility and trust. The faculty and students alike must make diligent efforts to ensure high standards are upheld by their colleagues and peers as well as themselves. Therefore faculty and students accept responsibility for maintaining these standards at Sierra Nevada College and are obligated to comply with its regulations and procedures, which they are expected to read and understand.

Consequences of Violating the Student Honor Code

SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty are responsible for presenting the Honor Code and the consequences of violating it to students at

the start of their classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes CHEATING, PLAGIARISM and FABRICATION and for refraining from these and other forms of academic dishonesty. Violations of the Honor Code become part of a student's academic record.

- 1st Offense: Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.
- 2nd Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.
- 3rd Offense: Student is expelled.

Grading Policy

All students will be held accountable for ensuring that academic work is complete turned in by the proper deadline. **No late work will be accepted without proper approval.**

Students will be evaluated by the completion of in-class assignments, online quizzes, group presentations, written work and performance on in-class examinations. Each criterion will be discussed below.

Quizzes

At the start of each chapter, you will be required to take a pre-lecture quiz. The quiz will be 5 questions in length, and should only take you 10 minutes to complete. These quizzes will be designed to test your knowledge of the assigned reading. In other words, make sure you read before each class period. You will not be required to know and understand every detail of the chapter, but you should be familiar with main ideas and the terms that were discussed. Each of these quizzes will be worth 5 points. Your lowest quiz score will be dropped to allow for an unscheduled absence.

In addition, students will be required to take a 20 question online quiz following class discussion of the chapter. Quizzes will be due at 11:55pm on the Sunday following the class discussion, but it is **STRONGLY** recommended that you take your quiz immediately after class. Each quiz will draw random test questions from a large test bank, so no two tests will be the same. Each quiz will be worth 20 points, and you will have 45 minutes. Your lowest individual quiz score will be dropped.

Inter-teach Sessions

During each class period, students will be given an hour to complete an "Inter-teach Session". As the semester progresses, these sessions will evolve from recall from textbook information into more complex assessment of course material. Students will work in groups of 2 on each of these assignments. All students are expected to engage with the material throughout this time period.

Papers

There will be 3 synthesis exercises in addition to a major research project for this class. For each synthesis exercise, the instructor will provide a reading from an interdisciplinary source. Students must complete the reading and write a 3 page paper on how the ideas relating to environmental perception relate between psychology and other fields (such as ecology, anthropology, etc.). Each response will be worth 30 points.

A major research project will be due at the end of the semester that will involve students exploring a particular topic discussed in the course. Students will be required to research the topic and provide at least 5 peer-reviewed references in their report. Final research project must be submitted in proper APA formatting and must be at least 10 pages long. More information on this topic, including grading rubric and recommended headings will be distributed in class. The major research project will be worth 100 points.

Group Project

Students will be required to complete a group project. Students will pair up in groups of 3 and present on a topic in the textbook for the class. This will require the preparation of a PowerPoint slideshow, lecture notes, one exercise to complete as a class, and discussion questions. The presentation should last about 20 minutes and will be worth 50 points toward the final grade. More information on this project will be distributed in class. Projects will begin as early as week 4. All projects must be completed by Week 14.

In-Class Tests

Two in-class tests will be given in this course. Questions will be derived from both quizzes and “inter-teach sessions”, so there should be no surprises. The class before both tests, I will allow for a half-hour review session. These tests will be closed notes, so it is vital that you come to class and prepare as best you can. **Please be on time the day of the test. Students that are more than 10 minutes late will not be distributed an exam.**

Test 1 will be given on March 13th and will cover Chapter 1-7. This test will essentially serve as a “mid-term” and will be worth 35 points. Test 2 will be given on May 10th and will cover Chapter 1-15. This test will essentially serve as a “final exam” and will be worth 70 points. Each test will contain 5 questions from each chapter.

Grade Breakdown

There are 800 Points possible in this course. The breakdown of how is computed is shown below:

- Pre-Lecture Quizzes 65 Points
 - 13 @ 5 pts each
- Chapter Quizzes 260 Points
 - 13 @ 20 pts each
- Interteach Packets 130 Points
 - 13 @ 10 points each
- Mid-term 35 Points
- Final Exam 70 Points
- Synthesis Exercises 90 Points
 - 3 @ 30 Points Each
- Research Project 100 Points
- Group Project 50 Points
- **TOTAL 800 Points**

Grade	Points Needed
A	729-800
A-	713-728
B+	697-712
B	665-696
B-	633-664
C+	617-632
C	577-616
C-	560-576
D+	537-559
D	497-536
D-	480-496
F	<480

this 800

ADA Accommodations

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations. If a student wishes to request an accommodation, please contact the Director of Academic Support Services, Henry Conover, at (775) 831-1314 x7534, hconover@sierranevada.edu, office in Prim Library: PL-304.

