Psychology 471 Seminar in Cognition: Visual Cognition

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The goal of this course is for each student to become familiar with the current research in the field of visual cognition. Each week the seminar will center around a target article – a recently published article on visual cognition from a major journal. Part of each seminar will involve a discussion of the target article. In addition to the discussion, each week will involve student presentations, thought experiments, and summary papers. In addition, one week in the middle of the term will involve a review paper and there will be an essay at the end of the term. The details of these requirements are given below.

Presentations: Each student will be required to prepare a 10 minute Microsoft Powerpoint presentation for each class. These presentations will be based on a recent paper (2012-2017) on the topic covered in the target article for that week. The number of presentations in each class will depend on the size of the class, and the presenters will be randomly selected at the start of each class. The presentations from each class will be rank ordered by both the instructor and the students that did not present that particular week. The rank order scores will be averaged across all the presentations for each student and this will determine 35% of the course grade for each student. Missing a presentation (i.e., being selected at the start of the class but not being present) will result in a grade of zero for that presentation.

Summary papers: A short summary paper will also be due each week for the students that did not present on the previous week. For this one page paper, each student will summarize one of the presentations from the previous week. The summaries will be graded pass/fail, and students will receive 10% if all of their summaries "pass". One "fail" will result in 0%.

Discussion participation: On each class, following the presentations, there will be a discussion on the target article and the presented papers. Participating in the discussions is an important aspect of the course, and this will determine 5% of the course grade for each student.

Review Paper: On October 30th, a four page review (12 pt. font, double spaced, include a separate cover page and reference section) of a non-peer reviewed published paper on any topic in visual cognition is due. The review is worth 15% and details of this assignment will be given in class.

Essay: On the last class (December 1st), each student will submit a final paper (up to 12 pages, 12 pt. font, double spaced) on some topic in visual cognition. A wide range of topics are possible, so check with the instructor before committing to a plan of action. The paper will consist of a brief review of (at least) three research papers and a proposal for a new experiment. The paper will be worth 35% and the late penalty is 5% per day.

Technical Stuff

Note about prerequisites: It is your responsibility to ensure that you have met *all* prerequisites listed in

the Psychology section of the A&S Calendar for this course. If you lack any prerequisites you WILL BE REMOVED. No waivers will be granted.

The website associated with this course is accessible via http://portal.utoronto.ca *(or other website)*

Accessibility Needs:
Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or Accessibility Services at (416) 978 8060; accessibility.utoronto.ca.

Writing:
As a student here at the University of Toronto, you are expected to write well. The university provides its students with a number of resources to help them achieve this. For more information on campus writing centres and writing courses, please visit http://www.writing.utoronto.ca/.

Academic Integrity and Plagiarism:
Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (**www.governingcouncil.utoronto.ca/policies/behaveac.htm**) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources (see **www.utoronto.ca/academicintegrity/resourcesforstudents.html**).

Other Resources *(optional)*
Student Life Programs and Services (http://www.studentlife.utoronto.ca/)
Academic Success Services (http://www.asc.utoronto.ca/)
Counselling and Psychological Services (http://www.caps.utoronto.ca/main.htm)