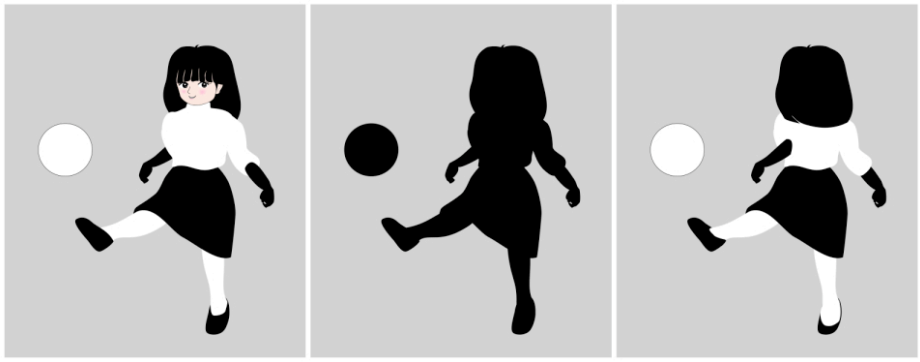
FACULTY OF SCIENCE
SCHOOL OF PSYCHOLOGY

PSYC3221
VISION AND BRAIN
SESSION 1 2014



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1. Information about the Course

Year of Delivery/ Session(s) Offered	2014 Session 1
Course Code/ Name	PSYC3221 Vision and Brain
Academic Unit	School of Psychology
Level of Course	Stage 3 elective course
Units of Credit	6 UOC
Hours per Week	4
Number of Weeks	12 weeks
Commencement Date	Lectures start in Week 1 (first lecture on 3/3/2014), finish in Week 12 Laboratory classes start in Week 2, finish in Week 13
Prerequisites	PSYC2071 and PSYC2001

Assumed knowledge: This course builds upon the second stage core course PSYC2071 Perception and Cognition. Students are encouraged to review their notes from this course.

Course Timetable:

Component	Time	Day	Location
Lecture 1	12 - 1 pm	Monday	BIOMED E
Lecture 2	10 - 11 am	Wednesday	CLB 4
Lab 1	10 - 12pm	Monday	Mathews 203
Lab 2	11- 1pm	Wednesday	Mathews 203
Lab 3	12 - 2 pm	Thursday	Mathews 203

2. Staff Involved in the Course

Course Coordinator:

Name	Contact Details	Consultation Times
A/Prof Branka Spehar	Mathews 715 9385-1463 b.spehar@unsw.edu.au	*Email or phone for questions or appointments, or consult immediately following lectures.*

Lecturers:

Name	Contact Details	Consultation Times
A/Prof Branka Spehar	Mathews 715 9385-1463 b.spehar@unsw.edu.au	*Email or phone for questions or appointments, or consult immediately following lectures.*
Dr Damien Mannion	Mathews 1507 9385-0372 d.mannion@unsw.edu.au	*Email or phone for questions or appointments, or consult immediately following lectures.*
Prof Colin Clifford	Mathews 1508 9385-1050 colin.clifford@unsw.edu.au	*Email or phone for questions or appointments, or consult immediately following lectures.*

Tutor:

Name	Contact Details	Consultation Times
Nathan Mifsud	Mathews 929 nathan.mifsud@unsw.edu.au	*Email for questions or appointments, or consult immediately following laboratory classes.*

3. Course Description and Aims

Course Description:

"Attempts to construct computer models for the recognition and interpretation of arbitrary scenes have resulted in such poor performance, limited range of abilities and inflexibility that, were it not for the human existence proof, we may have been tempted long ago to conclude that high performance, general purpose vision is impossible."

(Barrow & Tannenbaum, 1971)

Although written over 40 years ago, the above statement is still pertinent and relevant today: while seemingly effortless, human visual perception is a complex achievement taking up 40% of the entire cortex. In this course, the problem of visual processing will be considered from ecological, physiological, philosophical, and computational perspectives. The general orientation of the course is a theoretical one but the applied aspects such as the role of basic perceptual processes in disorder such as autism and schizophrenia, and the implications for design of effective visual displays will be discussed as well.

