Unit Outline
BIOL2005 Perception
Semester 2, 2016

Unit study package code: BIOL2005
Mode of study: Fully Online
Tuition pattern summary: This unit does not have a fieldwork component.
Credit Value: 25.0

Pre-requisite units:

311586 (v.1) Psychological Science 210
OR
2498 (v.7) Research Methods 215
OR
BEHV2000 (v.0) Psychological Science Experimental Methods or any previous version
AND

13020 (v.2) Psychology 124
OR
313460 (v.0) Foundations of Psychology 124 or any previous version
OR
PSYC1001 (v.0) Foundations of Psychology or any previous version

Co-requisite units: Nil
Anti-requisite units: Nil
Result type: Grade/Mark
Approved incidental fees: Information about approved incidental fees can be obtained from our website. Visit fees.curtin.edu.au/incidental_fees.cfm for details.

Unit coordinator:
Title: Dr
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Location: Building: 401 - Room: 116

Teaching Staff:

Administrative contact:
Name: Teaching Support Officer
Phone: 9266 7279
Email: HSPsychologyStudents@curtin.edu.au
Location: Building: 401 - Room: 220

Learning Management System: Blackboard (lms.curtin.edu.au)
Acknowledgement of Country
We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present.

Syllabus
The biological and psychological basis of perception. Students are introduced to traditional as well as contemporary theories of perception and action.

Introduction
Welcome to Perception! This course asks whether what we perceive (and what we are conscious) to be out there is the same as what is really there. Though we examine other senses briefly, the focus of the course is on visual and auditory perception.

Topics include the biological basis of sensation and perception, perception of colour, size, form, depth and motion as well as smell and touch. In this unit we explore situations in which the perceptual system can be ‘tricked’ and discuss how the errors we make can reveal the principles underlying our perceptual experience. Students are introduced to traditional as well as contemporary theories of perception and action.

Unit Learning Outcomes
All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and attributes which employers say would be useful in a professional setting. Each unit in your course addresses the graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your achievement of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating we can say you will have achieved all of Curtin’s Graduate Attributes through the assurance of learning process in each unit.

<table>
<thead>
<tr>
<th>On successful completion of this unit students can:</th>
<th>Graduate Attributes addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Explain perceptual disorders using a biopsychosocial approach</td>
<td></td>
</tr>
<tr>
<td>2 Explain the perceptual and action systems in relation to the range of anatomical, recording, neuroimaging, behavioural and psychophysical techniques</td>
<td></td>
</tr>
<tr>
<td>3 Describe, compare and contrast a range of theories and approaches to perception and action</td>
<td></td>
</tr>
<tr>
<td>4 Demonstrate the application of research methodology to solve a problem in perception and action</td>
<td></td>
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</tbody>
</table>

Curtin’s Graduate Attributes

<table>
<thead>
<tr>
<th>Apply discipline knowledge</th>
<th>Thinking skills (use analytical skills to solve problems)</th>
<th>Information skills (confidence to investigate new ideas)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication skills</td>
<td>Technology skills</td>
<td>Learning how to learn (apply principles learnt to new situations) (confidence to tackle unfamiliar problems)</td>
</tr>
<tr>
<td>International perspective (value the perspectives of others)</td>
<td>Cultural understanding (value the perspectives of others)</td>
<td>Professional Skills (work independently and as a team) (plan own work)</td>
</tr>
</tbody>
</table>

Find out more about Curtin’s Graduate attributes at the Office of Teaching & Learning website: [ctl.curtin.edu.au](http://ctl.curtin.edu.au)

Learning Activities
The lectures will introduce you to key theories, approaches, and considerations regarding perception. Lectures will
be both a formal presentation of material and a discussion forum for theoretical debates surrounding perception. Concepts will be illustrated using perceptual illusions.

Additional activities will provide hands-on experiences of tasks that will introduce you to different techniques for exploring perceptual problems. Important information regarding assignments will also be provided in these extra segments.

