

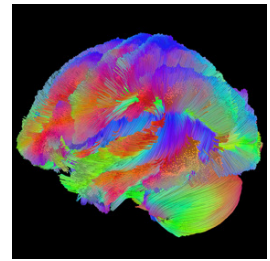
PSYB55: Introduction to Cognitive Neuroscience

0.5 credits

University of Toronto, Scarborough

Summer Term, 2018

LEC60 (WebOption Course)



Instructor: Prof. Michael Souza (“sues-uh”)
Email: michael.souza@utoronto.ca
Office: PO103, Room 121 (enter through the side furthest from SW)
Office Hours: [Skype] Mondays 9PM-10PM [my username: ‘CanadianSouza’]
[In person] By appointment [[via email request](#)]

TAs: **Information coming soon**

I. Your course team



Dr. Souza is an Associate Professor (Teaching Stream) in the Department of Psychology. He received his Ph.D. in Psychology from the University of California, Berkeley. His teaching interests revolve around higher-order cognitive functions, cognitive impairments and neurorehabilitation. He is also interested in fostering opportunities that promote student growth and development.

II. Course description, pre-requisites and learning goals

The field of cognitive neuroscience is dedicated to exploring the biology of mental processes. With respect to content, the goal of this course is to provide you with a rigorous introduction to the field and the major domains in cognitive neuroscience (e.g., memory, language, cognitive control), with careful attention given to core theories, experimental designs, and the range of tools at our disposal. With respect to process, this course will introduce you how to conceptualize and concretize questions in cognitive neuroscience, how to deconstruct and answer short-answer questions, and how to approach a primary research article in the field of cognition. Taken together, this course is designed to provide you with the knowledge and fundamental skills necessary to further advance your understanding of the biological basis of cognition.

Prerequisites: PSYA01 and PSYA02

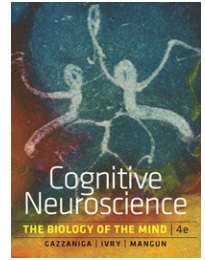
After successful completion of this course, you will have:

1. An understanding of the complementary roles of cognitive psychology and neuroscience in promoting a more holistic understanding of how the mind works;
2. An understanding of a range of useful neurocognitive tools, as well as when it would be most appropriate to use a given tool (or tools) with a particular inquiry of interest;
3. An understanding of core theories in different domains in cognitive neuroscience, as well as a framework for articulating the kind of evidence necessary to falsify these theories;
4. A working schema for consuming the core elements of a primary research article;
5. Synthesized your learning across the course to better understand the highly integrative and hierarchical nature of cognitive processes (i.e., attention’s role in creating new memories).

III. Course textbook

Gazzaniga, M., Ivry, R.B. & Mangun, G.R. (2013). Cognitive Neuroscience: The Biology of the Mind (4th edition). New York, NY: W.W. Norton & Co. (ISBN-13: 978-0-393-91348-4)

You should NOT use other editions of this book, as I have not compared this edition to previous editions. As such, you are likely to miss out on necessary material for the exams.



IV. Course webpage

Blackboard Portal will house important course-related announcements, lecture slides (to be posted the day before each lecture), discussion boards to connect with fellow classmates, and exam marks. You should check it regularly for course updates.

V. Course requirements and grading

Midterm Examination (38% of course grade)

The midterm examination will consist of both multiple-choice (MC) questions and short-answer (SA) questions.

Each MC question will have five options and these questions may come in various formats, including (but not limited to) questions with diagrams and “all of the above” or “none of the above” options. MC questions will be drawn from both lecture and the textbook. MC questions must be answered using the Scantron form; answers indicated on the test booklet but not the Scantron form will not be scored.

SA questions will consist of multi-part questions that are broken down to help you structure your thinking. Each question will require a several sentence response, and may also require the creation or analysis of a visual (e.g., diagram). SA questions will be drawn from lecture only. SA questions will be weighted based on relative difficulty, as opposed to how many things you need to say (i.e., we will not employ a system of five points requiring five “things” to say).

On the whole, there will be more of a focus from lecture (approx. 3/4 of the points on the exam) than the textbook readings (approx. 1/4 of the points on the exam). For superior performance, you will need to develop a clear understanding of both the lectures and the readings. Rote memorization of lectures and the textbook will not ensure you a high mark; rather, I expect you to not only learn what things are, but also why they are relevant, and how/why they are used, etc.

