

Sensation & Perception (BNS 370)
Integrated Lecture/Lab: MWF 9:10-11:10

Instructor: Dr. KatieAnn Skogsberg (She/Her/Hers) Office: Young 216 (Teaching Remotely Spring 2021) Phone: 859-238-5238 (office) E-Mail: katieann.skogsberg@centre.edu	Office Hours: (Please sign up for a time in advance) Or by appointment
---	---

Table of Contents

The Basics:	2
Course Description:	2
Required Textbook and Software.....	2
Learning Goals & Objectives:.....	2
Course Design and Structure:	2
Remote Instruction	2
Topics:.....	3
Assignments & Activities	3
Grades and Assessment:	4
Specifications Grading	4
Final Grades	5
Academic Honesty	6
Writing Assignments:	6
Classroom/Zoom Decorum:	7
Privacy and Protections	7
Being Part of a Supportive Learning Community	8
Attendance:	9
Students with Diverse Needs:	9
PSY 110 Spring 2021 Schedule	9

The Basics:

Course Description:

This course will be an in depth exploration of both the physiological and the cognitive processes that allow us to sense, perceive and interact with our environment. Topics covered will include an exploration of the anatomy and physiological processes involved in vision, audition, taste, smell, touch and pain perception, and the basics methods of psychophysics.

Required Textbook:

Sensation & Perception, 6th ed., (electronic edition access) by Wolfe, Kluender, Levi, Bartoshuk, Herz, Klatzky, & Merfeld, New York, N.Y., Oxford University Press. ISBN: 978-0-19754-270-5

The Invisible Gorilla, by Chabris & Simons. New York, N.Y., Crown Publishers, ISBN: 978-0-307-45965-7.

Learning Goals & Objectives:

Goals (*Higher order ambitions*): To use the science of psychophysics, and your understanding of how the sensory and perceptual systems work, to evaluate and explain phenomena that you experience every day.

Objectives (*Specific, measurable competencies which I will assess to see if you reach these goals*).

1. **Recognize** and **apply** essential terms and concepts from the field of psychophysics and the study of sensory and perceptual processes (Quizzes).
2. **Discuss** and **critique** how failure to understand our sensory and perceptual processes can lead to substantial mistakes in the real world (Book Club).
3. **Apply** your knowledge of the research methods used in psychophysics to replicate classic experiments by collecting data, conducting analyses, and **explaining** the results (Labs).
4. **Apply** your knowledge of psychophysics, sensory, and perceptual systems to **evaluate** and **explain** phenomena you experience in everyday life or real-world problems (Artifacts).
5. **Create original works** (analyses, art, computer programs, creative writing, demonstrations, educational materials, graphics, models, skits, papers, poetry, prototypes, videos, etc.) that demonstrate your mastery of the material covered in the course (Artifacts).

Course Design and Structure:

The course design is rooted in the concept of **andragogy**, which focuses on helping **adults** learn, as opposed to **pedagogy**, which focuses on helping **children** learn. As such, this course emphasizes independent, self-directed, and/or cooperative learning. **Andragogy** maintains that adults learn best and are motivated to learn when they have a flexible yet challenging learning environment, where they can apply what they learn to personally relevant or real-world situations. Thus, you will have multiple options and opportunities to demonstrate your knowledge, ranging from open-book/open note online quizzes, to creating “artifacts” of your knowledge that reflect your personal or real-world interests.

Remote Instruction: This course will include both synchronous and asynchronous instruction and participation. There may also be a few days that we meet in the classroom to do lab activities that work best in a hands-on environment. Because the class has an assigned on-campus time, I expect you to be available to interact with your classmates during these times. Our remote sessions will be held via the Zoom video-conferencing app. You will need access to an electronic device (computer, tablet, or smart-phone) that will allow you to capture images, communicate with your voice, and access online quizzes and assignments in the Moodle course management software (CMS) system. **To ensure that you have reliable access to the course, you may use the classroom to ensure you have a quiet space with reliable computer and internet access.** If you are

concerned about your ability to participate in these interactive, synchronous sessions, please contact me so that we can find a solution that works for you.

