PSY 342

Perception II

S2 Day 2015

Department of Psychology

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General Information

Unit convenor and teaching staff
Unit Convenor
Kevin Brooks
kevin.brooks@mq.edu.au
Contact via kevin.brooks@mq.edu.au
C4A405
By Appointment

Lecturer
Eugene Chekaluk
eugene.chekaluk@mq.edu.au
Contact via 02 9850 8009
C3A527
By Appointment

Tutor
Max Farrell-Whelan
maxfarrell@live.com
Contact via 0434 195637
N/A
By Appointment

Lecturer
Astrid Zeman
astrid.zeman@mq.edu.au
Contact via astrid.zeman@mq.edu.au
N/A
By Appointment

Lecturer
Ian Stephen
ian.stephen@mq.edu.au
Contact via 02 9850 800
C3B 612
By Appointment

Credit points
3

Prerequisites PSY237(P) or PSY247(P)
Corequisites
Co-badged status
Unit description This unit deals with a number of advanced topics in Perception, concentrating on current research in vision including recent evidence for parallel processing in higher areas of the visual cortex of humans and monkeys, and work on mechanisms for processing motion, stereoscopic depth and faces. It also deals with the study of reading; reading disability; and other perceptual disorders. In addition to lectures about recent experiments and the theories that they address, practical lab sessions aim to give students training in the research skills used in psychophysics and other related areas of psychology as preparation for future study at honours level and beyond.

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:

• identify, define and demonstrate an understanding of the key terms and processes in Perception • discuss key theories and research in Perception • locate, identify and demonstrate an understanding of the function of key structures in the physiology of human sensory systems • explain the cause of many different perceptual phenomena in terms of perceptual and physiological processes and principles
• understand the difference between the “real” world (what is) and the “phenomenological” world (what seems to be) • apply perceptual and physiological principles to understanding the phenomenological world • critically evaluate designs and analyses in perceptual psychology • interpret empirical data in relation to theoretical questions • critically evaluate perceptual theories and arguments • review and critique literature on Perception • competently use information technology applications e.g. e-mail, web-browsers, etc.
• select an appropriate design and methodology for the measurement of perceptual phenomena • apply knowledge to solving problems and evaluating ideas and information
• describe and interpret data presented in graphical form • competently access, use and synthesise information

• display creative thinking skills • develop new ideas and theories and construct cohesive arguments • present ideas in new and creative ways • consider problems from new perspectives
• demonstrate effective writing skills • display effective discussion skills • express ideas with clarity and concision • communicate complex ideas simply • present information in a coherent and integrated way
• apply and adapt knowledge to the real world • recognise the strengths and limitations of Perception in gathering “facts” • present a convincing argument for the importance of the study of Perception • present a balanced critical view of Perception • describe methodological and ethical challenges involved in research with infants and children • describe methodological and ethical challenges involved in research with animals • reflect on how perception may influence your opinions or beliefs
• demonstrate effective time management and work organisation skills • assess your own learning against a set of pre-selected criteria • reflect on how you have analysed information and solved problems, and incorporate lessons learnt into future work

Assessment Tasks

Name	Weighting	Due
Practical Worksheets	15%	Practical Sessions
Research Proposal	30%	9:00am, Mon 2nd Nov.
Final Exam	40%	TBA
3D Photography	15%	9:00am, Mon 26th Oct.

Practical Worksheets

Due: **Practical Sessions**
Weighting: **15%**

Format: Approx. 10-15 questions each. Various topics covered in the three practicals. Score 5% per worksheet. **Duration:** To be completed within your practical session.

Worksheets must be completed and handed in during the practical that you attend. Worksheets will not be distributed or accepted at other times. Students’ scores for each worksheet will be calculated, and the sum of the scores for all 3 will be included in the final unit grade. Students who are unable to attend practicals and hence are unable to submit these worksheets should submit a Request for Special Consideration form (and Professional Authority if the reason is medical), clearly stating the reasons for the absence from the practical. This should be submitted within five days of the day of the absence. See http://mq.edu.au/policy/docs/disruption_studies/

policy.html for more details.

