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Office Hours: Monday/Wednesday 9:00-9:55
Tuesday/Thursday 12:00-2:00

Course description: This is an individual reading and research project in Psychology. Cameron Antoine is the student this term.

Over the course of a semester, we will pursue a long-term goal of Dr. Drury. That goal is to recruit an artist to develop an emotional analog to the Snodgrass and Vanderwart (1980) line drawings. These penciled line drawings were rendered to depict objects that any child of age four could discern. Examples include a flower, fire hydrant, shovel, and dog. These drawings, given presumed universal accessibility, could then lend themselves to many sorts of experiments.

A classic example of that is that used by Parkin and Streete (1988). Parkin and Streete's participants studied a group of these line drawings. Another group of line drawings was withheld from the participants. Later, participants were shown the studied line drawings and unstudied drawings in a deeply degraded state that were only faintly discernible due to erasure. The recognition rate for the studied drawings that were partially erased was much higher than for the unstudied items, a function of the memory for these items, a form of memory known as implicit memory.

The long-term goal to affect line drawings of human faces, simply rendered, that depict poignant emotions of joy, sadness, despair, anger, etc. Parameters of distance in a frame, etc., will need to be resolved. These drawings will be hypothesized to be recognized at a greater rate in a degraded state among people shown to be high on state depression, as measured by standard batteries, on anxiety, for example. In effect, implicit emotionally enhanced recognition will serve as the mechanism of recognition of degraded drawings instead of memory.
Example of Parkin and Streute's (1988) stimuli based on Snodgrass and Vanderwart's (1980) stimuli:
Please keep in mind that, under federal financial aid eligibility requirements, SFA policy 5.4 defines the credit hour as "(1) Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out-of-class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time, or (2) at least an equivalent amount of work as outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practicum, studio work, and other academic work leading to the award of credit hours." Thus, a three-credit-hour face-to-face course in the fall term should approximate three hours of classroom time/direct instruction and at least six hours of out-of-class work per week. Our work will have irregular hours but we will have an established schedule beginning the week of January 22, 2024.
Method of evaluation: A) Over the course of the first six weeks or so ending about March 1, 2024, Cameron and I will recruit an artist for renderings of a few penciled line drawings intended to depict emotions of joy, sadness, anguish, anger, etc. We will need to choose 1) whether an adult or child is depicted, 2) one of the two major genders, 3) sort of clothing worn, and 4) distance from “the camera” as though the drawing were a photograph.

Cameron has a lead on an artist as of January 23, 2024.

Once Cameron and I interview the recruited artist, we will ask him or her for an example drawing. If retained, I am ready to compensate the artist from personal funds for the full complement of drawings.

B) Once the drawings are ready, Cameron and I will develop degraded versions of the drawings based on their scans. This is done through a program on iMac computers. Through Qualtrics, pilot participants will participate in batteries such as the Beck Depression Inventory that indicate levels of sadness. Then, without explanation, we will ask them to indicate what is being depicted in the degraded images. Sharper recognition for anguish and sadness is predicted to be correlate of higher scores on the Beck, etc.

C) Cameron will aid me in artist recruitment, drawing evaluation, Qualtrics programming, and data evaluation.
Institution Absences (University of Texas HOP 04-110)

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Disclaimer: We have no keystone events. The following is listed because I am required to list it. Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

Withheld-grades policy: Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

Students with disabilities: To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 235, at 468-3004 or 468-1004 (TDD) early in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information go to https://www.sfasu.edu/disabilityservices/.
Student Wellness and Well-Being: SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:

The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education
www.sfasu.edu/thehub
936.468.4008
thethehub@sfasu.edu

Crisis Resources:
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741