PSYC323 Syllabus

General Course Information

Course: PSYC323
Course title: Laboratory in Attention
Pre-requisites: PSYC203 and PSYC221
Semester and Year: Winter 2026
Number of credits: 3.0
Learning hours: 120 hours total
Modality: blended
Classroom accessibility: accessible

Contact Information

Instructor: Daryl Wilson
Office: Humphrey Hall 347
Email: daryl.wilson@queensu.ca
Contact: by email or appointment

Course Description

The laboratory in attention course provides students with both demonstrations and hands-on experience with the methodological design and data analysis techniques used in conducting classic studies of attention.

Course Learning Outcomes

On successful completion of this course, students will be able to:

1. Develop an understanding of experimental methods for the study of human visual cognition.
2. Be able to conduct a visual cognition experiment
3. Be able to manage, statistically analyze, and interpret experimental data.
4. Be able to research in depth an issue regarding visual cognition.
5. Be able to effectively communicate research concepts within the field of visual cognition.

Course Format

Hybrid Offering:

- Classes which provide background information for tutorials and research units will be replaced with online material to provide that information. I will be available online during the class time to address any questions (see schedule below).
- In-person classes will be used to work on tutorial assignments and for data analysis and writing for research units.

Research Units:

- There will be two research units, each focusing on a particular topic in visual cognition.
- Each research unit will last five classes.

- The first class of each research unit will be replaced with online material in which the professor will provide a lecture introducing the topic, and relevant readings.
- Readings and reflection papers must be completed prior to the second class.
- During the second class, the readings will be discussed and experimental data will be collected.
- During the third and fourth class, the results will be analyzed.
- During the fifth class, students will work on the writing of their lab reports.

Tutorials:

- There will be four tutorials, each focusing on a specific research tool used in visual cognition.
- Tutorials will last two classes.
- The first class of each tutorial will be replaced with online material in which the professor will provide background material relevant to that tutorial.
- During the second class, students will complete the tutorial assignment.

Research Proposal Poster:

- Four classes at the end of the term will be used to present your research proposals.
- Each student will make a virtual poster and a short presentation describing their research proposal.
- Students and instructors will observe and evaluate your poster presentation and ask questions.

Date	Topic
Mon. Jan. 5	Introduction
Thurs. Jan. 8	Lecture: Visual Cognition
Mon. Jan. 12	Data Management Tutorial (online)
Thurs. Jan. 15	Data Management Tutorial
Mon. Jan. 19	Lecture: Selective Attention (online)
Thurs. Jan. 22	Lab Day: Readings Discussed / Data Collection
Mon. Jan. 26	Lab Day: Data Analysis
Thurs. Jan. 29	Lab Day: Data Analysis
Mon. Feb. 2	Lab Day: Writing
Thurs. Feb. 5	Signal Detection Tutorial (online)
Mon. Feb. 9	Signal Detection Tutorial
Thurs. Feb. 12	Lecture: Working Memory (online)
Mon. Feb. 16	Winter Break (no class)
Thurs. Feb. 19	Winter Break (no class)
Mon. Feb. 23	Lab Day: Readings Discussed / Data Collection
Thurs. Feb. 26	Lab Day: Data Analysis

Mon. Mar. 2	Lab Day: Data Analysis
Thurs. Mar. 5	Lab Day: Report Writing
Mon. Mar. 9	Research Proposal Tutorial (*in-person)
Thurs. Mar. 12	Research Proposal Tutorial
Mon. Mar. 16	Eye-Tracking Tutorial (online)
Thurs. Mar. 19	Eye-Tracking Tutorial
Mon. Mar. 23	Presentations (Group 1)
Thurs. Mar. 26	Presentations (Group 2)
Mon. Mar. 30	Presentations (Group 3)
Thurs. Apr. 2	Presentations (Group 4)

Description of Learning Activities and Assessments

Reflection Papers

- Reflection papers assess your understanding and critical thinking with respect to the material presented in each research topic's readings. At the beginning of each research unit, one or two discussion questions will be presented that center around core theories, methodologies, or results.
- The papers will be marked with an overall mark (out of 10). Responses should be no longer than one page single-spaced.
- Reflection papers are due prior to the second class of each research unit.
    - Reflection paper #1: due Jan. 22
    - Reflection paper #2: due Feb. 23

Lab Reports

- For each research unit, we will conduct an experiment.
- All data files will be collected, and you will analyze the data.
- For each research unit, you will complete and submit a research report (intro, method, results, and discussion). Reports will be due at 11:55pm the day following the writing class.
    - Lab report #1: due Feb. 3
    - Lab report #2: due Mar. 6

Tutorial Assignments

- After each tutorial section, a short assignment will be provided that tests your understanding of the research tool presented during that tutorial. Tutorial assignments will be due at 11:55pm on the second day of that tutorial.
    - Tutorial #1: due Jan. 15
    - Tutorial #2: due Feb. 9
    - Tutorial #3: due Mar. 12
    - Tutorial #4: due Mar. 19

Research Proposal Poster

- Each student will submit a research proposal poster.

- The research proposal posters will be presented to the class in a poster session.
- The content and execution of your presentation will be evaluated by the instructors and by your peers. Both the instructors' and the peer evaluations will be counted toward your presentation grade.

Evaluation

Assessment	Alignment with CLOs	Weighting
Reflection Papers	1 and 5	8%
Lab Report 1	1, 2, 3, and 5	24%
Lab Report 2	1, 2, 3, and 5	24%
Tutorial Assignments	1 and 3	24% (6% each)
Research Proposal Poster	1, 4, and 5	20%

Course Materials

There is no textbook and there are no material costs. Readings will be posted about a week prior to each of the research units. Readings will typically consist of one research article that provides some background information on the research area.

Grading Scheme

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale:

Queen's Official Grade Conversion Scale

Grade	**Numerical Course Average (Range)**
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

Assignment Submission Policy

10% will be deducted from an assignment for each day it is late including weekends.

Generative Artificial Intelligence Tools

Using generative AI writing tools such as ChatGPT in your submitted work is not permitted in this class. This type of use constitutes a departure from academic integrity. Original work, completed wholly by you, is expected to be submitted in this course.

Turnitin Statement

This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments through onQ to Turnitin. In doing so, students' work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarized text in this course. Data from submissions is also collected and analyzed by Turnitin for detecting Artificial Intelligence (AI)-generated text. These results are not reported to your instructor at this time but could be in the future.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. The similarity report generated after an assignment file is submitted produces a similarity score for each assignment. A similarity score is the percentage of writing that is similar to content found on the internet or the Turnitin extensive database of content. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

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Queen's Policy Statement on Academic Integrity

Queen's University is dedicated to creating a scholarly community free to explore a range of ideas, to build and advance knowledge and to share the ideas and knowledge that emerge from a range of intellectual pursuits. Each core value of academic integrity, as defined in the Senate Academic Integrity Policy, gives rise to and supports the next.

Honesty appears in presenting one's own academic work, whether in the context of an examination, written assignment, laboratory or seminar presentation. It is in researching one's own work for course assignments, acknowledging dependence on the ideas or words of another and in distinguishing one's own ideas and thoughts from other sources. It is also present in faithfully reporting laboratory results even when they do not conform to an original hypothesis. Further, honesty is present in truthfully communicating in written and/or oral exchanges with instructors,

peers and other individuals (e.g. teaching assistants, proctors, university staff and/or university administrators).

Trust exists in an environment in which one's own ideas can be expressed without fear of ridicule or fear that someone else will take credit for them.

Fairness appears in the proper and full acknowledgement of the contributions of collaborators in group projects and in the full participation of partners in collaborative projects.

