

SYLLABUS | PSYCHOLOGY 3D03: THE MULTISENSORY MIND

Department of Psychology, Neuroscience & Behaviour | McMaster University | FALL Term 2017

1. Course Time and Location:

LECTURES: Tuesdays @ 9:30AM-11:20AM & Fridays @ 9:30AM-10:20AM (CNH 106)

TUTORIALS: Wednesdays @ 5:30PM-6:20PM (BSB 136). Please note: some tutorials may be held as TA office hours, instead of formally lead tutorial sessions. If a tutorial is to be held as an office hour, an announcement will be made on AVENUE to Learn.

OFFICE HOURS: Instructor office hours on Tuesdays 12:00PM-1:00PM in PC 316, starting September 12th 2017 | TA office hours: to be announced on a weekly basis.

2. Course Instructor and Teaching Assistants:

Course Instructor: Irina Ghilic (ghilicai@mcmaster.ca)

Teaching Assistants: Brendan Stanley (stanley@mcmaster.ca) and Kaian Unwalla (unwalk@mcmaster.ca)

3. Course Objectives and Content:

How many senses are there? The traditional answer, originally proposed by Aristotle, states that there are five senses—vision, audition, touch, smell, and taste. In contrast, the main thesis of this course proposes that there are many more than five senses. In fact, depending on how one counts, there may be as many as 30-40 unique *perceptual experiences*. A second thesis proposed in this course concerns the number of sensory modalities involved in any one behaviour. Many behaviours are typically studied from a unisensory system perspective—we ‘see’ objects, and ‘hear’ music. Throughout the course we will explore how many, if not all, behaviours require at least one additional sensory system, if not many more. By the end of the course, the student should be familiar with the multisensory research literature: the main measurement tools, the primary theoretical arguments, and a number of specific empirical examples. In terms of skills, this course focuses on presentation ability—both oral and written.

The knowledge requirements will be evaluated through one in-term midterm exam and one final exam, both of which will be *take-home* exams. The goal of these two examinations is not to evaluate what you do or do not know, but rather how well you can present the information that you do know. The skills will be evaluated through the term project, which has both a written and an oral component. In addition,

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editing and evaluation skills will be taught and exercised. Finally, fluency with the primary empirical literature will be developed through weekly 'cue card' summary assignments.

4. Required Readings:

You will be required to read one original empirical article for each module. You will also need to read and understand articles related to your Term Project. All assignments and submissions must conform to APA format.

5. Evaluation Breakdown and Schedule:

TYPE OF ASSESSMENT	DATE	VALUE
MIDTERM EXAM (TAKE-HOME)	Friday October 20 th (Due Monday October 23 rd , 11:59PM)	20%
TERM PROJECT	Final Submission Tuesday Class December 5 th	40%
CUMULATIVE FINAL EXAM (TAKE-HOME)	Tuesday December 5 th (Due Friday December 8 th , 11:59PM)	30%
CUE CARD ASSIGNMENTS	Every Tuesday Class Starting September 19 th	5%
TUTORIAL BASED ASSIGNMENTS/PARTICIPATION	Tuesday "Interest Q." Cue Cards + Ongoing throughout semester	5%

6. Term Project:

Throughout the term, you will work on a project that explains, demonstrates, or otherwise highlights a multisensory phenomenon or concept. The topic can be chosen from any media available. Virtually anything can serve as the example (e.g., a standard published experiment, a music video, a clip from Star Trek, a neurological case study, a bit of written text, or even a simple experience). The only requirement is that you must be physically, psychologically, and legally able to present your example in front of the entire class in 5 minutes. In exploring your topic, you will make the argument that a multisensory phenomenon is actually present in your example, provide some evidence from within the example or from secondary sources, and assess the validity of the argument. You will be evaluated, at every stage on the clarity of your argument, the validity of the argument, and the presentation of your argument. The goal here is to find examples where, at first blush, it appears as though only one sense is contributing to behaviour, but in actuality, information is integrated from multiple sources.

