



COGS2040

Attention

Session 2, In person-scheduled-weekday, North Ryde 2022

School of Psychological Sciences

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General Information

Unit convenor and teaching staff

Convenor/Lecturer

Anina Rich

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by appointment

Tutor

Blake Cogle

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by appointment

Credit points

10

Prerequisites

COGS2000 or COGS202

Corequisites

Co-badged status

Unit description

This unit explores the fundamental cognitive function of attention, which underpins every daily activity, the way we perceive the world around us, and how we are able to interact with it.

Using behavioural, neuropsychological, and neural perspectives, we will explore major facets of attention and how we study it.

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:

ULO1: Explain the major theories and paradigms used to study attention and the way we interact with the world.

ULO2: Identify the neural mechanisms that underpin attention, and describe the patient syndromes that result from damage to these brain areas.

ULO3: Critically evaluate experimental designs, analyses, and empirical findings in

terms of the theoretical motivation.

ULO4: Display effective scientific communication in written form.

General Assessment Information

Grade descriptors and other information concerning grading are contained in the [Macquarie University Assessment Policy](#).

All final grades are determined by a grading committee, in accordance with the Macquarie University Assessment Policy, and are not the sole responsibility of the Unit Convenor.

Students will be awarded a final grade and a mark which must correspond to the grade descriptors specified in the [Assessment Procedure](#) (clause 128).

To pass this unit, you must demonstrate sufficient evidence of achievement of the learning outcomes, meet any ungraded requirements, and achieve a final mark of 50 or better.

Late Submissions

Unless a Special Consideration request has been submitted and approved, a 5% penalty (OF THE TOTAL POSSIBLE MARK) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a grade of '0' will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical concern.

For example:

Number of days (hours) late	Total Possible Marks	Deduction	Raw mark	Final mark
1 day (1-24 hours)	100	5	75	70
2 days (24-48 hours)	100	10	75	65
3 days (48-72 hours)	100	15	75	60
7 days (144-168 hours)	100	35	75	40
>7 days (>168 hours)	100	-	75	0

Late submission of time sensitive tasks, such as scheduled tests/exams, performance assessments/presentations, and/or scheduled practical assessments/labs: students need to submit an application for Special Consideration.

Special Consideration

If you are unable to complete an assessment task on or by the specified date due circumstances that are unexpected, unavoidable, significantly disruptive and beyond your control, you may

apply for special consideration in accordance with the [special consideration policy](#). Applications for special consideration must be supported by appropriate evidence and submitted via ask.mq.edu.au.

Further details for each assessment task will be available on iLearn.

Assessment Tasks

Name	Weighting	Hurdle	Due
Weekly online quizzes	10%	No	Weeks 2-6, 8-12 inclusive
Mid-term exam	20%	No	Week 7
Experimental report	30%	No	End of Week 8
Final exam	40%	No	Final examination period

Weekly online quizzes

Assessment Type ¹: Quiz/Test

Indicative Time on Task ²: 5 hours

Due: **Weeks 2-6, 8-12 inclusive**

Weighting: **10%**

Short online multiple-choice quizzes completed before each lecture.

On successful completion you will be able to:

- Explain the major theories and paradigms used to study attention and the way we interact with the world.
- Identify the neural mechanisms that underpin attention, and describe the patient syndromes that result from damage to these brain areas.
- Critically evaluate experimental designs, analyses, and empirical findings in terms of the theoretical motivation.

Mid-term exam

Assessment Type ¹: Examination

Indicative Time on Task ²: 17 hours

Due: **Week 7**

Weighting: **20%**

Multiple-choice exam (1 hour, conducted in class time).

On successful completion you will be able to:

- Explain the major theories and paradigms used to study attention and the way we interact with the world.
- Identify the neural mechanisms that underpin attention, and describe the patient syndromes that result from damage to these brain areas.
- Critically evaluate experimental designs, analyses, and empirical findings in terms of the theoretical motivation.

