



COGS703

Advanced Principles of Cognitive Science: Sensation and Perception

S2 Day 2016

Department of Cognitive Science

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	5
<u>Policies and Procedures</u>	5
<u>Graduate Capabilities</u>	7

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Lecturer and Course Convener

Blake Johnson

blake.johnson@mq.edu.au

S2.6 3.512

By appointment

Bianca De Wit

bianca.dewit@mq.edu.au

Credit points

4

Prerequisites

Admission to MRes

Corequisites

Co-badged status

Unit description

This unit forms part of a four-unit core sequence covering a range of foundational and cutting-edge research topics in cognitive science, with an emphasis on active research programs at MQ. This team-taught unit is made up of a selection of 3-4 topic modules, led by experts specialising in these fields. Topics to be covered may include but are not limited to: the brain mechanisms of visual and auditory perception, mental imagery, and object recognition.

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 a highly structured written essay, 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 module 1; (2) identify how the studies/findings that are discussed in module 1 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.

Through a highly structured individual oral presentation, 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) articulate how the studies/findings that are discussed in the module have addressed that question; and (3) respond knowledgeably and succinctly to questions posed by peers about the content and larger implications of the presented material.

Through a highly structured group oral presentation, students will demonstrate an ability to (1) work in a group to identify at least one critical theoretical issue/question that motivates research in an area that is relevant to module 3; (2) cooperate to create an integrative group presentation of the studies/findings that are discussed in the module that have addressed that questions; and (3) respond knowledgeably and succinctly to questions posed by peers about the content and larger implications of the presentation.

Through participation in class discussions in all three modules, students will demonstrate an ability to actively (1) engage with the course material as it is presented; (2) pose salient questions to identify gaps in the understanding of the material as it is presented; (3) explore the larger implications and context of the material as it is being presented.

General Assessment Information

Late Penalties

Late submission of an assignment will attract a penalty of 10% of the maximum mark for every day that the assignment is late (including weekend days). For example, if the assignment is worth 40 marks and your assignment is submitted 2 days late, a penalty of $2 \times 10\% \times 40 = 8$ marks will be applied and subtracted from the awarded mark for the assignment. Work submitted more than 7 days after the submission deadline will not be marked and will receive a mark of 0. Please note that it is the student's responsibility to notify the University of a disruption to their studies and that requests for extensions for assignments must be made via the University's Ask MQ System (as outlined in the Disruption to Studies Policy).

Final Grade

Your final grade is determined by your performance in meeting the learning outcomes for the unit. The Standard Numerical Grade (SNG) reflects the extent to which your performance matches the grade descriptors, as outlined in the Macquarie University Grading Policy.

Assessment Tasks

Name	Weighting	Due
<u>Essay</u>	40%	Week 8

Name	Weighting	Due
<u>Group Presentation</u>	30%	Week 10
<u>Individual Class Presentation</u>	20%	Week 13
<u>Class Participation</u>	10%	Weeks 1-13

Essay

Due: **Week 8**

Weighting: **40%**

An essay (maximum 2000 words excluding references) on a topic covered in Module 1 (Week 1-5). 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 a highly structured written essay, 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 module 1; (2) identify how the studies/findings that are discussed in module 1 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.

Group Presentation

Due: **Week 10**

Weighting: **30%**

A group presentation (worth 10%) and short individual written report (500 words, worth 20%) on a topic relevant to Module 2 (Weeks 6-10) Students should discuss the topic of the presentation and the relevant literature with the instructor before beginning.

On successful completion you will be able to:

- Through a highly structured group oral presentation, students will demonstrate an ability to (1) work in a group to identify at least one critical theoretical issue/question that motivates research in an area that is relevant to module 3; (2) cooperate to create an integrative group presentation of the studies/findings that are discussed in the module that have addressed that questions; and (3) respond knowledgably and succinctly to questions posed by peers about the content and larger implications of the presentation.

Individual Class Presentation

Due: **Week 13**

Weighting: **20%**

A short in-class presentation (10-15 minutes) on a topic covered in Module 2 (Week 1-5). Students should discuss the topic of the presentation and the relevant literature with the instructor before beginning.

On successful completion you will be able to:

- Through a highly structured individual oral presentation, 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) articulate how the studies/findings that are discussed in the module have addressed that question; and (3) respond knowledgeably and succinctly to questions posed by peers about the content and larger implications of the presented material.

Class Participation

Due: **Weeks 1-13**

Weighting: **10%**

Active engagement and participation in class discussion in all weeks (1-13). This will be based on participation in online discussions, in-class discussions, and lecture attendance. Marks for this component will be awarded on a pass/fail (all or nothing) basis.

On successful completion you will be able to:

- Through participation in class discussions in all three modules, students will demonstrate an ability to actively (1) engage with the course material as it is presented; (2) pose salient questions to identify gaps in the understanding of the material as it is presented; (3) explore the larger implications and context of the material as it is being presented.

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.

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/assessm>

[ent/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.

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://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

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Through a highly structured individual oral presentation, 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) articulate how the studies/findings that are discussed in the module have addressed that question; and (3) respond knowledgeably and succinctly to questions posed by peers about the content and larger implications of the presented material.
- Through a highly structured group oral presentation, students will demonstrate an ability to (1) work in a group to identify at least one critical theoretical issue/question that motivates research in an area that is relevant to module 3; (2) cooperate to create an integrative group presentation of the studies/findings that are discussed in the module that have addressed that questions; and (3) respond knowledgeably and succinctly to questions posed by peers about the content and larger implications of the presentation.
- Through participation in class discussions in all three modules, students will demonstrate an ability to actively (1) engage with the course material as it is presented; (2) pose salient questions to identify gaps in the understanding of the material as it is presented; (3) explore the larger implications and context of the material as it is being presented.