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Research Proposal

Due: **9:00am, Mon 2nd Nov.**
Weighting: **30%**

From Wikipedia: “A research proposal is a document written by a researcher that provides a detailed description of the proposed program. It is like an outline of the entire research process that gives a reader a summary of the information discussed in a project.” Research proposals are used in many aspects of the scientific process, for example in applying for grants to fund substantial research programs, in admission procedures for higher degree research or even to inform ethics committees about the procedures involved in your experiments and request ethical clearance. Given their diverse uses, there are many different possible structures, although within any given situation the format is usually prescribed and you are expected to comply very strictly with this format. In this assessment exercise, you are asked to prepare a research proposal for a single study that you might consider conducting on an aspect of perception that you have learnt about in lectures. This exercise is designed to encourage you to delve more deeply into an area of research of your choosing, to identify a gap in the literature, and to suggest an experiment that could help fill that gap. It helps to develop many diverse skills relevant to research, as detailed in the Learning Outcomes. The scope and complexity of the proposed study should be modest, and the proposed research should be feasible using normal human subjects or undergraduate psychology students as participants (the use of patients with perceptual disorders involves additional considerations of sampling and ethical clearance that are beyond the scope of this exercise). You can assume that you would have access to basic psychological research equipment (e.g. computerised stimulus display devices, stereoscopes, etc., but not high resolution imaging equipment such as fMRI scanners.) An excessively complex project is likely to be difficult to describe clearly, so keep it simple. The research proposal must conform to the detailed formatting guidelines given on iLearn. As is the case when researchers apply for grants, failures to do so will be severely penalised. Additional sub-headings and figures (accompanied by a figure legend) are encouraged where they help with the flow and clarity of the proposal. The total word count, including *everything except references*, should not exceed 4000 words. The proposal should be submitted to Turnitin, on the PSY342 iLearn Site by the stated deadline. Assignments will be penalised by 5% per day late. Fractions of a day are rounded up. Assignments over the 4000-word limit will be marked based on the first 4000 words only. Penalties for plagiarism or other forms of academic misconduct will be strictly applied. **Ordinarily, no extensions of time for submission of written work will be granted since ample time for preparation will have been given. If an extension is required for medical or other extenuating circumstances, students may request this in writing through ask.mq.edu.au with supporting documentary evidence (such as medical certificate, counsellor note, or similar). The staff in the Student Centre will make all decisions regarding extensions. Neither individual tutors nor the course convenor will grant extensions. All requests for extensions must be made prior to the due date for the assignment. If an extension is granted, the approval must be attached to the assignment to avoid any late penalty.**

Submission Information

Submit the assignment through Turnitin for the purpose of plagiarism detection.

INSTRUCTIONS:

1. Click on the “Submit Paper” tab

2. Give your submission a title. USE YOUR STUDENT ID NUMBER as the “Submission title” – NOT “PSY 342 Essay” for example.

3. Next to “File to Submit”, click on Choose File

4. Choose the file you wish to upload and click Open

5. Click “Add Submission”

6. A digital receipt will be generated. Please save a copy of it.

Though unlikely, should you experience any technical difficulties when submitting your assignment online, an identical copy of the FULL assignment should be emailed to the unit convenor while the problem is reviewed. Failure to do so will result in late penalties being applied where the assignment deadline is exceeded.

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Final Exam

Due: **TBA**
Weighting: **40%**

Format: 2 essays from a choice of 4 questions. **Duration:** 2hr (+10mins reading time).

The time and location for this exam will be timetabled centrally, and announced later in the semester. You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in Draft form approximately eight weeks before the commencement of the examinations and in Final form approximately four weeks before the commencement of the examinations. http://www.timetables.mq.edu.au/exam The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Disruption to Studies. Information about unavoidable disruption and the disruption to studies process is available at http://students.mq.edu.au/student_admin/exams/disruption_to_studies/

If a Supplementary Examination is granted as a result of the Disruption to Studies process, the examination will be scheduled after the conclusion of the official examination period. The format of a supplementary examination is at each unit convener’s discretion and is subject to change from the original final examination. Supplementary Exams are only offered to students who have satisfactorily completed all other assessments for the unit and were unable to sit the final exam because of documented illness or unavoidable disruption. Instructions on applying for sitting of a supplementary exam are available from the website, http://students.mq.edu.au/student_admin/exams/disruption_to_studies/***. It is the student’s responsibility to follow the steps outlined in this website. An email will be sent to the student advising them of the outcome of their request for a supplementary exam. If a supplementary exam has been granted it is the student’s responsibility to check the Department of Psychology Special Consideration website for information relating to the date and location of the***

supplementary exam.Students who are granted to sit for a supplementary exam must make themselves available to sit for the supplementary exam on the specified date. There will only be one time. It is the student's responsibility to email Student Centre to confirm attendance at the supplementary exam.

