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8.1 Lecture Schedule	

	Science
	Psychology

Ms Lindsay Peterson	Mathews 1502 lindsay.peterson@student.unsw.edu.au	<i>Email for questions or appointments, or consult immediately following tutorials.</i>

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Lectures	3977	Monday	10:00-11:00	Mathews D
		Friday	11:00-12:00	Mathews D
Tutorials/Labs	3980	Monday	11:00-13:00	

	<p>absolute and differential sensitivity, search efficiency; visual appearance etc.)</p> <p>2.5. Design and conduct basic studies in the area of perceptual processing: frame research questions; and formulate testable hypotheses; operationalize variables; choose an appropriate methodology, make valid and reliable measurements; analyse data and interpret results</p>
	<p>3.1. Apply knowledge of the scientific method in thinking about perceptual problems</p> <p>3.2. Question claims that arise from myth, stereotype, pseudo-science or untested assumptions</p> <p>3.3. Evaluate the quality of information, including differentiating between different types of empirical evidence and differentiating evidence from speculation</p> <p>3.4. Critically analyse theoretical and empirical studies</p> <p>3.5. Identify and evaluate the source and context of a wide range of visual perception phenomena (for example, visual illusions, aftereffects, adaptation, crowding, seeing the forest before the trees, etc.)</p> <p>3.6. Evaluate phenomena in visual perception using a range of different theoretical and methodological approaches.</p> <p>3.7. Demonstrate creative and pragmatic problem-solving</p> <p>3.8. Use reasoning and evidence to recognise, develop, defend, and criticise arguments and persuasive appeals</p>
	<p>4.1. Use information in an ethical manner</p> <p>4.2. Exhibit a scientific attitude in critically thinking about phenomena in visual perception.</p> <p>4.3. Evaluate psychologists' behaviour in psychological research in relation to the Australian Psychological Society Code of Ethics and the complementary Ethical guidelines.</p> <p>4.4. Promote evidence-based approaches to understanding perceptual phenomena and their application</p> <p>4.5. Collaborate effectively in small groups: an ability to work with others productively; to manage conflicts appropriately and ethically</p>
	<p>5.1. Demonstrate effective oral communication skills</p> <p>5.2. Write a standard research report using American Psychological Association (APA) structure and formatting conventions</p> <p>5.3. Write effectively in a variety of other formats (e.g., essays, research proposals, summary presentations)</p> <p>5.4. Demonstrate effective interpersonal communication skills including listening accurately and actively; provide constructive feedback to others; adopt flexible techniques to communicate sensitively and effectively with diverse ethnic and cultural partners, including in the context of team-work</p> <p>5.5. Collaborate effectively within groups to complete projects within reasonable timeframes</p>
	<p>6.1. Apply knowledge of the visual processing in thinking about problems related to the creation of efficient visual designs and optimal human factors interfaces.</p> <p>6.2. Demonstrate understanding of and the ability to apply basic research methods for measuring various aspects of processing of visual stimuli outside of laboratory</p> <p>6.3. Demonstrate understanding of the role of visual processing in a range of developmental disorders such as autism and schizophrenia</p>

	6.4. Apply the principle of visual processing to the production and appreciation of art
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1	0 = No focus 1 = Minimal 2 = Minor 3 = Major	
	3	<u>Activities:</u> Lectures, Laboratory classes <u>Assessment:</u> Mid-session and Final examination

3

Activities: Lectures, Laboratory classes  
Assessment: Mid-session and Final examination,

8.1.