To give you an opportunity to prepare for the examinations, sample questions will be made available for you after each course lecture. These sample questions are an invaluable resource for multiple reasons, including (1) acclimating you to my testing style and expectations, and (2) giving you an opportunity to apply what you’ve learned in a test-like structure. Please keep a look out for these on Blackboard and feel free to connect with Prof. Souza or one of your TAs to discuss the answers after you’ve tried to work them out.

Importantly, the date of the midterm has not been confirmed by the University yet. You should NOT make travel plans until you learn the date of our midterm. You CANNOT take the final at a different date/time unless you have a verifiable medical reason.

Journal Article Assignment (12% of course grade)

It is essential to be able to consume primary literature in a given field, and cognitive neuroscience is no exception. As such, you will be provided with an opportunity to exercise this skill that we will have worked to develop through several skill development lectures after the Midterm. You will be asked to read a primary research article and to answer several queries posed to you. Your assigned article will be revealed at Week 11 and the assignment will be due the last day of class. More details will be provided in a separate handout.

Final Examination (50% of course grade)

The Final will be structurally similar to the Midterm but will be longer in length. Lectures and their associated readings after the Midterm will be fair game, as will the “Key Elements of an Experiment” skill-building lectures from before the Midterm, as well as the McCabe & Castel (2008) journal article.

Importantly, the date of the final exam has not been announced by the University yet. You should NOT make travel plans until you learn the date of our final exam. You CANNOT take the final at a different date/time unless you have a verifiable medical reason.

VI. Course policies

Classroom conduct and participation

Our classroom is a place where you should always feel safe and respected. It is also a place that is conducive to learning and intellectual curiosity. Any behaviors compromising this environment will not be tolerated.

I work to create an interactive dynamic during my lectures that engages you to think and contribute. I challenge you to use this time to not only become familiar with the content we are discussing, but to also develop your critical thinking skills along with me.

Lecture slides

For your convenience, lecture slides will usually be posted by 10PM the evening before a scheduled lecture. They will be posted in PDF format in two versions only (2 slides and 6 slides per page).

You should know that these lecture slides are not a suitable substitute for attending lecture. Lecture slides are not exhaustive and we will regularly cover important material that extends beyond them during lecture. You are responsible for this material with respect to testing.

Instructional materials are only for the purpose of learning in this course and must not be distributed or used for any other reason whatsoever.

Reading the textbook

The material covered in the textbook is meant to reinforce and complement what we discuss in lecture. At times, we may overlap more with the textbook than at other times. In the spirit of promoting fair and transparent expectations, we will target your conceptual understanding of the bold face terms and figures. It is reasonable to assume that this is particularly important for such terms and figures that were not covered in lecture.

E-mail policy

In most cases, e-mails will be answered within 48 hours of receipt (not including weekends). The email subject should include our course name and nature of the inquiry (i.e., “PSYB55: Question about the Dual Route theory”). The start of your email should include your full name and student ID number so that we know who you are. Emails that you send should contain no more than one question and you should try to explain your current understanding of the concept in the email (which will be affirmed or corrected).

If you are not used to writing emails in an academic context, I encourage you to review this online resource so that you adopt proper email etiquette now and in the future: <<https://tinyurl.com/kysxwtx>>

Office hours

You should consider visiting Prof. Souza’s office hours if you would like to (1) discuss course content, (2) if you have an issue with course performance or progress, (3) contest a question on the Midterm after having reviewed it with one of the teaching assistants, or (4) you would like to discuss the field of psychology/neuroscience and

how to get more involved. With respect to Point 3, contesting a question must occur within two weeks of releasing the exam marks.

Midterms will be viewable with the teaching assistants in person only, and will not be released outside of office hours under any circumstances. **You are NOT allowed to take notes or photographs of the exams and violation of this policy will be treated as academic misconduct, and will be handled accordingly.**

Class discussion board on Blackboard

For your convenience, discussion threads will be created to improve information flow in our course.

On the first thread, you will have a space to share interesting and course-relevant articles or media. On the second thread, you will have a space to ask logistical or related questions to Dr. Souza that other students might benefit from knowing (i.e., not of a personal nature). Content questions **will not** be answered by Prof. Souza on this thread, but he will happily address any such questions before/after class or during office hours. On the third thread, you may direct questions to your fellow classmates to clarify a concept, form a study group, etc. Please note that you are NOT allowed to post class notes on the discussion board.

