PSY 335

Cognitive Processes II

S2 Day 2016

Department of Psychology

Contents

General Information

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Credit points
3

Prerequisites
6cp at 200 level including (PSY237(P) or PSY246(P))

Corequisites
PSY222 or PSY248

Co-badged status
PSY335 is NCCW with PSY303.

> Unit description
> This unit examines recent research and theory on topics in cognitive processes. Lectures and seminar discussions cover selected areas following from PSY246 (for example, reading, attention, and unconscious processing). Students participate in several research projects to give hands-on experience in cognitive research methodology, and write a research report based on one of the projects. The unit integrates various topics from cognition, cognitive neuropsychology, research methods, statistics and design.

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:

extension of knowledge of research findings and theories of cognition

critical evaluation of research problems

enhancement of skills in critical analysis and problem solving

Assessment Tasks

Name	Weighting	Due
Participation	10%	Weeks 1-13
Seminar Presentation	5%	Weeks 6, 7, 10 or 11
Results writeup	5%	Week 10
Project report	30%	Week 13
Final Exam	50%	Final Exam Period

Participation

Due: **Weeks 1-13**
Weighting: **10%**

There are 3 components to Participation: Experiment participation, Seminar participation, and Lecture attendance. Participation and attendance will be monitored. Together it contributes to the 10% participation mark.

3% - Experiment participation (Weeks 1-5). (sign up at http://mq-psy.sona-systems.com/). You sign up for class projects in lieu of tutorials in Weeks 1-5, at times that suit you either during or outside the practical times at times listed on Psy.Sona. The data collected form the data you

write up for the assignment. Hence during some of the early weeks, there are no face-to-face practical classes for the weeks indicated as "Experiment participation" only.

In the first weeks, you will participate as a subject in the experiments. Use your MQ student email address and check for the registration message, password, etc. on Mq-Psy-Sona If you are NOT already registered on mq-psy.sona, please register on http://mq-psy.sona-systems.com/

Click on 'New participant?' and 'request a new account' to register on the site. You can then log on and must select only PSY335 experiments. Be careful to sign up for all PSY335 sessions.

3% - Seminar participation (Weeks 6, 7, 10, 11). You are expected to attend and contribute to discussions at the seminars presented in tutorials.

4% - Lecture attendance (Weeks 1 to 13). You are expected to attend at least 8 of the 13 lectures.

On successful completion you will be able to:
- extension of knowledge of research findings and theories of cognition
- critical evaluation of research problems

Seminar Presentation

Due: **Weeks 6, 7, 10 or 11**
Weighting: **5%**

Small groups collaborate and discuss separate aspects of a seminar topic and display a Powerpoint presentation.

The due date is determined by the topic selected by students - Seminar 1: Week 6, Seminar 2: Week 7, Seminar 3: Week 10, Seminar 4: Week 11.

On successful completion you will be able to:
- extension of knowledge of research findings and theories of cognition
- enhancement of skills in critical analysis and problem solving

Results writeup

Due: **Week 10**
Weighting: **5%**

Conduct the statistical analysis of the data for the project, and write the Results section according to the APA guidelines.

The Results section write up is to be submitted electronically via the Assignment link in the iLearn unit homepage under Week 10.

On successful completion you will be able to:
- extension of knowledge of research findings and theories of cognition

- critical evaluation of research problems
- enhancement of skills in critical analysis and problem solving

Project report

Due: **Week 13**
Weighting: **30%**

Writing your report

When you have the data your task is to analyze the results and write up a report of the experiment. This must be done individually.

The report should follow the usual report format – Introduction, Results, Discussion and References - except you need not include the Method section as we will provide it.

The word length is a maximum of 2,000 words. Please note word length on the front of your report. Any stimulus materials, instructions, statistical calculations etc. go in Appendices, and are not included in the word limit. Results should include summary statistics, report F or t values, etc., NOT raw data. You will submit the Results section ahead of the other sections, in Week 10.

Reports are checked for originality by Turnitin.

Monitoring progress in project writeup

- In the project briefing lecture in Week 7, you will be given a brief outline of the conditions of each experiment, the stimulus characteristics, etc along with a list of references. The data will be distributed via the iLearn homepage when the experiment and scoring have been completed.
- There will be practical sessions devoted to the discussion of the projects, where you can ask questions.
- You are required to submit the Results section of your chosen topic in Week 10.

