Psy. 5-031W. Perception

Syllabus: Fall Semester 2013
( Last updated Oct. 27, 2013 )

Tu, Th 9:45 – 11:00 AM
Elliott Hall N391

<table>
<thead>
<tr>
<th>Teaching Staff</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
<th>Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gordon Legge</td>
<td>Professor</td>
<td>N257 Elliott</td>
<td><a href="mailto:legge@umn.edu">legge@umn.edu</a></td>
<td>Tu 11:15 AM-12:30 PM, or by appointment</td>
</tr>
<tr>
<td>Tiana Bochsler</td>
<td>T.A.</td>
<td>N37A Elliott</td>
<td><a href="mailto:bochs001@umn.edu">bochs001@umn.edu</a></td>
<td>By appointment</td>
</tr>
<tr>
<td>Yingchen He</td>
<td>T.A.</td>
<td>N37A Elliott</td>
<td><a href="mailto:hexxx340@umn.edu">hexxx340@umn.edu</a></td>
<td>By appointment</td>
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</tbody>
</table>

Class Website

Much of the useful content for the course, including lecture slides and lecture outlines, can be found on Moodle. Please let us know if you have trouble accessing or using the website.

Other Useful Web Sites

Minnesota Laboratory for Low-Vision Research (Gordon Legge’s Lab): http://gellab.psych.umn.edu/
Gordon Legge’s Homepage: http://legge.psych.umn.edu
Low Vision Gateway: http://lowvision.org/
WebVision – Organization of the Retina and Visual System: http://webvision.med.utah.edu/
ViperLib: Visual Perception Library (contains many illusions): http://viperlib.york.ac.uk/
Optical Illusions and Visual Phenomena (Michael Bach): http://www.michaelbach.de/ot/
Grading

<table>
<thead>
<tr>
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<th>% OF GRADE</th>
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<tr>
<td>4 Lab Reports</td>
<td>Due one week following the lab, 9:45 AM.</td>
<td>12</td>
</tr>
<tr>
<td>Adopt an Illusion</td>
<td>5-min Class Presentation (3) and Short Paper (5), to be scheduled.</td>
<td>8</td>
</tr>
<tr>
<td>Wiki Project Title and Brief Plan</td>
<td>Oct. 8, 9:45 AM.</td>
<td>4</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>Oct. 24</td>
<td>24</td>
</tr>
<tr>
<td>Wiki Writing Project – 1st Submission</td>
<td>Nov. 5, 9:45 AM.</td>
<td>3</td>
</tr>
<tr>
<td>Wiki Reviews</td>
<td>Nov. 19, 9:45 AM.</td>
<td>3</td>
</tr>
<tr>
<td>Wiki Project – Final Submission</td>
<td>Dec. 10, 9:45 AM.</td>
<td>22</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Dec. 17, 1:30 – 3:30 PM.</td>
<td>24</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Exams

The exams will be open book, and administered online via the class Moodle site. You will download the exam, write your answers on a word processor, and submit your exam to the class Moodle site. Exams will have short answers, essays, and questions from the material in the lab reports. They will cover material from the required readings and the lectures. Content of the lectures will usually differ from the content of the readings and will be emphasized on the exams. It is important for students to attend classes to do well on the exams.

A sample midterm exam will be posted on the Moodle site approximately one week before the midterm exam.

No make-ups or incompletes will be given except for documented medical reasons.

Adopt an Illusion
Each student will identify an illusion of his or her choice, find or prepare an example, give a 5-minute class demonstration, and write a short paper on the illusion (1-2 pages). More details are given later in this syllabus.

Wikipedia Writing Project

You will be writing or editing a Wikipedia article rather than writing a traditional term paper. See the detailed description later in the syllabus.

Unit Outlines

The outline for each unit of the course will be posted on Moodle. The outline will contain a list of the readings for the unit and a brief outline of topics covered in lecture. Students need to attend class and take notes; the slides and outlines by themselves do not cover the material in sufficient depth.

Lab Reports

Instructions for the lab reports will be distributed on the lab days. Your lab report is due one week following the lab session, before class time. Late submissions will be penalized half the number of points.