The research project will allow you to develop knowledge in a specific area of perception. You will gain experience in designing a study, gathering data in a systematic fashion, analysing that data, and presenting your results. Links to key readings will also be posted on-line, and these may be used as the basis for online discussion.

Learning Resources

Essential texts

The required textbook(s) for this unit are:

- OR,

(ISBN/ISSN: 978-1-305-58029-9)

Assessment

Assessment schedule

<table>
<thead>
<tr>
<th>Task</th>
<th>Value %</th>
<th>Date Due</th>
<th>Unit Learning Outcome(s) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>30 percent</td>
<td>Week: 8 Day: Friday Time: 16:30</td>
<td>1,3</td>
</tr>
<tr>
<td>Perception Report</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>30 percent</td>
<td>Week: 13 Day: Friday Time: 16:30</td>
<td>4</td>
</tr>
<tr>
<td>Group Presentation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>40 percent</td>
<td>Week: 16-17 Day: TBA Time: TBA</td>
<td>1,2,3</td>
</tr>
<tr>
<td>Examination</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Detailed information on assessment tasks

1. **Assignment 1**: Write up an experiment in the form of a lab report using data collected as part of the weekly tutorials. Data will be available relating to an experiment carried out during classes. The experiment will examine the strength of the popular Muller-Lyer illusion when presented in different orientations, and then test whether our perception of this illusion changes under orientation and whether this differs after ‘tiring out’ our low spatial frequency neurons. The data for the experiment will be available to you at the end of week 4 of semester. For this assignment you must write up the results of the experiment in the form of a lab report (more detail is provided in the Assignment 1 Guidelines document).

Assignments One and Two both apply techniques you will have been taught in your research methodology units. In assignment one you apply your understanding of one-way ANOVA to determine what the data is telling us. For example, in Assignment 1’s experiment, you will need to compare results on the illusion between the groups at Time One (i.e., before viewing the spatial frequency grid) with a one-way ANOVA, and then compare difference scores of each group (Time two minus Time one= difference score). You would then use your knowledge of ANOVA and statistical reporting to work out which (if any) follow-up analyses need to be
conducted.

The lab report you are required to submit must include: title page, introduction, method, results, discussion and references, and be formatted according to APA regulations (a template will be available for you to use). Your lab report should be no longer than 6 pages, including a table of important descriptive data and a graph of means for the experimental conditions. All elements of the report must be formatted in accordance with APA 6th edition requirements - using the template provided will ensure this is the case.

Assignment 1 Information and Marking Criteria are provided in the Assignment 1 Guidelines document that will be available on Blackboard with the datasets.

2. Assignment 2: Whereas Assignment One gave you the opportunity to apply your understanding of an ANOVA technique, Assignment Two asks you to apply your understanding of regression and focuses more on the measurement of individual differences. This is a group presentation and you will work in groups of 3 or 4.

The assignment involves measuring the overall speed of your perceptual-motor system as well as your ability to process visual information. Each group will decide on a manipulation of their choosing and determine how it affects the ability to function in a perceptual-motor task. This is an online presentation to the class about how your particular manipulation impacts on the perceptual motor system.

You will submit this assignment electronically to Blackboard for other students to see. It is a brief summary of your manipulation, what you found and the implications of your results. You can make this presentation as exciting as you wish.

Assignment 2 Information and Marking Criteria will be provided in the Fitts Task Presentation Guidelines document, available on Blackboard.

3. Examination: The exam will be held during examination fortnight (dates TBA). Note: You MUST keep these weeks free of other commitments. The exam will be essay format and details will be provided during semester.

Pass requirements

In order to pass this unit you must:

1. Complete and submit ALL pieces of assessment
2. Obtain an overall mark of 50% or higher

Fair assessment through moderation

Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessment are described in the Assessment and Student Progression Manual, available from policies.curtin.edu.au/policies/teachingandlearning.cfm

Late assessment policy

This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.