On successful completion you will be able to:
- extension of knowledge of research findings and theories of cognition
- critical evaluation of research problems
- enhancement of skills in critical analysis and problem solving

Final Exam

Due: **Final Exam Period**
Weighting: **50%**

Exam: short essays plus multiple choice questions (2 hours)

If a Supplementary Examination is granted as a result of the Special Consideration process, the

examination will be scheduled after the conclusion of the official examination period.

The format of a special examination is at each unit convenor's discretion and may differ from the format of the examination scheduled in the normal examination period.

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On successful completion you will be able to:

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Delivery and Resources

Classes

	Day and time	Room
Lecture	Thursday 12:00-2:00	W6B 282
Tutorial class	Thursday 2:00-3:30	W5A 203

Tutorials/Practicals: Class participation varies from week to week; check the schedule on the iLearn homepage for details. Unsatisfactory attendance and participation in the course can lead to exclusion from the examinations for PSY335.

Changes to all units can be made on-line via eStudent. After week 2, no further changes will be entertained unless supporting documentation about the reason is provided and there is space in the tutorial you wish to change into.

Required and Recommended Texts and/or Materials

Note that the course does not closely follow the topics of a single text. The following are recommended.

Eysenck, M. and Keane, M. (2010). Cognitive Psychology – was used as a textbook in PSY246

More specific references will be given in each lecture.

Teaching and Learning Strategy

You will gain further research experience by participating in experiments and analyzing and interpreting the results and writing a report. Students in this course in the past have found the research component valuable experience and particularly useful for those proceeding to the Honours course.

Lectures and seminars are co-ordinated to allow a good coverage of each topic. Laboratory/ seminar sessions will be used discuss the research project work, to provide general discussion

of questions raised in lectures and reading, and for seminars on specific topics.

I. PROJECTS

The major part of the coursework is a written report based on cognitive research data. The aim is to give you the opportunity of being actively involved in exploring an area of cognitive processes in some depth. You will act as subjects in a short experiment, signing up at times convenient to you and the research assistant conducting the experiment (sign up times are available both during and outside the practical times). The topic and methods used will be briefly described on a handout with relevant references. Later in the course the data will be provided and you will write up the experiment as your project report.

II. SEMINARS

The 4 seminar topics and references are listed on iLearn in the weeks they are held. All students will be expected to read the main references before each seminar, and participate in the discussion. Each student will participate in one presentation.

Students access unit information, powerpoints, lecture recordings and other material on iLearn and references to books and articles in the library.

Unit Schedule

Week: Date	Lectures (Lecturer)	Seminar/tutorial/practical
1: 4/8/16	Introduction (JB)	No class - Experimental participation
2: 11/8/16	Semantic processing (SK)	**Seminar topic allocation -** Experimental participation
3: 18/8/16	Phonological processing and reading acquisition (JB)	No class - Experimental participation
4: 25/8/16	Visual attention (JB)	No class - Experimental participation
5: 1/9/16	Music and language (BT)	No class - Experimental participation
6: 8/9/16	Language comprehension (JB)	Seminar 1: Phonological awareness and reading
7: 15/9/16	Project briefing (JB)	Seminar 2: Semantic priming effect
	Recess 19/9 - 3/10	
8: 6/10/16	Reasoning (SH)	Project consultation 1
9: 13/10/16	Visual short-term memory and face-processing (KC)	Project consultation 2

10: 20/10/16	Adaptation in face and body processing (KB)	Seminar 3: Visual attention **Results writeup due**
11: 27/10/16	Working memory (JB)	Seminar 4: Face processing
12: 3/11/16	The replication "crisis" (JB)	Project consultation 3
13: 10/11/16	Revision (JB)	No Class **Assignment due**

Lectures are 2 hrs weekly on Thursdays 12-2pm with week by week topics listed on i-Learn.

Attendance at lectures is monitored and contributes to the final mark. It is strongly recommended that you attend the lectures, rather than rely on lecture recordings alone. If you are enrolled in the iLearn mode, ensure that you keep up to date.

Tutorial/practical classes are 1-1.5 hrs duration and topics are also listed on i-Learn.