Readings

Recommended for Purchase:


Grad Readings and Optional Readings. Some of the readings, designated (G) in the following outline, are required for graduate students only. Undergrads are encouraged to read them as interesting optional material. Readings designated (O) are optional for everyone. Required readings, other than the textbook, will be available on Moodle.
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Course Requirement</th>
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</thead>
<tbody>
<tr>
<td>Sept. 3</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>Sept. 5</td>
<td>Unit 1</td>
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</tr>
<tr>
<td>Sept. 10</td>
<td>Unit 2</td>
<td></td>
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<tr>
<td>Sept. 12</td>
<td>Unit 2</td>
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<tr>
<td>Sept. 17</td>
<td>Writing 1</td>
<td>Term Paper, Wikipedia</td>
</tr>
<tr>
<td>Sept. 19</td>
<td>Unit 2</td>
<td>Cow eye dissection, MCB 2-128</td>
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<td>Sept. 24</td>
<td>Unit 2</td>
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<td>Sept. 26</td>
<td>Unit 3</td>
<td>Lab Report 1 due, 9:45 AM</td>
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<tr>
<td>Oct. 1</td>
<td>Unit 3</td>
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<td>Oct. 3</td>
<td>Unit 3</td>
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<td>Oct. 8</td>
<td>Unit 3</td>
<td>Visual span</td>
</tr>
<tr>
<td>Oct. 10</td>
<td>Unit 4</td>
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<td>Oct. 15</td>
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<td>Oct. 17</td>
<td>Unit 4</td>
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<td>Oct. 22</td>
<td>Video – “Island of the Color Blind”</td>
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<td>Oct. 24</td>
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<td>Midterm Exam (Units 1,2,3)</td>
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<tr>
<td>Oct. 29</td>
<td>Unit 5</td>
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<td>Oct. 31</td>
<td>Unit 5</td>
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<tr>
<td>Nov. 5</td>
<td>Unit 5</td>
<td>1st submission of Wikipedia Article, 9:45 AM</td>
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<tr>
<td>Nov. 7</td>
<td>Writing 2</td>
<td>Scientific writing and peer review</td>
</tr>
<tr>
<td>Nov. 12</td>
<td>Unit 5</td>
<td>MNREAD</td>
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<tr>
<td>Nov. 14</td>
<td>Unit 6</td>
<td></td>
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<tr>
<td>Nov. 19</td>
<td>Unit 6</td>
<td>Lab Report 3 &amp; Peer Reviews due, 9:45 AM</td>
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<tr>
<td>Nov. 21</td>
<td>Unit 6</td>
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**Psy. 5-031W. Perception**

| Nov. 26 | Unit 6  
<table>
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<tr>
<td>(Lab 4: Viewpoint effect)</td>
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<thead>
<tr>
<th>Dec. 3</th>
<th>Unit 7</th>
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<tr>
<td></td>
<td>Lab Report 4 due, 9:45 AM</td>
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<table>
<thead>
<tr>
<th>Dec. 5</th>
<th>Unit 7</th>
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<tr>
<td></td>
<td>Final Wikipedia Article due, 9:45 AM</td>
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</table>

<table>
<thead>
<tr>
<th>Dec. 10</th>
<th>Unit 7, Wrap-Up</th>
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</table>
|         | Final Exam (1:30-3:30)  
|         | (Units 4,5,6,7) |

**DETAILED COURSE OUTLINE AND ASSIGNED READINGS**

**Introduction and Overview (Sept. 3)**

"A beautiful human eye! Any beautiful eye—a dog’s, a deer’s, a donkey’s, an owl’s even! To think of all that it can look, and all that it can see! " —George du Maurier: *Trilby*.

**Unit 1. Light (Sept. 5)**

“Let there be light” –*Genesis*

**Readings:**

- Daw, Ch. 1: Introduction.

**Unit 2. Optics and Anatomy of the Eye: Impact on Perception (Sept. 10, 12, 19, 24)**

“To suppose that the eye, with all its inimitable contrivances for adjusting to focus at different distances, for admitting different amounts of light, and for the correction of spherical and chromatic aberration, could have been formed by natural selection seems, I confess, absurd in the highest degree.” —Charles Darwin

**Readings:**
• Legge, *Physiological Optics & Perception*, Class Notes.
• Legge, *Low-Vision Perception*, Class Notes (section on Disorders of the Eye's Optics).

Writing 1: Term Paper and Wikipedia (Sept. 17).

Unit 3. The Retinal Machine (Sept. 26, Oct. 1, 3, 8).