1. All assessments students are required to submit will have a due date and time specified on this Unit Outline.
2. Students will be penalised by a deduction of ten percent per calendar day for a late assessment submission (eg a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assessment worth 20 marks will have two marks deducted per calendar day late. Hence if it was handed in three calendar days late and given a mark of 16/20, the student would receive 10/20. An assessment more than seven calendar days overdue will not be marked and will receive a mark of 0.
Assessment extension

A student unable to complete an assessment task by/on the original published date/time (eg examinations, tests) or due date/time (eg assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student’s control that prevent them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners’ meeting.

Please note: Applications for assessment extensions for this unit should be submitted to the Student Support Officer at HSPsychology5Students@curtin.edu.au. Students will be notified of the outcome of extension requests via the OCC (Official Communications Channel) located within OASIS.

If the circumstances for your extension application are likely to impact on multiple units, please also make an appointment to see the Course Coordinator (A/Professor Natalie Gasson: n.gasson@curtin.edu.au)

Deferred assessments

If your results show that you have been granted a deferred assessment you should immediately check OASIS for details.

Deferred examinations/tests will be held from 15/12/2016 to 16/12/2016. Notification to students will be made after the Board of Examiners’ meeting via the Official Communications Channel (OCC) in OASIS.

Supplementary assessments

Supplementary assessments are not available in this unit.

Reasonable adjustments for students with disabilities/health circumstances likely to impact on studies

A Curtin Access Plan (CAP) is a document that outlines the type and level of support required by a student with a disability or health condition to have equitable access to their studies at Curtin. This support can include alternative exam or test arrangements, study materials in accessible formats, access to Curtin’s facilities and services or other support as discussed with an advisor from Disability Services (disability.curtin.edu.au). Documentation is required from your treating Health Professional to confirm your health circumstances.

If you think you may be eligible for a CAP, please contact Disability Services. If you already have a CAP please provide it to the Unit Coordinator at the beginning of each semester.

Referencing style

The referencing style for this unit is APA 6th Ed.

More information can be found on this style from the Library web site: http://libguides.library.curtin.edu.au/referencing.

Copyright

© Curtin University. The course material for this unit is provided to you for your own research and study only. It is subject to copyright. It is a copyright infringement to make this material available on third party websites.
Academic Integrity (including plagiarism and cheating)

Any conduct by a student that is dishonest or unfair in connection with any academic work is considered to be academic misconduct. Plagiarism and cheating are serious offences that will be investigated and may result in penalties such as reduced or zero grades, annulled units or even termination from the course.

Plagiarism occurs when work or property of another person is presented as one’s own, without appropriate acknowledgement or referencing. Submitting work which has been produced by someone else (e.g. allowing or contracting another person to do the work for which you claim authorship) is also plagiarism. Submitted work is subjected to a plagiarism detection process, which may include the use of text matching systems or interviews with students to determine authorship.

Cheating includes (but is not limited to) asking or paying someone to complete an assessment task for you or any use of unauthorised materials or assistance during an examination or test.

From Semester 1, 2016, all incoming coursework students are required to complete Curtin’s Academic Integrity Program (AIP). If a student does not pass the program by the end of their first study period of enrolment at Curtin, their marks will be withheld until they pass. More information about the AIP can be found at: https://academicintegrity.curtin.edu.au/students/AIP.cfm

Refer to the Academic Integrity tab in Blackboard or academicintegrity.curtin.edu.au for more information, including student guidelines for avoiding plagiarism.

Information and Communications Technology (ICT) Expectations

Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

For general ICT assistance, in the first instance please contact OASIS Student Support: oasisapps.curtin.edu.au/help/general/support.cfm

For specific assistance with any of the items listed below, please contact The Learning Centre: life.curtin.edu.au/learning-support/learning_centre.htm

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel

Additional information

Enrolment

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.

