

Course Information

Course Number: PSYC 738
Title: Mental Workload Home page: www.moundtop.com/coglab/schieber/psyc738/
Credits: 3
Academic Term/Year: Spring 2024
CRN: 26825
Course Description: An in-depth study of the theories and models of human mental workload, including review of recent research and applications. Students will learn various methods for measuring and assessing mental workload and under what conditions each method is best suited. [USD Catalog – 30 December, 2023]
Instructional Mode: Face-to-Face seminar

Instructor Information

Instructor of Record:
Frank Schieber
116 East Hall (Basement, aka “The Dungeon”), frank.schieber@usd.edu, (605) 659-5719

Office Hours: Tuesday and Thursday, 2-4 PM
Other times available by appointment only

Course Meeting Time and Location

Tuesday and Thursday, 12:30-1:45, Old Main Room 202

Course Content/Readings

[Reading list with links to PDFs](#) **Foundational Reading: O'Donnell & Eggemeier (1986)**

Course Schedule

Topics will be covered in the following sequence:

Course Organization, requirements and deliverables
Attention theories (filters, effort, resources)
Key behavioral and neurophysiological attention phenomena
Mental workload: properties and characteristics
Mental workload assessment techniques:
 Performance-based approaches
 Behavioral “signatures”
 Subsidiary tasks (“spare” capacity assumption)
 Subjective approaches (validated self-report instruments)
 Physiological methods
Midterm exam
Student MWL Research Proposals
Student MWL Research Finding/Presentations

Grading Policy/Class Assignments

Grading will be based upon performance on three categories of deliverables: (1) a comprehensive midterm essay exam, (2) a series of 1-page commentaries on 6 course readings selected by the instructor, and (3) a

small-group experimental research project. The final course grade will be computed based on the following proportional weights:

Midterm exam (25%)

Collection of 1-page summaries of readings (25%)

Experimental research project (50%)

i.e., proposal (25%), experiment execution (15%), project summary/presentation (10%)

Instrumentation and computer resources available to implement student project research protocols will be made available by the instructor and the Department of Psychology. The instructor will be available to provide tutorial support for software and hardware issues.

Attendance Policy

Attendance is expected but not recorded for the purposes of grading.

MANDATED USD SYLLABUS ANNOUNCEMENTS:

Student Success Services and Support

The USD Opportunity Center (<https://www.usd.edu/About/Departments-Offices-and-Resources/Opportunity-Center>) offers a central connection point for campus resources that are designed specifically for student success. The Opportunity Center staff is located in MUC 204 and can work with USD students in any location or online to guide you to any of the many student support services you need to navigate life at USD. To find resources on your own, **Coyote One Stop** (<https://www.usd.edu/About/Departments-Offices-and-Resources/Coyote-One-Stop>) lets you ask questions and browse a comprehensive service catalog for your informational and support needs.

System BOR Policies

Freedom in Learning

Under Board of Regents and Regental Institutions policy, student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Discussion and debate are critical to education and professional development. Students should be free to take reasoned exception to the data or 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. While the exploration of controversial topics may be an important component of meeting the student learning outcomes in a course, no student will be compelled or directed to personally affirm, adopt, or adhere to any divisive concepts (as defined in SDCL 13-1-67). Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact their home institution to initiate a review of the evaluation.

ADA Statement

The University of South Dakota strives to ensure that physical resources, as well as information and communication technologies, are reasonably accessible to users to provide equal access to all. If you encounter any accessibility issues, you are encouraged to immediately contact the instructor of the course and the Office of Disability Services, which will work to resolve the issue as quickly as possible.

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the institution you are enrolled at for a course (i.e., University of South Dakota), then you should contact your home institution's Office of Disability services. The disability services at the home and host institution will work together to ensure your request is evaluated and responded.

USD Disability Services, The Commons Room 116
(605) 658-3745

Web Site: <https://www.usd.edu/About/Departments-Offices-and-Resources/Disability-Services>

Email: disabilityservices@usd.edu

Academic Integrity

Cheating and other forms of academic dishonesty and misconduct run contrary to the purposes of higher education and will not be tolerated. Academic dishonesty includes, but is not limited to, plagiarism, copying answers or work done by another student (either on an exam or an assignment), allowing another student to copy from you, and using unauthorized materials during an exam. The governing Board of Regents policies can be found in [BOR Policy 2:33](#) and [BOR Policy 3:4](#).