"Her presence in the left corner of his vision feels like a dark, damp cloth approaching that side of his face.” –John Updike, *Rabbit, Run*

Readings:
• Legge, *Low-Vision Perception*, Class Notes (section on Age-Related Macular Degeneration)
• Daw, Ch. 2: Organization of the Visual System (section on the retina, pp. 5-12).
• Daw, Ch. 9: Adaptation and Aftereffects (section on light and dark adaptation, 192-195).
• (G) Daw, Appendix on Circadian Rhythm and Pupillary Reflex.

Submit a working title and a paragraph describing your Wikipedia project on Moodle. Please discuss your topic with Yingchen, Tiana, or Gordon prior to submission of your title and plan.


“How different is blue from every kind of color. For blue is like the sea, the sea is like the firmament and the firmament is the throne of glory!” –Babylonian Talmud

Readings:
• Daw, Ch. 4: Color Vision.

• (O) Radiolab. Colors. May 21, 2012. Season 10, Episode 13. http://www.radiolab.org/2012/may/21/ Listen to this Podcast from the NPR program Radiolab. If you are interested in color, this is a must.

**Video on Monochromatism (Oct. 22).**

**Midterm Exam –Oct. 24. Covers lectures & readings from Units 1-3.**
A sample midterm exam will be posted on the Moodle site approximately one week before the actual midterm exam.

**Unit 5. Visual Coding of Patterns  (Oct. 29, 31, Nov. 5, 12)**

“My object in living is to unite my avocation with my vocation as my two eyes make one in sight.” –Robert Frost

**Readings:**

• Daw, Ch. 2: Organization of the Visual System (sections on LGN, primary visual cortex, and higher cortical areas, pp. 12-30).

• Daw, Ch. 3: Brightness and Contrast.

• Daw, Ch. 9: Adaptation and Aftereffects (sections on color, contrast, motion, orientation, pp. 195-197).


• (G) Campbell, F.W., & Robson J.G. (1968). Application of Fourier analysis to the visibility of gratings. *Journal of Physiology, 197*, 551-566. This is a classic paper on the use of Fourier analysis in pattern vision.

**DUE: First Submission of Wikipedia Article (Nov. 5, 9:45 AM)**
Submit a complete draft of your Wikipedia article. Each article will be reviewed by one or two peers and one member of the teaching staff. Then you will revise your article in response to the reviews prior to the final submission.
Writing 2: Discussion of Scientific Writing and Peer Review (Nov. 7).

Unit 6. Depth and Motion (Nov. 14, 19, 21, 26)

“She had a cousin in the life guards, with such long legs that he looked like the afternoon shadow of somebody else.” –Charles Dickens, *David Copperfield*

Readings:
- Daw, Chs. 5: Perception of Motion and 6: Depth Perception.
- Daw, Ch. 9: Adaptation and Aftereffects (sections beginning with stereo, pp. 197-200).

DUE: Peer Reviews (Nov. 19, 9:45 AM).

Unit 7. Recognizing Objects, Letters and Faces (Dec. 3, 5, 10)

“HAMLET: Do you see yonder cloud that's almost in shape of a camel? POLONIUS: By the mass, and 'tis like a camel, indeed. HAMLET: Methinks it is like a weasel. POLONIUS: It is backed like a weasel. HAMLET: Or like a whale? POLONIUS: Very like a whale.” –Shakespeare, *Hamlet*

Readings:
- Daw, Ch. 7: Objects and Faces.
- Daw, Ch. 9: Adaptation and Aftereffects (sections beginning with faces, 200-204).

DUE: Final Version of Wikipedia Article (Dec. 10 before class)

Final Exam –Tu, Dec. 17, 1:30–3:30 PM. Covers lectures and readings from Units 4-7.
WRITING-INTENSIVE REQUIREMENTS

Introduction

Good writing is a key component of success in science and most other disciplines. Sometimes people regard scientific writing as a kind of afterthought, something that’s done after the “real science” leaves the lab. But most scientists agree that the process of articulating their ideas in clear, written form is one of the most challenging and creative parts of research or teaching. You really don’t know what you know until you have to write your ideas down so that someone else can understand them.

Psy. 5-031W is designated Writing Intensive. In addition to our study of the principles of visual perception, our goals for the course will include exploration and implementation of principles of good scientific writing.

Some class time will be devoted to discussion of key elements of scientific writing, and the nuts and bolts of the peer-review system of scientific publishing.

There will be two scientific writing assignments, a short one on your choice of visual illusion, and a Wikipedia writing project.

