



Course Outline

PSYC5008

Graduate Diploma of Psychology

Perception and Cognition

School of Psychology

Faculty of Science

1. Staff

Position	Name	Email	Consultation times and locations	Contact Details
Course Convenor			Email	Email

2. Course information

Units of credit:	6
Pre-requisite(s):	Program Pre-requisite: Bachelor's Degree of any kind (Australian Qualification standard or equivalent). PSYC5001 and PSYC5002 (or equivalent with advanced standing) and PSYC5003

2.1 Course summary

This course introduces students to those areas of psychology that are more closely concerned with “the mind”. The fundamental principles underlying human perception and cognition introduced in the course are perceptual organisation, perception of spatial layout, perceptual learning, object recognition, memory storage and retrieval, decision making, and language. The practical program will provide an introduction to the use of psychophysical methods, experimental approaches to the study of cognitive processes, and the application of findings in society.

2.2 Course aims

This course aims to introduce students to the perceptual and cognitive processes that underlie human behaviour such as perceptual organisation, perception and spatial layout, perceptual learning, object recognition, attention, memory storage and retrieval, decision making and language. It aims to demonstrate the use of psychophysical methods, experimental approaches to the study of cognitive processes, and the application of these findings.

2.3 Course learning outcomes (CLO)

At the successful completion of this course the student should be able to:

1. Demonstrate an advanced knowledge and understanding of perception and cognition, with regard to major concepts, theoretical perspectives, empirical findings, and historical trends in perception, cognition information processing and language.
2. Demonstrate knowledge and understanding of the role of the scientific method in psychology, with a focus on perception and cognition allowing you to describe, apply and evaluate the different research methods used in the discipline.
3. Demonstrate advanced critical thinking skills in the context of perception and cognition enabling you to question claims about perceptual and cognitive processes that arise from myth, stereotype, pseudoscience, or untested assumptions

4. Develop an understanding of the values, research and professional ethics of psychology, with a focus on perception and cognition enabling you to promote evidence-based approaches to understanding and changing human behaviours.
5. Demonstrate effective communication skills in the area of perception and cognition, including the ability to engage in productive discussion and demonstrate effective oral communication skills in group discussions.
6. Develop and apply psychological principles derived from understanding perception and cognition in a broader framework, including the ability to apply psychological concepts, theories, and research findings in the area of perception and cognition to solve problems in everyday life and society.

2.4 Relationship between course and program learning outcomes and assessments

Program Learning Outcomes							
CLO	1. Knowledge	2. Research Methods	3. Critical Thinking Skills	4. Values and Ethics	5. Communication, Interpersonal and Teamwork	6. Application	Assessment
1.	Lectures Tutorials Online activities Readings Formative revision quizzes	Tutorials Online activities Readings	Tutorials Online activities Readings		Tutorials Study Group Forum Q and A forum		"Secured" Quiz (Week 2-6) Literature Review Research Report
2.	Tutorials Online activities Formative revision quizzes	Tutorials Online activities Formative revision quizzes	Tutorials Online activities Formative revision quizzes		Tutorials Study Group Forum Q and A forum	Tutorials Online activities Study Group Forum	"Secured" Quiz (Week 2-6) Literature Review Research Report
3.			Lectures Tutorials Online activities Readings Formative revision quizzes	Tutorials Online activities Readings		Tutorials Study Group Forum	"Secured" Quiz (Week 2-6) Literature Review Research Report

4.	Tutorials Online activities Readings Formative revision quizzes		Tutorials Online activities Readings	Lectures Tutorials Online activities Readings Formative revision quizzes	Tutorials Study Group Forum Q and A forum	Tutorials Online activities Study Group Forum	“Secured” Quiz (Week 2-6) Literature Review Research Report
5.					Tutorials Study Group Forum Q and A forum		Literature Review Research Report
6.	Tutorials Online activities Readings Formative revision quizzes		Tutorials Online activities Readings Formative revision quizzes			Lectures Tutorials Online activities Readings Formative revision quizzes	“Secured” Quiz (Week 2-6) Literature Review Research Report

3. Strategies and approaches to learning

3.1 Learning and teaching activities

This is a fully online course, all materials, lectures and tutorials are delivered through Moodle.