Aims of the Course:

The main objectives of this course are to:

1) Provide an advanced-level coverage of theoretical issues and research in visual perception through lectures and tutorials with an emphasis on the interdisciplinary nature of the scientific study of perceptual processes;
2) Encourage you to critically evaluate theoretical claims and empirical evidence about perceptual processes;
3) Develop skills in the design and conduct of empirical research in this area;
4) Develop skills in the oral and written presentation of scientific information

4. Student Learning Outcomes:

By the end of this course you will be able to demonstrate:	
1. An advanced knowledge and understanding of:	1.1. Vision and visual perception as a discipline and its major objectives 1.2. Major classical and contemporary theoretical views in the area of perception and visual neuroscience 1.3. Major contemporary advances in studying visual perception from psychophysical, physiological and computational approaches 1.4. The ability to explain psychological phenomena using concepts and principles drawn from vision and perceptual processing in general.
2. An advanced knowledge of research methods in visual perception, enabling you to:	2.1. Perform literature searches; Locate, evaluate and use information appropriately in the research process 2.2. Use basic web-search, spreadsheet and data analysis programs 2.3. Describe and implement major psychophysical methods for measuring perceptual performance (for example, signal detection approach, method of constant stimuli, method of paired comparison, rating scales etc.) 2.4. Design and implement computer-based experimental procedure for measuring various aspects of visual processing (for example, absolute and differential sensitivity, search efficiency; visual appearance etc.) 2.5. Design and conduct basic studies in the area of perceptual processing: frame research questions; and formulate testable hypotheses; operationalize variables; choose an appropriate methodology, make valid and reliable measurements; analyse data and interpret results

3. Developed advanced critical thinking skills, enabling you to:	3.1. Apply knowledge of the scientific method in thinking about perceptual problems 3.2. Question claims that arise from myth, stereotype, pseudo-science or untested assumptions 3.3. Evaluate the quality of information, including differentiating between different types of empirical evidence and differentiating evidence from speculation 3.4. Critically analyse theoretical and empirical studies 3.5. Identify and evaluate the source and context of a wide range of visual perception phenomena (for example, visual illusions, aftereffects, adaptation, crowding, seeing the forest before the trees, etc.) 3.6. Evaluate phenomena in visual perception using a range of different theoretical and methodological approaches. 3.7. Demonstrate creative and pragmatic problem-solving 3.8. Use reasoning and evidence to recognise, develop, defend, and criticise arguments and persuasive appeals
4. Developed an advanced appreciation of values, research and professional ethics, including the ability to:	4.1. Use information in an ethical manner 4.2. Exhibit a scientific attitude in critically thinking about phenomena in visual perception. 4.3. Evaluate psychologists' behaviour in psychological research in relation to the Australian Psychological Society Code of Ethics and the complementary Ethical guidelines. 4.4. Promote evidence-based approaches to understanding perceptual phenomena and their application 4.5. Collaborate effectively in small groups: an ability to work with others productively; to manage conflicts appropriately and ethically
5. Developed effective communication skills, including the ability to:	5.1. Demonstrate effective oral communication skills 5.2. Write a standard research report using American Psychological Association (APA) structure and formatting conventions 5.3. Write effectively in a variety of other formats (e.g., essays, research proposals, summary presentations) 5.4. Demonstrate effective interpersonal communication skills including listening accurately and actively; provide constructive feedback to others; adopt flexible techniques to communicate sensitively and effectively with diverse ethnic and cultural partners, including in the context of team-work 5.5. Collaborate effectively within groups to complete projects within reasonable timeframes
6. Learning and application of psychology	6.1. Apply knowledge of the visual processing in thinking about problems related to the creation of efficient visual designs and optimal human factors interfaces. 6.2. Demonstrate understanding of and the ability to apply basic research methods for measuring various aspects of processing of visual stimuli outside of laboratory 6.3. Demonstrate understanding of the role of visual processing in a range of developmental disorders such as autism and schizophrenia 6.4. Apply the principle of visual processing to the production and appreciation of art

5. Summary of Graduate Attributes Developed and Assessed in this Course

(Source: *Graduate Attributes of the Australian Undergraduate Psychology Program, as part of the APAC Standards,* http://www.apac.psychology.org.au/Content.aspx?ID=1083)

School of Psychology Graduate Attributes[1]	Level of Focus 0 = No focus 1 = Minimal 2 = Minor 3 = Major	Activities/Assessment
1. Core knowledge and understanding	3	Activities: Lectures, Laboratory classes Assessment: Mid-session and Final examination, Research Article Critical Review Assignment
2. Research methods in psychology	3	Activities: Lectures, Group research project Assessment: Mid-session and Final examination, Group presentation, Individual written report
3. Critical thinking skills	3	Activities: Lectures, Laboratory classes Assessment: Mid-session and Final examination, Research Article Critical Review Assignment; Individual Research Report
4. Values, research and professional ethics	2	Activities: Group research project (research ethics)
5. Communication skills	3	Activities: Laboratory classes; Group research project Assessment: Research Article Critical Review; Oral presentation; Research project poster presentation; Individual Research Report
6. Learning and application of psychology	2	Activities: Lectures, Research Article Critical Review Assignment; Laboratory classes

6. Rationale for the Inclusion of Content and Teaching Approach

This course provides an advanced treatment of theoretical, physiological and computational approaches in the study of visual perception. It follows on, and assumes knowledge, from PSYC2071 Perception and Cognition.

The two, one-hour lectures each week will be used to provide students with an advanced coverage of a selected number of topics within the fields of perception and visual neuroscience as well as implications for a number of diverse areas ranging from design to advertising and human factors interaction. The laboratory classes are designed to allow opportunities for in-depth and active learning of research methods in perception and development of oral and written presentation skills. All lectures and tutorials encourage an interactive style with questions being asked, and expected, in order to promote reflective and active learning. The teaching employs a variety of different methods and encourages students to take responsibility for their own learning and to work cooperatively.

The design of the structure, content and assessment of this course has been informed by the policy document "Guidelines on learning that inform teaching at UNSW" (see www.guidelinesonlearning.unsw.edu.au).

[1] The *Graduate Attributes of the Australian Undergraduate Psychology Program* was produced as part of the Carrick Associate Fellowship project, "Sustainable and evidence-based learning and teaching approaches to the undergraduate psychology curriculum", and "Designing a diverse and future-oriented vision for undergraduate psychology in Australia", a Discipline-based Initiative funded by the Carrick Institute for Learning and Teaching in Higher Education (see Appendix II), and supported by the Australian Psychological Society, and the University of New South Wales (School of Psychology; Learning and Teaching @UNSW).

7. Course Schedule - Lectures

Week/Date	Lecture Topic & Lecturer	Suggested Readings
1/ Mon, 3 March Wed, 5 March	Introduction/ Theoretical Approaches (Branka)	Mather, G. (2011) Perceptual Inference (ch. 7), In Essentials of Sensation and Perception, Routledge, London and New York, pp-109-128 van Tonder G J, Ejima Y, 2000, "Bottom - up clues in target finding: Why a Dalmatian may be mistaken for an elephant" *Perception* **29**(2) 149 – 157
2/ Mon, 10 March Wed, 12 March	Vision and the Coding of Natural images (Branka)	Olshausen & Field (2003) Vision and the coding of natural images, American Scientist, 88, 238-245. Gilchrist, A. (2006) Seeing in Black and White. Scientific American (Mind) 42-49.
3/ Mon, 17 March Wed, 19 March	Scale-specific visual processing (Branka)	Snowden, P. & Schyns, P. (2006) Channel surfing in the visual brain. Trends in Cognitive Sciences, 10, 12, 538-545. Bar, M. (2004) Visual Objects in Context. Nature Reviews Neuroscience, 5, 617-629.
4/ Mon, 24 March Wed, 26 March	The visual brain and its investigation (Damien)	Ward, J. (2006) The Student's Guide to Cognitive Neuroscience. Psychology Press. (Chapters 3-5) Van Essen, D.C. (2004) Organisation of visual areas in macaque and human cerebral cortex. In L.M. Chalupa & J.S. Werner (Eds.) The Visual Neurosciences. MIT Press. Wandell, B. A., Dumoulin, S. O. & Brewer, A. A. (2007) Visual field maps in human cortex. Neuron, 56, 366-383. Barlow, H. B. (1986) Why have multiple cortical areas? Vision Res, 26, 81-90.
5/ Mon, 31 March Wed, 2 April	Low-level visual cortex (Damien)	Barlow, H. (1982) David Hubel and Torsten Wiesel: Their contributions towards understanding the primary visual cortex . Trends in Neurosciences , 5, 145 - 152. Carandini, M., et al. (2005) Do we know what the early visual system does? J Neurosci, 25, 10577-10597. Issa, N. P., Rosenberg, A. & Husson, T. R. (2008) Models and measurements of functional maps in V1. J Neurophysiol, 99, 2745-2754.
6/Mon, 7 April	Mid- Session Exam	Mid-session exam will be based on lecture and tutorial material from Weeks 1-4
6/Wed 9, April	Functional specialisation (Damien)	Kanwisher, N. (2010) Functional specificity in the human brain: A window into the functional architecture of the mind. PNAS, 107, 11163-11170. Hasson, U., Harel, M., Levy, I. & Malach, R. (2003) Large-scale mirror-symmetry organization of human occipito-temporal object areas. Neuron, 37, 1027-1041. Epstein, R. A. & MacEvoy, S. P. (2011) Making a scene in the brain. In L.R. Harris & M.R.M. Jenkin (Eds.) Vision in 3D Environments, Cambridge University Press.

