COGS2020
Experimental Design and Data Analysis for the Cognitive and Brain Sciences
Session 1, In person-scheduled-weekday, North Ryde 2023

School of Psychological Sciences

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**General Information**

<table>
<thead>
<tr>
<th>Unit convenor and teaching staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matthew Crossley</td>
</tr>
<tr>
<td><a href="mailto:matthew.crossley@mq.edu.au">matthew.crossley@mq.edu.au</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT1103 or STAT1170 or STAT170</td>
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**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](https://www.mq.edu.au/study/calendar-of-dates)

**Learning Outcomes**

On successful completion of this unit, you will be able to:

**ULO1**: Program statistical analyses using the R programming language.

**ULO2**: Generate data visualisations and publication-quality summary figures using the R programming language.

**ULO3**: Design experiments and apply appropriate statistical methods to test hypotheses in the cognitive and brain sciences.

**ULO4**: Interpret and critically evaluate the results of statistical analyses.
**General Assessment Information**

Grade descriptors and other information concerning grading are contained in the [Macquarie University Assessment Policy](https://unitguides.mq.edu.au/unit_offerings/156264/unit_guide/print).

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](https://unitguides.mq.edu.au/unit_offerings/156264/unit_guide/print) (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.

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

**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:

<table>
<thead>
<tr>
<th>Number of days (hours) late</th>
<th>Total Possible Marks</th>
<th>Deduction</th>
<th>Raw mark</th>
<th>Final mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 day (1-24 hours)</td>
<td>100</td>
<td>5</td>
<td>75</td>
<td>70</td>
</tr>
<tr>
<td>2 days (24-48 hours)</td>
<td>100</td>
<td>10</td>
<td>75</td>
<td>65</td>
</tr>
<tr>
<td>3 days (48-72 hours)</td>
<td>100</td>
<td>15</td>
<td>75</td>
<td>60</td>
</tr>
<tr>
<td>7 days (144-168 hours)</td>
<td>100</td>
<td>35</td>
<td>75</td>
<td>40</td>
</tr>
<tr>
<td>&gt;7 days (&gt;168 hours)</td>
<td>100</td>
<td>-</td>
<td>75</td>
<td>0</td>
</tr>
</tbody>
</table>

For any late submissions 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.
Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Hurdle</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final exam</td>
<td>35%</td>
<td>No</td>
<td>Exam Week</td>
</tr>
<tr>
<td>Problem sets</td>
<td>40%</td>
<td>No</td>
<td>Approximately one every 3 to 4 weeks</td>
</tr>
<tr>
<td>Weekly online quizzes</td>
<td>25%</td>
<td>No</td>
<td>Approximately weekly.</td>
</tr>
</tbody>
</table>

Final exam

Assessment Type 1: Examination
Indicative Time on Task 2: 22 hours
Due: Exam Week
Weighting: 35%

Final exam conducted during the exam period.

On successful completion you will be able to:

- Program statistical analyses using the R programming language.
- Generate data visualisations and publication-quality summary figures using the R programming language.
- Design experiments and apply appropriate statistical methods to test hypotheses in the cognitive and brain sciences.
- Interpret and critically evaluate the results of statistical analyses.

Problem sets

Assessment Type 1: Problem set
Indicative Time on Task 2: 30 hours
Due: Approximately one every 3 to 4 weeks
Weighting: 40%

Problem sets designed for students to demonstrate R coding knowledge and apply learned code to a novel context.

On successful completion you will be able to:
• Program statistical analyses using the R programming language.
• Generate data visualisations and publication-quality summary figures using the R programming language.
• Design experiments and apply appropriate statistical methods to test hypotheses in the cognitive and brain sciences.
• Interpret and critically evaluate the results of statistical analyses.

Weekly online quizzes
Assessment Type ¹: Quiz/Test
Indicative Time on Task ²: 20 hours
Due: Approximately weekly.
Weighting: 25%

Graded weekly online multiple choice quizzes designed to provide routine assessment and feedback. The 2 lowest quizzes (missed or lowest mark) may be dropped without penalty.

On successful completion you will be able to:
• Program statistical analyses using the R programming language.
• Generate data visualisations and publication-quality summary figures using the R programming language.
• Design experiments and apply appropriate statistical methods to test hypotheses in the cognitive and brain sciences.
• Interpret and critically evaluate the results of statistical analyses.

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
As a student enrolled in this unit, you will engage in a range of online and face-to-face learning activities, including readings, videos and lectures etc. Details can be found on the iLearn site for this unit.
Unit Schedule

Weekly topics are subject to change. Please consult the unit's iLearn page for details.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic/Theme</th>
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<tbody>
<tr>
<td>1</td>
<td>Intro to course and R programming</td>
</tr>
<tr>
<td>2</td>
<td>Intro to data.table and ggplot</td>
</tr>
<tr>
<td>3</td>
<td>Descriptive statistics, data types, experiment design</td>
</tr>
<tr>
<td>4</td>
<td>Probability, Random Variables, Estimation</td>
</tr>
<tr>
<td>5</td>
<td>Binomial and Normal distributions</td>
</tr>
<tr>
<td>6</td>
<td>Null Hypothesis Significance testing</td>
</tr>
<tr>
<td>7</td>
<td>One-sample and two-sample t-tests</td>
</tr>
<tr>
<td>8</td>
<td>One-way ANOVA</td>
</tr>
<tr>
<td>9</td>
<td>Two-way ANOVA</td>
</tr>
<tr>
<td>10</td>
<td>Repeated Measures and mixed design ANOVA</td>
</tr>
<tr>
<td>11</td>
<td>Correlation</td>
</tr>
<tr>
<td>12</td>
<td>Regression</td>
</tr>
<tr>
<td>13</td>
<td>Multiple regression</td>
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Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://policies.mq.edu.au). Students should be aware of the following policies in particular with regard to Learning and Teaching:
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
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 Advocacy** provides independent advice on MQ policies, procedures, and processes

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/](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 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 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.

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. Please treat your fellow students with the utmost respect. If you are uncomfortable participating in any specific activity, please let the relevant academic know.

Unit information based on version 2023.03 of the Handbook