**WELCOME TO PSYCH 333!**

- To make things a little more fun, I will play a short musical selection before every class period.
- If you think you recognize the selection, raise your hand. You will be assigned a priority number, according to the order in which you responded.
- If you guess correctly, you will win a small prize (and have the satisfaction of being right).

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**INTRODUCING THE MANAGEMENT**

- **Instructor:** Ellen Covey  
  **Office:** 317 Guthrie  
  **E-mail:** ecovey@u.washington.edu  
  **Office Hours:** by appointment
- **TA Sections AA, AB:** Kate Tabor  
  (tabor@u.washington.edu)
- **TA Sections AC, AD:** Jon Howe  
  (jhowe@u.washington.edu)

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**COURSE MATERIALS**

- **Course Pack** (required). Available for download on course website.
  Assignment: Please read Chapters 1-6 in the Course Pack.
- **Textbook** (optional). Available at UW Bookstore or on reserve at Odegaard Library.
  If you think you need extra information, read any text that provides information on basic neurobiology.

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**GRADING**

- You **DO NOT** enter this course with a grade of 4.0 and have points deducted for bad performance.
- You **DO** enter this course with a grade of zero and earn points for good performance.
- There is no curve. Grades will be assigned according to the table at the back of the syllabus.
- This means, theoretically, that every student in the class could earn a grade of 4.0 or that every student could earn a zero. In reality, neither will happen.

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**HOW TO GET EXTRA HELP**

- Ask questions during class.
- Ask questions during quiz section.
- Try to answer all the questions in the self-test handouts.
- Find a group of fellow students to study with.
- Schedule a one-on-one appointment with the instructor or TA.
- Come to official review sessions
- Ask questions by e-mail
- **Our job is to help you learn!**

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**Encoding Goals for Psych 333**  
Aka “Why are you going to school and why are you taking this course?”

Take a few minutes to write a short essay that includes the following information:

- Your name
- A few interesting facts about your background
- A description of what you would like to do as a career when you finish your undergraduate studies
- A description of what you would most like to learn (or most need to learn) that could help you succeed in your chosen career.
- A brief discussion of how well the courses you have taken so far have helped you learn these things. What do you perceive as the missing areas in your education?
WRITING ASSIGNMENTS

• This is a “W” class, so there will be 2 major writing assignments as well as some minor ones. Assignments will be turned in to the class drop box as required.

• All writing assignments must be your own thoughts, written in your own words.

• For information on what is expected, read the list of grading criteria included with each assignment.

• Major papers will be peer reviewed. If your grade falls below a certain criterion value, you will have a chance to rewrite your paper. You will receive a grade that is the average of your grade on the original and the grade on the rewrite.

• Points will be deducted for work turned in late. If you plan to be absent on the due date, please turn your work in early. [See policies on e-mail submissions in syllabus]

Quiz Section

• Quiz section will include activities, discussions, demonstrations, review, quizzes, and student presentations.

• You will receive up to 50 points for your attendance and participation in quiz section and lecture.

UNIT 1 BASIC CONCEPTS

Defining sensory systems and perception

The neural basis of perception

Measuring perception

Exams

• There will be 3 exams during the quarter and one final exam at the scheduled time.

• The final is the same length and same number of points as the other three. It will be cumulative. If you have an average of 90% or above on the three exams, you are exempt from taking the final.

• Exams 1-3 will include questions in a variety of formats. For ease and speed of grading, the final will be all multiple choice.

Assignments for this week:

Read Chapters 1-6 of the Course Pack

Make a list of anything that you don’t understand and bring it to class.

Come to class prepared to discuss the “thought questions”

Be prepared to take a short quiz on the material - there will be a “pop quiz” each week.
QUOTE OF THE DAY:

"We see the world the way we do, not because that is the way it is, but because we have these ways of seeing.

- Ludwig Wittgenstein

What are some ways of "seeing" the world?

Ways of seeing the world:
Perception is shaped by multiple factors

Our genetic makeup, which is a result of evolution, determines the neurobiological structure of our sensory systems and brain.

The environment in which we develop controls the expression of this basic genetic makeup.

Experience shapes how we use the biological structures and mechanisms that result from genetic inheritance, and how we interpret the information that they provide.

ILLUSIONS

- Usually sensory systems transmit “accurate” information, but occasionally we perceive things in a way that is different from the actual physical stimulus.
- Such a misinterpretation of sensory data is called an illusion.
- Illusions result from mechanisms that usually help us perceive the world in a way that facilitates interaction and understanding.

How do illusions differ from hallucinations, dreams, imaginary scenes, etc?

ILLUSION 1

Why do we perceive this figure as a spiral? What is it really?

ILLUSION 2

How do we perceive these two table figures and why?