

**Psychology 574a**  
**Electroencephalography and Event-related Brain Potentials**  
**Fall 2016**

Meeting Times: Monday & Thursday, 11:30 PM - 1:00 PM  
 Place: COR A069A  
 Instructor: Dr. Clay Holroyd  
 Email: [holroyd@uvic.ca](mailto:holroyd@uvic.ca)  
 Phone: 853-3910  
 Office: COR A272  
 Office Hours: By appointment  
 T. A.: Cameron Hassall

**Required Text:** Steven Luck, *An Introduction to the Event-related Potential Technique SECOND EDITION*; and PDFs to be emailed.

**Course description:** PSYCH 574a will provide an introduction to the event-related brain potential (ERP) technique for investigating the neural mechanisms of cognition. Topics to be discussed include theories of ERP components and methods of ERP data acquisition and analysis. This is a laboratory class; students will conduct an actual ERP experiment in the laboratory. *Students are advised that class attendance and participation are crucial and indispensable parts of the course.*

**Evaluation:** Grades will be determined according to the following criteria:

Class Attendance	65%
Quizzes	15%
Class Participation	10%
Lab Experiment Write-up	10%

**Class attendance:** Attendance will be taken at each class and will account for 65% of the final grade. In addition to the lectures and lab sessions listed on the class schedule, THREE LAB SESSIONS must be scheduled independently with the T. A. or with another experimenter outside of class hours. Attendance includes participating in data acquisition and analysis on lab session days. Students who attend all classes will receive the maximum 65 percentage points; students are allowed to miss two class days without penalty. If more than two classes are missed, students must supply evidence documenting a valid reason for the absence (e.g., a note from a doctor). If more than two classes are missed and no such evidence is provided, the student will be penalized 5 percentage points for each additional absence.

**Quizzes:**

For discussion sessions, a short quiz will be given on the reading materials for the day's discussion. Quizzes account for 15% of the final grade. Each student's lowest scoring quiz will be dropped from their overall quiz average. Students who miss a quiz must supply evidence documenting a valid reason for the absence (e.g., a note from a doctor); they will then be assigned a score based on their average for the remaining quizzes taken. If a quiz is missed without a documented reason, a score of zero will be assigned.

**Class Participation:** Students are required to participate in class discussions. Class participation will account for a maximum of 10% of the final grade, and will be determined according to the following criteria:

Exceptional	10%
Average	5%
Poor or None	0%

Please note that I am not expecting students to have fully understood the readings before coming to class, but I will be looking for evidence of having read and being engaged with the material.

**Lab Write-up:** A written report presenting the results of the lab experiment must be submitted within one week following the last day of class (by December 9, 2016), which will account for 10% of the course grade. The format should be as follows (page estimates assume double-spaced lining): 1) Introduction (1-2 pages): summarize the purpose of the experiment. 2) Methods (1-2 pages): summarize the data acquisition and analysis methods. 3) Results (2-5 pages, including figures): present the results of the experiment; 4) Discussion (1-2 pages): interpret the results. Papers that are submitted late without a documented, valid reason will be assessed a 10% penalty (of the paper grade, not the course grade) for each day late.

**Examinations:** There will be no midterm or final exams.

**Grades:** Grades will be determined according to the Faculty of Graduate Studies Grading Scale – please see the attached table.

**Location:** Please note that lectures will take place in COR A069a (the CABS meeting room), data collection in COR A071 and A072 (the ERP labs), and data analysis in COR A067 (the LCCL data analysis room).

**UNIVERSITY OF VICTORIA**  
**Department of Psychology**

**Important Course Policy Information**  
**Winter 2016-2017**

*Commitment to Inclusivity and Diversity*

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.

***Policy on Academic Integrity including Plagiarism and Cheating***

The Department of Psychology fully endorses and intends to enforce rigorously the Senate Policy on Academic integrity (<http://web.uvic.ca/calendar2016-09/undergrad/info/regulations/academic-integrity.html> , p. 55-58, UVic Calendar 2016-17). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else's. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.
2. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.
3. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.
4. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.
5. **Being an Accessory to Offences.** This means that helping another student to cheat (for instance, by showing or communicating to them answers to an assignment, or by allowing them to view answers on an exam) is an academic offence.

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar (on p. 55-58 in 2016-17).

**The definitive source** for information on Academic Integrity is the University Calendar (p. 55-58 in 2016-17) (<http://web.uvic.ca/calendar2016-09/undergrad/info/regulations/academic-integrity.html> )

**Other useful resources on Plagiarism and Cheating include:**

1. The Learning Skills program: <http://www.coun.uvic.ca/learning/index.html>
2. The Ombudsperson's office: <http://www.uvss.uvic.ca/ombudsperson/pubsguides/plagiarism.pdf>