Course Description and Goals

Do you want to find out more about vision as it relates to your research and daily life? Are you interested in things like visual development in infants, visual attention, or visual changes throughout the lifespan? Rather than being developed for those with primary research interest in vision, PSYC 621.01 will be broadly relevant to many graduate students in the department including those doing work in cognitive, clinical issues, human factors and neuroscience. The readings are a mix of the classic and contemporary that I hope will give you a good sense of the development within the discipline.

The “mission” of this course is defined by five primary learning objectives. They are to:

1. Provide students with a comprehensive and up-to-date understanding of vision science that can serve as a foundation for advanced course work, research and/or application in vision.
2. Increase student appreciation of visual and technical issues that need to be considered in research and applications that use visual presentation of information (e.g., cognitive and psychomotor research, ergonomics).
3. Show how the visual system is not a static system, but one in constant change from conception to death.
4. Provide students with the foundation needed to teach undergraduate courses in the area of visual science.
5. Allow you practice in writing essay exams and in reviewing the literature on a relevant topic that is, ideally, related to your research interests.

Required Text

See Readings List below.
Evaluation

Exams (25% each)

There will be a mid-term and final exam, at times to be determined by the class. Both exams will be short-answer and essay in format.

Term Paper (25%)

A topical review, in APA format, on a subject mutually agreed on with the instructor (Length not to exceed 20 printed double-spaced pages).

Due Date: Monday, December 4th, 2006

Class Presentations (15%)

Everyone will be expected to make several presentations based on the readings listed below. I’d like them to be in Powerpoint for ease of sharing, but if you can make a good argument for another format, talk to me.

Participation (10%)

The more the better. I get tired of hearing myself talk.

Grading Scale

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<th>Grade</th>
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<tr>
<td>A+</td>
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<td>A</td>
<td>90-95%</td>
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<td>B</td>
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<td>C+</td>
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Lecture Schedule

To be determined in early discussion with the class.

Reappraisal of Grades

A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within fifteen days of being notified about the mark or of the item's return to the class. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next fifteen days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same.

If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within fifteen days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.
Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodation

*It is the student’s responsibility to request academic accommodations.* If you are a student with a documented disability who may require academic accommodation and **have not** registered with the Disability Resource Centre, please contact their office at 220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

Absence From A Test

Make-up exams are NOT an option without an official University medical excuse (see the University Calendar). You must contact the instructor **before** the scheduled examination or you will have forfeited any right to make up the exam. At the instructor’s discretion, a make-up exam may differ significantly (in form and/or content) from a regularly scheduled exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup exam is written within two (2) weeks of the missed exam.

A completed Physician/Counselor Statement will be required to confirm absence from a test for health reasons. The student will be required to pay any cost associated with the Physician Counselor Statement.

Important Dates

The last day to drop this course and **still receive a fee refund** is September 22, 2006. The last day to withdraw from this course is December 8, 2006.
Readings

Psychophysics

Assigned Readings:


Readings for Presentations:


Visual Anatomy and Physiology

Assigned Readings:


Readings for Presentations:


Spatial Vision

Assigned Readings:


Readings for Presentations:


Visual Attention

Assign Readings:


Readings for Presentations:


Eye Movements

Assigned Readings:


Readings for Presentations:


Colour Vision

Assigned Readings:


Readings for Presentations:


Form Perception

Assigned Readings:


Readings for Presentations:


Depth Perception

Assigned Readings:


Readings for Presentations:


Motion

Assigned Readings:


Readings for Presentations:


Bonato, Frederick; Bubka, Andrea; Story, Meredith. (2005). Rotation direction change hastens motion sickness onset in an optokinetic drum. *Aviation, Space, and Environmental Medicine, 76*, 823-827.


**Assigned Readings:**


**Readings for Presentations:**


**Assigned Readings:**


**Readings for Presentations:**


Human Factors

Assigned Readings:

None.

Readings for Presentations:


