



PSY 335

Cognitive Processes II

S2 Day 2019

Department of Psychology

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>	6
<u>Unit Schedule</u>	7
<u>Policies and Procedures</u>	8
<u>Graduate Capabilities</u>	11

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

Unit Co-Convenor / Lecturer

Kim Curby

kim.curby@mq.edu.au

Unit Co-Convenor / Lecturer

Sachiko Kinoshita

sachiko.kinoshita@mq.edu.au

Administrator

Novello Alday

novello.alday@mq.edu.au

Credit points

3

Prerequisites

6cp at 200 level including (PSY237 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 gain 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:

Demonstrate an in-depth knowledge of key cognitive research findings and theories of

cognition

Understand the relevant research findings in cognition

Critically analyse and problem solve relevant aspects of cognition theory and research

Identify and critically analyse relevant problems in cognition research

Effectively communicate key concepts relevant to cognition using written and oral formats

General Assessment Information

How to apply for a late submission of an assignment

All requests for special consideration, including extensions, must be submitted via [ASK.mq.edu.au](https://ask.mq.edu.au) and provide suitable supporting documentation

Late Assignment Submission

- Late submissions without an extension will receive a penalty of 5% of the total mark available for the assignment per day
- Late submission of an assignment without an extension will not be permitted after marks have been released to the rest of the class.
- Extensions will only be given in special circumstances, and can be requested by completing the Special Consideration request at ask.mq.edu.au and providing the requisite supporting documentation.
- For more information on Special Consideration, see the university website <https://students.mq.edu.au/study/my-study-program/special-consideration>
- Assignments submitted after the deadline, regardless of the reason, will be marked and returned at a date determined by the unit convenor.
- Extensions cannot continue beyond the start of the following semester, and students should be aware that long extensions may impact graduation dates.

Assessment Tasks

Name	Weighting	Hurdle	Due
Participation	10%	No	Weeks 1-12
Seminar Presentation	5%	No	Weeks 7, 10, 12
Results Analysis	5%	No	Week 10
Project report	30%	No	Week 13

Name	Weighting	Hurdle	Due
<u>Final Exam</u>	50%	No	Final Exam Period

Participation

Due: **Weeks 1-12**

Weighting: **10%**

There are 3 components to Participation (as listed below). Together they contribute to the 10% participation mark.

3% - Experiment participation (Weeks 1-4). You participate in class projects in lieu of some tutorials. The data collected form the data you write up for the assignment.

4% - Seminar participation (Weeks 7, 10, 12). You are expected to attend and contribute to tutorial discussions.

3% - Practical participation (Weeks 5, 6, 8). You are expected to attend practical sessions held during the tutorial time.

On successful completion you will be able to:

- Demonstrate an in-depth knowledge of key cognitive research findings and theories of cognition
- Understand the relevant research findings in cognition
- Critically analyse and problem solve relevant aspects of cognition theory and research
- Effectively communicate key concepts relevant to cognition using written and oral formats

Seminar Presentation

Due: **Weeks 7, 10, 12**

Weighting: **5%**

Small groups collaborate and discuss/debate both sides of a controversial question that is central to the seminar topic.

The due date is determined by the topic selected by students - Seminar 1: Week 7, Seminar 2: Week 10, Seminar 3: Week 12

On successful completion you will be able to:

- Demonstrate an in-depth knowledge of key cognitive research findings and theories of cognition
- Understand the relevant research findings in cognition
- Critically analyse and problem solve relevant aspects of cognition theory and research

- Identify and critically analyse relevant problems in cognition research
- Effectively communicate key concepts relevant to cognition using written and oral formats

Results Analysis

Due: **Week 10**

Weighting: **5%**

Analysis of results for project report

On successful completion you will be able to:

- Critically analyse and problem solve relevant aspects of cognition theory and research
- Identify and critically analyse relevant problems in cognition research

Project report

Due: **Week 13**

Weighting: **30%**

Students will individually write up a report of the results of the class project.

