

# Course Outline

PSYC2071

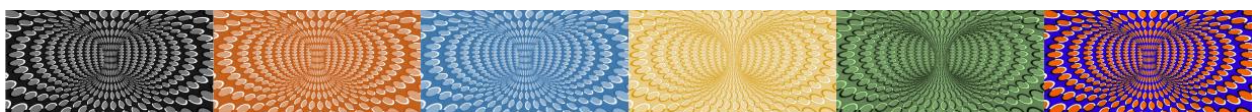
Perception and Cognition

School of Psychology

Faculty of Science

T3, 2022

*Last updated: 5/09/2022*



## 1. Staff

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| Position        | Name                     | Email  | Consultation          |
|-----------------|--------------------------|--|-----------------------|
| Course Convenor | Branka Spehar            | <a href="mailto:psyc2071@unsw.edu.au">psyc2071@unsw.edu.au</a>             | <i>By appointment</i> |
| Lecturers       | Erin Goddard (Weeks 1-2) | <a href="mailto:erin.goddard@unsw.edu.au">erin.goddard@unsw.edu.au</a>     | <i>By appointment</i> |
|                 | Branka Spehar (Week 3)   | <a href="mailto:b.spehar@unsw.edu.au">b.spehar@unsw.edu.au</a>             | <i>By appointment</i> |
|                 | David White (Week 4)     | <a href="mailto:david.white@unsw.edu.au">david.white@unsw.edu.au</a>       | <i>By appointment</i> |
|                 | Alice Towler (Week 5)    | <a href="mailto:a.towler@unsw.edu.au">a.towler@unsw.edu.au</a>             | <i>By appointment</i> |
|                 | Sonny Li (Weeks 9-10)    | <a href="mailto:sonny.li@unsw.edu.au">sonny.li@unsw.edu.au</a>             | <i>By appointment</i> |
|                 | Steven Most (Weeks 7-8)  | <a href="mailto:s.most@student.unsw.edu.au">s.most@student.unsw.edu.au</a> | <i>By appointment</i> |
| Tutors          | Zoe Little               | <a href="mailto:z.little@unsw.edu.au">z.little@unsw.edu.au</a>             | <i>By appointment</i> |
|                 | David Ng                 | <a href="mailto:david.ng2@unsw.edu.au">david.ng2@unsw.edu.au</a>           | <i>By appointment</i> |
|                 | Michelle Roberts         | <a href="mailto:chelle.roberts@unsw.edu.au">chelle.roberts@unsw.edu.au</a> | <i>By appointment</i> |
|                 | Kevin Tsang (Head tutor) | <a href="mailto:kevin.tsang@unsw.edu.au">kevin.tsang@unsw.edu.au</a>       | <i>By appointment</i> |
|                 | Wadim Vodovozov          | <a href="mailto:w.vodovozov@unsw.edu.au">w.vodovozov@unsw.edu.au</a>       | <i>By appointment</i> |
|                 | Shally Zhou              | <a href="mailto:shally.zhou@unsw.edu.au">shally.zhou@unsw.edu.au</a>       | <i>By appointment</i> |

## 2. Course information

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|--------------------------------------|------------------------------------|
| <b>Units of credit:</b>              | 6                                  |
| <b>Pre-requisite(s):</b>             | PSYC1001, PSYC1011                 |
| <b>Teaching times and locations:</b> | <a href="#">PSYC2071 Timetable</a> |

### 2.1 Course summary

This course focuses on major aspects of human perception and cognition, such as sensory coding, perceptual organisation, object perception, attention, and memory. You will learn about contemporary theory and research in perception and cognition, with an emphasis on developing research methods and communication skills. Lecture content is pre-recorded and released each week online via Moodle. Live Q&A sessions during lecture times provide an opportunity for students to interact with teaching staff and ask questions. Face to face tutorials introduce experimental approaches to the study of perceptual and cognitive processes, and the application of psychological principles derived from understanding perceptual and cognitive processes in everyday life, society and technology.

## 2.2 Course aims

The overall aims of this course are to gain knowledge of key concepts in human perception and cognition and to obtain an understanding of research methods and applications in the context of perception and cognition.

## 2.3 Course learning outcomes (CLO)

At the successful completion of this course the student should be able to:

1. Understand and explain major concepts, theoretical perspectives, empirical findings and historical trends in perception and cognition.
2. Understand, evaluate, and apply research methods in perception and cognition.
3. Develop and apply critical thinking skills in the context of perception and cognition.
4. Understand and evaluate appropriate research and professional values and the ethical use of information.
5. Communicate scientific information effectively in a variety of formats.
6. Apply psychological principles gained from understanding of perception and cognition in a broader framework including everyday life, society and technology.