No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

- a. Given a zero for that assignment.
- b. Allowed to rewrite and resubmit the assignment for credit.
- c. Assigned a reduced grade for the course.
- d. Dropped from the course.
- e. Failed in the course.

Acceptable Use of Technology

Acceptable Use of Information Technology Resources: While Regental Institutions strive to provide access to computer labs and other technology, it is the student's responsibility to ensure adequate access to the technology required for a course. This may include access to a computer (not Chromebooks, iPads, etc.), webcam, internet, adequate bandwidth, etc. While utilizing any of the information technology systems students, faculty and staff should observe all relevant laws, regulations, [BOR Policy 7.1](#), and any institutional procedural requirements.

Emergency Alert Communication

In the event of an emergency arising on campus under [BOR Policy 7:3](#), USD will notify the campus community via the Everbridge emergency alert system. It is the responsibility of the

student to ensure that their information is updated in the emergency alert system. The student's cell phone will be automatically inserted if available and if not, their email address is loaded. Students can at any time update their information in the student alert system.

Grade Appeal Policy

Under Board of Regents ([Student Appeals for Academic Affairs Policy 2:9](#)) and University policy ([Student Academic Appeals](#)), students have the right to appeal such matters as course grades and dismissal from a program. Students wishing to appeal an academic decision must use the appropriate [appeal form](#). The form should be used only if informal discussion with the academic decision-maker does not produce a satisfactory resolution and the student wishes to pursue the matter further. Appeals must be initiated by the student through discussion with the individual responsible for the decision (i.e., the academic decision-maker/instructor) to question the decision and explain the basis for doing so. The student must have this discussion within 30 calendar days of being notified of the decision that is being appealed. If notification occurs within 15 calendar days before the end of a term, the discussion must occur at the latest within 15 calendar days of the start of the next term. If a student wishes to pursue the appeal following the discussion with the academic decision-maker, they should complete Step 2 of the [appeal form](#) and submit within 5 working days of the discussion a signed copy to the mediator designated on the form.

Statement on Recording of Lectures by Students

Lectures, presentations, and other course materials are protected intellectual property under South Dakota Board of Regents Policy. Accordingly, recording and disseminating lectures, presentations or course materials is strictly prohibited without the express permission of the faculty member or as the result of an approved disability accommodation through Disability Services. Violation of this prohibition may result in the student being subject to Student Conduct proceedings under [SDBOR Policy 3:4](#).

Concern/Complaint Resolution Process

To resolve any concerns, complaints, or questions regarding a course experience, the student should initially attempt addressing issues of concern directly to the instructor or the appropriate decision maker as defined by the chart appended to the university's [academic appeal form](#). Together the student and the instructor should establish a timetable for resolving the issues of concern. If a student feels the conflict has not been resolved, the student should communicate this concern to the chair of the department offering the course. If questions or concerns remain, or if the instructor is the department chair, the student may contact the dean's office for the college or school in which the course is offered.

Contact information for questions or concerns:

Psychology Department Chair: Doug Peterson (doug.peterson@usd.edu)

Zoom Usage and Classroom Attendance

Classroom participation and in-person interaction are integral components of the education process for face-to-face and hybrid courses, and the university expects students enrolled in those courses to be physically present for scheduled in-person class sessions. The use of video delivery technology (Zoom) to supplement classroom instruction is at the discretion of the instructor, but

students should not assume that it is universally available. Students should also not assume that participation via Zoom meets attendance requirements. For this course, Zoom access and attendance will be handled as follows:

- Zoom access to face-to-face content will not be supported.
- If and when the instructor is not able to be physically present, class content may be delivered via Zoom. (e.g., in the case of illness, dangerous weather conditions, etc.). In such instances, the instructor will send a Zoom invitation to all registered members of the class with reasonable advance notice.

Students with a disability who wish to request an accommodation related to the classroom attendance requirement(s) must contact Disability Services to engage in the accommodation process.