



FACULTY OF SCIENCE  
SCHOOL OF PSYCHOLOGY  
PSYC3221 VISION AND BRAIN  
SESSION 1 2017

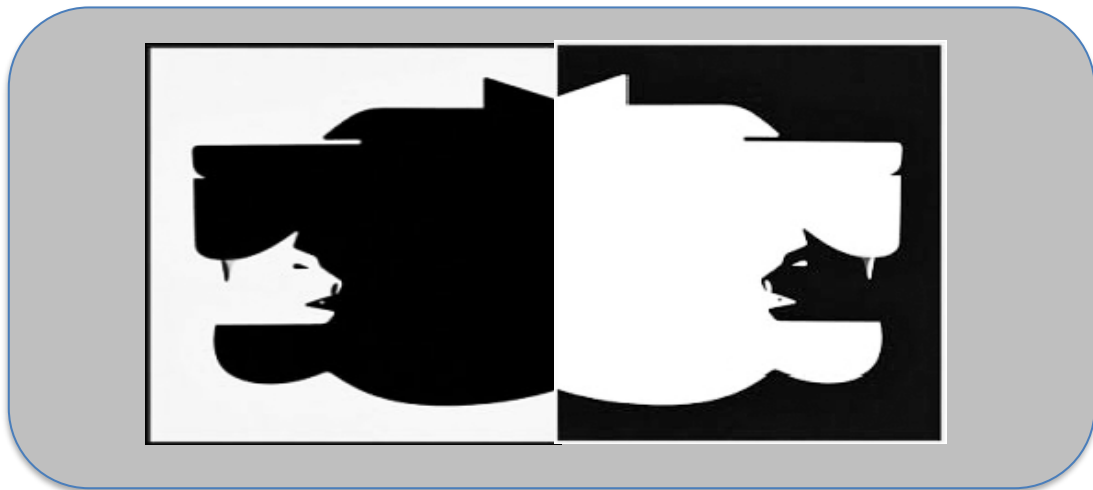


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## 1. Information about the Course

<b>FACULTY</b>	Science		
<b>SCHOOL OR DEPARTMENT</b>	Psychology		
<b>COURSE CODE</b>	PSYC3221		
<b>COURSE NAME</b>	Vision and Brain		
<b>SEMESTER</b>	Semester 1	<b>YEAR</b>	2017
<b>UNITS OF CREDIT</b>	6	<b>LEVEL OF COURSE</b>	Stage 3 elective
<b>ASSUMED KNOWLEDGE, PREREQUISITES OR CO-REQUISITES</b>	PSYC2071 Perception and Cognition PSYC2001 Research Methods 2		
<b>SUMMARY OF THE COURSE</b>	<p><i>“Attempts to construct computer models for the recognition and interpretation of arbitrary scenes have resulted in such poor performance, limited range of abilities and inflexibility that, were it not for the human existence proof, we may have been tempted long ago to conclude that high performance, general purpose vision is impossible.”</i></p> <p style="text-align: right;"><i>(Barrow &amp; Tannenbaum, 1971)</i></p> <p>Although written over 40 years ago, the above statement is still pertinent and relevant today: while seemingly effortless, human visual perception is a complex achievement taking up 40% of the entire cortex. In this course, the problem of visual processing will be considered from ecological, physiological, philosophical, and computational perspectives. The general orientation of the course is a theoretical one but applied aspects such as the role of basic perceptual processes in disorders such as autism and schizophrenia, and the implications for the design of effective visual displays will be discussed as well.</p>		

## 2. Staff Involved in the Course

<b>Course Coordinator:</b>	<b>Contact Details</b>	<b>Consultation Times</b>
Prof Colin Clifford	Mathews 1013 9385-1050 colin.clifford@unsw.edu.au	<i>Email or phone for questions or appointments, or consult immediately following lectures.</i>