Assessment tasks

- Group Presentation

- Individual Class Presentation
- Class Participation

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 outcomes

- Through a highly structured written essay, 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 module 1; (2) identify how the studies/findings that are discussed in module 1 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.
- Through a highly structured individual oral presentation, 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) articulate how the studies/findings that are discussed in the module have addressed that question; and (3) respond knowledgeably and succinctly to questions posed by peers about the content and larger implications of the presented material.
- Through a highly structured group oral presentation, students will demonstrate an ability to (1) work in a group to identify at least one critical theoretical issue/question that motivates research in an area that is relevant to module 3; (2) cooperate to create an integrative group presentation of the studies/findings that are discussed in the module that have addressed that questions; and (3) respond knowledgeably and succinctly to questions posed by peers about the content and larger implications of the presentation.
- Through participation in class discussions in all three modules, students will demonstrate an ability to actively (1) engage with the course material as it is presented; (2) pose salient questions to identify gaps in the understanding of the material as it is presented; (3) explore the larger implications and context of the material as it is being presented.

Assessment tasks

- Essay
- Group Presentation
- Individual Class Presentation

- Class Participation

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 outcomes

- Through a highly structured written essay, 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 module 1; (2) identify how the studies/findings that are discussed in module 1 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.
- Through a highly structured individual oral presentation, 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) articulate how the studies/findings that are discussed in the module have addressed that question; and (3) respond knowledgeably and succinctly to questions posed by peers about the content and larger implications of the presented material.
- Through a highly structured group oral presentation, students will demonstrate an ability to (1) work in a group to identify at least one critical theoretical issue/question that motivates research in an area that is relevant to module 3; (2) cooperate to create an integrative group presentation of the studies/findings that are discussed in the module that have addressed that questions; and (3) respond knowledgeably and succinctly to questions posed by peers about the content and larger implications of the presentation.
- Through participation in class discussions in all three modules, students will demonstrate an ability to actively (1) engage with the course material as it is presented; (2) pose salient questions to identify gaps in the understanding of the material as it is presented; (3) explore the larger implications and context of the material as it is being presented.

Assessment tasks

- Essay
- Group Presentation
- Individual Class Presentation

- Class Participation

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 outcomes

- Through a highly structured written essay, 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 module 1; (2) identify how the studies/findings that are discussed in module 1 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.
- Through a highly structured individual oral presentation, 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) articulate how the studies/findings that are discussed in the module have addressed that question; and (3) respond knowledgeably and succinctly to questions posed by peers about the content and larger implications of the presented material.
- Through a highly structured group oral presentation, students will demonstrate an ability to (1) work in a group to identify at least one critical theoretical issue/question that motivates research in an area that is relevant to module 3; (2) cooperate to create an integrative group presentation of the studies/findings that are discussed in the module that have addressed that questions; and (3) respond knowledgeably and succinctly to questions posed by peers about the content and larger implications of the presentation.
- Through participation in class discussions in all three modules, students will demonstrate an ability to actively (1) engage with the course material as it is presented; (2) pose salient questions to identify gaps in the understanding of the material as it is presented; (3) explore the larger implications and context of the material as it is being presented.

Assessment tasks

- Essay
- Group Presentation
- Individual Class Presentation

- Class Participation

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 outcomes

- Through a highly structured written essay, 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 module 1; (2) identify how the studies/findings that are discussed in module 1 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.
- Through a highly structured individual oral presentation, 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) articulate how the studies/findings that are discussed in the module have addressed that question; and (3) respond knowledgeably and succinctly to questions posed by peers about the content and larger implications of the presented material.
- Through a highly structured group oral presentation, students will demonstrate an ability to (1) work in a group to identify at least one critical theoretical issue/question that motivates research in an area that is relevant to module 3; (2) cooperate to create an integrative group presentation of the studies/findings that are discussed in the module that have addressed that questions; and (3) respond knowledgeably and succinctly to questions posed by peers about the content and larger implications of the presentation.
- Through participation in class discussions in all three modules, students will demonstrate an ability to actively (1) engage with the course material as it is presented; (2) pose salient questions to identify gaps in the understanding of the material as it is presented; (3) explore the larger implications and context of the material as it is being presented.

Assessment tasks

- Essay
- Group Presentation
- Individual Class Presentation

- Class Participation

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Through a highly structured individual oral presentation, 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) articulate how the studies/findings that are discussed in the module have addressed that question; and (3) respond knowledgeably and succinctly to questions posed by peers about the content and larger implications of the presented material.
- Through a highly structured group oral presentation, students will demonstrate an ability to (1) work in a group to identify at least one critical theoretical issue/question that motivates research in an area that is relevant to module 3; (2) cooperate to create an integrative group presentation of the studies/findings that are discussed in the module that have addressed that questions; and (3) respond knowledgeably and succinctly to questions posed by peers about the content and larger implications of the presentation.
- Through participation in class discussions in all three modules, students will demonstrate an ability to actively (1) engage with the course material as it is presented; (2) pose salient questions to identify gaps in the understanding of the material as it is presented; (3) explore the larger implications and context of the material as it is being presented.

Assessment tasks

- Group Presentation
- Individual Class Presentation
- Class Participation