

# PSY290H5F - Introduction to Neuroscience

Delivery Method: **IN-PERSON**

Schedule: **TU 12:00pm – 3:00pm**

Room Location: **KN137 (Kaneff Centre)**

## Contact Information

**Dr. Jacob Ellegood**  
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### Course Content Questions?

Please use **Quercus discussion forums to ask content related questions** so we can build a common resource that all can benefit from.

**Teaching Assistants:**  
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### Other Questions?

#### Office Hours:

- **In Person** - Tuesday 10:30am – 11:45am
- **Virtual** – By Appointment please email to schedule

**Office Location:** DH 4003

## Course Description

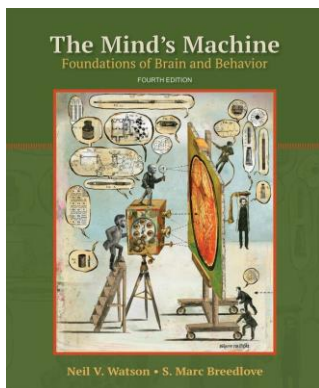
The human brain is made up of billions of cells and trillions of connections that give rise to our ability to perceive, act, think, and learn. Neuroscience, the scientific exploration of the brain, is beginning to unravel how this amazing structure works. In this course, you will learn the fundamental anatomical organization and physiological properties of the brain. You will develop a greater understanding of the organization of major features of the brain, how neurons communicate, perceive, and learn.

## Learning Objectives

By the end of this course, students should be able to:

- Identify and distinguish anatomical, cellular, and functional features of the brain.
- Explain how neurons propagate information and communicate to other neurons.
- Describe the process of neurodevelopment
- Explain the neurobiological basis of learning and memory.
- Analyze how neuroscience findings are interpreted and communicated to broad audiences.
- Use scientific sources to critically evaluate neuroscience claim
- Connect foundational principles of neuroscience to modern-day, real-world applications.

## Reading Material



**The Mind's Machine:** Foundations of Brain and Behavior by Watson & Breedlove, Fourth Edition, 2021, OUP. ISBN: 978-1605359731.

The text is available in **digital format** for purchase or 6-month subscription access.

Etext: <https://uoftbookstore.vitalsource.com/products/the-mind-39-s-machine-neil-v-watson-s-marc-v9780197542248>

Print copy: [https://uoftbookstore.com/buy\\_textbooks.asp?](https://uoftbookstore.com/buy_textbooks.asp?)

**Readings:** Students are encouraged to use the assigned readings to facilitate and extend knowledge acquired in class. Pay close (but not exclusive) attention to the material that overlaps with the lecture material. **PLEASE NOTE: TESTS WILL INCLUDE MATERIAL PRESENTED FROM BOTH LECTURE AND ASSIGNED READINGS.**

*(note: The 3<sup>rd</sup> edition may also be used and assigned pages are also provided on Quercus)*

## Course Evaluation

### Tests and Exams (70%)

Term Test 1 - 20%

Term Test 2 - 20%

**(Examination period)** Final Exam - 30%

Dates of term tests are listed on the course outline (end of syllabus). **Term tests** will take place during scheduled lecture times and start at **12pm and end at 2pm (2 hours)**, for the **Final Exam** you will be given the full **three-hour** time window.

**Term Tests** will be in-person in our regularly scheduled classroom.

**Term tests and final exam** will be based on the material from the textbook, lectures and additional reading (if they are assigned). The term test and the final exam will consist of multiple-choice questions, shorter and longer questions as well as diagrams requiring you to label parts of the brain (based on lectures and textbook). The shorter and longer questions will require students to recite information but also integrate knowledge analytically.

Although the **term tests** will not be explicitly cumulative (i.e., they will specifically ask questions from chapters covered during that section of the test (see course calendar), term test 2 will require students to have a foundation of knowledge from the first portion of the course.

**The final exam will be cumulative.** The exam will be scheduled by the registrar

## **Scientific Literacy Activities (22%)**

Neuroscience in the media: Convincing you with science - 8%

Neuroscience in the media: a critical analysis – 14%

This course will include guided writing activities encouraging students to explore neuroscience related research, and the general implications of this research to the public. The goal is to encourage students to develop the ability to think critically about writing and develop scientific literacy skills that will become ever more critical to your academic development. **Please see the “course outline” table at the end of this syllabus for the due dates of both assignments.**

These assignments will ask you to apply neuroscience-related knowledge to explore a neuroscience headline that has been presented in the media (e.g., “*A cheese sandwich is all you need for strong decision making*”). **Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism.** In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

The Robert Gillespie Academic Skill Centre will be available to provide support for your assignment. Please click here for the [RGASC hours](#).