<b>Lecturers</b>	<b>Contact Details</b>	<b>Consultation Times</b>
Prof Colin Clifford	Mathews 1013 9385-1050 colin.clifford@unsw.edu.au	<i>Email or phone for questions or appointments, or consult immediately following lectures.</i>
Dr Damien Mannion	Mathews 1014 9385-0372 d.mannion@unsw.edu.au	<i>Email or phone for questions or appointments, or consult immediately following lectures.</i>
A/Prof Branka Spehar	Mathews 715 9385-1463 <a href="mailto:b.spehar@unsw.edu.au">b.spehar@unsw.edu.au</a>	<i>Email or phone for questions or appointments, or consult immediately following lectures.</i>

### 3. Course Timetable

Component	Class Number	Day	Time	Location
Lectures	4444	Wednesday	15:00-16:00	Central Lecture Block 3
		Thursday	16:00-17:00	Central Lecture Block 2
Tutorials/Labs	4446	Monday	14:00-16:00	Mathews 101
	4445	Tuesday	14:00-16:00	Mathews 228

Lectures start in Week 1 (first lecture on Wednesday 01/03/2017), finish in Week 12.  
Laboratory classes start in Week 2, finish in Week 13  
*NB. Course timetables are subject to change without notice and students are advised to check regularly for updates on the Moodle course site.*

### 4. Course Aims

<p>The main objectives of this course are to:</p> <ol style="list-style-type: none"> <li>1) Provide an advanced-level coverage of theoretical issues and research in visual perception through lectures and tutorials with an emphasis on the interdisciplinary nature of the scientific study of perceptual processes;</li> <li>2) Encourage you to critically evaluate theoretical claims and empirical evidence about perceptual processes;</li> <li>3) Develop skills in the design and conduct of empirical research in this area;</li> <li>4) Develop skills in the oral and written presentation of scientific information</li> </ol>
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### 5. Student Learning Outcomes:

By the end of this course you will be able to demonstrate:	
<p><b>1. An advanced knowledge and understanding of:</b></p>	<ol style="list-style-type: none"> <li>1.1. Vision and visual perception as a discipline and its major objectives</li> <li>1.2. Major classical and contemporary theoretical views in the area of perception and visual neuroscience</li> <li>1.3. Major contemporary advances in studying visual perception from psychophysical, physiological and computational approaches</li> <li>1.4. The ability to explain psychological phenomena using concepts and principles drawn from vision and perceptual processing in general.</li> </ol>
<p><b>2. An advanced knowledge of research methods in visual perception, enabling you to:</b></p>	<ol style="list-style-type: none"> <li>2.1. Perform literature searches; Locate, evaluate and use information appropriately in the research process</li> <li>2.2. Use basic web-search, spreadsheet and data analysis programs</li> <li>2.3. Describe and implement major psychophysical methods for measuring perceptual performance (for example, signal detection approach, method of constant stimuli, method of paired comparison, rating scales etc.)</li> <li>2.4. Design and implement computer-based experimental procedure for measuring various aspects of visual processing (for example, absolute and differential sensitivity, search efficiency; visual appearance etc.)</li> <li>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</li> </ol>

<p><b>3. Developed advanced critical thinking skills, enabling you to:</b></p>	<ul style="list-style-type: none"> <li>3.1. Apply knowledge of the scientific method in thinking about perceptual problems</li> <li>3.2. Question claims that arise from myth, stereotype, pseudo-science or untested assumptions</li> <li>3.3. Evaluate the quality of information, including differentiating between different types of empirical evidence and differentiating evidence from speculation</li> <li>3.4. Critically analyse theoretical and empirical studies</li> <li>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.)</li> <li>3.6. Evaluate phenomena in visual perception using a range of different theoretical and methodological approaches.</li> <li>3.7. Demonstrate creative and pragmatic problem-solving</li> <li>3.8. Use reasoning and evidence to recognise, develop, defend, and criticise arguments and persuasive appeals</li> </ul>
<p><b>4. Developed an advanced appreciation of values, research and professional ethics, including the ability to:</b></p>	<ul style="list-style-type: none"> <li>4.1. Use information in an ethical manner</li> <li>4.2. Exhibit a scientific attitude in critically thinking about phenomena in visual perception.</li> <li>4.3. Evaluate psychologists' behaviour in psychological research in relation to the Australian Psychological Society Code of Ethics and the complementary Ethical guidelines.</li> <li>4.4. Promote evidence-based approaches to understanding perceptual phenomena and their application</li> <li>4.5. Collaborate effectively in small groups: an ability to work with others productively; to manage conflicts appropriately and ethically</li> </ul>
<p><b>5. Developed effective communication skills, including the ability to:</b></p>	<ul style="list-style-type: none"> <li>5.1. Demonstrate effective oral communication skills</li> <li>5.2. Write a standard research report using American Psychological Association (APA) structure and formatting conventions</li> <li>5.3. Write effectively in a variety of other formats (e.g., essays, research proposals, summary presentations)</li> <li>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</li> <li>5.5. Collaborate effectively within groups to complete projects within reasonable timeframes</li> </ul>
<p><b>6. Learning and application of psychology</b></p>	<ul style="list-style-type: none"> <li>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.</li> <li>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</li> <li>6.3. Demonstrate understanding of the role of visual processing in a range of developmental disorders such as autism and schizophrenia</li> <li>6.4. Apply the principle of visual processing to the production and appreciation of art</li> </ul>

## 6. Summary of Graduate Attributes Developed and Assessed in this Course

School of Psychology Graduate Attributes <sup>1</sup>	Level of Focus 0 = No focus 1 = Minimal 2 = Minor 3 = Major	Activities/Assessment
1. Core knowledge and understanding	3	<u>Activities:</u> Lectures, Laboratory classes <u>Assessment:</u> Mid-session and Final examination, Mastering the Theory and Methodology Behind Classic Vision Experiments
2. Research methods in psychology	3	<u>Activities:</u> Lectures, Laboratory classes <u>Assessment:</u> Mid-session and Final examination, Theory and Methodology Behind Classic Vision Experiments, Novel Research Project, Individual Research Report, Research Proposal Presentation; Research Project Poster Presentation
3. Critical thinking skills	3	<u>Activities:</u> Lectures, Laboratory classes <u>Assessment:</u> Mid-session and Final examination, Mastering the Theory and Methodology Behind Classic Vision Experiments, Novel Research Project, Individual Research Report,
4. Values, research and professional ethics	2	<u>Activities:</u> Novel Research Project (research ethics)
5. Communication skills	3	<u>Activities:</u> Laboratory classes <u>Assessment:</u> Mastering the Theory and Methodology Behind Classic Vision Experiments; Research Proposal Presentation; Research Project Poster Presentation; Individual Research Report
6. Learning and application of psychology	2	<u>Activities:</u> Lectures, Laboratory classes <u>Assignment:</u> Mastering the Theory and Methodology Behind Classic Vision Experiments, Novel Research Project, Research Report

## 7. Rationale for the Inclusion of Content and Teaching Approach

This course provides an advanced treatment of theoretical, physiological and computational approaches in the study of visual perception. It follows on, and assumes knowledge, from PSYC2071 Perception and Cognition.

The two, one-hour lectures each week will be used to provide students with an advanced coverage of a selected number of topics within the fields of perception and visual neuroscience as well as implications for a number of diverse areas ranging from design to advertising and human factors interaction. The laboratory classes are designed to allow opportunities for in-depth and active learning of research methods in perception and development of oral and written presentation skills. All lectures and tutorials encourage an interactive style with questions being asked, and expected, in order to promote reflective and active learning. The teaching employs a variety of different methods and encourages students to take responsibility for their own learning and to work cooperatively.

The design of the structure, content and assessment of this course has been informed by the policy document "Guidelines on learning that inform teaching at UNSW" (see [www.guidelinesonlearning.unsw.edu.au](http://www.guidelinesonlearning.unsw.edu.au)).

<sup>1</sup> The *Graduate Attributes of the Australian Undergraduate Psychology Program* was produced as part of the Carrick Associate Fellowship project, "Sustainable and evidence-based learning and teaching approaches to the undergraduate psychology curriculum", and "Designing a diverse and future-oriented vision for undergraduate psychology in Australia", a Discipline-based Initiative funded by the Carrick Institute for Learning and Teaching in Higher Education (see Appendix II), and supported by the Australian Psychological Society, and the University of New South Wales (School of Psychology; Learning and Teaching @UNSW).

## 8. Course Schedule

### 8.1. Lecture Schedule

Week/Date		Lecture Topic & Lecturer	Suggested Readings
1	Wed, 01/03 Thur, 02/03	Introduction/ Theoretical Approaches (Branka)	Mather, G. (2011) Perceptual Inference (ch.7), In Essentials of Sensation and Perception, Routledge, London and New York, pp--109-128. van Tonder G J, Ejima Y, 2000, "Bottom - up clues in target finding: Why a Dalmatian may be mistaken for an elephant" <i>Perception</i> <b>29</b> (2) 149 – 157
2	Wed, 08/03 Thur, 09/03	Theoretical Approaches (Cont.)/ Vision and the Coding of Natural images (Branka)	Hoffman, D.D. (2016) The Interface Theory of Perception. <i>Current Directions in Psychological Science</i> , 25,3,157-161. Olshausen & Field (2003) Vision and the coding of natural images, <i>American Scientist</i> , 88, 238-245.
3	Wed, 15/03 Thur, 16/03	Vision and the Coding of Natural images (Cont.)/ Scale-specific visual processing (Branka)	Gilchrist, A. (2006) Seeing in Black and White. <i>Scientific American (Mind)</i> 42-49. Kauffmann L, Ramanoël S and Peyrin C (2014) The neural bases of spatial frequency processing during scene perception. <i>Front. Integr. Neurosci.</i> <b>8</b> :37. Oliva, A., & Torralba, A. (2007). The role of context in object recognition. <i>Trends in Cognitive Sciences</i> , vol. 11(12), pp. 520-527.
4	Wed, 22/03 Thur, 23/03	Vision in Autism and Schizophrenia (Branka)	Simmons, D.R., Robsertson, A.E., McKay, L.S., Toal, E., McAleer, P., & Pollick, F. (2009). Vision in autism spectrum disorders. <i>Vision Research</i> , 49, 2705–2739. Yang, E., Tadin, D., Glasser, D.M., Hong, S.W., Blake, R., & Park, S. (2013) Visual context processing in schizophrenia. <i>Clinical Psychological Science</i> , 1, 5-15.
5	Wed, 29/03	<b>Mid- Session Exam (3pm, CLB 3)</b> Mid-session exam will be based on lecture and tutorial material from Weeks 1-4	
	Thur 30/03	Texture (Damien)	Chapter 8 (Texture) in “Visual Perception From A Computer Graphics Perspective” (VPFACGP), Thompson et al. (2011)
6	Wed, 05/04 Thur, 06/04	Texture; Illumination (Damien)	Chapter 8 (Texture); VPFACGP Chapter 9 (Illumination, Shading, and Shadows); VPFACGP
7	Wed, 12/04 Thur, 13/04	Illumination (Damien)	Chapter 9 (Illumination, Shading, and Shadows); VPFACGP
<b>UNIVERSITY HOLIDAYS</b>			

8	Wed, 26/04 Thur, 27/04	Material perception (Damien)	Chapter 10 (Perception of Material Properties); VPACGP
9	Wed, 03/05 Thur, 04/05	Adaptation and contextual modulation (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	Wed, 10/05 Thur, 11/05	Fundamental mechanisms of motion processing (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	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. <i>Nature</i> 346, 174-177.  Snowden, R. J. & Milne, A. B. (1997). Phantom motion after effects - evidence of detectors for the analysis of optic flow. <i>Current Biology</i> 7, 717-722.  Treue S. (2001) Neural correlates of attention in primate visual cortex. <i>Trends in Neuroscience</i> 24(5): 295-300.
12	Wed, 24/05 Thur, 25/05	Binocular rivalry (Colin)	Clifford, C.W.G. (2009) Binocular rivalry. <i>Current Biology</i> 19(22) R1022-R1023.  Blake R. & Logothetis N. K. (2002). Visual competition. <i>Nature Reviews Neuroscience</i> 3, 13-21.