Week/Date	Lecture Topic & Lecturer	Suggested Readings
7/ Mon 14 April Wed 16 April	Mid-level processing streams (Damien)	Ungerleider, L. & Pasternak, T. (2004) Ventral and dorsal cortical processing streams. In L.M. Chalupa & J.S. Werner (Eds.) The Visual Neurosciences. MIT Press. Roe, A. W., Chelazzi, L., Connor, C. E., Conway, B. R., Fujita, I., Gallant, J. L., Lu, H. & Vanduffel, W. (2012) Toward a unified theory of visual area V4. Neuron, 74, 12-29. Kourtzi, Z., Krekelberg, B. & van Wezel, R. J. A. (2008) Linking form and motion in the primate brain. Trends Cogn Sci, 12, 230-236.
UNIVERSITY HOLIDAYS		
8/ Mon 28 April Wed 30 April	Adaptation and contextual modulation (Colin)	Webster, M.A. (2011) Adaptation and visual coding. Journal of Vision, 11(5):3, 1-23. Webster, M.A. and MacLeod, D.I.A. (2011) Visual adaptation and the perception of faces. Philosophical Transactions of the Royal Society 366, 1702-1725.
9/ Mon 5 May Wed 7 May	Fundamental mechanisms of motion processing (Colin)	Mather, G. (2009) Foundations of Sensation and Perception, 2nd Ed.: Chapter 11, Psychology Press, Taylor & Francis Group, UK Movshon, J. A. et al. (1985). The analysis of moving visual patterns. In C. Chagas et al. (Eds.) Pattern Recognition Mechanisms, pp. 117-151. Springer-Verlag, New York.
10/ Mon 12 May Wed 14 May	Higher-level motion processing (Colin)	Salzman, C. D., Britten, K. H. & Newsome, W. T. (1990). Cortical microstimulation influences perceptual judgements of motion direction. Nature 346, 174-177. Snowden, R. J. & Milne, A. B. (1997). Phantom motion after effects - evidence of detectors for the analysis of optic flow. Current Biology 7, 717-722. Treue S. (2001) Neural correlates of attention in primate visual cortex. Trends in Neuroscience 24(5): 295-300.
11/Mon 19 May	Binocular rivalry (Colin)	Blake, R., and Logothetis, N.K. (2002). Visual competition. Nat. Rev. Neurosci. 3, 13–21. Clifford, C.W.G. (2009) Binocular rivalry. Current Biology 19(22) R1022-R1023.
11/Wed 21 May	Vision in Autism and Schizophrenia (Branka)	Berhmann, Thomas & Humphreys (2006) Seeing it differently: visual processing in autism. *Trends in Cognitive Sciences*, 10, 6, 258-264.
12Mon 26 May	Vision and Art (Branka)	Cavanagh, P. (2005) The artist as neuroscientist. Nature, 434, 301-307.
12Wed 28 May	Conclusion Branka/Damien/Colin	

8. Course Schedule - Tutorials

Week/Date	Tutorial/Lab Content	Assessment
Week 1	*No tutorials*	
Week 2	Overview & Introduction to Psychophysics (*Why Vision Rocks & Some Ways We Study It*)	
Week 3	Spatial Vision & Psychophysics Exercises (*Untangling Mona Lisa & Fun With Computers*)	
Week 4	Research Strategies & Project Groundwork (*Eureka!* or *How To Science Good*)	
Week 5	Q&A for Mid-session exam Consultations for Research Article Critical Reviews	
Week 6	*No tutorials*	Mid-session Exam Monday 7 April 2014 lecture slot (BIOMED E)
Week 7	Presentation Workshop & Proposal Discussion (*How To Speak Good & A Friendly Checkpoint)*	Research Article Critical Reviews Due Wednesday 16 April (submitted via Moodle)
UNIVERSITY HOLIDAYS		
Week 8	Group Proposal Presentations (*Antidote To A Relaxing Semester Break*)	Research Project Proposal Group Presentations (held in tutorials)
Week 9	*Research Project Consultations/* *How to Get Your Experiment Up and Running*	
Week 10	*Research Project Consultations/* *Data Collection and Management*	
Week 11	*Research Project Consultations/* *Data Analysis and Interpretation*	
Week 12	*Research Project Consultations/* *Preparing Effective Poster Presentation*	
Week 13	Vision & Brain Student Conference (Poster presentations) (*Impress Your Peers and Lecturers Alike* *& Learn the Art of Nodding Convincingly*)	Research Project Poster Presentations Wednesday 4 June 10:00-1:00 Location: TBA