Topics: This course will cover the following areas:

Chapter	Topic
Chapter 1	Introduction to Psychophysics
Chapter 2	Physiology of Vision
Chapter 3	Spatial Vision
Chapter 5	Color Vision
Chapter 7	Attention
Chapter 9	Physiology of Audition
Chapter 10	Spatial Audition
Chapter 11	Music and Speech
Chapter 13	Touch
Chapter 14	Smell
Chapter 15	Taste

Assignments & Activities:

There are 7 different assignment categories. All assignments will be graded based on whether they meet the criterion for passing (full points) or do not meet the criterion (zero points). Points are provided as indicators of the amount of effort and/or time that I am expecting you to put into any one assignment.

- 1. Pre-Class Reading Quizzes (PreCQ):** (11 assignments, 10 points each). **Weekly** quizzes over the textbook reading to ensure you are prepared for the class discussions and have an adequate foundation to begin developing your Artifact. You may attempt the quiz as many times as needed until the due date. These quizzes are open book and open note.*
- 2. Book Club Readings:** (13 assignments, 10-14 points each). **Weekly** online discussion board posts based on readings from the “Invisible Gorilla” book. The purpose of this assignment is to assess your ability to reflect on, write about and discuss how failure to understand our sensory and perceptual processes can lead to substantial mistakes in the real world.
- 3. Illusions of the week:** (2, 5 pts each). When you find a cool or interesting illusion (on social media, in the news, etc.). Share it to the slack channel. Each week we’ll vote for the “Best Illusion.” The winner will get a coveted “Gold Star!”
- 4. Lab Assignments:** (# TBD, points will vary by assignment). **Weekly** assignments and activities that delve deeply into a specific application of that week’s topic. Depending on the assignment, you will be working with a partner, part of a group, or on your own. You will be encouraged to discuss ideas and possible solutions with your lab-partner and classmates, but each student or team submit their own (authentic) work.*
- 5. Post Chapter Quizzes (PostCQ):** (11 assignments, 10 points each). **Weekly** quizzes to assess the depth and breadth of your knowledge. These quizzes are also open book and open note.*
- 6. Artifacts:** You will create between 1 and 3 Artifacts per block (see schedule below) to demonstrate how what you are learning in this course applies to something you find interesting or a real-world problem that you’d like to address. You will develop these during “Fusion” weeks that are built into the schedule.
 - a. Artifact proposals:** (3 assignments, 10 points each). You will submit a proposal indicating how many Artifacts you plan to submit, what chapters they will cover, their 🌶️ levels (Mild, Medium, Spicy, or Extra Spicy), and explanations of your plans for each Artifact (see rubrics for details). If you plan to

do spicy or extra spicy artifacts, you will also need to sign up for a development meeting that will happen on Monday or Wednesday of the Fusion week.

b. Artifacts: (Number and points depend on what you choose to do). **See the Artifact rubric for details.**

7. Conversations: To ensure that you have mastered the material at a level that you can communicate with other people who are knowledgeable about the topic, you will schedule 2 “conversations” with me. These will happen during the “Fusion” weeks when you are also working on your Artifacts. The topics you choose may or may not be directly related to your Artifacts (your choice).

a. Conversation notes: (2 assignments, 10 points each). You will submit a written document detailing at least 2 topics and 6 terms (3 per topic) that you feel prepared to discuss. These will be due on Tuesday night of the Fusion week. See rubric for details.

b. Conversations: (2 assignments, 50 points each). During the fusion weeks, you will also schedule for a 7 minute “conversation” slot. During our meeting, you will start with a brief summary of what you want to discuss. I will ask questions to probe the range of your knowledge. These may include questions about specific details about the topic, how the topic relates to other topics in the same chapter, or how the topic relates to other topics in the course. If you do not earn a passing score, you may re-schedule for a 2nd chance during office hours or another time outside of our usual meeting times. You may re-do these conversations as many times as needed to pass.

Grades and Assessment:

Specifications Grading: This course will be conducted following the principles of “Specifications Grading” (Nilson, 2015, 2016). Specifications Grading (specs grading, for short) holds you to a very high standard, as there is no partial credit. You either meet all of the specifications for a given assignment and earn full credit, or you don’t meet all specifications and earn no credit. With practice, you will see that this rewards you for reading the instructions carefully, and in turn, you will learn more from the assignment. Specification grading is also a way to ensure rigor in the course despite the non-traditional learning environment. All of the assignments are aligned with course learning outcomes; thus, if you meet specs criteria on enough assignments you will have met the course outcomes without having taken a single traditional exam.