You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester, which is the final day of the official examination period.

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3D Photography

Due: **9:00am, Mon 26th Oct.**
Weighting: **15%**

In this assessment task, you will be required to take stereoscopic photographs using equipment that will be lent to you by the Department. Photos must be edited for display, using specialised software. This activity will allow you to gain hands-on experience of stereopsis, enhancing your learning of the principles of depth perception and in particular, stereopsis.

Students must hand in 3 correctly formatted 3D photographs, each accompanied with a short description of how they were edited, and why these changes were made. Each photograph should be prepared as a single parallel-view side-by-side .jpg stereoimage, formatted to a size of 2x1920x1080 pixels (total size 3840x1080). For the notes on image adjustment and editing, the total text must not exceed 1 A4 page. Both items should be submitted via Turnitin on the iLearn site.

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Delivery and Resources

Technology Used and Required

For this unit you will need to have access to a computer that can reliably connect to the internet. This will be essential for accessing the unit's web-page, which can be found at:

https://ilearn.mq.edu.au

In particular, the assessed Research Design Proposal must be submitted online via the Turnitin link on the iLearn page.

Required Texts

For this course, the primary readings will come from original research papers or review articles, rather than from a textbook. References for these papers will be given for each lecture by the member of staff responsible for delivering the material. They are available for download via the university's library web-site (eReserve).

Useful Back-up Texts

The two textbooks that were reccommended for PSY247 will also be useful as a back-up and for revision of concepts learnt on lower level courses. Details are given below.

Snowden, R., Thompson, P., & Troscianko, T. *Basic vision: an introduction to visual perception 2nd Edition.* Oxford: Oxford University Press, 2012.

This is a very accessible text that is always popular with students. It introduces technical

concepts in an easy-to-grasp fashion, and is an excellent introduction to the discipline of visual perception. It will be an indispensible resource for students on this course.

Mather, G. *Foundations of Sensation & Perception, 2nd Edition*. East Sussex: Psychology Press, 2008.

This text offers broader coverage of perception in general, and will be especially useful for topics outside of vision, which Snowden *et al.* does not cover. It also offers more technical detail than Snowden *et al.* in certain areas, allowing the conscientious student to deepen their understanding of the topics that are covered in the required text.

Access to Assigned Reading Material

Both of the aforementioned texts are available for purchase at the University Bookshop, in addition to the copies available at the library, in the main collection and on e-reserve. Where availability is limited, students should consider using the first edition of the Mather book (entitled "Foundations of Perception"), of which the library has additional copies.

Unit Schedule

PSY342 Unit Overview

Lectures will be given on various research topics by staff who are active in those fields.

Practicals will supplement and build upon the lecture material, allowing a hands-on approach to perceptual phenomena and their explanation. Another aim of the unit is to teach general skills. In practical classes, students will learn psychophyscial methodology and techniques for data analysis. Web/IT skills will be used in practicals, as well as in accessing the parts of the course housed on the unit's iLearn web page, including online assessments.

It is University policy that the University issued email account will be used for official University communication. All students are required to access their University account frequently.

The course will comprise lectures and practicals supported by assigned reading. Although some of the material from these separate components may be related to each other, different concepts and topics will be contained in each.

The timetable for classes can be found on the University web site at: http://www.timetables.mq.edu.au/

Lectures:

Weekly lectures will be held on Mondays from 4-6pm in the C5C Collaborative Forum.