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There are two evaluated components to the project: One written and one oral. The written component will be in the form of a short essay (7-8 pages double spaced). Four separate drafts of the written project are due throughout the term, all preceded by topic submission (with pending approval).

In addition to completing your own project, you will be required to edit and evaluate 2 other students' projects. You will provide feedback on their second draft. Your comments and evaluation are due 1 **week** after the papers are submitted (i.e., Tuesday class November 21st). The value of your comments will be assessed by both the receiving student and the instructor. The **final submission** will be evaluated by the instructor.

The oral component will consist of a **5 minute** presentation (no slides!) that describes the example, articulates your argument that it does indeed represent a multisensory concept, and presents your evidence. This oral presentation will be evaluated by all of the students in the class and the instructor. All of these people will provide some form of written comments and a score sheet with specific grades. These presentations will be scheduled during lecture (and possibly tutorial), the weeks of November 27th and December 4th.

The final submission will consist of: (1) An executive summary including your self-assessment and evaluation, and your evaluation of the feedback provided by other students (no more than 1 page single spaced); (2) The final draft of your manuscript; and (3) All commented drafts (outline, first draft, second draft). All components should be bound and easily evaluated. Additionally, you **MUST** provide an extra copy of your executive summary and the final manuscript.

Grade Breakdown for the term project:

Final Written Submission: 50%

Final Oral Presentation: 20%

Response to feedback on drafts: 20%

Feedback given to other students: 10%

TERM PROJECT COMPONENT	DATE	# OF COPIES
TOPIC SUBMISSION	BY Tuesday Class September 26th	N/A
OUTLINE OF THE PROJECT	Tuesday Class October 17 th	1
FIRST DRAFT OF PROJECT	Tuesday Class October 31 st	1
SECOND DRAFT OF PROJECT	Tuesday Class November 14 th	3
FINAL SUBMISSION	Tuesday Class December 5 th	*See outline

7. Cue Card Assignments:

On each Tuesday class between September 19th and November 28th, each student will read at least one empirical article and prepare a 4" x 6" white (preferably lined) cue card that contains the question, hypothesis, method, results, and conclusion. The card should be titled with a complete APA citation to the article. A hand-drawn graph would also be appropriate (on back of card). The article must be an *empirical* article dealing with a multisensory topic. It may not come from the lecture material. Preferably, it should contain only one or two experiments. You will bring your cue card to the Tuesday class. Time permitting, you will be required to give a 2-3 minute summary of the article. You will be graded on all aspects of the card and your presentation. There are 10 cue card assignments; your best 9 will count.

During each Tuesday class, you also have the option to submit an "Interest Question" cue card. After you've completed the reading for the upcoming Tuesday lecture, you may think of a relevant example you saw online: a video, popular article, BuzzFeed quiz, etc. that relates to the lecture topic. You may also have a question you're interested in exploring during class time and/or office hours. Whatever sparks your curiosity about the topic, please write it out on a cue card and submit either before or after Tuesday's class. A few of these Interest Q. cue cards will be picked by the instructor and will be addressed during Friday's lecture. "Interest Q." cue cards will add value to your "Participation" grade component.

8. Tutorial Based Assignments:

The tutorial section focuses exclusively on how to write a well-formatted essay and how to make clear oral presentations. Some weeks you will be given a small assignment to aid in the process of putting together your final term project. Overall, this component of the course, in addition to participation in class (either orally or via cue cards with "Interest Q."—see "Cue Card Assignments") will be worth 5% of your grade. While the relative value is small, the potential to improve your final project and grade is immense.

9. Grading Policy:

The instructor reserves the right to adjust final marks up **or down**, on an individual basis, in the light of special circumstances and/or the individual's total performance in the course. Students will be assigned a grade from the McMaster University Grading Scale between 0 and 12 based on an overall assessment by the instructor on the work submitted. It is expected that to pass the course, the student will achieve a passing grade on both the Final Exam and the Term Project. All written work (including written midterm and final exam) will be evaluated on grammar/spelling, clarity of writing, presentation, and organization.

