Instructor: Daryl Wilson  
Office: Humphrey Hall, room 347  
Email: daryl.wilson@queensu.ca  
Office Hours: by appointment  
Class Time: Tuesday 1:00-2:30pm and Thursday 11:30-1:00pm  
Class Location: Mac-Corry E230

What is attention?  
“Everyone knows what attention is. It is the taking possession by the mind, in clear and vivid form, of one out of what seem several simultaneously possible objects or trains of thought. Focalization, concentration, of consciousness are of its essence. It implies withdrawal from some things in order to deal effectively with others” (James, 1890)

Why Study Attention?  
Our perceptual systems can process an incredible amount of information. But do we actually want to experience all of the information arriving at our perceptual receptors? Attention functions to select the information that we want to perceive. In fact, many researchers suggest that without attention, we cannot perceive. Attention then, may be the process that underlies our conscious awareness of the world.

Course Objectives  
• To develop an understanding of the classic and current issues within the field of attention.  
• A research paper is assigned to give you an opportunity to research in more depth a question you have regarding one of the issues regarding attention.

Course Format  
Each week will focus on a particular topic. Readings and weekly thought papers must be done prior to the Tuesday class. The thought papers will be presented during the Tuesday class. During the Thursday class, presentations of related articles will be done by some of the students.

Workload  

**Participation**  
Participation is always good in a seminar class!

**Weekly Thought**  
Each week you will be required to email me a question or a thought you have regarding the required readings for that week. Typically, these will be less than 1 page long. These “weekly thoughts” are meant to show me that you have done the
readings and that you have thought about them. We will discuss these thoughts during the Tuesday class. They are due by 6am each Tuesday morning prior to class.

Presentations
You will do three presentations. For each presentation, you will identify an article related to that week’s topic and provide a 5 minute presentation of that article during Thursday’s class. This will not be a powerpoint presentation. Instead, provide a one page handout with the key figures and verbally summarize the rationale for the study, the method, and the key findings.

Research paper
On the last day of class, you will submit a research paper on a topic of current interest within the field of attention. This paper will include a review of past research relevant to your topic, and a proposal for future research. Late papers will be penalized 10% per day.

Evaluation
Class Participation 10%
Weekly Thought 20%
Presentations 30%
Research Paper 40%

Readings
There is no textbook. Readings will consist of articles (typically, review articles).

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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Course Average (Range)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
</tr>
<tr>
<td>C+</td>
<td>67-69</td>
</tr>
<tr>
<td>C</td>
<td>63-66</td>
</tr>
<tr>
<td>C-</td>
<td>60-62</td>
</tr>
<tr>
<td>D+</td>
<td>57-59</td>
</tr>
</tbody>
</table>
Academic Integrity

Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (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/senateandtrustees/principlespriorities.html).

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/academic-regulations/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 persons 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. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact the Disability Services Office (DSO) and register as early as possible. For more information, including important deadlines, please visit the DSO website at: http://www.queensu.ca/hcds/ds/
Course Schedule and Readings

Jan. 7 – Class 1
Topic
Organizational meeting
Discuss ideas regarding the phenomenon of attention.

Jan. 9 – Class 2
Topic
History of attention research
Readings
Task
**Submit a “weekly thought”**.

Jan. 14 – Class 3
Topic
Attentional capacity – Discussion
Readings

Jan. 16 – Class 4
Topic
Attentional capacity – Presentations (Group 1)

Jan. 21 – Class 5
Topic
Attention in Time – Discussion
Readings

Jan. 23 – Class 6
Topic
Attention in Time – Presentations (Group 2)
Jan. 28 – Class 7
Topic
Change Blindness – Discussion
Readings

Jan. 30 – Class 8
Topic
Change Blindness – Presentations (Group 3)

Feb. 4 – Class 9
Topic
Inattentional Blindness – Discussion
Readings

Feb. 6 – Class 10
Topic
Inattentional Blindness – Presentations (Group 1)

Feb. 11 – Class 11
Topic
Object-Based Attention – Discussion
Readings

Feb. 13 – Class 12
Topic
Object-Based Attention – Presentations (Group 2)

Feb. 25 – Class 13
Topic
Attention and Eye Movements – Discussion
Readings

Feb. 27 – Class 14
Topic
Attention and Eye Movements – Presentations (Group 3)

Mar. 4 – Class 15
Topic
Multifocal Attention – Discussion
Readings

Mar. 6 – Class 16
Multifocal Attention – Presentations (Group 1)

Mar. 11 – Class 17
Topic
Training of Attention – Discussion
Readings

Mar. 13 – Class 18
Topic
Training of Attention – Presentations (Group 2)

Mar. 18 – Class 19
Topic
Attention and Memory – Discussion
Readings

Mar. 20 – Class 20
Topic
Attention and Memory – Presentations (Group 3)

Mar. 25 – Class 21
Topic
Neurophysiology of Attention – Discussion
Readings

Mar. 27 – Class 22
Topic
Neurophysiology of Attention – Presentations (Group 1)

Apr. 1 – Class 23
Topic
Attention and Awareness – Discussion
Readings

Apr. 3 – Class 24
Attention and Awareness – Presentations (Group 2)
** Research paper due **

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 academic integrity under the University Senate’s Academic Integrity Policy Statement.
© Daryl Wilson 2014