## 2.4 Relationship between course and program learning outcomes and assessments

|                           |   | Course Learning Outcomes                |   |   |   |   |   |
|---------------------------|---|---|---|---|---|---|---|
|                           |   | 1                                       | 2                                       | 3                                       | 4                                       | 5                                       | 6                                       |
| Program Learning Outcomes | Knowledge                                 | <i>Lectures, tutorials, online act.</i> | <i>Lectures, tutorials, online act.</i> |   |   |   | <i>Lectures, tutorials, online act.</i> |
|                           | Research Methods                          | <i>Lectures, tutorials, online act.</i> | <i>Lectures, tutorials, online act.</i> |   |   |   |   |
|                           | Critical Thinking Skills                  |   |   | <i>Lectures, tutorials, online act.</i> |   |   |   |
|                           | Values and Ethics                         |   |   |   | <i>Lectures, tutorials, online act.</i> |   |   |
|                           | Communication, Interpersonal and Teamwork |   |   |   |   | <i>Lectures, tutorials, online act.</i> |   |
|                           | Application                               | <i>Lectures, tutorials, online act.</i> | <i>Lectures, tutorials, online act.</i> |   |   |   | <i>Lectures, tutorials, online act.</i> |
| Assessment                |   | Exams                                   | Exams, Assignment                       | Exams, Assignment                       | Assignment                              | Assignment                              | Exams                                   |

## 3. Strategies and approaches to learning

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### 3.1 Learning and teaching activities

**Lectures:** Lectures will be either pre-recorded or delivered live, depending on each lecturer's circumstances and availability. To facilitate direct contact with lecturers, the pre-recorded lectures will be supplemented by live Q&A sessions scheduled during at least one of the lecture slots every week.

**Tutorials:** In addition to lectures, there will be 7 x 120 min tutorial classes, designed to allow for in-depth discussion and active learning in smaller groups. Tutorial classes will be in-person, except for one online tutorial to accommodate offshore students and students with exceptional circumstances. Tutorial activities will include interactive exercises, hands on experience in measuring perceptual and cognitive functioning like perceptual illusions, visual discrimination, visual search efficiency, memory, and decision making. These activities will be used to familiarise students with research methods in perception and cognition and to prepare students to complete the in-session assessment. In addition, opportunities will be provided to discuss theoretical issues and applications of perception and cognition research.

**Online interactive content:** To supplement lectures and tutorials, there will be revision quizzes and interactive modules posted on Moodle to help consolidate learning of course material.

**Discussion Forum:** The Course Q&A Discussion Forum provides students with an opportunity to question and clarify the concepts and ideas mentioned in the lectures. Students are strongly encouraged to engage with this forum by posting questions or comments, and reading, answering, or replying to other student's posts to enhance understanding of the content, critical thinking, and written communication skills.

### 3.2 Expectations of students

- It is expected that students are familiar with the [UNSW Assessment procedures and guidelines](#) and understand [how to apply for special consideration](#) if they are unable to complete an assignment/exam due to illness and/or misadventure.
- It is expected that students have read through the [School of Psychology Student Guide](#).
- All news updates and announcements will be made on the 'Announcements' forum on the Moodle page and/or by email. It is the student's responsibility to monitor the **Moodle Course Announcements** and their student emails regularly to keep up to date.
- **Tutorial attendance is compulsory and monitored** to ensure students are consistently working towards achieving the foundational graduate competencies required by the APAC Accreditation Standards. These Accreditation Standards are incorporated in Program and Course Learning Outcomes. **You should make sure your name has been marked on the class roll for each class you attend.** Failure to meet these specified attendance requirements may result in course failure. Explanations for an occasional absence from a class or requests for permission to be absent from a class should be discussed with the lecturer/tutor, and where applicable, accompanied by a medical certificate.
- Examinations for this course will be split into mid-term and final exams scheduled in Week 7 and the UNSW examination period respectively. Students **should not arrange any absences during the term or the UNSW examination period.**
- **Students registered with Equitable Learning Services must contact the course co-ordinator immediately** if they intend to request any special arrangements for later in the course, or if any special arrangements need to be made regarding access to the course material. Letters of support must be emailed to the course coordinator as soon as they are made available.

