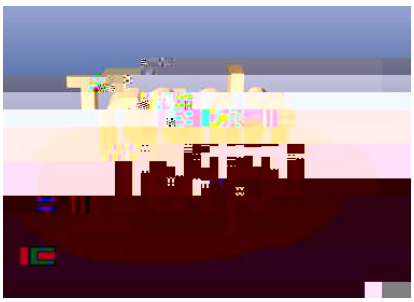
FACULTY OF SCIENCE
SCHOOL OF PSYCHOLOGY

PSYC3221 VISION AND BRAIN
SESSION 1 2017



	3.1. Apply knowledge of the scientific method in thinking about perceptual problems 3.2. Question claims that arise from myth, stereotype, pseudo-science or untested assumptions 3.3. Evaluate the quality of information, including differentiating between different types of empirical evidence and differentiating evidence from speculation 3.4. Critically analyse theoretical and empirical studies 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.) 3.6. Evaluate phenomena in visual perception using a range of different theoretical and methodological approaches. 3.7. Demonstrate creative and pragmatic problem-solving 3.8. Use reasoning and evidence to recognise, develop, defend, and criticise arguments and persuasive appeals
	4.1. Use information in an ethical manner 4.2. Exhibit a scientific attitude in critically thinking about

8	Wed, 26/04 Thur, 27/04	Material perception (Damien)	Chapter 10 (Perception of Material Properties); VPFACGP
9	Wed, 03/05 Thur, 04/05	Adaptation and contextual modulation (Colin)	Clifford, C.W.G. (2014) The Tilt Illusion: phenomenology and functional implications. Vision Research 104, 3-11. Webster, M.A. (2011) Adaptation and visual coding. Journal of Vision, 11(5):3, 1-23.
10	Wed, 10/05 Thur, 11/05	Fundamental mechanisms of motion processing (Colin)	Mather, G. (2009) Foundations of Sensation and Perception, 2nd 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.) Pattern Recognition Mechanisms, pp. 117-151. Springer-Verlag, New York.
11	Wed, 17/05 Thur, 18/05	Higher-level motion processing (Colin)	Salzman, C. D., Britten, K. H. & Newsome, W. T. (1990). Cortical microstimulation influences perceptual judgements of motion direction. Nature 346, 174-177. Snowden, R. J. & Milne, A. B. (1997). Phantom motion after effects - evidence of detectors for the analysis of optic flow. Current Biology 7, 717-722. Treue S. (2001) Neural correlates of attention in primate visual cortex. Trends in Neuroscience 24(5): 295-300.
12	Wed, 24/05 Thur, 25/05	Binocular rivalry (Colin)	Clifford, C.W.G. (2009) Binocular rivalry. Current Biology 19(22) R1022-R1023. Blake R. & Logothetis N. K. (2002). Visual competition. Nature Reviews Neuroscience 3, 13-21.

Mastering the Theory and Methodology Behind Classic Vision Experiments	
	This assignment is worth a total of 15% of the final grade.

Mastering the Theory and Methodology Behind Classic Vision Experiments assignment consists of two parts:

1) Experiment Reconstruction and Implementation (5%; Group): you will be required to implement a Classic Vision experiment assigned to your group.

2) Critical Review (10%; Individual): you will be required to produce a short video or interactive media presentation

Final Exam	
	The final exam performance will be worth 40% of the final grade (but see above Mid-Session Exam section).
	The final exam will contain approximately 9 short essay questions: each lecturer will write approximately 5 questions out of which you will choose 3 questions. The final exam questions will be drawn from the lectures, tutorials, and the readings. The exam will be based on the entire content covered in lectures and tutorials throughout the course.
	University Final Examination Period (TBA)
	The final exam results are not directly returned to students.
	Can be arranged individually.

No extensions will be granted for group works.

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, misadventure, or other circumstances beyond your control and wish to sit a supplementary exam, you are required to apply for Special Consideration through UNSW Student Central.

If you would like further information or assistance with avoiding plagiarism, you can contact the Learning Centre. The Learning Centre at The University of New South Wales has two locations:

Lower Ground Floor, North Wing, Chancellery Building
(C22 Kensington Campus – near Student Central)
www.lc.unsw.edu.au
9385 2060
learningcentre@unsw.edu.au

Monday to Thursday: 9am - 5pm and
Friday: 9am - 2.30pm

cofalearningcentre@unsw.edu.au
9385 0739

The *School of Psychology Student Guide*, available on http://www.psy.unsw.edu.au/current-students/student-guide , contains School policies and procedures relevant for all students enrolled in undergraduate or Masters psychology courses, such as:

- Attendance requirements;
- Assignment submissions and returns;
- Assessments;
- Special consideration in the event of illness or misadventure;
- Student Code of Conduct;
- Student complaints and grievances;
- Student Equity and Disability Unit; and
- Occupational Health & Safety.

Students should familiarise themselves with the information contained in this *Guide*.

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Students should familiarise themselves with the information contained in this *Guide*. ***You are responsible for regulations set out in this document.***