FACULTY OF SCIENCE

1. Information about the Course

FACULTY	Science
SCHOOL OR DEPARTMENT	Psychology
COURSE CODE	PSYC2071
COURSE NAME	Perception & Cognition

SEMESTER	Semester 2	**YEAR**	2017
UNITS OF CREDIT	6	**LEVEL OF COURSE**	Stage 2 core course

ASSUMED KNOWLEDGE, PREREQUISITES OR CO-REQUISITES	PSYC1001, PSYC1011
SUMMARY OF THE COURSE	Introduces the fundamental principles underlying human perception and cognition such as sensory coding, perceptual organisation, perception of spatial layout, perceptual learning, object recognition, attention, memory storage and retrieval, and decision making. The practical program will provide an introduction to the use of psychophysical methods, experimental approaches to the study of

4. Aims of the Course

This course introduces students to those areas of Psychology that are more closely concerned with "the mind". These are Perception and Cognition. Perception is concerned with the processes and mechanisms which allow us to respond to our immediate environment, and to know its properties. These range from how far things are away from us or each other to the trajectory of a ball in a game of cricket to a facial expression. It is often a surprise to students to realise how unlike an image on the retina our rich perceptual experience is and how much interesting processing (using about half of the entire cortex of the brain) underlies what seems effortless and immediate. We shall consider a range of issues in this section of the course including the reasons for illusions, perceptual organisation and the way in which we learn to perceive. The cognition part of the course introduces students to theories and methods of investigating the fundamental cognitive processes that underlie attention, memory and thought. Cognitive psychologists study a range of phenomena that include such diverse topics as the factors that influence efficient memory storage and retrieval; the variables

	Psychology, enabling you to:	3.2.	Question claims about perceptual and cognitive processes that arise from myth, stereotype, pseudo-science, or untested assumptions.
		3.3.	Demonstrate an attitude of critical thinking that includes persistence, open-mindedness, and intellectual engagement.
		3.4.	Evaluate the quality of information, including differentiating empirical evidence from speculation.
		3.5.	Recognise and defend against the major fallacies of human thinking.
		3.6.	Use reasoning and evidence to recognise, develop, defend, and criticise arguments and persuasive appeals.
		3.7.	Demonstrate creative and pragmatic solving of problems in the area of perception and cognition.
4.	An intermediate appreciation of values in Psychology, including the ability to:	4.1.	Use information in an ethical manner (e.g. acknowledge and respect the work and intellectual property rights of others through appropriate citations in oral and written communication).
		4.2.	Recognise the limitations of one's psychological knowledge and skills, and value life-long learning.
		4.3.	Display high standards of personal and professional integrity in relationships with others.
		4.4.	Exhibit a scientific attitude in critically thinking about and learning about human behaviour, and in creative and pragmatic problem solving.
		4.5.	Promote evidence-based approaches to understanding and changing human behaviour.
5.	Effective communication skills in Psychology, including the ability to:	5.1.	Demonstrate effective oral communication skills in various formats (e.g. debate, group discussion, presentation) and for various purposes.
		5.2.	Write effectively in a variety of formats and for a variety of purposes.
6.	Come to understand and apply psychological principles derived from an understanding of perception and cognition in a broader framework, including the ability to:	6.	

6. Graduate Attributes

School of Psychology Graduate Attributes[*]	Level of Focus 0 = No focus 1 = Minimal 2 = Minor 3 = Major	Activities/Assessment
Core knowledge and understanding	3	Activities include demonstrations in lectures and tutorials and discussions in tutorials. Assessed primarily in exams.
Research methods in psychology	3	Activities include demonstrations and discussions in tutorials. Assessed in perception and cognition assignments and in exams.
Critical thinking skills	3	Activities include demonstrations in lectures and discussions in tutorials. Assessed in perception and cognition assignments and in exams.
Values, research and professional ethics	1	Activities include demonstrations and discussions in tutorials.
Communication skills	2	Activities include participation in group discussions in tutorials. Assessed in assignments and written components of exams.
Learning and application of psychology	2	Demonstrations and discussions within lectures and tutorials. Assessed in perception assignment.

7. Rationale for the Inclusion of Content and Teaching Approach

The course provides intermediate level coverage of topics in perception and cognition. It follows and assumes knowledge from PSYC1001 and PSYC1011. The course provides a foundation for advanced study in visual perception (PSYC3221) and cognitive science (PSYC3211).

8. Teaching Strategies

In addition to the traditional lecture format, the smaller group tutorials will include interactive exercises, hands on experience in measuring perceptual and cognitive functioning like perceptual illusions, visual search efficiency, memory, and decision making.

The assignments for the course should not be seen only as a form of assessment. They are also meant to be provide an opportunity for developing important skills. The assignments are designed to tap into a range of skills, and the preparation required to carry them out should be seen as a learning experience. Feedback is provided not only to justify the mark, but also, and importantly, for the purposes of optimising an understanding of the issues underlying the assignment.

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[*] The *Graduate Attributes of the Australian Undergraduate Psychology Program* was produced as part of the Carrick Associate Fellowship project, "Sustainable and evidence-based learning and teaching approaches to the undergraduate

9.   Course Schedule

te of	Feedback		
Submission	Who	When	How
By 23:55 Sep. 1 (Week 6)	Tutors	Sep. 15 (Week 8)	Marks and feedback via Moodle
Week 7 tutorials			Marks via Moodle
By 23:59 Oct. 6 (Week 10)	Tutors	Oct. 20 (Week 12)	Marks and feedback via Moodle

Assessment policy – assignments

Assignments submitted after the due date and before the feedback date will be penalised

G Block, Room G112

Phone: 9385 0739

https://www.artdesign.unsw.edu.au/current-students/student-services/learning-centre

14. Administrative Matters

The *School of Psychology Student Guide*, available on http://www.psy.unsw.edu.au/current-students/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 in the event of illness or misadventure;
        Student Code of Conduct;
        Student complaints and grievances;
        Student Equity and Disability Unit; and
        Health & Safety.

Students should familiarise themselves with the information contained in this *Guide*.