## 4. Course schedule and structure

Each week this course typically consists of 2 hours of lecture material, 0-2 hours of tutorials, and 0-1 hours of online modules. Students are expected to take an additional 6-8 hours each week of self-determined study to complete assessments, readings, and exam preparation.

| Week                        | Lecture topic   | Tutorial topics                                 | Online modules                   | Self-determined activities  |
|-----------------------------|---|---|----------------------------------|---|
| <b>Week 1</b><br>12/09/2022 | Course Overview ( <i>Branka Spehar</i> )<br>Introduction to Perception ( <i>Erin Goddard</i> )<br>Overview of the Early Visual System ( <i>Erin Goddard</i> ) | No tutorials                                    | Course Overview<br>Revision Quiz | Course readings; lecture revision;<br>online resources                    |
| <b>Week 2</b><br>19/09/2022 | Visual Cortex and the Dorsal Visual Stream –<br>Motion ( <i>Erin Goddard</i> )<br>Ventral Visual Stream – Colour ( <i>Erin Goddard</i> )                      | Measuring Perception<br>Signal Detection Theory | Revision Quiz                    | Course readings; lecture and<br>tutorial revision; online resources       |
| <b>Week 3</b><br>26/09/2022 | Mid-level vision ( <i>Branka Spehar</i> )<br>Object perception ( <i>Branka Spehar</i> )   | SDT Continued/<br>Colour Vision/ Neural coding  | Revision Quiz                    | Course readings; lecture and<br>tutorial revision; online resources;      |
| <b>Week 4</b><br>03/10/2022 | High-Level Visual Representations ( <i>David White</i> )<br>Computational Approaches to Face Perception<br>( <i>David White</i> )                             | Individual Differences in<br>Perception         | Revision Quiz                    | Course readings; lecture revision;<br>tutorial revision; online resources |
| <b>Week 5</b><br>10/10/2022 | The Science of Expertise ( <i>Alice Towler</i> )<br>Expertise in Professional Settings ( <i>Alice Towler</i> )  | Writing Research Reports:<br>Method and Results | Revision Quiz                    | Course readings; lecture and<br>tutorial revision; online resources;      |
| <b>Week 6</b><br>17/10/2022 | <i>Flexibility week</i>   |   |                                  |   |

| Week   | Lecture topic   | Tutorial topics                                    | Online modules | Self-determined activities  |
|--|---|--|----------------|---|
| <b>Week 7</b><br>24/10/2022                                | Cognitive Psychology: History and Philosophy<br>( <i>Sonny Li</i> )<br><br>Similarity ( <i>Sonny Li</i> ) | Decision making<br>(asynchronous, online tutorial) | Revision Quiz  | Course readings; lecture revision;<br>tutorial revision; online resources |
| <b>Mid-term Exam: Thursday 27 October</b>                  |   |  |                |   |
| <b>Week 8</b><br>31/10/2022                                | Reasoning ( <i>Sonny Li</i> )<br><br>An integrative case study ( <i>Sonny Li</i> )                        | Measuring the mind                                 | Revision Quiz  | Course readings; lecture revision;<br>tutorial revision; online resources |
| <b>Week 9</b><br>07/11/2022                                | Attention/Memory I ( <i>Steven Most</i> )<br><br>Attention/Memory II ( <i>Steven Most</i> )               | Reasoning  | Revision Quiz  | Course readings; lecture revision;<br>tutorial revision; online resources |
| <b>Assessment Due: Monday 7 November, 23:59 via Moodle</b> |   |  |                |   |
| <b>Week 10</b><br>14/11/2022                               | Attention/Memory III ( <i>Steven Most</i> )<br><br>Attention/Memory IV ( <i>Steven Most</i> )             | Applied Cognitive Psychology                       | Revision Quiz  | Course readings; lecture revision;<br>tutorial revision; online resources |
| <b>Study period: 19-24 November 2022</b>                   |   |  |                |   |
| <b>Exam period: 25 November – 8 December 2022</b>          |   |  |                |   |

## 5. Assessment

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### 5.1 Assessment tasks

All assessments in this course have been designed and implemented in accordance with UNSW Assessment Policy.