Adopt an Illusion

Each student will be asked to identify a visual illusion (or visual “effect”). Some touch and auditory illusions parallel visual illusions. You can adopt a touch or auditory illusion, but select one that has a parallel in vision and describe the parallel.

To avoid redundancy, we want each student to adopt a unique illusion. As soon as you have decided on an illusion, report it to Yingchen and your illusion will be listed in a table on Moodle. Students who select first will have the widest range of illusions available to choose from.

Presentation: You will have five minutes to demonstrate your illusion to the class, either by showing an example you have prepared, or by showing an example from a website. We will assign each student a presentation date.

Paper: You will submit a short paper about your illusion on Moodle, due one week following your presentation, before class time. The paper should be one or two pages, and should contain the following elements:

- Name of the illusion or “effect”.
- Example of the illusion (url for a web site is ok, but include an APA-style reference).
- Citation or discoverer of the illusion.
• Paragraph describing the illusion.
• Paragraph describing the significance for visual perception.
• Where appropriate, include citations in APA format.

The Adopt an Illusion assignment will be graded as follows: 3 points for a concise and interesting class presentation, and 5 points for the paper. Students will lose one point per day for a late paper.

Wikipedia Writing Project

The main part of the writing-intensive program will be a 2,000-word Wikipedia entry (in replacement of the usual term paper). Students can write an original entry on Wikipedia or provide a substantial addition to (or edit of) an existing entry. Students will 1) identify a topic in consultation with the teaching staff; 2) make a first submission of a complete paper; 3) receive reviews of their paper and participate in reviewing other students’ papers; and 4) revise their papers in response to the reviews for final submission. The goal is to show how the process of review and revision can strengthen scientific writing.

Writing Project Topics

The paper should describe a vision disorder or condition, or the operation of vision in some challenging environmental domain. Because this is a perception course, please focus on the vision science aspects of your topic. Other topics related to perception may be acceptable, but must be approved by a member of the teaching staff. Examples of some possible topic areas are:

• Dyslexia.
• Visual neglect.
• Hemianopia.
• Monocular vision (when a person has good vision in only one eye).
• Prosopagnosia (face blindness).
• Acquired Achromatopsia or Rod Monochromatism (life without color vision).
• Inherited color deficits.
• Low-vision problems (The focus could be on tasks such as reading or driving, or the effects of specific diseases such as macular degeneration or glaucoma.)
Aging and vision.

Vision underwater or in flight.

Most of these topics will be discussed (at least briefly) in class or in the *Low Vision* Class Notes. However, please plan ahead because you will probably have to get started on your Wikipedia project before we reach many of the topics in lecture.

These topics are broad with surprising amounts of research literature available. You will have to identify a key question or theme to narrow the scope of your paper. Look at the existing perception-related Wikipedia entries and either find a topic that has not been covered or one that has been covered inadequately or inaccurately (e.g., biased or incorrect information). Typically, it is challenging for students to identify a sufficiently clear and well-focused theme. We strongly urge you to consult the teaching staff for help and guidance. The schedule in the syllabus indicates the date on which you are required to submit a working title and paragraph describing your topic.

Your paper should identify the question or issue being addressed, the principle(s) from vision being applied, and the strengths and weaknesses of the solution.

**Submission, Review, and Revision**

On the first submission date (Nov. 5 before class), you should turn in a complete version of your Wikipedia entry. It is not necessary to actually post your entry on Wikipedia at this time. If you are submitting a revised entry, include a copy of the entry before your addition and one of the entry after your addition. This version should obey all the rules given below, and should represent your best effort to complete a high-quality paper. *You should not submit a partial draft, outline, or work in progress.* In short, the first submission should be like a final submission for most other courses. Remember that the stronger your first submission, the less work you’ll have to do in revising the paper.

Each entry/revision will be reviewed by one member of the teaching staff and one or more peers in the class. In addition to having your own paper reviewed, you will be asked to review the paper of at least one other student. We will distribute guidelines and a “Reviewer’s Form” to help you structure your review. The idea of peer review is to provide the author with objective, helpful comments to improve the content or structure of the paper. The teaching staff will read the reviews and award points based on the extent to which these goals are achieved. The peer reviews are due on the date listed in the syllabus.