Topics and Lecturers:

Session Week	Date	Topic	Lecturer

1	27/07	Introduction to PSY342	Kevin Brooks
2	03/08	Signal Detection Theory	Kevin Brooks
3	10/08	Stereoscopic Imagery	Kevin Brooks
4	17/08	Motion, Depth & Motion-In-Depth	Kevin Brooks
5	24/08	Applied Vision I	Eugene Chekaluk
6	31/08	Applied Vision II	Eugene Chekaluk
7	07/09	Applied Vision III	Eugene Chekaluk
8	28/09	Face Processing I: Face space and adaptation	Kevin Brooks
9	05/10	Public Holiday - No Lecture	Kevin Brooks
10	22/10	Face Processing II: Contingent aftereffects	Kevin Brooks
11	29/10	Body Perception	Ian Stephen
12	05/11	Computational Modelling	Astrid Zeman
13	12/11	TBA	Kevin Brooks

Practicals

The practical program will run on university session weeks 3, 5, 7 & 8 with all sessions held in room C5A 316. They will be conducted by experienced tutors who will be your first contact if you have problems with this unit. Their full contact details can be found in the "Teaching Staff" section. You will be required to attend four 2-hour practicals throughout the semester. Students will be divided into groups. The schedule and topics to be covered are displayed below. The content of the practical classes is identical for all classes. **You should be aware that as practicals will include assessed activities, your attendance is essential.**

Practical class times are as follows:

Class	Start	Finish	Day	Session weeks	Location	Tutor
1	9:00	11:00	Monday	3, 5, 7, 8	C5A 316	Max Farrell-Whelan
2	14:00	16:00	Monday	3, 5, 7, 8	C5A 316	Max Farrell-Whelan

Due to restrictions on the availability of resources in the laboratory and to health and safety regulations it is highly recommended that you attend the practical to which you have been assigned. Although students may be permitted to attend a tutorial that they were not assigned to if there happens to be ample room in the class, most classes are likely to be full. In cases of overcrowding, those not attending their assigned group will be asked to leave. Under these circumstances, no special provisions will be made for attendance at an alternative practical class.

Managing Classes: Changes to all units can be made on-line via eStudent. IT SHOULD BE NOTED THAT TUTORS AND LECTURERS ARE UNABLE TO HELP WITH THIS. After the designated last day to add units, no further changes will be allowed unless supporting documentation about the reason for changing is provided and there is space in the tutorial you wish to change into.

Practical Topics

Week	Topic
3	Illusions
5	Measuring Spatial Vision & Stereopsis
7	Measuring Accuracy & Precision
8	Editing 3D Photos

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

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcome

- • display creative thinking skills • develop new ideas and theories and construct cohesive arguments • present ideas in new and creative ways • consider problems from new perspectives

Assessment tasks

- Practical Worksheets
- Research Proposal
- Final Exam
- 3D Photography

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcome

- • apply and adapt knowledge to the real world • recognise the strengths and limitations of Perception in gathering “facts” • present a convincing argument for the importance of the study of Perception • present a balanced critical view of Perception • describe methodological and ethical challenges involved in research with infants and children • describe methodological and ethical challenges involved in research with animals • reflect on how perception may influence your opinions or beliefs

Assessment tasks

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Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally

and socially.

This graduate capability is supported by:

Learning outcome

- • demonstrate effective time management and work organisation skills • assess your own learning against a set of pre-selected criteria • reflect on how you have analysed information and solved problems, and incorporate lessons learnt into future work

Assessment tasks

- Practical Worksheets
- Research Proposal
- Final Exam
- 3D Photography

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcome

- • identify, define and demonstrate an understanding of the key terms and processes in Perception • discuss key theories and research in Perception • locate, identify and demonstrate an understanding of the function of key structures in the physiology of human sensory systems • explain the cause of many different perceptual phenomena in terms of perceptual and physiological processes and principles

Assessment tasks

- Practical Worksheets
- Research Proposal
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Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to

critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcome

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Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcome

- • select an appropriate design and methodology for the measurement of perceptual phenomena • apply knowledge to solving problems and evaluating ideas and information • describe and interpret data presented in graphical form • competently access, use and synthesise information

Assessment tasks

- Practical Worksheets
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Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcome

- • demonstrate effective writing skills • display effective discussion skills • express ideas with clarity and concision • communicate complex ideas simply • present information in a coherent and integrated way