Experimental report

Assessment Type ¹: Report

Indicative Time on Task ²: 26.5 hours

Due: **End of Week 8**

Weighting: **30%**

Structured report on class experiment, including introduction, methods, results, discussion, conclusion and references. Data for the report will be collected during the practicals.

On successful completion you will be able to:

- Explain the major theories and paradigms used to study attention and the way we interact with the world.
- Critically evaluate experimental designs, analyses, and empirical findings in terms of the theoretical motivation.
- Display effective scientific communication in written form.

Final exam

Assessment Type ¹: Examination

Indicative Time on Task ²: 30 hours

Due: **Final examination period**

Weighting: **40%**

Combination of multiple-choice and short answer questions to probe understanding of core concepts and principles.

On successful completion you will be able to:

- Explain the major theories and paradigms used to study attention and the way we interact with the world.
- Identify the neural mechanisms that underpin attention, and describe the patient syndromes that result from damage to these brain areas.
- Critically evaluate experimental designs, analyses, and empirical findings in terms of the

theoretical motivation.

- Display effective scientific communication in written form.

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Professor Anina Rich is the Convenor of the course. The course is taught through lectures and tutorials with support from web-based resources such as iLearn and the Active Learning Platform.

This unit involves essential on campus learning activities which will be delivered in accordance with a COVID Safe plan. You will be expected to attend relevant on campus activities unless the Public Health Order and/or University advice changes. Please see the iLearn site for week-to-week information.

Active participation in the learning activities throughout the unit will require students to have access to a tablet, laptop or similar device. Students who do not own their own laptop computer may borrow one from the university library.

Please check eStudent to see which tutorial you are enrolled in, or if you want to change tutorial times.

Lectures will be in-person and will include interactive activities using the Active Learning Platform within iLearn, which you will access on your own internet-enabled device. We will also have discussion groups, demonstrations of methods, and opportunities for questions. You are strongly encouraged to attend the lectures in-person as then you can fully engage with the interactive aspects and have the opportunity to ask questions/engage in discussion.

Tutorials are a combination of research-intensive laboratory sessions, scientific method and writing training, and content review. They are designed to consolidate your learning from the seminars and learn other key skills required to complete the assessments, giving you research training in collecting, analysing and interpreting data. The tutorials and assessments will support development of scientific written communication skills and an understanding of important aspects of experimental design and practice.

Attending both lectures and tutorials is crucial for doing well in COGS2040. The iLearn discussion board allows students to discuss topics in greater depth, to provide peer support, and

to access additional learning resources and examples. There are opportunities to get feedback during the course including through the weekly quizzes on reading (prior to the lecture), in-lecture quizzes and the major Experimental Report; you can also get feedback on your understanding of key concepts during tutorials through interactions with your tutor, and during seminars with your lecturer.

Delivery

The timetable for lectures & tutorials can be found on the University web site at:

<http://www.timetables.mq.edu.au/>

Lectures are held weekly (2 hours), starting in Week 1. Please check <http://www.timetables.mq.edu.au/> for time and iLearn for the Zoom link and password. Lecture recordings will be available via Echo360. Lectures will include interactive & small group activities.

Tutorials are held weekly (1.5 hours), starting in Week 1. Please check eStudent for the time and location of your tutorial.

Due to restrictions on the availability of resources in the laboratory and to health and safety regulations you should attend the tutorial to which you have been assigned. Although students might be able to occasionally attend a different tutorial, most classes are likely to be full, in which case those not attending their assigned tutorial will be asked to leave. Under these circumstances, no special provisions will be made for attendance at an alternative tutorial class.