| Assessment task/Due Date                                | Due Date                            | Mapped CLOs                  | Length | Weight | Mark |
|---|-------------------------------------|------------------------------|--------|--------|------|
| <b>Assessment 1:</b><br>Mid-term exam                   | Wek 7<br>Thursday, 27 Oct,<br>2-3pm | CLO1<br>CLO2<br>CLO3<br>CLO6 | 55 MCQ | 30%    | /100 |
| <b>Assessment 2:</b><br>Design a Study Research Report  | Week 9<br>Monday, 7 Nov,<br>23:59pm | CLO2<br>CLO3<br>CLO4<br>CLO5 | Varies | 40%    | /100 |
| <b>Assessment 3:</b><br>Final exam                      | UNSW Examination period: TBA        | CLO1<br>CLO2<br>CLO3<br>CLO6 | 55 MCQ | 30%    | /100 |
| <b>Formative Assessment:</b><br>Optional Weekly Quizzes | N/A                                 | CLO1<br>CLO2<br>CLO3<br>CLO6 | Varied | 0%     | NA   |

**Assessment 1: The mid-term exam** will be assessing students' knowledge and understanding of the major concepts, theoretical perspectives and empirical findings covered in lectures and tutorials delivered in Weeks 1-5. Students will have 60 minutes to complete 55 multiple choice questions and will have only one attempt to complete this exam. If you are unable to sit the mid-term exam for a valid reason, you will be able to sit the deferred exam. Please keep in mind that the deferred exam may be in a different format than the original (for example, a smaller number of open-ended questions). However, it will be based on the same materials as the original exam.

**Assessment 2:** In the **Design a Study Research Report** assessment students will be demonstrating understanding of research methods in perception and cognition and effective scientific communication skills. Students will be asked to design an experiment using a Signal Detection approach and to write up Method and Results sections of your experiment. The assessment will be due in Week 9 (Monday 7 November, 23:59pm; submission via Moodle). Marks and feedback will be provided 10 working days from the due date, any assessment submitted after this time will not be marked and will receive a grade of 0.

**Assessment 3: The final exam** will be assessing students' knowledge and understanding of the major concepts, theoretical perspectives and empirical findings covered in lectures and tutorials delivered in Weeks 7 to 10. The exam will be held within the official university examination period.

**Formative Assessment:** Please note that each week practice revision quizzes will be available to help you revise that section of the course materials and to prepare for the mid-term and final exams. Students can use these questions to test their understanding of the material that was covered as

these questions will be similar to those that will appear on the mid-term and final exams. Revision quizzes will be available throughout the course with multiple attempts allowed and immediate feedback via Moodle at the completion of each quiz.

**UNSW grading system:** <https://student.unsw.edu.au/grades>

**UNSW assessment policy:** <https://student.unsw.edu.au/assessment>

## 5.2 Assessment criteria and standards

Further details and marking criteria for each assessment will be provided to students closer to the assessment release date (see 4.1: [UNSW Assessment Design Procedure](#)).

## 5.3 Submission of assessment tasks

**Assessment 1:** Assessment 1 is a written assessment and In accordance with UNSW Assessment Policy must be submitted online via Turnitin. No paper or emailed copies will be accepted.

**Late penalties:** deduction of marks for late submissions will be in accordance with School policy (see: [Psychology Student Guide](#)).

**Special Consideration:** Students who are unable to complete an assessment task by the assigned due date can apply for special consideration. Please consult the School of Psychology Student Guide for details about eligibility and how to apply.

Special consideration applications must be submitted to the online portal along with Third Party supporting documentation. Students who have experienced significant illness or misadventure during the assessment period may be eligible. Only circumstances deemed to be outside of the student's control are eligible for special consideration. Except in unusual circumstances, the duration of circumstances impacting academic work must be more than 3 consecutive days, or a total of 5 days within the teaching period. If the special consideration application is approved, students may be given an extended due date, or an alternative assessment/supplementary examination may be set. For more information see <https://student.unsw.edu.au/special-consideration>.

**Alternative assessments:** will be subject to approval and implemented in accordance with [UNSW Assessment Implementation Procedure](#).

**Supplementary examinations:** will be made available for students with approved special consideration application and implemented in accordance with UNSW Assessment Policy.

## 5.4. Feedback on assessment

Feedback on all pieces of assessment in this course will be provided in accordance with UNSW Assessment Policy.

| Assessment                        | When        | Who    | Where  | How    |
|-----------------------------------|-------------|--------|--------|--------|
| 1. Mid-term exam                  | Week 7      | Moodle | Online | Moodle |
| 2. Design a Study Research Report | November 21 | Tutors | Online | Moodle |
| 3. Final exam                     | N/A         | N/A    | N/A    | N/A    |



## 6. Academic integrity, referencing and plagiarism

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The APA (7<sup>th</sup> edition) referencing style is to be adopted in this course. Students should consult the publication manual itself (rather than third party interpretations of it) in order to properly adhere to APA style conventions. Students do not need to purchase a copy of the manual, it is available in the library or online. This resource is used by assessment markers and should be the only resource used by students to ensure they adopt this style appropriately:

[APA 7th edition \(Supplemental Online Resources\)](#).

