COGS751
Advanced Topics in Perception, Attention and Action
S1 Day 2015
Department of Cognitive Science

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**General Information**

Unit convenor and teaching staff

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**Lecturer**
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Bianca De Wit
[bianca.dewit@mq.edu.au](mailto:bianca.dewit@mq.edu.au)

**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 [http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/](http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/)
Learning Outcomes

1. 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

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
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<tbody>
<tr>
<td>Short Essay 1</td>
<td>33%</td>
<td>Week5</td>
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<tr>
<td>Short Essay 2</td>
<td>33%</td>
<td>Week 9</td>
</tr>
<tr>
<td>Short Essay 3</td>
<td>34%</td>
<td>Week 13</td>
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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.

This Assessment Task relates to the following Learning Outcomes:
- 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.

This Assessment Task relates to the following Learning Outcomes:
- 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.

This Assessment Task relates to the following Learning Outcomes:
- 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:


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/](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/](http://students.mq.edu.au/support/)

Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://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 Enquiry Service

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

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 - 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

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 - 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 - 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