

Waddy

TO: SAC, MEMPHIS (44-1987) FROM: SAC, JACKSON (44-1987) (P)

RE: JAMES EARL RAY, AKA; ALLEGED ASSASSIN OF DR. MARTIN LUTHER KING, JR.; FUGITIVE; I-40-4208

On 10/27/65, Jackson advised that a copy of the report of the Memphis Police Department dated 10/27/65, regarding the above, had been received.

The Memphis report states that on 10/27/65, a copy of the report of the Memphis Police Department dated 10/27/65, regarding the above, had been received. The Memphis report states that on 10/27/65, a copy of the report of the Memphis Police Department dated 10/27/65, regarding the above, had been received.

The Memphis report states that on 10/27/65, a copy of the report of the Memphis Police Department dated 10/27/65, regarding the above, had been received. The Memphis report states that on 10/27/65, a copy of the report of the Memphis Police Department dated 10/27/65, regarding the above, had been received.

The Memphis report states that on 10/27/65, a copy of the report of the Memphis Police Department dated 10/27/65, regarding the above, had been received. The Memphis report states that on 10/27/65, a copy of the report of the Memphis Police Department dated 10/27/65, regarding the above, had been received.

The Memphis report states that on 10/27/65, a copy of the report of the Memphis Police Department dated 10/27/65, regarding the above, had been received. The Memphis report states that on 10/27/65, a copy of the report of the Memphis Police Department dated 10/27/65, regarding the above, had been received.

The Memphis report states that on 10/27/65, a copy of the report of the Memphis Police Department dated 10/27/65, regarding the above, had been received. The Memphis report states that on 10/27/65, a copy of the report of the Memphis Police Department dated 10/27/65, regarding the above, had been received.

The Memphis report states that on 10/27/65, a copy of the report of the Memphis Police Department dated 10/27/65, regarding the above, had been received. The Memphis report states that on 10/27/65, a copy of the report of the Memphis Police Department dated 10/27/65, regarding the above, had been received.

The Memphis report states that on 10/27/65, a copy of the report of the Memphis Police Department dated 10/27/65, regarding the above, had been received. The Memphis report states that on 10/27/65, a copy of the report of the Memphis Police Department dated 10/27/65, regarding the above, had been received.

PSYCHOLOGY 1275

Meets departmental community service requirement. Meets departmental writing intensive requirement.

Prerequisites: PSY 1270 and PSY 1271 or permission of instructor.

Meets departmental writing intensive requirement.

Meets departmental writing intensive requirement.

Meets departmental writing intensive requirement.

Meets departmental writing intensive requirement.

Meets departmental writing intensive requirement.

Meets departmental writing intensive requirement.

Meets departmental writing intensive requirement.

Meets departmental writing intensive requirement.

Meets departmental writing intensive requirement.

Meets departmental writing intensive requirement.

Meets departmental writing intensive requirement.

Meets departmental writing intensive requirement.

Meets departmental writing intensive requirement.

Meets departmental writing intensive requirement.

Meets departmental writing intensive requirement.

Meets departmental writing intensive requirement.

Meets departmental writing intensive requirement.

Meets departmental writing intensive requirement.

Meets departmental writing intensive requirement.

Meets departmental writing intensive requirement.

Meets departmental writing intensive requirement.

Meets departmental writing intensive requirement.

Meets departmental writing intensive requirement.

Meets departmental writing intensive requirement.

Meets departmental writing intensive requirement.

Meets departmental writing intensive requirement.

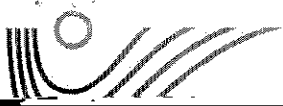




APPROVALS:

Signature, Chair, UAE Faculty Senate Curriculum Review Committee

ADDITIONAL SIGNATURE



0 1 2 3 4 5 6 7 8 9

Because of the role of sensation and perception in our daily lives, it is important to learn about them early in our lives. A major part of this course will include working with the students in the Psychology class at West Valley High School to design a booth for the Third Biannual "Sensational Perceptions" Fair that provides depth on one of our sensation or perceptual processes. CRITICAL NOTE: taking this class will require an elevated level of commitment and maturity essential for the continued mentorship of high school students throughout the semester.