Syllabus changes

There may be minor changes to the syllabus during the term. You will be notified of these changes ASAP and no changes will be instituted that dramatically affect your ability to properly prepare for an examination (e.g., reading an extra chapter the week before the midterm).

Taking an examination

In my opinion, punctuality to lectures and exams is a sign of respect to your instructor, teaching assistants and fellow students. Tardy students should not ask the instructor or teaching assistants for what they missed from lecture because they can ask a fellow student. Furthermore, a student will not be allowed to write a midterm or the Final if (1) s/he is tardy 20 minutes or more, or (2) a student has already finished and submitted their exam, whichever occurs first. Students in this situation will not be allowed to write the exam and will receive a "0."

When time is called at the end of the exam, you must immediately stop working and submit your exam materials. You will not be allowed more time for any reason, including (but not limited to): putting your name or ID on the exam or filling in or changing an answer. You must also remain completely silent until every exam has been collected. Failure to stop working when time is called or to stay silent until all exams have been collected will result in a zero on the exam. Failure to put proper identifying information on the Scantron portion of the exam will result in a zero for that portion of the exam.

Missed Term Work due to Medical Illness or Other Emergency:

All students citing a documented reason for missed term work must bring their documentation to the Psychology Course Coordinator in SW427C **within three (3) business days** of the assignment due date. You must bring the following:

- (1) A completed Request for Missed Term Work form (<http://uoft.me/PSY-MTW>), and
- (2) Appropriate documentation to verify your illness or emergency, as described below.

Appropriate Documentation:

For missed **TERM TESTS** due to ILLNESS:

Submit an **original** copy of the official UTSC Verification of Illness Form (<http://uoft.me/UTSC-Verification-Of-Illness-Form>) or an **original** copy of the record of visitation to a hospital emergency room. Forms are to be completed in full, clearly indicating the start date, anticipated end date, and severity of illness. The physician's registration number and business stamp are required.

For missed **ASSIGNMENTS** due to ILLNESS:

Submit **both** (1.) a **hardcopy** of the Self-Declaration of Student Illness Form (<http://uoft.me/PSY-self-declare-form>), and (2.) the **web-based** departmental declaration form (<http://uoft.me/PSY-self-declare-web>).

For missed term tests or assignments in OTHER CIRCUMSTANCES:

–In the case of a **death of a family member**, a copy of a death certificate should be provided.

–In the case of a **disability-related concern**, an email from your Disability Consultant at AccessAbility Services should be sent directly to both the Course Coordinator (psychology-undergraduate@utsc.utoronto.ca) and your instructor, detailing the accommodations required.

–For U of T Varsity **athletic commitments**, an email from your coach or varsity administrator should be sent directly to the Course Coordinator (psychology-undergraduate@utsc.utoronto.ca), detailing the dates and nature of the commitment. The email should be sent **well in advance** of the missed work.

Documents covering the following situations are **NOT acceptable**: medical prescriptions, personal travel, weddings, or personal/work commitments.

Procedure:

Submit your (1) [request form](#) and (2) [medical/self-declaration](#)/other documents in person **WITHIN 3 BUSINESS DAYS** of the missed term test or assignment.

Submit to: Course Coordinator, Room SW427C, Monday – Friday, 9 AM – 4 PM

If you are unable to meet this deadline for some reason, you must contact the Course Coordinator via email (psychology-undergraduate@utsc.utoronto.ca) within the three business day window. Exceptions to the documentation deadline will only be made under exceptional circumstances.

Within approximately one week, you will receive an email response from the Course Instructor / Course Coordinator detailing the accommodations to be made (if any). You are responsible for checking your official U of T email and Blackboard/Quercus course announcements daily, as accommodations may be time-critical.

Completion of this form does NOT guarantee that accommodations will be made. The course instructor reserves the right to decide what accommodations (if any) will be made. **Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation.**

Note that this policy applies only to missed assignments and term tests. Missed final exams are handled by the Registrar's Office (<http://www.utsc.utoronto.ca/registrar/missing-examination>).

AccessAbility

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 the AccessAbility Services as soon as possible.

AccessAbility Services staff (located in Rm SW302, Science Wing) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations [416-287-7560](tel:416-287-7560) or email ability@utsc.utoronto.ca. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Academic Integrity

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

(<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppiun01>)

[1995.pdf](#)) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:

In papers and assignments:

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

On tests and exams:

- Using or possessing unauthorized aids;
- Looking at someone else's answers during an exam or test;
- Misrepresenting your identity; and
- When you knew or ought to have known you were doing it.