The course web page is available through the e-learning Moodle site:

<https://moodle.telt.unsw.edu.au/login/index.php>. Login with your student number and password, and follow the links to the PSYC page.

The course will be delivered over six weeks, covering six major topic areas. The major topics will be delivered in Weeks 1 to 6, with a new topic presented each week. Students are expected to engage with all materials delivered each week. There will be a combination of formative and summative assessments throughout the course. The expected level of engagement is 18-19 hours per week, including preparation for the “secured” quizzes and written assessments.

Each week students can expect the following:

Lectures will be digitally recorded. Links to the lecture recordings will be available on the course web page. Lecture slides will be also available on the Moodle course page. This will be broken down into 6 x 20-minute lectures covering the main concepts for each sub-topic of the week

Online Tutorials will be held in weeks 1-6. There are six (6), two (2) hour tutorials delivered through Blackboard Collaborate on the Moodle course page each week. All tutorials will be live streamed for synchronous participation and recorded for asynchronous participation, should a student be unable to join the synchronous tutorial at the designated time. Students will be able access the recorded tutorials, including a transcript of tutor and student contributions, for the remainder of the course. Tutorial discussions are based on lecture content and readings. In order to participate in class discussions, you will need to prepare for tutorials by reviewing the available materials.

Online activities: Each week there will be a range of online activities, including formative revision quizzes, interactive learning modules using a range of adaptive learning platforms, and video annotation tools (students will watch a video and then comment using the tool). These activities will allow students to explore the topics of the week in greater depth and provide formative assessment for the students and revision opportunities.

Readings: There will be assigned readings each week that cover the major topic of the week. Students will need to read the scientific journal articles in order to prepare for the online tutorials. In addition, as part of this preparation students are encouraged to post one comment/discussion point on the Study Group Forum and reply to the comment of at least two other students in the course (**4.5 hours**).

The Study Group Forum connects students in the course to encourage discussion of weekly content, revision, or topics of interest with each other. Regular engagement in the Study Group Forum will help students gain an understanding of the material, critique the contributions of fellow students, and help develop written communication skills.

The Q and A Discussion Forum provides students with an opportunity to question and clarify the concepts and ideas mentioned in the lectures. Students are strongly encouraged to engage with this forum by posting questions or comments, and reading, answering, or replying to other student’s posts to enhance understanding of the content, critical thinking, and written communication skills.

Formative topic revision quizzes are available for students that provide an opportunity to evaluate understanding of course material on a weekly basis. Timely completion of the weekly quizzes will assist students in gaining a proper understanding of each topic so that this knowledge can be built on

in future content. The formative revision quizzes will be available through the MindTap section available on the Moodle course page. **NB: These formative quizzes do not contribute to the student's final grade and are not to be confused with the "secured weekly quizzes".**

3.2 Expectations of students

Moodle contains lectures, tutorials, content topic materials, assessment materials, and any updated information. You are expected to check Moodle regularly. You are also expected to regularly check your UNSW email. All news updates and announcements will be made on the 'Announcements' forum on the Moodle page and/or by email. It is the student's responsibility to check Moodle and their student emails regularly to keep up to date.

Given that the course content and all assessable components are delivered online, it is the responsibility of the student to ensure that they have access to a computer with a stable internet connection and a browser capable of handling the features of the Moodle eLearning website and any of its content. There will be no special consideration granted due to internet connection or computer issues arising from personal technical issues. If an internet disconnection takes place during an assessment/exam, there will be no way of changing a mark and these will be allocated according to the progress that was saved. To help students establish whether or not their computer/internet access is suitable for the online exam/s, a test quiz is available. This quiz will not contribute to final marks and will be able to be completed multiple times in order to test computer/internet connection prior to assessments/exams.