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

Project consultations are one hour long. Practical classes in **bold** on the iLearn schedule require attendance at class times

Exclusion from the Course: Unsatisfactory attendance and participation in the course can lead to exclusion from the examinations for PSY335.

Seminars

Seminars are an important part of the course and attendance and participation is necessary to pass the course. The seminar material complements topics covered in lectures.

PLANNING OF AND CONDUCT OF SEMINARS

As the seminars start early in the course, you will need to start reading and thinking about your topic as soon as it is assigned in Week 2.

For each session 3-5 students will prepare a group presentation on a specified seminar topic (listed in the iLearn unit homepage) to be chosen in the Week 2 practical. Oral presentation is a course requirement and students prepare and present joint Powerpoint slides.

Everyone will be expected to have read at least the main references and to contribute to the discussions.

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

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy prior to Session 2 2016 http://mq.edu.au/policy/docs/grading/policy.html

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.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.

The University Examination period in Session 2, is from November 9 - 27, 2015.

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 Special Consideration. Information about unavoidable disruption and the special consideration process is available at http://www.psy.mq.edu.au/speccond/scrules.htm

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.

Academic Honesty

Academic honesty is an integral part of the core values and principles contained in the Macquarie University Ethics Statement. The Policy covering Academic Honesty is available on the web at: http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

Plagiarism is an example of dishonest academic behaviour and is defined by the Policy on Academic honesty as: "Using the work or ideas of another person and presenting this as your own without clear acknowledgement of the source of the work or ideas".

Plagiarism is a serious breach of the University's rules and carries significant penalties. The Academic honesty Procedure is available at http://www.mq.edu.au/policy/docs/academic_honesty/procedure.html

This procedure notes the following responsibilities for students:

- Act in accordance with the principles of the Academic Honesty Policy.
- Become familiar with what academic dishonesty is, what are appropriate referencing techniques and the consequences of poor practice.
- Seek assistance from the unit convenor (or their nominee) to remedy any deficits or if you are unsure of discipline specific practice.
- Submit only work of which you are the author or that properly acknowledges others.
- Do not lend your original work to any other person for any reason.
- Keep drafts of your own authored work and notes showing the authorship or source of ideas that are not your own.

The penalties which can be applied for academic dishonesty are outlined in the Academic Dishonesty – Schedule of Penalties which can be found at: http://www.mq.edu.au/policy/docs/academic_honesty/schedule_penalties.html

The penalties range from applying a fail grade for the assessment task or requiring the student to re-submit the assessment task for a mark no greater than 50 to applying a fail grade to the unit of study and referral to the University Discipline committee.

You must read the University's Policy and Procedure on Academic Honesty.

University Policy on Grading

Academic Senate has a set of guidelines for the achievement of grades across the range from fail to high distinction. Your final result will include one of these grades plus a standardised numerical grade (SNG).

On occasion your raw mark for a unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive.

For more information please refer to the Macquarie University Handbook.

APPEALS AGAINST GRADES

Please refer to the Grade Appeal Policy.

http://www.mq.edu.au/policy/docs/gradeappeal/policy.html

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

On matters pertaining to the regulations, the Registrar's Office should be consulted or, within the Department of Psychology, Dr Julia Irwin, Director of Undergraduate Studies. Students with disabilities who have problems within the Department should consult Dr Eugene Chekaluk, the Disability Liaison Officer. If your difficulties cannot be resolved by these members of staff you should consult the Head of Department.

If you have a major difficulty associated with learning skills, you could enrol in a short course. For details go to: http://www.students.mq.edu.au/support/learning_skills/undergraduate/workshops_for_undergraduate_students/

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://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

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

- critical evaluation of research problems

Assessment tasks

- Participation
- Results writeup
- Project report
- Final Exam

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 outcomes

- extension of knowledge of research findings and theories of cognition
- critical evaluation of research problems
- enhancement of skills in critical analysis and problem solving

Assessment tasks

- Participation
- Seminar Presentation
- Results writeup
- Project report
- Final Exam

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

- critical evaluation of research problems

Assessment tasks

- Participation
- Seminar Presentation
- Results writeup
- Project report
- Final Exam

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

- critical evaluation of research problems

Assessment tasks

- Participation
- Results writeup
- Project report
- Final Exam

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

- critical evaluation of research problems

Assessment tasks

- Seminar Presentation
- Project report
- Final Exam