## 8.2 Tutorial Schedule

	Tutorial Content	Assessment Due
Week 1	NO TUTORIALS	
Week 2	Introduction to stimulus generation and presentation	
Week 3	Reading vision science papers and implementing their experiments on computer	
Week 4		
Week 5	NO TUTORIALS <b>Mid-session exam</b> – Wednesday 29 <sup>th</sup> March lecture (3pm, CLB 3)	
Week 6	Proposal Tips, Python & Consultation	<b>Classic Vision Experiment Critical Review Due</b> Submit by Thursday 6 April, 11:59pm
Week 7	<b>Group Research Project – Proposal Presentations</b> Held in tutorials	
<b>UNIVERSITY HOLIDAYS</b>		
Week 8	NO TUTORIALS Reflect on proposal feedback	
Week 9	Group Research Project Consultations  <i>Must attend at least one tutorial per week as a group, can attend extra as desired</i>	<i>Checkpoint:</i> Experiment Deployment
Week 10		<i>Checkpoint:</i> Data Collection
Week 11		<i>Checkpoint:</i> Analysis & Interpretation
Week 12		<i>Checkpoint:</i> Poster Design & Preparation
Week 13	<b>Vision &amp; Brain Student Conference – Poster Presentations</b> Thursday 1 June, 2pm to 5pm Location: TBA	



## 9. Assessment Details

### 9.1. Brief Overview of Assessments

Assessment Type	Weight		Due Date
Mid-session Exam	15% (or 25%)		Week 5: Wed., 29 <sup>th</sup> March, 2017; 3-4pm, CLB 3
Mastering the Theory and Methodology Behind Classic Vision Experiments	15%	5% (Group) - Experiment Reconstruction and Implementation	In tutorials; Weeks 2-6
		10% (Individual) - Critical Review	Week 6: Thur., 6 <sup>th</sup> April, 2017; By 11:59pm
Novel Group Research Project	30%	5% (Group) - Research Proposal	In tutorials; Week 7
		10% (Group) – Conference Poster Presentation	Week 13: Thursday, 1 <sup>st</sup> June, 2017; 2-5pm; Location TBA
		15% (Individual) – Written Research Report	Monday, 5 <sup>th</sup> June, 2017 Via Moodle
Final Exam	40% (or 30%)		UNSW Examinations

### 9.2. Detailed Assessment Information

<b><u>Mid-session Exam</u></b>	
<b>Weight</b>	The performance on this exam will count towards 15% of your final grade. However, if you perform better on the midterm exam than on your final exam, midterm exam will count 25% and the final exam will count only 30% toward your final grade. The performance comparison on these two exams will be based on the standardized z-scores (not the raw scores).
<b>Description</b>	Mid-session exam will consist of 20 multiple-choice questions and three 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.
<b>Date</b>	3-4 pm Wednesday 29 <sup>th</sup> March, 2017; Location: CLB3
<b>Results returned</b>	Week 6 tutorials
<b>Feedback</b>	Marked exam scripts returned to students
<b>Graduate Attributes and Learning Outcomes Assessed</b>	GA 1: Core knowledge and understanding (LO 1.1; 1.2; 1.3; and 1.4) GA 3: Critical thinking skills (LO 3.1; 3.2; 3.3; 3.4; 3.5; and 3.8) GA 4: Values and research ethics (LO 4.2) GA 5: Developing effective communication skills (LO 5.3)