On successful completion you will be able to:

- Demonstrate an in-depth knowledge of key cognitive research findings and theories of cognition
- Understand the relevant research findings in cognition
- Critically analyse and problem solve relevant aspects of cognition theory and research
- Identify and critically analyse relevant problems in cognition research
- Effectively communicate key concepts relevant to cognition using written and oral formats

Final Exam

Due: **Final Exam Period**

Weighting: **50%**

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

On successful completion you will be able to:

- Demonstrate an in-depth knowledge of key cognitive research findings and theories of cognition
- Understand the relevant research findings in cognition
- Critically analyse and problem solve relevant aspects of cognition theory and research

- Identify and critically analyse relevant problems in cognition research
- Effectively communicate key concepts relevant to cognition using written and oral formats

Delivery and Resources

Delivery

Lectures are 2 hrs weekly with week by week topics listed in the Unit Schedule.

Tutorial/practical/seminar classes are 1 - 1.5 hrs duration with the topics listed in the Unit Schedule. Project consultations are one hour long.

Seminars are an important part of the course and presentation and attendance is necessary to pass the course. The seminar and practical material complements topics covered in lectures. More information will be given in the introductory lecture in Week 1, and on the iLearn homepage.

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

Required and Recommended Texts and/or Materials

The course does not closely follow the topics of a single text. However, the following text is recommended.

Eysenck, M. and Keane, M. (2010). Cognitive Psychology (also 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 to discuss the research project work, to provide general discussions of questions raised in lectures and reading, to demonstrate research tools used by cognitive psychologists 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. The data will then be provided and you will write up the experiment as your project report.

II. SEMINARS

The seminar topics are related to selected lecture topics and extend them. 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

Class Date	Lectures (Lecturer)	Seminar/tutorial/practical
1: 30/7/19	Introduction	No class - Experimental participation
2: 6/8/19	Orthographic processing	No class - Experimental participation
3: 13/8/19	Music cognition	No class - Experimental participation
4: 20/8/19	Face Processing: How do we recognise faces?	No class - Experimental participation
5: 27/8/19	Reading	Research tools for cognitive psychologists prac 1: Eye tracking
6: 3/9/19	Dynamical systems approaches to human perception, action and cognition	Research tools for cognitive psychologists prac 2: Virtual reality lab tour
7: 10/9/19	Project briefing	Debate Seminar 1
	<i>Recess 14/9/19-30/9/19</i>	
8: 1/10/19	Cognition in the wild	Research tools for cognitive psychologists prac 3: Simulation hub tour
9: 8/10/19	Unconscious processing	Project consultation 1
10: 15/10/19	Attention in a complex and demanding world	Debate Seminar 2 Results write-up due
11: 22/10/19	Visual working memory capacity: Fixed or flexible?	Project consultation 2

12: 29/10/ 19	Cognitive control	Debate Seminar 3
13: 5/11/ 19	Unit wrap-up and overview	No Class Assignment due

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway \(https://students.mq.edu.au/support/study/student-policy-gateway\)](https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@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/specond/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

If you are a Global MBA student contact globalmba.support@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

- Critically analyse and problem solve relevant aspects of cognition theory and research

Assessment tasks

- Participation
- 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

- Demonstrate an in-depth knowledge of key cognitive research findings and theories of cognition
- Understand the relevant research findings in cognition
- Critically analyse and problem solve relevant aspects of cognition theory and research

- Identify and critically analyse relevant problems in cognition research
- Effectively communicate key concepts relevant to cognition using written and oral formats

Assessment tasks

- Participation
- Seminar Presentation
- Results Analysis
- 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 outcomes

- Understand the relevant research findings in cognition
- Critically analyse and problem solve relevant aspects of cognition theory and research
- Identify and critically analyse relevant problems in cognition research

Assessment tasks

- Participation
- Seminar Presentation
- Results Analysis
- 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 outcomes

- Demonstrate an in-depth knowledge of key cognitive research findings and theories of cognition
- Understand the relevant research findings in cognition
- Critically analyse and problem solve relevant aspects of cognition theory and research
- Identify and critically analyse relevant problems in cognition research

Assessment tasks

- Participation
- Results Analysis
- 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 outcomes

- Demonstrate an in-depth knowledge of key cognitive research findings and theories of cognition
- Critically analyse and problem solve relevant aspects of cognition theory and research
- Effectively communicate key concepts relevant to cognition using written and oral formats

Assessment tasks

- Seminar Presentation
- Project report
- Final Exam