Workload

Participation

Participation will be evaluated at the end of the term by both your peers and the professor.

Weekly Reflection Papers

For each of eight weeks, you will be required to submit a reflection paper. You have a great deal of flexibility as to what you write about. The goal is to provide evidence that, one you did the readings, and two that you thought about the readings. Do not simply provide a summary of the readings. Rather any ideas, questions, or criticisms you had with the readings would be useful. The maximum length is 1 page single-spaced. These reflection papers will be discussed during the Wednesday class. They are due 24 hours prior to the Wednesday class. That is, they are due Tuesdays at 1pm. Late reflection papers will not be accepted.

Topic Presentation

For your topic presentation, you will identify an article (or possibly an issue) related to th minute presentation during one of the Friday classes. You will also provide a one page handout with the key figures and verbally summarize the rationale for the study, the method, and the key findings.

Research Proposal Poster Presentation

The last th7 086.23 Tm189.02 Tmdindings.

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

Grade	Numerical Course Average (Range)		
A+	90-100		
Α	85-89		
A-	80-84		
B+	77-79		
В	73-76		
B-	70-72		
C+	67-69		
С	63-66		
C-	60-62		
D+	57-59		
D	53-56		
D-	50-52		
F	49 and below		

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

Sept. 25 – Class 4

Topic

Attentional capacity Presentations

Sept. 30 – Class 5

Topic

Attention in Time Discussion

Readings

Klein, R. M. (2000). Inhibition of return. Trends in Cognitive Sciences, 4, 138-147.

Klein, R.M. & MacInnes, W.J. (1999). Inhibition of return is a foraging facilitator in visual search. Psychological Science, 10, 346-352.

Shapiro, K. L., Arnell, K. M., & Raymond, J. E. (1997). The attentional blink. Trends in Cognitive Sciences, 1, 291-296.

Oct. 2 – Class 6

Topic

Attention in Time Presentations

Oct. 7 - Class 7

Topic

Change / Inattentional Blindness Discussion

Readings

Simons, D. J., & Levin, D. T. (1997). Change blindness. Trends in Cognitive Sciences, 1, 261-267.

Simons, D. J., & Rensink, R. A. (2005). Change blindness: past, present, and future. Trends in Cognitive Sciences, 9, 16-20.

Chun, M. M., & Marois, R. (2002). The dark side of visual attention. Current Opinion in Neurobiology, 12, 184-189.

Simons, D. J. (2000). Attentional capture and inattentional blindness. Trends in Cognitive Sciences, 4, 147-155.

Mack, A. (2003). Inattentional blindness: Looking without seeing. Current Directions in Psychological Science, 12, 180-184.

Oct. 9 - Class 8

Topic

Change / Inattentional Blindness Presentations

Oct. 14 - Class 9

Topic

Object-Based Attention Discussion

Oct. 16 – Class 10

Topic

Object-Based Attention Presentations

Oct. 21 – Class 11

Topic

Attention and Eye Movements Discussion

Readings

Awh, E., Armstrong, K. M., & Moore, T. (2006). Visual and oculomotor selection: links,