NOTE: THIS COURSE REQUIRES SIGNIFICANT WEEKLY ASSESSABLE ENGAGEMENT THROUGH MOODLE. Students are expected to engage with all materials delivered each week. There will be a combination of formative and summative assessments throughout the course. **The expected level of engagement is on average 18-19 hours per week** (in the 6-week term). Average engagement levels are as follows (a) **2 hours** of engagement with the lecture content (6 x 20-minute lectures per week); (b) Tutorial attendance, **3 hours** per week including preparation for the tutorial discussion. Note we recommend that you complete the synchronous tutorial, however completion of the recorded asynchronous tutorial will also be accepted; (c) **4.5 hours** to complete the assigned activities, including revision modules; (d) **4.5 hours** to complete the assigned weekly readings, there will be readings each week that accompany the content for each lecture topic; (e) **4-5 hours** to complete the weekly assessments (secured quizzes) and prepare for the major assessments.

Under no circumstances will employment be accepted as an excuse not to meet expectations for class participation or assessments. Remember, the term times are very short, so it is your responsibility to ensure that you do not fall behind with the ongoing assessment demands of the course.

Tutorial Attendance: Attendance and participation in tutorials is compulsory, and a register will be recorded at the beginning of each tutorial. All tutorials will be delivered in an online mode, through Blackboard Collaborate, given that this is a fully online course, it is understood that some students may be unavailable at the designated live tutorial time. Therefore, students will be required to participate in the tutorial in either a synchronous (as the tutorial is streamed live) or asynchronous (a recorded version of the tutorial). Students that are only able to access the tutorials in an asynchronous manner will be required to submit their contribution to 2-3 short questions to the tutorial forum in order to provide evidence of participation in the tutorial session.

NB: Engagement with online tutorials and timely completion of asynchronous online tutorials is essential in accordance with UNSW Assessment Implementation Procedure.

It is expected that students are aware of UNSW Assessment policy and understand how to apply for special consideration within the framework of the Graduate Diploma Special consideration policies

and procedures if they are unable to complete an assignment/exam due to illness and/or misadventure

4. Course schedule and structure

Each week this course typically consists of 2 hours of lecture material, 2 hours of face to face tutorials, and 4.5 hours of online activities. Students are expected to take an additional 5-6 hours each week of self-determined study to complete assessments, readings, and exam preparation

Week	Lecture topic/s	Tutorial/lab topics	Online modules	Self-determined activities
Week 1	<p>Visual perception</p> <p>Lecture 1 and 2: Monocular cues and stereopsis</p> <p>Lecture 3 and 4: Cue combination and sensing motion</p> <p>Lecture 5 and 6: High level motion and visual-vestibular interactions</p>	<p>Online tutorial discussion based on lectures and readings. Students will discuss the processes involved in perception of distance and motion.</p>	<p>Online activities based on lectures and assigned readings</p>	<p>Formative revision quizzes</p> <p>Additional textbook readings</p> <p>Additional textbook resources (Mindtap)</p>
Week 2	<p>Visual perception</p> <p>Lecture 1 and 2: Why do things look as they do?</p> <p>Lecture 3 and 4: Visual coding and natural environment</p> <p>Lecture 5 and 6: Adaptation and perceptual plasticity</p>	<p>Online tutorial discussion based on lectures and readings. Students will discuss language comprehension and production. Starting from a detailed overview of the basic components of words and sentences, the content of the module will progress towards explaining complex processes involved in speech perception and language comprehension and production</p>	<p>Online activities based on lectures and assigned readings</p>	<p>Formative revision quizzes</p> <p>Additional textbook readings</p> <p>Additional textbook resources (Mindtap)</p>