<b><i>Mastering the Theory and Methodology Behind Classic Vision Experiments</i></b>	
<b>Weight</b>	This assignment is worth a total of 15% of the final grade.
<b>Description</b>	<p>Mastering the Theory and Methodology Behind Classic Vision Experiments assignment consists of two parts:</p> <ol style="list-style-type: none"> <li>1) Experiment Reconstruction and Implementation (5%; Group): you will be required to implement a Classic Vision experiment assigned to your group.</li> <li>2) Critical Review (10%; Individual): you will be required to produce a short video or interactive media presentation (max 5 minutes) that:               <ol style="list-style-type: none"> <li>a. summarises the methodology and findings of the assigned Classic Vision Experiment;</li> <li>b. highlights its significance for understanding vision; and</li> <li>c. discusses one follow-up paper that builds on the original study and refines/further develops its findings.</li> </ol> </li> </ol> <p><i>More detailed instructions will be handed out closer to the assignment date.</i></p>
<b>Date Due</b>	Before midnight on Thursday 6 <sup>th</sup> April 2017
<b>Results returned</b>	Week 9 tutorials
<b>Feedback</b>	Marked assignments returned to students via Moodle
<b>Graduate Attributes and Learning Outcomes Assessed</b>	GA 1: Core knowledge and understanding (LO 1.2; and 1.3) GA 2: Research methods (LO 2.1; and 2.2) GA 3: Critical thinking skills (LO 3.1; 3.2; 3.3; 3.4; and 3.5) GA 4: Values and research ethics (LO 4.1; and 4.2) GA 5: Developing effective communication skills (LO 5.3)

<b><i>Novel Group Research Project</i></b>	
<b>Weight</b>	The Novel Research Project's combined worth is 30% of the final grade.
<b>Description</b>	<p>As part of this course you will be required to design and conduct a small-scale empirical research project in the area of visual perception. First you will be asked to present a brief proposal of your project in Week 7 (worth 5%). After the completion of your project, you will be asked to make a poster summary of your research projects with a short oral presentation (15-20 minutes) on your project (worth 10%). All members of the research group are required to take part in these presentations, as you will be awarded a single mark as a group. However, written research reports on this project are expected to be individually written and submitted and will receive individual mark worth 15%. The report should be formatted as a research report for the journal Psychological Science and should be approximately 2000 words in length.</p> <p>The teaching staff (Branka, Colin and Damien) will be available to advise you during all stages of your project.</p>
<b>Date Due</b>	Research proposal presentation (Group) – Week 7 tutorials Conference poster presentation (Group) - Week 13: Thursday 1 June 14:00-17:00pm Individual research report – Monday, June 5 2017 (via Moodle)
<b>Results returned</b>	In tutorials or via Moodle.
<b>Feedback</b>	Marked written assignments returned to students via Moodle
<b>Graduate Attributes and Learning Outcomes Assessed</b>	GA 2: Research methods (LO 2.1; 2.2; 2.3; 2.4 and 2.5) GA 3: Critical thinking skills (LO 3.1; 3.2; 3.3; 3.4; 3.5; 3.6; 3.7 and 3.8) GA 4: Values and research ethics (LO 4.2; 4.3; 4.4 and 4.5) GA 5: Developing effective communication skills (LO 5.1; 5.2; 5.3; 5.4; and 5.5) GA 6: Applications of knowledge (LO 6.1; and 6.2)

<b><i>Final Exam</i></b>	
<b>Weight</b>	The final exam performance will be worth 40% of the final grade (but see above Mid-Session Exam section).
<b>Description</b>	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.
<b>Date</b>	University Final Examination Period (TBA)
<b>Results returned</b>	The final exam results are not directly returned to students.
<b>Feedback</b>	Can be arranged individually.
<b>Graduate Attributes and Learning Outcomes Assessed</b>	GA 1: Core knowledge and understanding (LO 1.1; 1.2; 1.3; and 1.4) GA 3: Critical thinking skills (LO 3.1; 3.2; 3.3; 3.4; 3.5; and 3.8) GA 5: Developing effective communication skills (LO 5.3) GA 6: Applications of knowledge (LO 6.3; and 6.4)

### **9.3. Important General Notes Regarding Assessment (from School of Psychology Student Guide 2017):**

Students are expected to complete all assessment tasks for a course except for those specifically identified as optional. Make sure you are clear about what assessment tasks are required and when the deadline is for each.

#### **Submission:**

Students are required to submit their assignment to the School via the course Moodle site, following the specific instructions for each assignment. The School takes no responsibility for assignments submitted in ways other than specified for each individual assignment.