9. Assessment Details

Brief Summary

Assessment Type	Weight	Due date
Mid-session Exam:	15% (or 25%)	Week 6: Monday, 7 April 2014
Research Article Critical Review:	15 %	Week 7: Wednesday 16 April 2014
Group Research Project:	30%	Week 8 (5%) and Week 13 (10%, 15%)
Final Exam:	40% (or 30%)	UNSW exam period

Detailed Assessment Information

Mid-session Exam	
Weight	The performance on this exam will count towards 15% of your final grade. However, if you perform better on the midterm exam than on your final exam, midterm exam will count 25% and the final exam will count only 30% toward your final grade. The performance comparison on these two exams will be based on the standardized z-scores (not the raw scores).
Description	Mid-session exam will consist of 25 multiple-choice questions and two short essay questions. The exam will be based on Weeks 1-4 material covered in lectures and tutorials.
Date	12:00-1:00pm Monday 6 April 2014, BIOMED E
Results returned	Week 7 tutorials
Feedback	Marked exam scripts returned to students
Graduate Attributes and Learning Outcomes Assessed	GA 1: Core knowledge and understanding (LO 1.1; 1.2; 1.3; and 1.4) GA 3: Critical thinking skills (LO 3.1; 3.2; 3.3; 3.4; 3.5; and 3.8) GA 4: Values and research ethics (LO 4.2) GA 5: Developing effective communication skills (LO 5.3)

Research Article Critical Review	
Weight	The Research Article Critical Review is worth 15% of the final grade.
Description	In this assignment you will be required to select one visual perception phenomenon and write short summary statements regarding 1) its significance for understanding vision; (2) at least two competing explanations of that phenomenon (in the case where you cannot find numerous competing explanations, summarize the original explanation and at lest one subsequent refinement) (3) summarize the methodology and findings of the chosen research article: (4) provide one research question that can extend and further refine the findings in this area
Date Due	Before midnight on Wednesday 16 April 2014
Results returned	Week 9 tutorials
Feedback	Marked written assignments returned to students via Moodle
Graduate Attributes and Learning Outcomes Assessed	GA 1: Core knowledge and understanding (LO 1.2; and 1.3) GA 2: Research methods (LO 2.1; and 2.2) GA 3: Critical thinking skills (LO 3.1; 3.2; 3.3; 3.4; and 3.5) GA 4: Values and research ethics (LO 4.1; and 4.2) GA 5: Developing effective communication skills (LO 5.3)

Group Research Project	
Weight	The Group Research Project's combined worth is 30% of the final grade.
Description	As part of this course you will be required to design and conduct a small-scale empirical research project in the area of visual perception. First you will be asked to present a brief proposal of your project in Week 8 (worth 5%). After the completion of your project, you will be asked to make a poster summary of your research projects with a short oral presentation (15-20 minutes) on your project (worth 10%). All members of the research group are required to take part in these presentations, as you will be awarded a single mark as a group. However, written research reports on this project are expected to be individually written and submitted and will receive individual mark worth 15%. The report should be formatted as a research report for the journal Psychological Science and should be approximately 2000 words in length. Your tutor and lecturers will be available to advise you during all stages of your project.
Date Due	Research proposal – Week 8 tutorials Conference poster presentation- Week 13: Wednesday 4 June 10:00-1:00pm Individual research report – Monday, 9 June 2014 (via Moodle)
Results returned	In tutorials or via Moodle.
Feedback	Marked written assignments returned to students via Moodle
Graduate Attributes and Learning Outcomes Assessed	GA 2: Research methods (LO 2.1; 2.2; 2.3; 2.4 and 2.5) GA 3: Critical thinking skills (LO 3.1; 3.2; 3.3; 3.4; 3.5; 3.6; 3.7 and 3.8) GA 4: Values and research ethics (LO 4.2; 4.3; 4.4 and 4.5) GA 5: Developing effective communication skills (LO 5.1; 5.2; 5.3; 5.4; and 5.5) GA 6: Applications of knowledge (LO 6.1; and 6.2)