### **Course ‘Engagement’ Credit (CEC, up to a MAXIMUM 8%).**

Students will receive credit for participating in course related activities. The list below outlines different ways that YOU can participate to earn course engagement credit. **Students select which activities they choose to contribute to (or not) up to a maximum of 8% towards your final grade!**

**\*Course Engagement Credit (CEC) must be completed by the last day of classes\*.**

#### **Ways to Participate:**

##### **Neuron participation ‘Easter egg’ = 1%**

Thank you for reviewing the course syllabus within the first three weeks of the semester! To receive 1% CEC, please **email me** one (1) of Santiago Ramón y Cajal’s drawings of neurons, (2) identify/name one neuron depicted in the image, (3) describe one interesting feature of that neuron (e.g., is it only found in one part of the brain? ...or... What kind of activity is it involved in? ...or... Is it implicated in a type of neurological disorder? ...or... etc.). **Your email should be sent prior to the beginning of the second class for participation credit.**

##### **Participate in PSY290 Peer Facilitated Study Group (FSG) sessions = 4%**

Peer Facilitated Study Groups is joint program between the Robert Gillespie Academic Skills Centre and Instructors. Study groups use our COURSE CONTENT as a CONTEXT for focusing on study skills development. Group study sessions are led by volunteer senior students... who have previously been successful in our course... and who receive extensive training in active and collaborative learning strategies that they use in weekly sessions to help students be successful in our courses, by doing things like;

- comparing and reviewing study notes;
- discussing and clarifying concepts with peers;

- developing and evaluating study strategies;
- preparing for tests and exams

The dates and times of FSG session will be announced within the first few weeks of class.

-Attendance and participation in 4 or more FSG sessions will be given 4% credit. -Attendance and participation in 2-4 FSG sessions will be given 2% credit. -Attendance and participation in 1 FSG session will be given 1% credit.

### **Participate in our weekly in class questions = 4%**

**\*Please Note\***: A purchase of Top Hat software is required to participate in these activities

Answer questions during class and earn credit for doing so! There will be ten lectures with Top Hat activities over the course of the term (~ 5 per lecture). Credit will be assigned based attendance and participation (**NOT** the 'correctness' of responses provided). You can earn participation credit by responding to these questions/activities during class. Students must be in attendance during the lecture to participate in Top Hat activities. Participation will be recorded automatically. In total ~50 different questions/activities will be offered throughout the course.

- Participation in 35+ will be given 4% credit.
- Participation in 25+ will be given 2% credit.
- Participation in 15+ will be given 1% credit.
- Participation in less than 15 polls will not receive in-class participation credit.

### **Help-a-Peer (1% each, up to 2% per week, to a maximum of 4% over the term).**

Students who provide an excellent, original answer on the Portal discussion forum, in response to another student's question regarding course material, will earn credit for their response. An excellent answer is one that correctly and articulately explains a conceptually challenging topic. The answer is original if no similar answer has been provided.

### **Participate in a peer review using peerScholar = 4%**

In conjunction with the Scientific Literacy Activities, you will be provided with two opportunities to review the work of other students and provide helpful suggestions to improve the quality of the work of others (and your own) prior to the submission of your assignment for grading. You will be asked to provide helpful feedback on effective writing communication, presentation of evidence, and discipline specific formatting (using the APA conventions). There will be 2 opportunities during the term, **2% for each participation.**

### **Participate in Integrative feedback activities (maximum of 4%).**

Getting feedback at the end of the course is great (...for me), but getting your perspectives during the course is substantially more valuable to both of us. During the term, I will be asking for input on your perceptions of the course and writing assignments. You can earn 1-2% for participating in each questionnaire. Please note, there may be less than 4 questionnaires during the semester and you may not be able to earn a full 4% from this category alone.

You can participate in any combination of CEC activities over the term. For example, consider the following two different approaches that students could take:

**Student 'A'** could participate by (1) answering 4 questions on our discussion forums over the course of the term (that's 4% CEC right there!) and (2) participate in two peerScholar reviews (another 4% towards CEC). In this case, 4% from discussion forums plus 4% from peerScholar would earn student 'A' the full 8% over the course of the term. This example highlights that a student potentially only needs to participate in two activities to earn the full 8% credit.

Alternatively, **Student 'B'** might decide to participate in 2 FSG sessions (2% CEC), 2 integrative feedback activities (2% CEC), 1 peerScholar activity (2% CEC), and answer 2 discussion question on Portal (2% CEC). In this case, 2% + 2% + 2% + 2% = 8% CEC. Although the approach taken by student 'B' is a little different, she/he would still earn the full 8% CEC credit at the end of term. This example highlights that any combination of activities can contribute to earning the full credit required in the course.