#### **Late Penalty:**

- Failure to meet the submission deadline (“the initial deadline”) will attract a penalty.
- In determining whether or not an assignment is overdue, the date it was submitted online via Moodle will be used. Assignments submitted late may not receive detailed feedback from markers.
- For an assignment submitted late without an acceptable reason but within 10 working days of the initial deadline, 2% of the maximum possible mark for that assignment will be deducted for each day (including weekend days) it is overdue. For example, if an assignment is worth 100 points, you will automatically lose two points ( $100 \times 0.02 = 2$ ) for each day it is late.
- Under no circumstances will an extension be given for longer than 10 working days after the initial deadline. Failure to submit an assignment within 10 working days of the initial deadline will result in a mark of 0 for the assignment, unless a Special Consideration request has been approved to undertake a supplementary assessment.

#### **Request to Waive Late Penalty:**

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

- **If you are a student registered with UNSW Disability Services**, 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.

### **Mid-session and Final Exams:**

- 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. ***Students registered with Disability Services are no exception.***
- Final written exams for each course will be held during the University exam period (Friday, 9 June 2017 through Monday, 26 June 2017 for Semester 1, and Friday, 3 November 2017 through Monday, 20 November 2017 for Semester 2). All students are expected to be available during the entire exam period. The University exam timetable is determined by the UNSW Student Administration and Records Office, not by the School. Exam timetables are published through myUNSW.
- The School is unable to make individual arrangements with students regarding the scheduling of final exam. If you are unable to attend a final exam for religious reasons you should complete <https://student.unsw.edu.au/sites/all/files/uploads/group47/forms/AlternativeExamReligiousReasons.pdf> and return it to UNSW Student Central **no later than two weeks after the publication of the final exam timetable.**
- Students registered with Disability Services, in certain circumstances, may be eligible for alternative provisions for formal end-of-semester exams (i.e., those run by UNSW Exams). These provisions must be arranged with Disability Services, who will liaise with the Exams Section (Student Management). If you believe you may need special provisions for final exams, you should discuss your needs with a Disability Officer in Disability Services, Ground Floor, John Goodsell Building (Phone: 9385 4734).
- If you miss a final exam, or you believe your performance has been affected, due to unexpected short-term illness, misadventure, or other circumstances beyond your control, you may be eligible for a supplementary exam after a successful application for Special Consideration. ***Students registered with Disability Services are no exception.*** For further information see "Supplementary Exams" section in the School of Psychology 2017 Student Guide.

### **Special Consideration**

If you find that unexpected short-term illness, misadventure, or other circumstances beyond your control may prevent you from completing a course requirement or attending classes, or may significantly affect your performance in assessable work, you should apply for Special Consideration ***regardless of the weighting*** given to this assessment task. Note that applications for Special Consideration will not be considered unless there is evidence of these circumstances lasting for more than three consecutive days or a total of five days or more within the teaching period.

Students wishing to apply for Special Consideration should do so within three working days of the assessment or the period covered by the supporting documentation. All applications must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services > Online Services > Special Consideration. You will need to submit original documents to UNSW Student Central, in person, to support your online application.

If your application is on the grounds of unexpected short-term illness, the original documents should include a Professional Authority form, completed by a medical practitioner. For further information and to download the Professional Authority form, go to:

<https://student.unsw.edu.au/sites/all/files/uploads/group47/forms/ProfessionalAuthority.pdf>

**For more information regarding all procedural aspects regarding assessment, examinations, special consideration and more, please see the School of Psychology 2017 Student Guide.**

## 10. Additional Resources and Support

### Textbook and readings:

There is no textbook set for this course. The course is organized around review articles taken from journals such as Trends in Neuroscience, Trends in Cognitive Science, Annual Review of Neuroscience, Vision Research, Current Biology, Nature, Nature Neuroscience or similar. These articles can be downloaded via the UNSW Library holdings or from the course Moodle website.