Final Exam	
Weight	The final exam performance will be worth 40% of the final grade (but see above Mid-Session Exam section).
Description	The final exam will contain approximately 9 short essay questions: each lecturer will write approximately 5 questions out of which you will choose 3 questions. The final exam questions will be drawn from the lectures, tutorials, and the readings. The exam will be based on the entire content covered in lectures and tutorials throughout the course.
Date	University Final Examination Period (TBA)
Results returned	The final exam results are not directly returned to students.
Feedback	Can be arranged individually.
Graduate Attributes and Learning Outcomes Assessed	GA 1: Core knowledge and understanding (LO 1.1; 1.2; 1.3; and 1.4) GA 3: Critical thinking skills (LO 3.1; 3.2; 3.3; 3.4; 3.5; and 3.8) GA 5: Developing effective communication skills (LO 5.3) GA 6: Applications of knowledge (LO 6.3; and 6.4)
Important Note Regarding Deferred Examinations	Students can attend the final examination only once, either in the regularly scheduled or deferred examination period. As you will not be permitted to attend both the regularly scheduled and deferred examinations, you are advised not to attend the exam as originally scheduled if sick on that day. Instead, ensure that you have the appropriate medical certificate to support your case for deferred medical exam. In such a case, a formal application for special consideration must be submitted to Student Central within three working days of the assessment to which it refers. Deferred examination opportunity for each course will be offered only once. Deferred

	and alternative assessment materials may be in a different format from the original (i.e. short answers instead of MC questions, oral examination instead of written examination etc). In addition, the original and deferred assessment materials may also differ in the specific content, although overall both will be sampled for the same relevant course material.

10. Additional Resources and Support

Textbook and readings:

There is no textbook set for this course. The course is organized around review articles taken from journals such as Trends in Neuroscience, Trends in Cognitive Science, Annual Review of Neuroscience, Vision Research, Current Biology, Nature, Nature Neuroscience or similar. These articles can be downloaded via the UNSW Library holdings or from the course Moodle website.

Course Website and Recordings

Lecture notes will be made available on the course website located at the UNSW Moodle server (moodle.telt.unsw.edu.au), but this should not be seen as being a substitute for the lecture itself because important details may be given in the lecture that are not found in these notes. Please note that due to copyright restrictions it is not always possible to post copies of all of the materials covered in lectures.

Recorded version of the lectures will be posted there as well. Please note that due to unforseen errors in the central Echo recording system, some lectures never get recorded or are recorded badly. Consequently, do not rely on these as your main source of information regarding lecture material.

For help with technical problems in accessing UNSW Moodle, contact the IT Service Desk. (https://www.it.unsw.edu.au/students/support/index.html)

Other course-relevant information: Throughout the session, the course-relevant information and announcement will be posted at the Moodle PSYC3221 Vision and Brain site. Students should regularly log into this site for any updated information on the course.

11. Administrative Matters

Attendance at lectures and laboratory classes

Attendance at both lectures and tutorials is an essential part of the course and both lecture and tutorial material/activities will be assessed. Tutors will keep a record of student attendance at tutorials and students who are absent from three or more practicals without a satisfactory explanation may be failed in the subject.

Assessment submissions:

We do not require any hard copies of your written assignments. All submissions are to be uploaded electronically in the designated Moodle course area.

Keep your tutor or a course coordinator informed of any problems that you are having in completing assignments and of any extenuating circumstances that might warrant an extension.

In addition to this Course Guide it is a course requirement that ALL STUDENTS DOWNLOAD AND BECOME FAMILIAR WITH THE 2014 PSYCHOLOGY UNDERGRADUATE STUDENT GUIDE WHICH CAN BE DOWNLOADED FROM

http://www.psy.unsw.edu.au/sites/all/files/quicklink_file_attachment/Psychology%20Student%20Guide%2014.pdf

This 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 in the event of illness or misadventure;
- Student Code of Conduct;
- Student complaints and grievances;
- Student Equity and Disability Unit; and
- Occupational Health & Safety.