<p>Week 3</p>	<p>Approaches to human cognition and attention Lecture 1 and 2: Cognitive psychology: Studying the mind Lecture 3 and 4: Attention Lecture 5 and 6: Similarity</p>	<p>Online tutorial discussion based on lectures and readings. Students will discuss the fundamentals of human cognition, using the evidence from behavioural research as well as evidence obtained from research on brain and behaviour. The students will also learn about attention and the factors that influence our ability to process information.</p>	<p>Online activities based on lectures and assigned readings</p>	<p>Formative revision quizzes Additional textbook readings Additional textbook resources (Mindtap)</p>
<p>Week 4</p>	<p>Memory Lecture 1 and 2: Learning, memory and forgetting Lecture 3 and 4: Long-term memory systems Lecture 5 and 6: Everyday memory</p>	<p>Online tutorial discussion based on lectures and readings. Students will discuss the memory models, memory processes and research methods used in research on memory.</p>	<p>Online activities based on lectures and assigned readings</p>	<p>Formative revision quizzes Additional textbook readings Additional textbook resources (Mindtap)</p>
<p>Week 5</p>	<p>Decision making Lecture 1 and 2: Judgment Lecture 3 and 4: Decision making Lecture 5 and 6: Decision making</p>	<p>Online tutorial discussion based on lectures and readings. Students will discuss the higher-level cognitive processes involved in judgment and decision-making, focusing on processes, errors and biases involved in judgment and decision making.</p>	<p>Online activities based on lectures and assigned readings</p>	<p>Formative revision quizzes Additional textbook readings Additional textbook resources (Mindtap)</p>

<p>Week 6</p>	<p>Language Lecture 1 and 2: Speech perception Lecture 3 and 4: Language comprehension and reading Lecture 5 and 6: Language production</p>	<p>Online tutorial discussion based on lectures and readings. Students will discuss process involved in speech perception and production, reading, and language comprehension.</p>	<p>Online activities based on lectures and assigned readings</p>	<p>Formative revision quizzes Additional textbook readings Additional textbook resources (Mindtap)</p>
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5. Assessment

5.1 Assessment tasks

All assessments in this course have been designed and implemented in accordance with UNSW Assessment Policy.

Assessment task	Length	Weight	Mark	Due date (normally midnight on due date)
Assessment 1: “Secured” Quiz (5 quizzes)	20 MCQ questions per quiz	40%	40	Sunday 11:59pm week of release (Weeks 1,2,3,4,5,6)
Assessment 2: Literature review	1000 words	20%	100	Sunday Week 3
Assessment 3: Research Report	2000 words	40%	100	Sunday Week 6

Assessment 1: “Secured” Quizzes (cumulative assessment): Students will be required to complete 5 quizzes under official exam conditions. These quizzes will cover the content of the lectures and readings. The quizzes will be held in weeks 1-6 and will cover content presented in the previous week. The “Secured” quizzes form part of a cumulative assessment. Each Quiz will include 20 multiple choice questions.

Assessment 2: Literature review: Students will be required to complete a literature review on an assigned topic. This will be directly linked with the experimental data provided in assessment 2. This will provide students with the opportunity to submit a draft introduction for the research report and receive feedback prior to submission of assessment 2

Assessment 3: Research Report: Students will be provided with the data collected from an online experiment in order to write a full research report. In the report they will have to describe the experimental procedure and data analysis method, to present the results of their analysis and to interpret the results within an appropriate theoretical framework and in the light of previous research.

UNSW grading system: <https://student.unsw.edu.au/grades>

UNSW assessment policy: <https://student.unsw.edu.au/assessment>

5.2 Assessment criteria and standards

Further details and marking criteria for each assessment will be provided to students closer to the assessment release date (see 4.1: UNSW Assessment Design Procedure).

5.3 Submission of assessment tasks

Written assessments: In accordance with UNSW Assessment Policy written pieces of assessment must be submitted online via Turnitin. No paper or emailed copies will be accepted.

Late penalties: deduction of marks for late submissions will be in accordance with School policy (see: [Psychology Student Guide](#)).

