

# PSYC323: Laboratory in Attention

## Fall session, 2019

### Syllabus

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Class Time: Monday 1:00pm – 2:30pm and Wednesday 11:30am – 1:00pm

Class Location: Humphrey Hall 219

## Learning Outcomes

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

## Course Format

### **Research Units:**

- There will be three research units, each focusing on a particular topic in visual cognition.
- Each research unit will consist of four classes.
- Readings and reflection papers must be done prior to the first class of each research unit.
- During the first class, the professor will provide a lecture introducing the topic, the readings will be discussed, and we will determine an experiment to conduct.
- During the second class, data will be collected.
- During the third class, the results will be analyzed.
- During the fourth class, students will work on the writing of their lab reports.

### **Tutorials:**

- There will be three tutorials (2 classes each), each focusing on a particular research tool used in visual cognition.

### **Research Proposal Poster:**

- Four classes at the end of the term will be used to present your research proposals.
- Each student will provide a poster and prepare a 5-minute presentation describing their research proposal.

- Students and instructors will observe and evaluate your poster presentation and ask questions.

<b>Date</b>	<b>Topic</b>
Mon. Sept. 9	Introduction to Visual Cognition
Wed. Sept. 11	Data Management Tutorial
Mon. Sept. 16	Data Management Tutorial
Wed. Sept. 18	Lecture/Discussion: Selective Attention
Mon. Sept. 23	Lab Day: Data Collection
Wed. Sept. 25	Lab Day: Data Analysis & Report Writing
Mon. Sept. 30	Lab Day: Report Writing
Wed. Oct. 2	Signal Detection Tutorial
Mon. Oct 7	Signal Detection Tutorial
Wed. Oct. 9	Lecture/Discussion: Working Memory
Mon. Oct. 14	Thanksgiving (no class)
Wed. Oct. 16	Lab Day: Data Collection
Mon. Oct. 21	Lab Day: Data Analysis
Wed. Oct. 23	Lab Day: Report Writing
Mon. Oct. 28	Eye-Tracking Tutorial
Wed. Oct. 30	Eye-Tracking Tutorial
Mon. Nov. 4	Lecture/Discussion: Working Memory and Attention
Wed. Nov. 6	Lab Day: Data Collection
Mon. Nov. 11	Lab Day: Data Analysis
Wed. Nov. 13	Lab Day: Report Writing
Mon. Nov. 18	Presentations (Group 1)
Wed. Nov. 20	Presentations (Group 2)
Mon. Nov. 25	Presentations (Group 3)
Wed. Nov. 27	Presentations (Group 4)

# Workload

## Reflection Papers

- Reflection papers are designed to assess your understanding and critical thinking with respect to the material presented in each research topic's readings and lecture content. At the end of each of 3 lectures (Sept. 18, Oct. 10, Nov. 5), one or two discussion questions will be presented that center around core theories, methodologies, or results.
- In a short paper, discuss each of these questions, critically evaluating the perspectives that can be taken on the issues. The papers will be marked with an overall mark (out of 10). Responses can be no longer than one page single-spaced. Reflection papers are typically due prior to the second class of each research unit.
  - Reflection paper #1: due Sept. 19
  - Reflection paper #2: due Oct. 10
  - Reflection paper #3: due Nov. 5

## 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 (method, results, and discussion). Reports will be due at 11:55pm on the dates listed below:
  - Lab report #1: due Oct. 1
  - Lab report #2: due Oct. 27
  - Lab report #3: due Nov. 17

## Tutorial Assignments

- For each tutorial unit, the first class will be a presentation about a particular research technique. At the end of the first class 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 the day following the day 2 of that tutorial.
  - Tutorial #1: due Sept. 17
  - Tutorial #2: due Oct. 8
  - Tutorial #3: due Nov. 1

## 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

Reflection Papers	9% (3% each)
Lab Report 1	15%
Lab Report 2	18%
Lab Report 3	20%
Tutorial Assignments	18% (6% each)

## Readings

There is no textbook. Readings will be posted about a week prior to each of the research units. Readings will typically consist of one research article which 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*

<b>Grade</b>	<b>Numerical Course Average (Range)</b>
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

## Academic Integrity

Academic Integrity is constituted by the six core fundamental values of honesty, trust, fairness, respect, responsibility and courage (see [www.academicintegrity.org](http://www.academicintegrity.org)). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senate/reportprinciples-and-priorities>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/regulations/academicregulations/regulation-1>), on the Arts and Science website (see <http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

## Disability Accommodations

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see <https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf>). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

## Academic Considerations for Students with Extenuating Circumstances

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances is available at:

<https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf>

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. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: <http://www.queensu.ca/artsci/accommodations>. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator provided earlier.

## Copyright of Course Material

This material is copyrighted and is for the sole use of students registered in this course. This material shall not be distributed or disseminated to anyone other than students registered in this course. Failure to abide by these conditions is a breach of copyright and may also constitute a breach of

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