10. Academic Integrity:

Attention is drawn to [Academic Integrity Policy](#) approved by the Senate, as found in the Office of Academic Integrity. Any student who infringes one of these resolutions will be treated according to the published policy. Any instance of Plagiarism will be dealt with in the most severe terms allowable by the Senate Policy on such matters. For example, there may be some of you that choose accidentally, or on purpose, to do very similar topics (e.g., visual contributions to speech, olfactory effects on mate selection). I will be reading every written presentation and any indication that identical work (images, words, figures, etc.) has been submitted by more than one student will be investigated. It is required that you reference all primary sources using APA format. It is also acceptable to acknowledge contributions from other class members in terms of feedback provided, ideas discussed, or even for moral support. You can do this through an acknowledgments section in your article, or through the reference section using the "personal communication" APA citation. It is perfectly acceptable and encouraged to discuss your project with other students, just **be sure that what you are submitting is your own work**. You are required to complete the attached [Student Statement on Academic Integrity](#) and bring this to class on Friday September 8th. If you have any questions regarding this statement, please bring them to the attention of the course instructor.

11. Missed Work Policy:

All written work must be submitted in class at the beginning of lecture on the due date. All late work will be assigned a grade of zero.

All documentation concerning missed work must be submitted through the office of the Associate Dean of your faculty/programme within **one week** of the original due date of the missed work. After that time, students must appeal to have an exemption. It is also your responsibility to speak with your instructor as soon as possible. Senate regulations for petitions for special consideration have always required that: "40. The student shall make a prompt and timely request for special consideration." No requests for exemption will be accepted after one month. In the case of a missed midterm, a make-up date will be

determined for each student. The format of the make-up exam will be determined by the instructor depending on the number of students affected. An oral exam is a distinct possibility.

12. Communication Policy:

E-mail communications must originate from your designated McMaster e-mail account. Should we need to communicate with you about individual matters, the e-mail will be sent to your mcmaster.ca account. You should monitor this account regularly. E-mail sent from third-party providers (gmail, yahoo, hotmail, cogeco, sympatico, etc.) will not be received. We have this policy for three reasons: 1. Reduce the amount of incoming spam to our accounts; 2. Ensure that we know with whom we are communicating; 3. Teach the professional use of e-mail. Please note that instructors cannot return long distance telephone calls.

In this course we will be using AVENUE to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Students should also be aware that they will be providing feedback and evaluations of other students. In doing this, your identity will necessarily be communicated to the other student. Be honest in your assessment of their material and provide constructive comments. Do not inflate the grades as the instructors will consider this inappropriate and it will give the submitting student a false sense of accomplishment. We will talk, during lectures, on how to edit and evaluate a piece of written work and you will be given clear guidelines on how to conduct your assessment. Any concerns or questions regarding this process should be addressed to the instructors of the course as soon as possible.

13. Changes in Course Requirements and Topics:

The instructor reserves the right to modify any aspect of the course as needed. For example, snow days, work stoppage, or other unforeseen events may cause some assignments to be cancelled or due dates rearranged. Any change in the course requirements will be e-mailed to your mcmaster.ca account and will be announced via AVENUE and in class.

Student Statement on Academic Integrity

You must return this form to the Instructor of the Course at the beginning of the class on **FRIDAY SEPTEMBER 8TH**.

Student Name: _____ Student Number: _____

All students at McMaster University are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the University.

It is your responsibility to understand what constitutes academic dishonesty.

For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at <http://www.mcmaster.ca/academicintegrity/>

By signing below, you are stating that:

I have read the course syllabus and understand all of the requirements for this course as laid out in that document.

I am aware of the Academic Integrity Policy of the University and I understand that I must submit my own work, which properly cites all primary sources.

I understand that the punishment for violations of the senate Academic Integrity Policy may include, among other things, a zero on the relevant assignment/test, a note on my transcript, an F on my transcript for this course, and/or Expulsion from the University.

In signing these forms you indicate that you understand the policy indicated above and have adhered to its requirements. Any cases of plagiarism or cheating will be treated with the seriousness they deserve. If you have any questions about infringement of the policy, you should contact one of the Instructors of the course.

Signed by the student: _____ Date: _____