Special Consideration: Students who are unable to complete an assessment task by the assigned due date can apply for special consideration. Special consideration applications must be submitted to Student Central within 3 working days of the assessment due date along with a physical copy of the supporting documentation. Students who have experienced significant illness or misadventure during the assessment period may be eligible. Only circumstances deemed to be outside of the student's control are eligible for special consideration (see - <https://student.unsw.edu.au/special-consideration>). In the case of take-home assessment tasks, misadventure must occur for at least 3 consecutive days during the assessment period. If approved, students may be given an extended due date to complete take-home assessments, or an alternative assessment may be set.

Alternative assessments: will be subject to approval and implemented in accordance with UNSW Assessment Implementation Procedure.

Supplementary examinations: There will be no supplementary examinations available due to the intensive nature of the course. Please refer to the Graduate Diploma Student Guide for policies and procedures relating to misadventure.

5.4. Feedback on assessment

Feedback on all pieces of assessment in this course will be provided in accordance with UNSW Assessment Policy.

Assessment	When	Who	Where	How
Assessment 1: "Secured" Quiz (5 quizzes)	Monday following quiz submission	Course convenor	Online	Moodle
Literature Review	Sunday Week 4	Course convenor	Online	Moodle
Research report	After 10 working days	Course convenor	Online	Moodle

6. Academic integrity, referencing and plagiarism

The APA (6th edition) referencing style is to be adopted in this course. Students should consult the publication manual itself (rather than third party interpretations of it) in order to properly adhere to APA style conventions. Students do not need to purchase a copy of the manual, it is available in the library or online. This resource is used by assessment markers and should be the only resource used by students to ensure they adopt this style appropriately:

[APA 6th edition](#).

Referencing is a way of acknowledging the sources of information that you use to research your assignments. You need to provide a reference whenever you draw on someone else's words, ideas or research. Not referencing other people's work can constitute plagiarism.

Further information about referencing styles can be located at <https://student.unsw.edu.au/referencing>

Academic integrity is fundamental to success at university. Academic integrity can be defined as a commitment to six fundamental values in academic pursuits: honesty, trust, fairness, respect,

responsibility and courage.¹ At UNSW, this means that your work must be your own, and others' ideas should be appropriately acknowledged. If you don't follow these rules, plagiarism may be detected in your work.

Further information about academic integrity and **plagiarism** can be located at:

- The *Current Students* site <https://student.unsw.edu.au/plagiarism>, and
- The *ELISE* training site <http://subjectguides.library.unsw.edu.au/elise/presenting>

The *Conduct and Integrity Unit* provides further resources to assist you to understand your conduct obligations as a student: <https://student.unsw.edu.au/conduct>.

7. Readings and resources

Textbook	Cog psych: connecting mind, research and everyday exp Copies of the textbooks will be kept in Open Reserve at the library. Second hand copies may be available for purchase.
Course information	Available on Moodle
Required readings	School of Psychology Student Guide .
Recommended internet sites	UNSW Library UNSW Learning centre ELISE Turnitin Student Code of Conduct Policy concerning academic honesty Email policy UNSW Anti-racism policy statement UNSW Equity and Diversity policy statement UNSW Equal opportunity in education policy statement

8. Administrative matters

The [School of Psychology 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
- Student code of conduct

¹ International Center for Academic Integrity, 'The Fundamental Values of Academic Integrity', T. Fishman (ed), Clemson University, 2013.

- Student complaints and grievances
- Disability Support Services
- Health and safety

It is expected that students familiarise themselves with the information contained in this guide.

9. Additional support for students

- The Current Students Gateway: <https://student.unsw.edu.au/>
- Academic Skills and Support: <https://student.unsw.edu.au/academic-skills>
- Student Wellbeing, Health and Safety: <https://student.unsw.edu.au/wellbeing>
- Disability Support Services: <https://student.unsw.edu.au/disability-services>
- UNSW IT Service Centre: <https://www.it.unsw.edu.au/students/index.html>