Assessment tasks

- Practical Worksheets
- Research Proposal
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Teaching and Learning Strategy

This unit is taught through lectures and practicals with support from web-based resources such as iLearn, including the online discussion board. While lectures are useful principally for introducing new concepts and knowledge, practicals allow more direct interactions between instructor and students. They are your opportunity to enhance your understanding further by participating in activities and asking questions. The iLearn discussion board also allows students to discuss topics in greater depth, and may also feature contributions by staff members when there appears to be confusion amongst the student body. The lecture schedule is a guide only, and is intended to be flexible.

iLearn

Students should check the iLearn web site at regular intervals for announcements, voluntary online quizzes, lecture notes, examples of illusions and perceptual phenomena in picture, video and sound files and other supplementary learning materials. It will feature a discussion board on which students may converse about course material, or any other legitimate business related to PSY342. Links to echo360, which will be available in audio and video format, will be included. It is also the method of managing submission of the Research Proposal assignment. It is recommended that students visit this site regularly and make full use of the facilities.

What does it take to do well in PSY342?

Students are expected to pay close attention to all lectures and to take notes to aid their retention of the material covered. Although echo360 will be invaluable when attendance is physically impossible, it is recommended that students attend lectures, as there are some aspects of the course that cannot be replicated through such media. Reading assigned during each lecture should be completed close to the date of the relevant lecture. Review of the material (individually, or in group sessions) in the student's own time will be essential to consolidate knowledge and enhance understanding. Attendance of, and active participation in practicals is also mandatory. Worksheets distributed during practicals are assessed and need to be completed and handed in during the same practical. The Research Proposal assignment constitutes a major aspect of the examination for this course, and students are advised to begin work on this early in the semester, and to continue as the submission date approaches, rather than trying to complete the entire assignment within 1 week of the deadline. The stereophotography assignment gives students the opportunity to pick up some marks in a low-pressure assessment following a fun activity. These crucial marks should not be squandered.

It should be noted that according to Senate Guidelines, workloads should involve 3 hours per credit point per week. This results in 9 hours per week (including lectures and practicals) for a 3 credit point unit such as PSY342.

Note: Assessment will be based on the successful *understanding* of material from lectures, practicals and from the assigned reading. Please note that rote learning alone will not be a successful strategy, as the assessments will test for deeper appreciation of the course material in a variety of formats. Simply remembering the "facts" will not suffice. Students need to demonstrate their understanding of the principles, and demonstrate the ability to apply such understanding in new contexts.

What material is examinable?

Obviously, the exact details of the questions to be asked in the examinations will not be released in advance. However, questions will come from topics covered during lectures and practicals. Where additional information on these topics is supplied in the assigned reading, this should also be considered examinable. The examinations will not feature questions on topics not mentioned during lectures even if they are included in the assigned reading.

Statement on Academic Courtesy

It is the right of each student to learn in an environment that is free of disruption and distraction. Please make an effort to arrive to class on time, and if you are unavoidably detained, please enter the lecture theatre as quietly as possible to minimise disruption, using the back entrance if possible. Although some lecturers may allow questions during lectures, talking between students is often disruptive and is strongly discouraged. Phones, pagers, and other electronic devices that produce noise and other distractions must be turned off prior to entering class. Likewise, all lecturers and students are expected to display appropriate academic behaviour that is conducive to a healthy learning environment for everyone.

Statement on Social Inclusion and Diversity

Social inclusion at Macquarie University is about giving everyone who has the potential to benefit from higher education, the opportunity to study at university, participate in campus life and

flourish in their chosen field. The University has made significant moves to promote an equitable, diverse and exciting campus community for the benefit of staff and students. It is your responsibility to contribute towards the development of an inclusive culture and practice in the areas of learning and teaching, research, and service orientation and delivery. As a member of the Macquarie University community, you must not discriminate against or harass others on the basis of their sex, gender, race, marital status, carers' responsibilities, disability, sexual preference, age, political conviction or religious belief. All lecturers, tutors and students are expected to display appropriate behaviour that is conducive to a healthy learning environment for everyone. The Unit Convenor is a member of the Ally Network and is happy to provide support to members of the GLBTIQ community.