### Course Website and Recordings

Lecture notes will be made available on the course website located at the UNSW Moodle server (moodle.telt.unsw.edu.au), but this should not be seen as being a substitute for the lecture itself because important details may be given in the lecture that are not found in these notes. Please note that due to copyright restrictions it is not always possible to post copies of all of the materials covered in lectures.

Recorded version of the lectures will be posted there as well. Please note that due to unforeseen errors in the central Echo recording system, some lectures never get recorded or are recorded badly. Consequently, do not rely on these as your main source of information regarding lecture material.

For help with technical problems in accessing UNSW Moodle, contact the [IT Service Desk](https://www.it.unsw.edu.au/students/support/index.html). (https://www.it.unsw.edu.au/students/support/index.html)

**Other course-relevant information:** Throughout the session, the course-relevant information and announcement will be posted at the Moodle PSYC3221 Vision and Brain site. Students should regularly log into this site for any updated information on the course.

## 11. Course Evaluation & Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's myExperience process.

## 12. Plagiarism & Academic Integrity

### What is plagiarism?

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

UNSW groups plagiarism into the following categories:

- **Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.
- **Inappropriate paraphrasing:** changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.
- **Collusion:** 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.
- **Duplication:** 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.

### Where can I find out more information?

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:

- **How can the Learning Centre help me?**

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.

- **How can Elise help me?**

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>.

- **What is Turnitin?**

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>.

### **What if plagiarism is found in my work?**

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in a honours thesis) even suspension from the university. The Student Misconduct Procedures are available here

<https://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

### **Examples of plagiarism**

#### **Using the internet appropriately**

A first year student handed in an assignment where she had copied from a website. Her lecturer realised she didn't understand you have to reference websites in the same way you reference books and journal articles. The lecturer explained how to reference and sent her to a workshop at the Learning Centre to help her improve her skills.

#### **Working together on a math assignment**

A group of Mathematics students worked together on an assignment when they had been told this was not allowed. All questions where the students had worked together were given zero, and this led to some student failing the assessment.

#### **No referencing in an assessment**

A third year student submitted a major assessment that included material from a journal article published in Canada. When his essay was submitted into Turnitin, it let the academic know that the student didn't reference the material. The student was given zero for the essay, and because it was worth 50 per cent he failed the course.

#### **Copying design work**

A final year design student used images of someone else's designs in her work and he said the designs were his own. The matter was formally investigated by his Faculty and he was found to have committed academic misconduct and failed the course.

**Further information and assistance**

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:

**UNSW Learning Centre**

Lower Ground Floor, North Wing, Chancellery Building  
(C22 Kensington Campus – near Student Central)

[www.lc.unsw.edu.au](http://www.lc.unsw.edu.au)

**Phone:** 9385 2060

**Email:** [learningcentre@unsw.edu.au](mailto:learningcentre@unsw.edu.au)

**Opening Hours:**

Monday to Thursday: 9am - 5pm and

Friday: 9am - 2.30pm

**COFA Campus Learning Centre**

**Email:** [cofalearningcentre@unsw.edu.au](mailto:cofalearningcentre@unsw.edu.au)

**Phone:** 9385 0739

**13. Administrative Matters**

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*.

**Attendance at lectures and laboratory classes**

Attendance at both lectures and tutorials is an essential part of the course and both lecture and tutorial material/activities will be assessed. Tutors will keep a record of student attendance at tutorials and students who are absent from three or more practicals without a satisfactory explanation may be failed in the subject.

**Keep your tutor or a course coordinator informed of any problems that you are having in completing assignments and of any extenuating circumstances that might warrant an extension.**

**In addition to this Course Guide it is a course requirement that ALL STUDENTS DOWNLOAD AND BECOME FAMILIAR WITH THE 2017 PSYCHOLOGY UNDERGRADUATE STUDENT GUIDE WHICH CAN BE DOWNLOADED FROM <http://www.psy.unsw.edu.au/current-students/student-guide>**

This 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*. ***You are responsible for familiarizing yourself with this information. This means you cannot say “I didn’t know” if you violate any regulations set out in this document.***