## Course Webpage

The website associated with this course is accessible via <http://q.utoronto.ca>

**Note:** You don't need to create a new login for Quercus; it already knows who you are. You just need your UTORid and password. This is the same login that gets you onto the wireless network with your laptop, and the same one that you use to check your email. If you're confused about your UTORid or don't remember your password, go to: <https://www.utorid.utoronto.ca/>

In order to access course material, monitor course information, and view your grades you must log into Quercus. If you have any general questions regarding Quercus, please visit the [help site](#).

## IMPORTANT COURSE POLICIES \*\*PLEASE READ\*\*

### Missed Test Special Consideration Request Process

Students who miss a test due to circumstances beyond their control (e.g. illness or an accident) can request that the Department grant them special consideration. Students must present their case to the Department (NOT the Instructor) by submitting a request via the online Special Consideration Request form at:

<https://utmapp.utm.utoronto.ca/SpecialRequest>.

**Important note:** If you sit down and receive a test, you will **NOT** be able to receive special consideration.

**If your request is approved by the department, the weight of the missed test will be redistributed to the final exam**

### Extension of Time Special Consideration Request Process

Students who seek to be granted more time to complete their term work beyond the due date without penalty, owing to circumstances beyond their control (e.g., illness, or an accident), must do so by submitting a request **directly to the Instructor** for the period up to and including the last day of the term. The decision as to whether or not to apply a penalty for the specified period rests with the Instructor.

Students who seek to be granted more time to complete term work beyond the last day of the term must submit their request directly to the Department. This request covers the period following the last day of classes and ends the last day of the exam period. This is done by submitting a request via the online Special Consideration Request form at <https://utmapp.utm.utoronto.ca/SpecialRequest>. You are advised to seek advising by the departmental Undergraduate Counsellor prior to the deadline.

### **Supporting Documentation**

The University is temporarily suspending the need for a doctor's note or medical certificate for any absence from academic participation. However, you are required to use the Absence Declaration tool on ACORN found in the Profile and Settings menu to formally declare an absence from academic participation. The tool is to be used if you require consideration for missed academic work based on the procedures specific to our campus/department.

### **Missed Final Exam or Extension of Time beyond exam period**

Missed final exams or for extensions of time beyond the examination period you must submit a petition through the Office of the Registrar and follow their procedures.

### **Penalties for Lateness**

A penalty of 10% per calendar day (i.e., including weekends and holidays, during which students are not able to submit term work) up to and including the last day of classes, will be applied by the Instructor. After the last day of classes, the penalty of 10% per calendar day will be applied by the Undergraduate Counsellor on behalf of the Department. No penalty will be assigned if request for special consideration, described above, was successful.

### **Academic Guidelines**

It is your responsibility to ensure that you have met all prerequisites listed in the UTM Calendar for this course. If you lack any prerequisites you WILL BE REMOVED from the course up until the last day to add a course. Further information about academic regulations, course withdrawal dates and credits can be found in the University of Toronto Mississauga Calendar.

You are encouraged to read this material. If you run into trouble and need advice about studying, preparing for exams, note taking or time management, free workshops and advice are available from the Robert Gillespie Academic Skills Centre at 905-828-5406.

### **AccessAbility Services**

The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University's courses and programs. Students requiring academic accommodations for learning, physical, sensory, or mental health disabilities or medical conditions should contact the AccessAbility Office (2037B Davis Building), 905-828-3847.

### **Privacy and Copyright Disclaimer**

#### ***Notice of video recording and sharing (Download and re-use prohibited)***

This course, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session. Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation, and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor. For questions about recording and use of videos in which you appear please contact your instructor.

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Copyright Act, RSC 1985, c C-42. Course materials such as PowerPoint slides and lecture recordings are made available to you for your own study purposes. These materials cannot be shared outside of the class or "published" in any way. Posting recordings or slides to other websites

without the express permission of the instructor will constitute copyright infringement

### **Academic Honesty 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 Mississauga is a strong signal of each student's individual academic achievement. As a result, UTM treats cases of cheating and plagiarism very seriously.

The University of Toronto's Code of Behaviour on Academic Matters outlines behaviours that constitute academic dishonesty and the process for addressing academic offences. Potential offences include, but are not limited to:

#### In papers and assignments:

1. Using someone else's ideas or words without appropriate acknowledgement.
2. Submitting your own work in more than one course without the permission of the instructor.
3. Making up sources or facts.
4. Obtaining or providing unauthorized assistance on any assignment.

#### On tests and exams:

1. Using or possessing unauthorized aids.
2. Looking at someone else's answers during an exam or test.
3. Misrepresenting your identity.

#### In academic work:

1. Falsifying institutional documents or grades.
2. Falsifying or altering any documentation required, including (but not limited to) doctor's notes.

