PSY 675: Advanced Topics: Introduction to Face Perception (May Mini 2016)

COURSE SYLLABUS

Instructor: Curt A. Carlson, Ph.D.
Office Location: Binnion 208
Office Hours: Due to the online nature of this course, it would be best to email me questions or post them in eCollege.
University Email Address: curt.carlson@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook: You do not need to purchase a textbook. I will provide all readings, which will be book chapters from the *Oxford Handbook of Face Perception* (2011) and possibly some empirical research articles.
Recommended book: Publication Manual of the American Psychological Association (6th edition)

Course Description:
    The very first handbook of face perception/memory was published in 2011, and this indicates the relative novelty of this specific topic within the field of cognitive psychology. Historically, face perception and memory have been studied as part of some other broader area, such as object perception or recognition memory, but now these areas are becoming burgeoning fields of their own. As such, they have become large areas including a great deal of empirical literature, and we will not have time to cover much of it. Rather, we will focus our attention on the book chapters that summarize this research for us. Topics we will cover include: the development of face perception expertise, face versus object processing, featural versus holistic processing, social categorization of faces, and impairments of face perception.

COURSE REQUIREMENTS

    Your developing knowledge of the above topics will be assessed in two ways: 1) discussion posts during the entirety of the course, and 2) a brief literature review paper submitted on the May 31st.

Discussion Posts
    You will receive the readings for the class on or before the first class day. Each student will be responsible for posting in eCollege a summary of one or more readings. Everyone will be responsible for carefully reading each post and commenting on them. By the end of the first week, you will have your assigned topic for your literature review. As you conduct your review, you will need to summarize two of the empirical articles you find (about 3-4

paragraphs should suffice for each summary), and post the summary to the designated discussion board in eCollege. You will also be required to read your classmates' summaries that week, and post a response to each summary. This way, everyone in the class will get some exposure to each topic area being covered in each literature review. It will also help you to deeply digest at least two of the articles of your review, which no doubt will lead to a better ultimate paper.

Literature Review

Your literature review paper should reference approximately 5-7 articles, and be about 4-6 pages in length (not including title page or references; no abstract please).

Your paper must be formatted based on APA-style (6th edition). If you are unfamiliar with this style, check out the tutorial at http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx. Not all of it will be relevant for this paper because it is a literature review rather than a full description of an empirical study, but it will still be helpful.

Your paper must be double-spaced, with 12-point font (preferably Times New Roman), with 1-inch margins. Submit as a .doc or .docx. Also, be very careful not to plagiarize any of the literature you summarize. You must summarize in your own words, but if you feel you must include direct quotes, please do so sparingly. Surround each quote in quotation marks and put the page number source in parentheses at the end. For example, "this is the quote" (p. 576). To avoid accidental plagiarism, I recommend writing your eCollege posts as well as your literature review paper without having the readings directly in front of you.

Grading

Your grade will be based on the following: 1) discussion posts (50%), and 2) the literature review paper (50%).

You need 90% or better for an 'A', 80% or better for a 'B', 70% or better for a 'C', and 60% or better for a 'D'. Below 60% results in an 'F'.

COMMUNICATION AND SUPPORT

You can communicate with me via email, but I will need 24-48 hours to respond. I might not be able to respond on Saturday-Sunday, but I will try.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Academic Honesty Policy: Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

<u>Incompletes</u>: The policy for this course is not to allow incompletes. If you cannot complete the course with a grade that you find satisfactory, it is your responsibility to drop it.

University Specific Procedures:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

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Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu
Student Disability Resources & Services

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Student Conduct:

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook).*

COURSE OUTLINE / CALENDAR

This schedule is to be used as a guide. It is possible that it will change.

Date	Topic
May 16	Introductions; Ch1: Developmental Perspective
May 17	Ch9: Are Faces Special? Read/respond to posts
May 18	Ch10: Featural versus Configural versus Holistic Processing; Read/respond to posts
May 19	Ch11: Perceptual Expertise; Read/respond to posts
May 20	Ch12: Other Race Effect; Read/respond to posts; Start literature review
May 23	Ch13: Social Categorization; Read/respond to posts; *Post Article Summary 1*
May 24	Ch15: Unfamiliar Faces; Ch16: Eyewitness Memory; Read/respond to chapter and article posts
May 25	Ch40: Sensitive Periods; Read/respond to chapter posts; *Post Article Summary 2*
May 26	Ch41: Face Perception Impairments; Read/respond to chapter and article posts
May 27	Ch42: Developmental Prosopagnosia; Read/respond to chapter posts
May 31	Finish lit review paper then submit to dropbox