Student Rights and Responsibilities

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- the University’s Guiding Ethical Principles
- the University’s policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University’s policies on appropriate use of software and computer facilities

Information on all these things is available through the University’s “Student Rights and Responsibilities” website at: students.curtin.edu.au/rights.
Student Equity

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesi@curtin.edu.au or go to http://eesi.curtin.edu.au/student_equity/index.cfm for more information.

You can also contact Counselling and Disability services: http://www.disability.curtin.edu.au or the Multi-faith services: http://life.curtin.edu.au/health-and-wellbeing/about_multifaith_services.htm for further information.

It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin's Student Wellbeing Advisory Service at: http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm

Recent unit changes

Students are encouraged to provide unit feedback through eVALUate, Curtin's online student feedback system. For more information about eVALUate, please refer to evaluate.curtin.edu.au/info/.

To view previous student feedback about this unit, search for the Unit Summary Report at https://evaluate.curtin.edu.au/student/unit_search.cfm. See https://evaluate.curtin.edu.au/info/dates.cfm to find out when you can eVALUate this unit.

Recent changes to this unit include:
The material for this unit has been revised to suit online delivery.
<table>
<thead>
<tr>
<th>Week</th>
<th>Begin Date</th>
<th>Lecture/ Seminar</th>
<th>Readings</th>
<th>Tutorial/Other</th>
<th>Assessment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1 Aug</td>
<td>Introduction to Perception</td>
<td>Chapter 1</td>
<td>NO TUTORIALS</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>8 Aug</td>
<td>Neurons and synaptic transmission</td>
<td>Chapter 2</td>
<td>Run down of Tutorials and Assignment 1 Details</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>15 Aug</td>
<td>Visual processes</td>
<td>Chapters 3 and 4</td>
<td>Muller-Lyer experiment</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>22 Aug</td>
<td>Object perception</td>
<td>Chapter 5</td>
<td>Reality vs. Perception</td>
<td>Assignment 1 Data available Friday 4.30</td>
</tr>
<tr>
<td>5.</td>
<td>29 Aug</td>
<td><strong>Tuition Free Week</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>5 Sept</td>
<td>Face perception</td>
<td>Chapter 5</td>
<td>Attractiveness and Arousal experiment</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>12 Sept</td>
<td>Depth perception</td>
<td>Chapter 10</td>
<td><strong>Recommended Lab: Q+A Assignment 1</strong></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>19 Sept</td>
<td>Speech perception</td>
<td>Chapter 13</td>
<td>1) McGurk effect demo, 2) Fitts Law</td>
<td>Assignment 1 due Fri 4.30pm</td>
</tr>
<tr>
<td>9.</td>
<td>26 Sept</td>
<td><strong>Tuition Free Week</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>10.</td>
<td>3 Oct</td>
<td>Audition and touch</td>
<td>Chapters 11, 12, 14</td>
<td>Auditory Perception (discrimination) and two-point estimation</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>10 Oct</td>
<td>Psychophysics</td>
<td>Chapter 1 and Appendix (page 401)</td>
<td>Reporting data from Assignment 2 (generating figures using Excel)</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>17 Oct</td>
<td>Subliminal perception</td>
<td>Reading on blackboard</td>
<td><strong>Recommended Lab: Q+A Assignment 2</strong></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>24 Oct</td>
<td>Direct perception</td>
<td>Chapter 7</td>
<td>Unconscious processing and Visual arrays, results of 2-point estimation</td>
<td>Assignment 2 due Fri 4.30pm</td>
</tr>
<tr>
<td>14.</td>
<td>31 Oct</td>
<td>Overview &amp; Major theories of perception</td>
<td>Epilogue</td>
<td>Exam Preparation</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>7 Nov</td>
<td><strong>Study Week</strong></td>
<td></td>
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<td></td>
<td>14 Nov</td>
<td>Examinations</td>
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<td>16</td>
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<tr>
<td>17</td>
<td>221 Nov</td>
<td>Examinations</td>
<td></td>
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</tbody>
</table>

The only authoritative version of this Unit Outline is to be found online in OASIS.