COGS751

Advanced Topics in Perception, Attention and Action

S1 Day 2015

Department of Cognitive Science

Contents

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General Information

Unit convenor and teaching staff
Lecturer & Course Convenor
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Lecturer
David Kaplan
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Credit points
4

Prerequisites
Admission to MRes

Corequisites

Co-badged status

Unit description
Perception allows the organism to see the world while action allows it to interact with the
world. The two systems are intrinsically linked and allow us to not only survive but to thrive in
our environment. The course will assume a basic knowledge of these topics from
undergraduate courses. It will build on this knowledge with in-depth discussions of current
journal articles and ongoing research in the perception in action research group. The course
will be student-led, having students present either interesting relevant articles or ideas for
future research. The coordinates will help direct in-depth discussion of the topics each week.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are
available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

Through highly structured written essays in each module, students will demonstrate an ability to (1) identify at least one critical theoretical issue/question that motivates research in an area that is relevant to that module; (2) identify how the studies/findings that are discussed in the module have addressed that question; and (3) convey succinctly, yet comprehensively, the progression of this particular research area from its early days to its present-day state.

Assessment Tasks

Name	Weighting	Due
Short Essay 1	33%	Week5
Short Essay 2	33%	Week 9
Short Essay 3	34%	Week 13

Short Essay 1

Due: **Week5**
Weighting: **33%**

A short essay (1,250 ~ 1,500 words) on a topic covered in Module 1 (first 4 weeks). Students should discuss the topic of the essay and the relevant literature with the instructor before beginning.

On successful completion you will be able to:

- Through highly structured written essays in each module, students will demonstrate an ability to (1) identify at least one critical theoretical issue/question that motivates research in an area that is relevant to that module; (2) identify how the studies/findings that are discussed in the module have addressed that question; and (3) convey succinctly, yet comprehensively, the progression of this particular research area from its early days to its present-day state.

Short Essay 2

Due: **Week 9**
Weighting: **33%**

A short essay (1,250 ~ 1,500 words) on a topic covered in Module 2 (second 4 weeks of the semester). Students should discuss the topic of the essay and the relevant literature with the instructor before beginning.

On successful completion you will be able to:

- Through highly structured written essays in each module, students will demonstrate an ability to (1) identify at least one critical theoretical issue/question that motivates research in an area that is relevant to that module; (2) identify how the studies/findings that are discussed in the module have addressed that question; and (3) convey succinctly, yet comprehensively, the progression of this particular research area from its early days to its present-day state.

Short Essay 3

Due: **Week 13**
Weighting: **34%**

A short essay (1,250 ~ 1,500 words) on a topic covered in Module 3 (weeks 9-12). Students should discuss the topic of the essay and the relevant literature with the instructor before beginning.

On successful completion you will be able to:

- Through highly structured written essays in each module, students will demonstrate an ability to (1) identify at least one critical theoretical issue/question that motivates research in an area that is relevant to that module; (2) identify how the studies/findings that are discussed in the module have addressed that question; and (3) convey succinctly, yet comprehensively, the progression of this particular research area from its early days to its present-day state.

Delivery and Resources

The lecturers of each module will provide students with a reading list. Students will need to access the papers on those lists through the library's website or directly from the instructor.

Unit Schedule

Weeks 1-4 will be taught by Matthew Finkbeiner.

Weeks 5-8 will be taught by Anina Rich

Weeks 9-12 will be taught by Paul Sowman and David Kaplan.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy http://mq.edu.au/policy/docs/grading/policy.html

Grade Appeal Policy http://mq.edu.au/policy/docs/gradeappeal/policy.html

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://informatics.mq.edu.au/help/.

When using the University's IT, you must adhere to the Acceptable Use Policy. The policy

applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcome

- Through highly structured written essays in each module, students will demonstrate an ability to (1) identify at least one critical theoretical issue/question that motivates research in an area that is relevant to that module; (2) identify how the studies/findings that are discussed in the module have addressed that question; and (3) convey succinctly, yet comprehensively, the progression of this particular research area from its early days to its present-day state.

Assessment tasks

- Short Essay 1
- Short Essay 2
- Short Essay 3

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcome

- Through highly structured written essays in each module, students will demonstrate an ability to (1) identify at least one critical theoretical issue/question that motivates research in an area that is relevant to that module; (2) identify how the studies/findings that are discussed in the module have addressed that question; and (3) convey succinctly, yet comprehensively, the progression of this particular research area from its early days to its present-day state.

Assessment tasks

- Short Essay 1
- Short Essay 2
- Short Essay 3

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcome

- Through highly structured written essays in each module, students will demonstrate an ability to (1) identify at least one critical theoretical issue/question that motivates research in an area that is relevant to that module; (2) identify how the studies/findings that are discussed in the module have addressed that question; and (3) convey succinctly, yet comprehensively, the progression of this particular research area from its early days to its present-day state.

Assessment tasks

- Short Essay 1
- Short Essay 2
- Short Essay 3

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcome

- Through highly structured written essays in each module, students will demonstrate an ability to (1) identify at least one critical theoretical issue/question that motivates research in an area that is relevant to that module; (2) identify how the studies/findings that are discussed in the module have addressed that question; and (3) convey succinctly, yet comprehensively, the progression of this particular research area from its

early days to its present-day state.

Assessment tasks

- Short Essay 1
- Short Essay 2
- Short Essay 3