Here’s a useful analogy from the software engineering industry*. A customer orders a new software product, and there are some basic specifications that they expect from it. For example, does the program run? Does it do the task that it is supposed to? Does it fall within the desired code length? Does it operate within the required time requirements? Either the software program provided to the customer meets all of these specs, or it doesn’t. No customer would say, “Well, I guess it’s about 75% there, here’s your payment”. There’s no partial credit for a software program, and there are no partial credits for assignments in this course.

Thus, if your work meets or exceeds specs, it earns full credit. If it fails to meet all specs, it must either be revised or abandoned. The choice is always yours.

** Example taken from Specifications grading: Restoring rigor, motivating students, and saving faculty time, by Linda Nilson (2015).*

For most assignments, I will be using the Meets Criterion/Does Not Meet Criterion approach, but I will provide feedback and rate the activity using a multi-tiered approach to give you a better sense of your proficiency level. Assignments that demonstrate proficiency worthy of passing the course will earn a score of “Advanced.” Assignments that demonstrate that you are approaching proficiency, but not to the level of passing (yet), will be rated as “Intermediate.” Those that are not turned in on time or require substantial revision to reach proficiency will be rated as “Novice.”

These scores roughly translate to percentages or traditional letter grades as follows:

- **Advanced** (proficient/passing): **85% or better (B)**
- **Intermediate** (approaching proficient/not passing): **84% - 70% (C)** range
- **Novice** (substantial revision required): 69% or less (D or U)

However, note that the Intermediate and Novice scores are intended as feedback and will NOT be factored into your final grade. In other words, **ONLY “Advanced” scores will count towards the final.**

Expert Scores: If you are a student whose intrinsic motivation is to demonstrate your expertise, the occasional “Expert” will also be awarded. This score will not convey any additional credit or advantages on most assignments but will give you feedback that you have exceeded the minimum passing requirements. Book Club entries are the lone exception, where an “Expert” entry earns you 4 extra points. If you have 3 “Experts,” you can miss a post and still have enough points to earn an A, or if you miss a post, you can potentially earn the points back.

2nd Chances: You will also be allowed two 2nd chances per block to revise and resubmit an assignment that did not meet the passing criterion. If you do not use your 2nd chances in the first block, you may carry them over to the next block and so on. These may NOT be applied to quizzes, which have unlimited attempts up until the due date.

Final Grades:

Note: You can’t mix and match grades among categories. To earn an A, you must earn the minimum points or percent correct for ALL of the categories. For example, if you meet all of the requirements for an A, except you forgot to submit an artifact proposal or your conversation notes on time, the best grade you can earn is a C+. You do get two 2nd chances per block, but you’ll want to use those sparingly.

It will be essential to stay on top of your assignments and not fall behind.

Category	Minimum points or percentages needed for each category									
Final Grade	A	A-	B+	B	B-	C+	C	C-	D	
295 Review	85% or better									
Pre-Chapter Reading Quizzes	85% or better on ALL	Missed 1		Missed 2		Missed 3			Missed 4	
Book Club	Advanced on ALL		Missed 1			Missed 2			Missed 3	
Labs	85% or better on ALL	Missed 1		Missed 2		Missed 3				
Illusion of the Week	Submitted 2					Submitted 1			--	
Post-Chapter Quizzes	85% or better on ALL	Missed 1		Missed 2		Missed 3			Missed 4	
Artifact Proposals	Pass ALL 3					Pass 2			Pass 1	
Artifacts	240	220	200	180	160	140	120	100	80	
Conversation Notes	Pass 2					Pass 1				
Conversations	Pass 2			Pass 1						--
Final Grade	A	A-	B+	B	B-	C+	C	C-	D	

Academic Honesty:

- ***The purpose of these assignments** is to help you assess your learning and comprehension. An essential part of learning is taking the time to reflect on, struggle with, and test your knowledge. Therefore, **I ask that when completing these assignments, you limit your sources to your textbook, my lecture materials, assigned readings and videos, the lab materials, and your personal notes, and NOT from a shared document or internet resource.**
 - ***Obtaining the answers or other information from someone else's assignment, from a shared Quizlet, on Chegg, Course Hero, or other "homework help" websites, or from other documents or sources that someone else created does not create durable learning and is considered academic dishonesty.**
 - ***In other words, do your own work. Googling or obtaining the answers from someone else doesn't count as work.**
- **Your Artifacts must also be uniquely and authentically your own work.** One of the requirements for earning a passing score on each Artifact will be to explain how the Artifact is unique to you and what you have learned from taking this course.
- **Academic dishonesty** (such as cheating and plagiarism) is a form of theft and will be dealt with accordingly. The rules regarding academic integrity are detailed in the Centre College Student Handbook. This includes the proper use and citation of source materials and **doing your own, authentic work on assignments**. It is your responsibility to be familiar with and uphold these rules.
- If you become aware of another student who violates these rules, you are encouraged to report the incident to your instructor. These reports will be confidential.
- If you are acting in a way that suggests you may be engaged in academic misconduct, I am obligated by college policy to take immediate action to protect the integrity of the course.
- Any student who violates these rules will automatically be given a "Novice" score without a "2nd chance" option for the unit of coursework (e.g. quiz, lab, artifacts or other assignments), the event will be reported to the Associate Dean, and may result in a grade of "U" for the entire course.

Writing Assignments:

- **Margins & Font:** All writing assignments must be typed, double-spaced, using a 12-point Arial font with 1" margins on all sides.
- **Format:** All writing assignments must be turned in as either a word.doc or PDF. If you are using Google.docs you can download them as .doc or .pdf to satisfy this requirement.
- **Minimum & Maximum page limits:** When minimum and maximum page lengths are given, that means FULL pages of text. Cover pages are not required and do not count. Citations/References and/or footnotes do not count towards the page-length requirements. A document turned in with 1 full page of text and 2 sentences on the 2nd page does *NOT* count as a 2 page assignment. However, if you find that you need to exceed the page limit by up to 1 page to complete a thought, you will not be penalized.
- **Mistakes in grammar, spelling, and clarity of writing** matter (see rubrics).
- Failing to meet these requirements will result in a non-credit earning score of "Intermediate" or "Novice."
- All writing assignments will be evaluated for plagiarism infractions using Turnitin.com. "Similarity" reports of 30% and above are unacceptable and will given a score of "Novice."
- Blatant plagiarism of internet sources, replication of a classmate's work, or recycling of your own work from a different course will be reported to the Associate Dean for Academic Dishonesty.

Classroom/Zoom Decorum:

- **For the lecture/discussion sessions and the development sessions:** You are expected to arrive on time and be prepared to participate in class activities by having completed all of the related reading and assignments.
- **Cameras on is preferred for our class meetings:** Why?
 - **First**, it will help to build a community within the class. Putting faces and voices to names will help us all get to know each other better.
 - **Second**, as we will discuss in the course, non-verbal cues are essential to effective communication. Being able to see one another's expressions, reactions, facial movements when speaking, and even eye-movements is fundamental to effective human communication and bonding.
 - **Third**, it helps me to pace the course, and respond to your non-verbal cues. In the classroom, I use non-verbal cues to tell whether or not you are following me or lost. Without your cameras on, I may not notice when I've lost you, when I'm going too fast, or (this almost never happens) going too slow.
 - **Fourth:** When you ask a question, it will help me "hear" you. Facial cues are incredibly important to being able to understand verbal communication. That's why it's easier to understand what someone is saying when you can see their face :).
- **That said, no student is expected to "tough it out" or put yourself at risk.**
 - You may have reasons ranging from having unreliable or limited internet access, to privacy or safety reasons for not turning on your camera. You will not be penalized for this. You do not need to explain why you are not able to attend or turn on your camera unless you want me to know.
 - If you prefer to keep your camera off, I'd encourage you to choose a Zoom profile photo (that will show up in place of your name) that will help to build a sense of community (e.g., a picture of your pet, or a person you admire).
 - If your situation changes at any time, please just let me know. You do not need to explain unless you want to.
- You may use virtual avatars or backgrounds, just so long as they are polite, considerate, and not distracting.
- You may participate during Zoom sessions using your voice or through the chat feature.
- You **are** expected to participate by using your voice during the **Development sessions**.
- Please **always** mute your mic if you are not currently speaking to avoid distracting background noise.
- **The use of headphones is highly-recommended to avoid creating an echo or feedback.**

Privacy and Protections:

- Our class sessions may be audio-visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. **ONLY** the instructor has permission to record the class discussions.
- Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded for safety or privacy reasons, you may keep your camera off, however you'll also want to consider using an unidentifiable profile image and a pseudonym (which you'll share with me so that I can make note of your participation). Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded.
- If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.