**Referencing** is a way of acknowledging the sources of information that you use to research your assignments. You need to provide a reference whenever you draw on someone else's words, ideas or research. Not referencing other people's work can constitute plagiarism.

Further information about referencing styles can be located at <https://student.unsw.edu.au/referencing>

**Academic integrity** is fundamental to success at university. Academic integrity can be defined as a commitment to six fundamental values in academic pursuits: honesty, trust, fairness, respect, responsibility and courage.<sup>1</sup> At UNSW, this means that your work must be your own, and others' ideas should be appropriately acknowledged. If you don't follow these rules, plagiarism may be detected in your work.

Further information about academic integrity and **plagiarism** can be located at:

- The *Current Students* site <https://student.unsw.edu.au/plagiarism>, and
- The *ELISE* training site <https://subjectguides.library.unsw.edu.au/elise/plagiarism>

The *Conduct and Integrity Unit* provides further resources to assist you to understand your conduct obligations as a student: <https://student.unsw.edu.au/conduct>.

## 7. Readings and resources

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|                 |  |
|-----------------|--|
| <b>Textbook</b> | <p>Wolfe, J.M. et al. (2017). <i>Sensation &amp; perception</i> (5th ed.). Oxford University Press.</p> <p>Eysenck, M.W., &amp; Keane, M.T. (2020). <i>Cognitive psychology: A student's handbook</i> (8th ed.). Hove, UK: Psychology Press.</p> <p><b>Please note</b> that the role of the textbooks is to provide a recommended source for students seeking additional background or an alternate presentation of course material. it is <b>NOT compulsory to purchase the textbooks</b> and earlier editions of both textbooks are fine. Copies of the textbooks are available in the library, and digital versions are available for rent through the UNSW Bookshop.</p> <p>UNSW Bookshop Print Copies:<br/><a href="https://www.bookshop.unsw.edu.au/details.cgi?ITEMNO=9781605356419">https://www.bookshop.unsw.edu.au/details.cgi?ITEMNO=9781605356419</a><br/><a href="https://www.bookshop.unsw.edu.au/details.cgi?ITEMNO=9781138482234">https://www.bookshop.unsw.edu.au/details.cgi?ITEMNO=9781138482234</a></p> <p>UNSW Bookshop Digital Copies:<br/><a href="https://unswbookshop.vitalsource.com/products/-v9781351058506">https://unswbookshop.vitalsource.com/products/-v9781351058506</a></p> |
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<sup>1</sup> International Center for Academic Integrity, 'The Fundamental Values of Academic Integrity', T. Fishman (ed), Clemson University, 2013.

|                                   |   |
|-----------------------------------|---|
| <b>Course information</b>         | Available on Moodle   |
| <b>Required readings</b>          | <a href="#">School of Psychology Student Guide.</a>   |
| <b>Recommended internet sites</b> | <a href="#">UNSW Library</a><br><a href="#">UNSW Learning centre</a><br><a href="#">ELISE</a><br><a href="#">Turnitin</a><br><a href="#">Student Code of Conduct</a><br><a href="#">Policy concerning academic honesty</a><br><a href="#">Email policy</a><br><a href="#">UNSW Anti-racism policy statement</a><br><a href="#">UNSW Equity and Diversity policy statement</a> |

## 8. Administrative matters

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The [School of Psychology Student Guide](#) contains School policies and procedures relevant for all students enrolled in undergraduate or Masters psychology courses, such as:

- Attendance requirements
- Assignment submissions and returns
- Assessments
- Special consideration
- Student code of conduct
- Student complaints and grievances
- Disability Support Services
- Health and safety

It is expected that students familiarise themselves with the information contained in this guide.

## 9. Additional support for students

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- The Current Students Gateway: <https://student.unsw.edu.au/>
- Academic Skills and Support: <https://student.unsw.edu.au/academic-skills>
- Student Wellbeing, Health and Safety: <https://student.unsw.edu.au/safety>
- Disability Support Services: <https://student.unsw.edu.au/disability-services>
- UNSW IT Service Centre: <https://www.it.unsw.edu.au/students/index.html>