1	Mon 26/2 Fri 2/3	Introduction/ Theoretical Approaches (Branka)	

8	Mon 23/4 Fri 27/4	Illumination, surfaces, and recognition (Damien)	Chapter 9 (Illumination, Shading, and Shadows); VPFACGP Chapter 10 (Perception of Material Properties); VPFACGP
9	Mon 30/4	Review (Damien)	
	Fri 4/5	Adaptation and contextual modulation I. (Colin)	Clifford, C.W.G. (2014) The Tilt Illusion: phenomenology and functional implications. <i>Vision Research</i> 104, 3-11.  Webster, M.A. (2011) Adaptation and visual coding. <i>Journal of Vision</i> , 11(5):3, 1-23.
10	Mon 7/5 Fri 11/5	Adaptation and contextual modulation II.  Mechanisms of motion processing I. (Colin)	Mather, G. (2009) <i>Foundations of Sensation and Perception</i> , 2 <sup>nd</sup> Ed.: Chapter 11, Psychology Press, Taylor & Francis Group, UK  Movshon, J. A. et al. (1985). The analysis of moving visual patterns. In C. Chagas et al. (Eds.) <i>Pattern Recognition Mechanisms</i> , pp. 117-151. Springer-Verlag, New York.
11	Mon 14/5 Fri 18/5	Mechanisms of motion processing II & III. (Colin)	





	20%	Week 5: Mon. 26 <sup>th</sup> March, 2018 10-11am, Mathews D
	15% (Group) – Conference Poster Presentation	Fri. 1 <sup>st</sup> June, 2018 11-2, Mathews 103
	25% (Individual) – Written Research Report	Mon. 4 <sup>th</sup> June, 5pm Via Moodle
	40%	UNSW Examinations

<i>Mid-session Exam</i>	
	The performance on this exam will count towards 20% of your final grade.
	Mid-session exam will consist of 30 multiple-choice questions and two short essay questions. The exam will be based on Weeks 1-4 material covered in lectures and tutorials. Practice questions will be provided in weeks leading up to the exam.
	10-11am, Mon., 26 <sup>th</sup> March, Location: Mathews D
	31 <sup>st</sup> March via Moodle
	Marked exam scripts returned to students GA 1: Core knowledge and understanding (LO 1.1; 1.2; 1.3; and 1.4)



Request to Waive Late Penalty:

Students are required to apply for Special Consideration through UNSW Student Central. See "Special Consideration" below for details.

, and your Disability Services Letter of Support authorises extensions for assignment submission, you do not need to apply for Special Consideration through UNSW Student Central irrespective of the weight of the assignment. *Instead, you are required to email the Course Coordinator at least one week prior to the assessment deadline to request an extension*—unless the Letter of Support specifically stipulates that you are not required to do so.

If your Letter of Support does not include an authorisation for late submission, you are subject to the same rules that apply to all other students. See "Special Consideration" below.

The period of extension cannot be longer than 10 working days after the initial deadline. If you do not comply with the responsibilities indicated in your Letter of Support, you will not be granted any adjustments.

No extensions will be granted for group works.

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It is students' responsibility to check the Course Outline for the dates of, and make themselves available, for the mid-session exams. If you miss the mid-session exam due to unexpected short-term illness,



and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism. The first place you can look is the section about referencing and plagiarism in each Course Guide, as this will also include information specific to the discipline the course is from. There are also other sources of assistance at UNSW:

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: <http://www.lc.unsw.edu.au/academic-integrity-plagiarism>. They also hold workshops and can help students one-on-one.

ELISE (Enabling Library & Information Skills for Everyone) is an online tutorial to help you understand how to find and use information for your assignments or research. It will help you to search databases, identify good quality information and write assignments. It will also help you understand plagiarism and how to avoid it. All undergraduate students have to review the ELISE tutorial in their first semester and complete the quiz, but any student can review it to improve their knowledge: <http://subjectguides.library.unsw.edu.au/elise>.

Turnitin is a checking database which reviews your work and compares it to an international collection of books, journals, Internet pages and other student's assignments. The database checks referencing and whether you have copied something from another student, resource, or off the Internet. Sometimes students submit their work into Turnitin when they hand it in, but academics can also use it to check a student's work when they are marking it. You can find out more about Turnitin here: <https://teaching.unsw.edu.au/elearning>.



<http://www.psy.unsw.edu.au/current-students/student-guide>

This guide