Requests for tutorial changes: **Changes to tutorials need to be done online via eStudent only. After week 2, no further changes will be made unless supporting documentation about the reason for changing is provided and there is space in the tutorial you wish to enrol in. Please note that changes to tutorials cannot be made by the unit convenor or tutor.**

Readings

There is no set textbook for this unit. Instead, you will be asked to read a few relevant papers each week, which will be the basis for the weekly quizzes (weeks 2-6, 8-12). The readings will be listed in iLearn and available via Leganto.

iLearn

You will need access to a computer that can reliably connect to the internet to access the unit's iLearn page. Through iLearn you will be able to attend the lectures (the Zoom link will be posted there for each week), access the interactive activities (Active Learning Platform) during lectures, lecture recordings (Echo360), additional readings, and feedback and marks for the assessment tasks. You are also required to submit one of the assessment tasks (Experimental Report) via iLearn, using the Turnitin submission tool. Please allow time to familiarise yourself with how to access iLearn and how to submit a Turnitin assignment.

For week 12, there is an online lecture. The Zoom link and password will be available in iLearn. Please make sure you have a microphone and webcam so that you can fully engage. You can blur your background if you like to maintain privacy. Please respect other people's privacy during these interactions - **you must not record any video or audio of interactions during this course.**

Unit Schedule

Week 1: Intro to course, then topic: Attention & Awareness (Prof Anina Rich)

Week 2: Selective attention in space: Visual search & binding (Prof Anina Rich)

Week 3: Temporal attention & multitasking (Prof Anina Rich)

Week 4: Sustained attention & vigilance (Prof Anina Rich)

Week 5: Attention in the real world (Dr Ann Carrigan)

Week 6: Neural underpinnings of attention (Prof Anina Rich)

Week 7: Midsemester test

[2 weeks midsemester break]

Week 8: Attentional control & ADHD (Prof Anina Rich)

Week 9: Social Attention (Dr Samantha Parker)

Week 10: Motor intention in the parietal cortex (A/Prof David Kaplan)

Week 11: Spatial attention in the parietal cortex (A/Prof David Kaplan)

Week 12: Nature & attention (Prof David Strayer (Uni of Utah) live Zoom lecture).

Week 13: Review (Prof Anina Rich)

(All lectures are in-person except for Week 12)

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). 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](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies \(https://students.mq.edu.au/support/study/policies\)](https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about

throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit [Policy Central](https://policies.mq.edu.au) (<https://policies.mq.edu.au>) and use the [search tool](#).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/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

Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)

Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

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.

Inclusion & 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 based on their sex, gender, race, marital status, carers' responsibilities, disability, sexual orientation, age, political conviction or religious belief. All staff and students are expected to display appropriate behaviour that is conducive to a healthy learning environment for everyone.

The Unit Convenor is an active supporter of equity and diversity at Macquarie University, including being a member of the Ally network, and is happy to provide additional support if needed.

Professionalism

In the Faculty of Medicine, Health and Human Sciences, professionalism is a key capability embedded in all our courses.

As part of developing professionalism, students are expected to attend all small group interactive sessions including clinical, practical, laboratory, work-integrated learning (e.g., PACE placements), and team-based learning activities. Some learning activities are recorded (e.g., face-to-face lectures), however you are encouraged to avoid relying upon such material as they do not recreate the whole learning experience and technical issues can and do occur. As an adult learner, we respect your decision to choose how you engage with your learning, but we would remind you that the learning opportunities we create for you have been done so to enable

your success, and that by not engaging you may impact your ability to successfully complete this unit. We equally expect that you show respect for the academic staff who have worked hard to develop meaningful activities and prioritise your learning by communicating with them in advance if you are unable to attend a small group interactive session.

Another dimension of professionalism is having respect for your peers. It is the right of every student to learn in an environment that is free of disruption and distraction. Please arrive to all learning activities on time, and if you are unavoidably detained, please join activity as quietly as possible to minimise disruption. Phones and other electronic devices that produce noise and other distractions must be turned off prior to entering class. Where your own device (e.g., laptop) is being used for class-related activities, you are asked to close down all other applications to avoid distraction to you and others.

COGS2040 includes data and videos of human patients with brain damage and animal research. It is also a research-intensive course, involving delicate experimental equipment and data collection from other students. Please treat both the equipment and your fellow students with the utmost respect. If you are uncomfortable participating in any specific activity, please let your tutor know.