

PSYC323: Laboratory in Attention
Fall session, 2020

Syllabus

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Class Time: Course delivery will be asynchronous such that there will be no specific class times.
Material will be provided online throughout the term.

Learning Outcomes

- Develop an understanding of experimental methods for the study of human visual cognition.
- Be able to design a visual cognition experiment
- Be able to manage, statistically analyze, and interpret experimental data.
- Be able to research in depth an issue regarding visual cognition.
- 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 last two weeks.
- Each research unit will consist of the following:
 - Online lecture introducing the topic
 - Reflection papers completed
 - Readings discussed
 - Experiment discussed
 - Data from a relevant experiment will be provided
 - Data analyzed
 - Lab report written

Tutorials:

- There will be three tutorials, each focusing on a particular research tool used in visual cognition.
- Tutorials will last one week.
- Each tutorial will consist of the following:
 - Professor presents material relevant to that tutorial.
 - Completion of tutorial assignment.

Research Proposal Poster:

- At the end of the term, you will present your research proposals.
- Poster presentations will last two weeks.

- Each student will provide a poster and deliver a 5 minute presentation describing their research proposal.
- Students and instructors will observe and evaluate your poster presentation and ask questions.

Date	Topic
Week 1 (Sept 8 - 11)	Introduction to Visual Cognition
Week 2 (Sept 14 - 18)	Data Management Tutorial
Week 3 (Sept 21 - 25)	Lecture: Selective Attention (Sept 21) Reflection papers completed (Sept 23) Readings Discussed
Week 4 (Sept 28 - Oct 2)	Experiment Discussed Data Analysis Report Writing
Week 5 (Oct 5 - 9)	Signal Detection Tutorial
Week 6 (Oct 12 - 16)	Lecture: Working Memory and Attention (Oct 12) Reflection papers completed (Oct 14) Readings Discussed
Week 7 (Oct 19 - 23)	Experiment Discussed Data Analysis Report Writing
Week 8 (Oct 26 - 30)	Fall Break
Week 9 (Nov 2 - 6)	Eye-Tracking Tutorial
Week 10 (Nov 9 - 13)	Lecture: Object-Based Attention (Nov 9) Reflection papers completed (Nov 11) Readings Discussed
Week 11 (Nov 16 - 20)	Experiment Discussed Data Analysis Report Writing
Week 12 (Nov 23 - 27)	Presentations (Groups 1 and 2)
Week 13 (Nov 30 – Dec 4)	Presentations (Group 3 and 4)

Workload

Reflection Papers

- For each research unit, you will write a reflection paper. Reflection papers are designed to assess your understanding of the material presented in each research topic's readings.
- After each research unit lecture is released, a discussion question will be presented that centers around core theories, methodologies, or results. In a short reflection paper, you will address this question.
- Reflection papers should be no longer than one page single-spaced.
- Reflection papers will be due as follows:
 - Reflection paper 1: due Sept. 23
 - Reflection paper 2: due Oct. 14
 - Reflection paper 3: due Nov. 11

Research Unit Reports

- For each research unit, we will consider an experiment relevant to that research unit.
- A data set will be provided.
- For each research unit, you will analyze the data set and complete and submit a research report (short intro, method, results, and short discussion).
- Reports will be due as follows:
 - Research unit 1 report: due Oct. 4
 - Research unit 2 report: due Oct. 25
 - Research unit 3 report: due Nov. 22

Tutorial Assignments

- At the beginning of the week, a tutorial presentation will be provided.
- After each tutorial presentation, a short assignment will be provided that tests your understanding of the research tool presented during that tutorial.
- Tutorial assignments will be due as follows:
 - Tutorial 1: due Sept. 18
 - Tutorial 2: due Oct. 9
 - Tutorial 3: due Nov. 6

Research Proposal Poster

- Each student will submit a research proposal poster.
- 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.
- Posters will be due Nov. 22.
- Posters will be presented online during the last two weeks of the term.

Late Policy

Late submissions will be penalized 10% per day.

Evaluation

Reflection Papers	9% (3% each)
Research Unit 1 Report	15%

Research Unit 2 Report	18%
Research Unit 3 Report	20%
Tutorial Assignments	18% (6% each)
Research Proposal Poster	20%

Readings

- There is no textbook. Readings will be posted at the beginning of each research unit.
- Readings will typically consist of one or two research articles 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

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

Academic Integrity

Queen's students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage (see 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/report-principles-and-priorities>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour 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/academic->

[regulations/regulation-1](#)), on the Arts and Science website (see <https://www.queensu.ca/artsci/students-at-queens/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/senateandtrusteers/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, not to exceed three months. Students receiving academic consideration must meet all essential requirements of a course. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances was approved at Senate in April, 2017 (see <http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclwww/files/files/policies/senateandtrusteers/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 provided earlier.

Discussion Guidelines

University is a place to share, question, and challenge ideas. To make this course a positive experience for everyone, please consider the following guidelines:

1. Make sure your writing is respectful and inclusive.
2. Recognize and value the experiences, abilities, and knowledge each person brings.
3. Pay close attention to what your peers write before you respond. Think through and re-read your ideas before you post or send them to others.
4. Be open to being challenged or confronted on your ideas and to challenging others with the intent of facilitating growth.

5. Assume the best of others.
6. It's okay to disagree with others, but do not make personal attacks, demean, or embarrass others.
7. Encourage others to develop and share their ideas.

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.

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