In academic work:

- Falsifying institutional documents or grades;
- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes; and
- When you knew or ought to have known you were doing so.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If students have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, they are expected to seek out additional information on academic integrity from their instructors or from other institutional resources.

Note that you may see advertisements for services offering grammar help, essay editing and proof-reading. Be very careful. If these services take a draft of your work and significantly change the content and/or language, you may be committing an academic offence (unauthorized assistance) under the *Code of Behaviour on Academic Matters*.

It is much better and safer to take your draft to the Writing Centre as early as you can. They will give you guidance you can trust. Students for whom English is not their first language should go to the English Language Development Centre.

If you decide to use these services in spite of this caution, you must keep a draft of your work and any notes you made before you got help and be prepared to give it to your instructor on request.

VII. Links you might find useful

UTSC Dates and Deadlines <https://www.utsc.utoronto.ca/registrar/dates-and-deadlines>

Skill building, future planning

Academic Advising,

Career Centre

<http://www.utsc.utoronto.ca/aacc/>

Writing Services

<http://www.utsc.utoronto.ca/twc/>

Presentation Skills

<http://www.utsc.utoronto.ca/ctl/presentation-skills>

Co-op Program

<http://www.utsc.utoronto.ca/askcoop/>

Your well-being

AccessAbility

<http://www.utsc.utoronto.ca/~ability/>

Health and Wellness

<http://www.utsc.utoronto.ca/hwc/>

Test anxiety

https://www.anxietybc.com/sites/default/files/Test_Anxiety_Booklet.pdf

The Department of Psychology

UTSC Psychology

<http://www.utsc.utoronto.ca/psych/>

UTSC Psychology courses

<http://www.utsc.utoronto.ca/psych/courses>

UTSC Experiential Learning

<http://www.utsc.utoronto.ca/psych/experiential-learning>

Psychology lab opportunities

<http://tinyurl.com/jjq25t7>

Psi Chi @ UTSC

<https://www.utsc.utoronto.ca/projects/psichi/>

The PDNA

<http://www.thepnda.org/>

PSYB55: Course meeting schedule

May be subject to minor revisions with advance notice from the instructor

<u>Lecture</u>	<u>Week</u>	<u>Agenda for the day</u>	<u>Relevant details</u>
1	07-11 May	Introduction to the course Foundations of cognitive neuroscience	<u>Textbook</u> : Chapter 1
2	14-18 May	Fundamentals of neurotransmission Functional neuroanatomy	<u>Textbook</u> : Chapter 2 (22-58)
3	21-25 May	Methods in cognitive neuroscience <i>Skills: Key elements of an experiment (I)</i>	<u>Textbook</u> : Chapter 3
4	28-May - 01 Jun	Perception <i>Skills: Key elements of an experiment (II)</i>	<u>Textbook</u> : Chapter 5 (184-215)
5	04-08 Jun	Object recognition <i>Skills: Deconstructing short-answer questions</i>	<u>Textbook</u> : Chapter 6
6	11-15 Jun	*MIDTERM EXAMINATION (no lecture)	Lectures 1-5 and assoc. readings
7	18-22 Jun	Reading week (no lecture)	-
8	25-29 Jun	Attention <i>Skills: Reading journal articles (the abstract)</i>	<u>Textbook</u> : Chapter 7 (273-305)
9	02-06 July	Action <i>Skills: Reading journal articles (the introduction)</i>	<u>Textbook</u> : Chapter 8 (327-66)
10	09-13 Jul	Memory <i>Skills: Reading journal articles (the methods)</i>	<u>Textbook</u> : Chapter 9 (379-415)
11	16-20 Jul	Emotion <i>Skills: Reading journal articles (the results)</i>	<u>Textbook</u> : Chapter 10 (425-59)
12	23-27 Jul	Language <i>Skills: Reading journal articles (the discussion)</i>	<u>Textbook</u> : Chapter 11 Article assignment ASSIGNED
13	30-Jul - 03 Aug	Cognitive Control Course review and conclusion	<u>Textbook</u> : Chapter 12 (507-39) Article assignment DUE
-	TBA	FINAL EXAMINATION	Lectures 8-13 and assoc. readings, "Key Elements" skill lectures, McCabe & Castel (2008) article

*date/time to be announced by the Registrar; will either occur this week or after Reading Week.

**date/time to be announced by the Registrar approximately 6-8 weeks prior to the Final.