The SNC Email System

The SNC email system is the official communication vehicle among students, faculty members and administrative staff and is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 Act (FERPA). Students should check their college email accounts daily during the school year.

Students have a right to forward their SNC e-mail to another e-mail account (for example, @hotmail or @gmail). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC e-mail forwarded to an outside vendor. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC email account.

The Sierra Nevada College Mission Statement:

Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the liberal arts and professional preparedness through an interdisciplinary curriculum that emphasizes entrepreneurial thinking and environmental, social, economic and educational sustainability.

The Core Themes:

Liberal Arts	Professional Preparedness
Entrepreneurial	Thinking Sustainability

Class Schedule**Week 1 (January 21st-26th)**

Course Introduction
Chapter 1: Introduction to Perception
Required Reading: Ch 1
Due in-class: N/A
Due on Sunday: Ch 1 Quiz (on Moodle)

Week 2 (January 27th- February 2nd)

Chapter 2: The Beginnings of Perception
Required Reading: Ch 2
Due in-class: N/A
Due on Sunday: Chapters 2 Quiz (on Moodle)

Week 3 (February 3rd-February 9th)

Chapter 3: Neural Processing and Perception
Required Reading: Ch 3
Due in-class: N/A
Due on Sunday: Chapter 3 Quiz (on Moodle)

Week 4 (February 10th- February 16th)

Begin Group Projects
Chapter 4: Cortical Organization
Required Reading: Ch 4 & Misc. Reading # 1
Due in class: **Synthesis Exercise # 1 Due 2/12**
Due on Sunday: Chapter 4 Quiz (on Moodle)

Week 5 (February 17th- February 23rd)

Chapter 5: Perceiving Objects and Scenes
Required Reading: Ch 5
Due in-class: N/A
Due on Sunday: Chapter 5 Quiz (on Moodle)

Week 6 (February 24th- March 2nd)

Chapter 6: Visual Attention
Required Reading: Ch 6 & Misc. Reading # 2
Due in-class: **Synthesis Exercise # 2 Due 2/26**
Due on Sunday: Chapter 6 Quiz (on Moodle)

Week 7 (March 3rd- March 10th)

Chapter 7: Taking Action
Required Reading: Ch 7

Due in-class: N/A
Due on Sunday: Chapter 7 Quiz (on Moodle)

Week 8 (March 10th - March 16th)

Midterm Week

March 11th- Catch up day/Mid Term Review

March 13th- Midterm

Due in Class: N/A

Due on Sunday: N/A

Week 9- Spring Break: No Class

Week 10 (March 24th - March 30th)

Review Mid-Term & Chapter 8: Perceiving Motion

Required Reading: CH 8

Due in-class: N/A

Due on Sunday: Chapter 8 Quiz (on Moodle)

Week 11 (March 31st-April 6th)

Chapter 9: Perceiving Color

Required Reading: CH 9

Due in-class: N/A

Due on Sunday: Chapter 9 Quiz (on Moodle)

Week 12 (April 7th - April 13th)

Chapter 10: Perceiving Depth and Size

Required Reading: Ch 10 & Misc Reading # 3

Due in-class: **Synthesis Exercise # 3**

Due on Sunday: Chapter 10 Quiz (on Moodle)

Week 13 (April 14th - April 20th)

Chapter 11: Hearing

Required Reading: Ch 11

Due in-class: N/A

Due on Sunday: Chapter 11 Quiz (on Moodle)

Week 14 (April 21st - April 27th)

Group Projects Due by 4/23

Chapter 12: Auditory Localization and Organization

Required Reading: Ch 12

Due in-class: **Major Research Project due 4/23**

Due on Sunday: Chapter 12 Quiz (on Moodle)

Week 15 (April 28th - May 4th)

Chapter 13: Speech Perception

Required Reading: Ch 13

Due in-class: N/A

Due on Sunday: Ch 13 Quiz (on Moodle)

Week 16 (May 5th - May 8th)

Chapter 14: The Cutaneous Sense

Due in Class: N/A

Due on Thursday: Ch 15 Quiz

Final Exam: Saturday, May 12th 8:00a-11:00a

Tips for Success

This course was not designed for students to fail, but to rather come into full contact with the course materials to ensure success. My mission here is for you to learn. I'm not promising that I know everything there is to know (in fact, I'll probably learn more from you this semester), but I do promise you that if you do the work and you contact the course contingencies, you will do great. That being said, here are some of my tips for success:

- READ
- Keep all lines of communication open with me. I can't solve a problem I don't know about.
- Utilize campus resources
- READ
- Make friends/study partners
- Come to class prepared (ie. READ before coming)
- Make sure you're utilizing everything I give to you (slides, notes, guides, etc)
- Be accountable
- and most importantly, READ