2. Course calendar

Tuesday Sept. 11 1:00pm ±2:30 pm Humphrey 219	Introduction to course. Thought paper 1 assigned .	Thursday Sept. 13 11:30am ±1:00 pm Humphrey 219	Introduction to Attention research Thought paper 2 assigned.
Tuesday Sept. 18 1:00pm ±2:30 pm Humphrey 219	Research topic: Attentional Selection. Lecture. Thought paper 3 assigned.	Thursday Sept. 20 11:30am ±1:00 pm Humphrey 219	Tutorial: Creating Experiments in Matlab.
Tuesday Sept. 25 1:00pm ±2:30 pm Humphrey 219	Data collection: Attentional Load . Tutorial assignment 1 due.	Thursday Sept. 27 11:30am ±1:00 pm Humphrey 219	In-lab data analysis.

Tuesday Oct. 30 1:00pm ±2:30 pm Humphrey 219	Data collection: Feature-based attention. Tutorial assignment 3 assigned.	Thursday Nov. 1 11:30am ±1:00 pm Humphrey 219	In-lab data analysis.
Tuesday Nov. 6 1:00pm ±2:30 pm Humphrey 219	In-lab data analysis and write-up.	Thursday Nov. 8 11:30am ±1:00 pm Humphrey 219	Lecture: Survey of topics in attention. Lab report 3 due.
Tuesday Nov. 13 1:00pm ±2:30 pm Humphrey 219	Tutorial: Psychometric functions. Presentation topics due.	Thursday Nov. 15 11:30am ±1:00 pm Humphrey 219	Class Cancelled
Tuesday Nov. 20 1:00pm ±2:30 pm Humphrey 219	Poster presentations, day 1. Tutorial 4 due.	Thursday Nov. 22 11:30am ±1:00 pm Humphrey 219	Poster Presentations, Day 2.
Tuesday Nov. 27 1:00pm ±2:30 pm Humphrey 219	Poster presentations, Day 3.	Thursday Nov. 29 11:30am ±1:00 pm Humphrey 219	Last day: wrap-up! Thought paper 6 assigned.

3. Course components.

3.1 Lecture and discussion.

Each research unit will be introduced by a lecture that will summarize key ideas and studies pertaining to the topic. Each lecture will also be accompanied by one or two short readings, which you are expected to read. The readings are considered supplementary to the lectures, and will help you get the most out of the research topics. The articles will be available on Moodle before the lecture.

At the end of each lecture, I will provide you with two or three discussion questions. The discussion questionswill be designed to allow you to write a short (less than 600 words) paper, which will be due at 4:00pm the day after lecture. More on these in the *evaluation* section of the syllabus.

3.2 Tutorials.

Following introductory lectures, a tutorial on a methodological tool will be given that will be applied in its respective research unit. These tutorial classes will include a lecture and follow-along exercises designed to acquaint you with the technique being introduced. At the end of the tutorial, you will be given a short assignment that will test your ability to apply the concepts learned. This assignment is due in

approved by the instructor a week before presentations begin (see Calendar). Students will stand be a computer monitor in the lab and S U H V H Q W W K H L U U H V H D U F K ³ S R V W H U ´ to a small group of students, the instructor, and teaching assistant, who will then evaluate the presentation and research proposal. Presentations will be complete when each group of evaluators has seen each presentation once.

4. Evaluation.

4.1 Mark breakdown

Thought papers:	6 × 2% =	12%
Tutorial assignments:	4 × 5% =	20 %
Lab reports:	3 × 15% =	45%
Poster presentation:	1 × 23% =	23%
	Total =	100%

4.2 Course components

4.2.1 Thought papers.

Thought papers are designed to assess your understanding and critical W K L Q N L Q J Z L W K U H V S H F W W R W K H P D W H U L D O S U H V lecture and readings. At the end of each lecture, two to three discussion questions will be presented that center around core theories, methodologies, or results. In a short paper, discuss each of these questions, critically evaluating the perspectives that can be taken on the issues. Thepapers will be marked with an overall mark (out of 5). Please do not use more than 600 words ' R Q ¶ W I H H O W K H Q H H G W R

9. Academic Integrity

The instructor of this course takesthe values of academic integrity very seriously and expects students to behave in accordance with these values while enrolled in this course.

Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (seewww.academicintegrity.org). These values arecentral to the building, nurturing and sustain ing of an academic community in which all members of the community will thrive. Adherence to the values expressed through academiɑntegrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential tothe intellectual life of the Uni versity (see the Senate Report on Principles and Priorities http://www.queensu.ca/secretariat/policies/senateandtrustees/principlesprioriti es.html).

Students are responsible for familiarizing themselves with the reguludents ar7>> BDC BT 1 0 0