- As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.
- Additionally, capturing and sharing ANY of the materials from this course outside of the class without the permission of the instructor AND all students involved is NOT allowed. This includes flip-grid videos, Slack discussions, assignment materials (such as labs or quiz questions), instructional videos provided by your instructor, and e-mail communications.

Being Part of a Supportive Learning Community:

Our primary commitment is to learn from each other, from course materials and from our work. Please remember that we are part of a learning community, and our goal is to be kind, respectful, supportive, and encouraging to one another. The following statements will help guide our communications and encourage the development of a supportive learning community:

Recognize and respect diversity.

(Adapted from <https://elearningindustry.com/10-netiquette-tips-online-discussions>)

- One of the great beauties of going to college is that you can meet people from all parts of the world, and a variety of backgrounds. This means that while participating in an online discussion you and your classmates may use the same language to communicate with each other, but the truth is that cultural backgrounds, linguistic terminology, and abilities to express oneself in written language may vary significantly in an online learning environment. If your virtual classroom is a typical one, it will be ethnically rich and multicultural. This is why it is important to respect diversity and opinions different from yours, no matter where they come from. It is ok to disagree with a point of view, but it is definitely inappropriate to disrespect and be offensive towards others. **Being open to different points of view is a sign of intelligence; furthermore, paying attention to alternative viewpoints is one of the greatest ways to learn.** Needless to say, profanity, and racist, sexist, ageist, and religiocentric comments are unacceptable, no matter how innocent or “funny” may sound to you. On the other hand, if you are the victim of an insulting remark, try to maintain your calm and resist returning the offense. Rather, report the issue directly to your instructor.

Ground rules for Discussions: (Adapted from Dr. Jamie Shenton’s ground rules for classroom discussions).

During any discussion using Zoom, Slack, Flip-Grid, or any other platform, we will:

- Set own boundaries for sharing
- Speak from experience and avoid generalizing about groups of people
- Respect confidentiality (do not share personal information shared in class outside the class)
- Share air time
- Listen respectfully to different perspectives
- Do not blame or scapegoat
- Focus on own learning
- Respect different experiences and perspectives
- Ask clarifying questions as needed
- Be willing to admit we are wrong
- Be willing to recognize we may not have all of the information
- Respect individuals as experts of their own experience
- Are there other ground rules that the class would like to add?

Attendance:

- Attendance will be assessed based upon the on-time completion of the weekly assignments.
- Your attendance to lecture/discussion sections is *expected* but not *required*.
 - If you are on campus, or in a similar time zone, without mitigating circumstances (e.g. parent or child care due to Pandemic), you will be expected to attend our lecture/discussion sections.
 - If you are living in a significantly different time zone (i.e. 8 hrs. different), or if you have mitigating circumstances, the sessions will be recorded so that you can have access to the same materials as your classmates.

Students with Diverse Needs:

- As someone who navigated college not only as a first-generation student but also before *my* learning disabilities were recognized, I want to ensure that all students enrolled in this course have equal opportunities to succeed. Barriers to learning can be hard to identify, for both the student and the instructor. Frankly, I didn't know I was having a harder time than most when I was going through it. Still, if you know or suspect you may have a challenge that puts you at a disadvantage, please let me know so that we can work to find a solution.
- The shift to remote teaching may introduce new and unexpected challenges. While I will attempt to anticipate as many of these issues as possible, there may be things that come up that I cannot anticipate, or are outside of my awareness. *Please work with me to help me identify these issues.* If you encounter a difficulty, or if you become aware of a classmate who is having difficulties accessing or completing the course material, please alert me so that I can work to find a solution.
- Additionally, if you have a documented physical impairment or learning disability have accommodations, please let me and the Dean of Student Advising know as soon as possible so that the appropriate arrangements can be made.