Respect, in a general sense, is part of an intellectual community that recognizes the participatory nature of the learning process and honours and respects a wide range of opinions and ideas. However, "respect" appears in a very particular sense when students attend class, pay attention, contribute to discussion and submit papers on time; instructors "show respect by taking students' ideas seriously, by recognizing them as individuals, helping them develop their ideas, providing full and honest feedback on their work, and valuing their perspectives and their goals" ("The Fundamental Values of Academic Integrity", 3rd Edition, p. 8).

Ultimately, responsibility is both personal and collective and engages students, administrators, faculty and staff in creating and maintaining a learning environment supported by and supporting academic integrity.

Courage differs from the preceding values by being more a quality or capacity of character – "the capacity to act in accordance with one's values despite fear" ("The Fundamental Values of Academic Integrity", 3rd edition, p. 10). Courage is displayed by students who make choices and integrous decisions that are followed by action, even in the face of peer pressure to cheat, copy another's material, provide their own work to others to facilitate cheating, or otherwise represent themselves dishonestly. Students also display courage by acknowledging prior wrongdoing and taking proactive measures to rectify any associated negative impact.

All of these values are not merely abstract but are expressed in and reinforced by the University's policies and practices.

Accommodations for Disabilities

For all requests for academic accommodations, contact Tara Karasewich (Accommodations and Learning Management Systems Assistant) at psyaccom@queensu.ca.

Queen's University is committed to working with students with disabilities to remove barriers to their academic goals. Queen's Student Accessibility Services (QSAS), students with disabilities, instructors, and faculty staff work together to provide and implement academic accommodations designed to allow students with disabilities equitable access to all course material (including in-class as well as exams). If you are a student currently experiencing barriers to your academics due to disability related reasons, and you would like to understand whether academic accommodations could support the removal of those barriers, please visit the QSAS website to learn more about academic accommodations or start the registration process with QSAS by clicking ***Access Ventus*** button at **Ventus | Accessibility Services | Queen's (queensu.ca)**

VENTUS is an online portal that connects students, instructors, Queen's Student Accessibility Services, the Exam's Office and other support services in the process to request, assess, and implement academic accommodations.

To learn more go to: https://www.queensu.ca/ventus-support/students/visual-guide-ventus-students

Academic Considerations for Students in Extenuating Circumstances

If you require an extension for extenuating circumstances, you will need to submit a request for academic consideration to the Faculty of Arts and Science. Requests may be submitted using the following link: https://www.queensu.ca/artsci/undergrad-students/academic-consideration-for-students. Once your request is approved, then forward your approved request to Tara Karasewich (Accommodations and Learning Management Systems Assistant) at psyaccom@queensu.ca.

Academic Consideration is a process for the University community to provide a compassionate response to assist students experiencing unforeseen, short-term extenuating circumstances that may impact or impede a student's ability to complete their academics. This may include but is not limited to any extenuating circumstance (illness, bereavement, traumatic event, injury, family emergency, etc.) which is short-lived, begins within the term, and will not last longer than 12 weeks - see Academic Consideration webpage for details (https://www.queensu.ca/artsci/undergraduate/student-services/academic-consideration)

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. For more information, undergraduate students in the Faculty of Arts and Sciences should consult the Faculty's webpage on Academic Consideration in Extenuating Circumstances and submit a request via the Academic Consideration Request Portal. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

Students are encouraged to submit requests as soon as the need becomes apparent and to contact their instructor and/or course coordinator as soon as possible once academic consideration has been granted. Any delay in contact may limit the options available for academic consideration. While we encourage instructors to accommodate, each instructor has discretion in deciding whether or how to apply the Academic Consideration. For more information on the Academic Consideration process, what is and is not an extenuating circumstance, and to submit an Academic Consideration request, please see the Faculty of Arts and Science's Academic Consideration website. ASO courses include links to information on **Academic Consideration** on your **Course Homepage** in onQ.

Please see the Teaching Team page for contact information for your instructor and TAs.

For more information, please see the Senate Policy on Academic Consideration for Students in Extenuating Circumstances.

Copyright of Course Material

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor's course materials or to provide an instructor's course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor's express consent. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.