With regard to remote learning and online courses, UTM wishes to remind students that they are expected to adhere to **the Code of Behaviour on Academic Matters** regardless of the course delivery method. By offering students the opportunity to learn remotely, UTM expects that students will maintain the same academic honesty and integrity that they would in a classroom setting. Potential academic offences in a digital context include, but are not limited to:

#### Remote assessments:

1. Accessing unauthorized resources (search engines, chat rooms, Reddit, etc.) for assessments.
2. Using technological aids (e.g. software) beyond what is listed as permitted in an assessment.
3. Posting test, essay, or exam questions to message boards or social media.
4. Creating, accessing, and sharing assessment questions and answers in virtual "course groups."
5. Working collaboratively, in-person or online, with others on assessments that are expected to be completed individually.

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.

## **Academic Rights**

You, as a student at UTM, have the right to:

- Receive a syllabus by the first day of class.
- Rely upon a syllabus once a course is started. An instructor may only change marks' assignments by following the University Assessment and Grading Practices Policy provision 1.3.
- Refuse to use turnitin.com (you must be offered an alternative form of submission).
- Have access to your instructor for consultation during a course or follow up with the department chair if the instructor is unavailable.
- Ask the person who marked your term work for a re-evaluation if you feel it was not fairly graded. You have up to one month from the date of return of the item to inquire about the mark. If you are not satisfied with a re-evaluation, you may appeal to the instructor in charge of the course if the instructor did not mark the work. If your work is remarked, you must accept the resulting mark. You may only appeal a mark beyond the instructor if the term work was worth at least 20% of the course mark.
- Receive at least one significant mark (15% for H courses, 25% for Y courses) before the last day you can drop a course for H courses, and the last day of classes in the first week of January for Y courses taught in the Fall/Winter terms.
- Submit handwritten essays so long as they are neatly written.
- Have no assignment worth 100% of your final grade.
- Not have a term test worth more than 25% in the last two weeks of class.
- Retain intellectual property rights to your research.
- Receive all your assignments once graded.
- View your final exams. To see a final exam, you must submit an online Exam Reproduction Request within 6 months of the exam. There is a small non-refundable fee.
- Privacy of your final grades.
- Arrange for representation from Downtown Legal Services (DLS), a representative from the UTM Students' Union (UTMSU), and/or other forms of support if you are charged with an academic offence.

## **Equity Statement**

The University of Toronto is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated. If you have any questions, comments, or concerns you may contact the UTM Equity and Diversity officer at [edo.utm@utoronto.ca](mailto:edo.utm@utoronto.ca) or the University of Toronto Mississauga Students' Union Vice President Equity at [vpequity@utmsu.ca](mailto:vpequity@utmsu.ca).



## Course Outline

Please note that this outline is subject to change depending on the needs of the class. Any changes to the syllabus will be announced in class one week before. However, the assignment and test dates are fixed.

Date	Topic	Suggested Readings
Week 1 Sep. 13 <sup>th</sup>	Lecture 1 – Introduction – Brain and Behaviour (Assignment 1 Info – Neuroscience in the Media)	Introduction (Pages 2-15)
Week 2 Sep. 20 <sup>th</sup>	Lecture 2 – Cells and Structure: The Anatomy of the Nervous System	Chapter 1 (Pages 18-37)
Week 3 Sep. 27 <sup>th</sup>	Lecture 3 – Methods in Neuroscience <b>DUE</b> – Assignment 1 – Neuroscience in the Media	Chapter 1, 2 (Pages 41-51, 76-79)
Week 4 Oct. 4 <sup>th</sup>	<b>TEST 1 (Lectures 1-3)</b>	
Week 5 Oct. 11 <sup>th</sup>	<b>Fall Reading Week</b>	No Class
Week 6 Oct. 18 <sup>th</sup>	Lecture 4 – Neural Transmission, Graded Potentials, and Action Potentials (Assignment 2 Info – Neuroscience in the Media)	Chapter 2 (Pages 55-70)
Week 7 Oct. 25 <sup>th</sup>	Lecture 5 – Chemistry of Behaviour	Chapters 2 and 3 (Pages 70-75, 83-101)
Week 8 Nov. 1 <sup>st</sup>	Lecture 6 – Sensory Systems	Chapter 5 (Pages 142-154)
Week 9 Nov. 8 <sup>th</sup>	Lecture 7 – Neurodevelopment	Chapter 4 (Pages 121-140)
Week 10 Nov. 15 <sup>th</sup>	<b>TEST 2 (Lectures 4-6)</b>	
Week 11 Nov. 22 <sup>nd</sup>	Lecture 8 – Learning <b>DUE</b> – Assignment 2 – Neuroscience in the Media	Chapter 13 (Pages 420-431)
Week 12 Nov. 29 <sup>th</sup>	Lecture 9 - Memory	Chapter 13 (Pages 407-420)
Week 13 Dec. 6 <sup>th</sup>	Lecture 10 - Psychopathology	Chapter 12 (Pages 377-403)
	<b>FINAL EXAM (Cumulative - TBA)</b>	