Students should familiarise themselves with the information contained in this *Guide*. ***You are responsible for familiarizing yourself with this information. This means you cannot say "I didn't know" if you violate any regulations set out in this document.***

12. Student Complaint Procedures:

If there are any objections regarding the content or conduct in this course students are encouraged to contact the course coordinator or other teaching staff. Other points of contact are:

School Contact	Faculty Contact	University Contact
A/Prof Jacquelyn Cranney, Room 509 9385 3527 j.cranney@unsw.edu.au),	A/Prof Julian Cox Associate Dean (Education) julian.cox@unsw.edu.au Tel: 9385 8574 or Dr Scott Mooney Associate Dean (Undergraduate Programs) s.mooney@unsw.edu.au Tel: 9385 8063	Student Conduct and Appeals Officer (SCAO) within the Office of the Pro-Vice-Chancellor (Students) and Registrar. Telephone 02 9385 8515, email studentcomplaints@unsw.edu.au University Counseling and Psychological Services[2] Tel: 9385 5418

13. Course Evaluation and Development

Periodically student evaluative feedback on this course is gathered, using UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback. Significant changes to the course will be communicated to subsequent cohorts of students taking the course

[2] University Counselling and Psychological Services

14. UNSW Academic Honesty and Plagiarism

Plagiarism & Academic Integrity

What is plagiarism?

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

UNSW groups plagiarism into the following categories:

- **Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.
- **Inappropriate paraphrasing:** changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.
- **Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- **Duplication:** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Where can I find out more information?

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism. The first place you can look is the section about referencing and plagiarism in each Course Guide, as this will also include information specific to the discipline the course is from. There are also other sources of assistance at UNSW:

- **How can the Learning Centre help me?**

  The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: https://my.unsw.edu.au/student/atoz/Plagiarism.html. They also hold workshops and can help students one-on-one.

- **How can Elise help me?**

  ELISE (Enabling Library & Information Skills for Everyone) is an online tutorial to help you understand how to find and use information for your assignments or research. It will help you to search databases, identify good quality information and write assignments. It will also help you understand plagiarism and how to avoid it. All undergraduate students have to review the ELISE tutorial in their first semester and complete the quiz, but any student can review it to improve their knowledge: https://my.unsw.edu.au/student/atoz/ELISE.html.

- **What is Turnitin?**

Turnitin is a checking database which reviews your work and compares it to an international collection of books, journals, Internet pages and other student's assignments. The database checks referencing and whether you have copied something from another student, resource, or off the Internet. Sometimes students submit their work into Turnitin when they hand it in, but academics can also use it to check a student's work when they are marking it. You can find out more about Turnitin here: https://student.unsw.edu.au/turnitin-support.

What if plagiarism is found in my work?

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning

Centre, or sometimes resubmit your work with the problem fixed. However more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in a honours thesis) even suspension from the university. The Student Misconduct Procedures are available here

http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf.

Examples of plagiarism

Using the internet appropriately

A first year student handed in an assignment where she had copied from a website. Her lecturer realised she didn't understand you have to reference websites in the same way you reference books and journal articles. The lecturer explained how to reference and sent her to a workshop at the Learning Centre to help her improve her skills.

Working together on a math assignment

A group of Mathematics students worked together on an assignment when they had been told this was not allowed. All questions where the students had worked together were given zero, and this lead to some student failing the assessment.

No referencing in an assessment

A third year student submitted a major assessment that included material from a journal article published in Canada. When his essay was submitted into Turnitin, it let the academic know that the student didn't reference the material. The student was given zero for the essay, and because it was worth 50 per cent he failed the course.

Copying design work

A final year design student used images of someone else's designs in her work and he said the designs were his own. The matter was formally investigated by his Faculty and he was found to have committed academic misconduct and failed the course.

Further information and assistance

If you would like further information or assistance with avoiding plagiarism, you can contact the Learning Centre. The Learning Centre at The University of New South Wales has two locations:

UNSW Learning Centre

Lower Ground Floor, North Wing, Chancellery Building
(C22 Kensington Campus – near Student Central)
www.lc.unsw.edu.au
Phone: 9385 2060
Email: learningcentre@unsw.edu.au

Opening Hours:
Monday to Thursday: 9am - 5pm and
Friday: 9am - 2.30pm

COFA Campus Learning Centre

Email: cofalearningcentre@unsw.edu.au
Phone: 9385 0739