Your final entry should be uploaded to Moodle by Dec. 10 at 9:45AM. Acceptable formats include Microsoft Word, RTF, pdf, or html. Use a standard extension on the filename to identify the format, e.g., .doc, .rtf, .pdf or .html. Although it is not a formal requirement of the class to post your article on Wikipedia, we hope many of you will do so.
Students should take the reviews into account in revising their Wikipedia entries. A cover note should accompany the electronic copy of your entry explaining how you addressed the reviewers’ comments. You are not obliged to accept all of the reviewer’s suggestions. If you disagree with the reviewer, explain why you have decided not to implement the suggested change. Think of the reviewer as a sample reader. He/she may have misunderstood one of your points, but the misunderstanding may be a clue that you need to explain your point more clearly.

This system of first submission, review, and final submission is commonly used by peer-reviewed scientific journals.

**Rules for the Wikipedia Writing Project**

**Maximum Length.** The maximum length of the entry/revision is 2,000 words, not counting title page, references, and figure captions. If you are revising an existing entry, at least 1,000 words should be your own addition, with another ~500-1,000 words of edited text. Papers exceeding 2,000 words may receive grading penalties. Specify the word count on your title page.

**Format.** Entries should be submitted in APA format. Following your final submission, we encourage you to reformat your article for posting on Wikipedia.

**References.** You are expected to consult the research literature beyond the assigned readings in preparing your entry. You should use citations in your paper to justify your claims. If you consult websites, be sure to cite the source of the information, the URL, and download date. Remember that websites vary widely in the reliability of information they convey. Be cautious in relying on websites for your literature review.

**Late Papers.** One point will be deducted for each day late, including weekends.

**Writing Support on Campus**

Student Writing Support (SWS) provides free writing instruction for all University of Minnesota students—graduate and undergraduate—at all stages of the writing process. In face-to-face and online collaborative consultations, SWS consultants help students develop productive writing habits and revision strategies.

SWS consultants are teachers of writing: graduate and undergraduate teaching assistants and professional staff. Some consultants specialize in working with non-native speakers, and others have experience with writing in specific disciplines.
Consulting is available by appointment in 15 Nicholson Hall or online, and on a walk-in basis in 9 Appleby Hall. For more information, go to http://writing.umn.edu/sws/ or call 612.625.1893 (Nicholson) or 612.626.1328 (Appleby).

In addition, SWS offers a number of web-based resources on topics such as documenting sources, planning and completing a writing project, and addressing punctuation and grammar questions. See http://writing.umn.edu/sws/quickhelp/index.html.
General Academic Policies

Student Conduct Code:
The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected to adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Use of Personal Electronic Devices in the Classroom:
Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Scholastic Dishonesty:
You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences:
Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html.

**Appropriate Student Use of Class Notes and Course Materials:**
Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

**Grading and Transcripts:**
The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

<table>
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<tr>
<th>Grade</th>
<th>Description</th>
<th>GPA</th>
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<tr>
<td>A</td>
<td>4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements</td>
<td>4.000</td>
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<tr>
<td>A-</td>
<td>3.667</td>
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<tr>
<td>B+</td>
<td>3.333</td>
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<tr>
<td>B</td>
<td>3.000 - Represents achievement that is significantly above the level necessary to meet course requirements</td>
<td>3.000</td>
</tr>
<tr>
<td>B-</td>
<td>2.667</td>
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</tr>
<tr>
<td>C+</td>
<td>2.333</td>
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</tr>
<tr>
<td>C</td>
<td>2.000 - Represents achievement that meets the course requirements in every respect</td>
<td>2.000</td>
</tr>
<tr>
<td>C-</td>
<td>1.667</td>
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<tr>
<td>D+</td>
<td>1.333</td>
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D  1.000 - Represents achievement that is worthy of credit even though it fails to meet fully the course requirements

S  Represents achievement that is satisfactory, which is equivalent to a C- or better.

For additional information, please refer to:
http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html.

Sexual Harassment:
"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy:
http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf

Equity, Diversity, Equal Opportunity, and Affirmative Action:
The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy:
http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf

Disability Accommodations:
The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.
If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.
If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.
For more information, please see the DS website, https://diversity.umn.edu/disability/.

Mental Health and Stress Management:
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

Academic Freedom and Responsibility: for courses that do not involve students in research
Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost. [Customize with names and contact information as appropriate for the course/college/campus.]

* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".

OR:

Academic Freedom and Responsibility, for courses that involve students in research:
Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.* When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost. [Customize with names and contact information as appropriate for the course/college/campus.]