BNS 370 Spring 2021 Schedule

Date	Day	Week	Due at 11:55 pm the night before	Lecture/Discussion	Lab	Due at 11:55 pm on this day
8-Feb	Mon	1		Intro/Review	295 Review	
10-Feb	Wed		Ch 1 PreCQ	Ch 1: Psychophysics	Lab 1.1 Psychophysics	Syllabus Quiz
12-Feb	Fri					Ch1 PostCQ
15-Feb	Mon	2	Ch 2 PreCQ	Ch 2: Vision Physiology		Invisible: Ch 1a
17-Feb	Wed		Lab 1.1 Psychophysics		Build a receptive field	295 Review Quiz
19-Feb	Fri		Figuring out Final Grades (Perusall)	Dark Adaptation Activity	Eye Dissection Video (Perusall)	Ch2 PostCQ
22-Feb	Mon	3	Ch 3 PreCQ	Ch 3: Spatial Vision	Lab 3.2 Foveal Acuity	Invisible: Ch1b
24-Feb	Wed					
26-Feb	Fri				Lab. 3.2 Due	Ch3 PostCQ

1-Mar	Mon	4	Artifact Proposals & Appointments	Fusion Week 1 Development Meetings	Development Meetings	Invisible: Ch 2a
3-Mar	Wed		Conversation Notes & Appointments	Development Meetings	Conversations	
5-Mar	Fri			Conversations	Conversations	Block 1 Artifacts Due
8-Mar	Mon	5	Ch 5 PreCQ	Ch 5: Color Vision		Invisible: Ch 2b
10-Mar	Wed	Day Off				
12-Mar	Fri			Ch 5: Color Vision		Ch5 PostCQ
15-Mar	Mon	6	Ch 7 PreCQ	Ch 7: Attention		Invisible: Ch 3a
17-Mar	Wed					
19-Mar	Fri					Ch7 PostCQ
22-Mar	Mon	7	Ch 9 PreCQ	Ch 9: Auditory Physiology		Invisible: Ch 3b
24-Mar	Wed	Mid				
26-Mar	Fri		Attention Lab			Ch9 PostCQ
29-Mar	Mon	8	Ch 10 PreCQ	Ch 10: Spatial Audition		Invisible: Ch 4
31-Mar	Wed					
2-Apr	Fri		Auditory Labs 1&2			Ch10 PostCQ
5-Apr	Mon	9		Fusion Week 2		
7-Apr	Wed		Artifact Proposals & Appointments	Development Meetings	Development Meetings	
8-Apr	Thur	RICE				
9-Apr	Fri					Block 2 Artifacts Due
12-Apr	Mon	10	Ch 11 PreCQ	Ch 11: Music & Speech		Invisible: Ch 5
14-Apr	Wed					
16-Apr	Fri		Ch 10 Auditory Lab			Ch11 PostCQ
19-Apr	Mon	11	Ch 13 PreCQ	Ch 13: Touch		Invisible: Ch6
21-Apr	Wed					
23-Apr	Fri			Class 9:30-10:30		Tactile Lab Post
26-Apr	Mon	12	Ch 14 PreCQ	Chs 14/15 Smell & Taste	Taste Sack-Lab	Invisible: (none)
28-Apr	Wed		Ch 15 PreCQ		Smell Sack-Lab	
30-Apr	Fri					Optional Ch13 PostCQ (Sat) Ch14 PostCQ (Sat)
3-May	Mon	13	Artifact Proposals & Appointments	Fusion Week 3 Development Meetings	Development Meetings	Invisible: (none)

5-May	Wed		Conversation Notes & Appointments	Development Meetings		Ch15 PostCQ
7-May	Fri			Conversations	Conversations	Block 3 Artifacts Due
10-May	Mon	14			Catch up day	
19-May	Wed	Final		8:30-11:30	Artifact Exchange Vote for the spiciest Artifact	Invisible: Conclusion

Note: This syllabus is provided to you as the instructor's best estimate of the topics and requirements of this course. However, there is always the possibility that some assignments, dates or topics may change. Any changes made to the schedule or requirements will be announced in class. It is your responsibility to attend class and ensure that you are up to date on the course schedule and requirements.

Nilson, L. B. (2015). *Specifications Grading*. Stylus.

<https://styluspub.presswarehouse.com/browse/book/9781620362426/Specifications%20Grading>

Nilson, L. B. (2016, January 19). *New ways to grade more effectively (essay) | Inside Higher Ed*. Inside Higher Ed.

<https://www.insidehighered.com/views/2016/01/19/new-ways-grade-more-effectively-essay>