*Course goals and learning outcomes:* The activities, readings, and assignments will enhance your ability to:

1. define transduction and describe its mechanisms for vision, hearing, touch, balance, kinesthesia, smell, and taste;
2. describe the physiological and neuronal processes that are involved in each sense;

4. describe how developmental, genetic, cultural, social, psychological, and physiological factors can influence perception and perception;

5. identify various disruptions to our sensory and perceptual systems (e.g. disease, trauma, disorders, drugs);

6. find and critically evaluate resources and current research involving sensation and perception;

7. creatively present information involving sensation and perception.

\* Grading criteria for all assignments and determination of subjective components:

%	Letter grade		Description of subjective assessment
100	Exc	A+	superb; couldn't be better
90-99	Exc	A	excellent; above expectations
81-89	Good	B	very good; meets expectations

*Important notes and expectations (course policies):*

- \* My primary goal is to support your success in this course. I am NOT a mind-reader. Take advantage of my very lonely and under-utilized open-door office hours!! I'm happy to talk with you about content, lectures, tests, study strategies, grades, and anything else you may need!!!
- \* The syllabus is subject to change. The progression of every course is dependent upon the unique dynamic between students, instructor, and unforeseen circumstances. Should anything in the syllabus need revision, your input will be considered. You will be notified in writing (in class and on Blackboard) of any modifications.
- \* Phone calls are a much better way to reach me than email. If I do not acknowledge receipt of an email within 48 business hours, please resend it.
- \* You will have the opportunity to attend seminars, and we may have guest lecturers. It is expected that you show the speakers the utmost respect: arriving early, staying the entire time, ensuring electronics are

silenced, and remaining quiet during the presentation.

\* Attending less than 50% of the class periods (as accounted by quiz scores) by the withdrawal deadline will



MON	TUESDAY	WED	THURSDAY	FRI
18 JAN	19	20	21 First day of class Sens/Perc intro, Names, Fair, Reflection, Syllabus	22
25 Jan	26 In-class Essay re:	27	28 Research Methods in S&P: Psychophysics	29 Last day to



**PSY 470 - Ponderables – 10 pts**

\* Choose ONE of the provided questions or create your own question that has reached your curiosity (coveries of

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

questions are provided in Blackboard).

\* Research the topic from many different sources (primary scholarly nonular media\_blogs YouTube and

[REDACTED]

[REDACTED]



1. Purpose of system (identify examples of primary, secondary, and tertiary functions)

- a. Primary – info gathering for purpose of maintaining behavior, id, & discrimination
  - \* what types of information about the stimulus can be gained using this sensory/perceptual system
- b. Secondary – maintains or alters attention, alertness, & arousal
  - \* how does this system contribute to maintaining and to altering arousal (↑ or ↓)
- c. Tertiary – provides source of communication, pleasure, entertainment, and/or recreation
  - \* how does this system contribute to communication, pleasure, entertainment, and/or recreation



9. Coding/mapping (patterns of neural activity at all levels)

how are particular components of the stimulus translated to corresponding perceptions (i.e., pre-receptor, receptor, neuronal activity, pre-thalamus, thalamus, primary ctx, secondary c., association c.)

10. Filtering

- a. what aspects of the stimulus gets filtered
- b. where does filtering occur and what types of info are getting filtered

11. Threshold & sensitivity

what are the characteristics of the stimulus that require minimal and maximal signal strength

source)

- b. what are the characteristics of the stimulus that require minimal and maximal signal strength

## PSY 470 - Critical review of primary literature – 30 pts

### Objectives of assignment

- \* critically read and evaluate information presented in primary literature
- \* address controversies in the field

### Basic components of primary research articles

- \* title indicating independent and dependent variables
- \* objectives of research – What and Why? (purpose, hypotheses and justification/rationale)
- \* methods used to test hypotheses, rationale for choices of methods and subjects
- \* results obtained
- \* analysis of results
- \* interpretation of results

# 2012 5<sup>TH</sup> BIENNIAL UAF/WVHS SENSATIONAL PERCEPTIONS FAIR

*Project description for PSY 470 - Sensation and Perception - 200 points*

Date: \_\_\_\_\_ Set up time: \_\_\_\_\_ Fair time: \_\_\_\_\_ Location: \_\_\_\_\_

As a community service component of this class, you will be working with one or two high school students in the West Valley High School

**PSY F470**

**Community Service evaluation and reflection**

***Number of total hours***

This item is for my departmental files ONLY for an accurate record of the number of community service hours.

The number of hours you provide has NO impact on your grade; so please be honest! Review your journal and record the approximate number of hours you spent with your WW partners (include all interactions

phone conversations, meetings, and Fair Day; do NOT include messages you left for them)