

II. Course Description, Pre-requisites and Learning Outcomes

Course description: This course explores learning and motivation from a physiological, pharmacological and behavioral perspective, introducing the principal methods and logical inferences used in experiments that use laboratory animals. As such, the course offers an in-depth exploration of the field of behavioural neuroscience. Topics covered under *learning* include: different types of associative learning and their neural bases with an emphasis on the idea that the mammalian brain is organized into multiple learning and memory systems. Topics covered under the category of *motivation* include the neural basis of eating, drinking and sleep and the neural correlates of reward and emotion.

Pre-requisites: NROB60.

Learning outcomes: *By the end of this course, a successful learner will be able to:*

1. Describe the core principles of learning and motivation from a physiological, pharmacological and behavioral perspective.
2. Characterize the main features of several different methodologies and explain why they are used in behavioural neuroscience research.
3. Demonstrate the foundational skills necessary for understanding, interpreting, and summarizing primary scientific literature.
4. Develop strategies to effectively design and deliver empirical research presentations to their peers.
5. Work cooperatively in small groups, providing and receiving constructive peer feedback.
6. Uphold academic integrity in their work, monitor their own progress, and self-assess their performance.

III. Course Textbook and Readings

You are responsible for reading all lecture notes and any assigned readings (textbook chapters, primary research articles). Copies of the textbooks are also available in the Library's Course Reserves.

1. **Required:** Powell, Honey, & Symbaluk (5th ed.). *Introduction to Learning and Behavior*. Boston, MA: Cengage Learning.
2. **Recommended:** Bear, Connors, & Paradiso. *Neuroscience: Exploring the Brain* (4th ed.). Wolters Kluwer.

We will be relying heavily on chapters 3-7 of the Powell textbook for the first half of the course. This text has an abundance of quick quizzes, study questions, and chapter tests available that will help test your understanding along the way.

For the second half of the course, I will be drawing on material from multiple sources, including primary literature; however, the Bear textbook will help supplement content found within the lecture slides and notes.

IV. Tentative Lecture Schedule

This outline may be subject to minor revisions with advance notice from the Instructor.

WEEK	DATE	LECTURE TOPIC	ASSIGNED READINGS
1	Sept 10	Course Introduction	Chapter 3 (Powell)
2	Sept 17	Classical Conditioning	Chapter 4 (Powell)
3	Sept 24	Underlying Processes & Mechanisms Involved in Classical Conditioning	Chapter 5 (Powell)
4	Oct 1	Instrumental Conditioning	Chapters 6 & 7 (Powell)
	Oct 8	<i>Reading Week – no class!</i>	
5	Oct 15	Learning & Memory Systems	Renteria et al (2018)
6	Oct 22	MIDTERM EXAM – In-class (1hr 45min)	
7	Oct 29	Central Reward Systems	Tsai et al (2009) Li et al (2016)
8	Nov 5	Hypothalamus & Motivation 1	Malik et al (2008) Domingos et al (2011) <i>Recommended: Ch. 15 (Bear)</i>
9	Nov 12	Hypothalamus & Motivation 2	Nieh et al (2015) Sharpe et al (2017) <i>Recommended: Ch. 16 (Bear)</i>
10	Nov 19	Limbic System and Emotions	Yadlapalli et al (2018) Lerner et al (2017) <i>Recommended: Ch. 18 (Bear)</i>
11	Nov 26	Stress and Arousal	
12	Dec 3	Biological Clocks: sleep and wakefulness	<i>Recommended: Ch. 19 (Bear)</i>
	TBD	FINAL EXAM*	

**The final exam will be scheduled by the Registrar during the exam period.*

V. Tentative Tutorial Schedule

This outline may be subject to minor revisions with advance notice from the Instructor.

WEEK	DATE	TUTORIAL TOPIC	IMPORTANT TASK	EVALUATION
-	Sept 6	<i>No tutorial</i>		
1	Sept 13	Introductions, Academic Integrity	Form Groups	Quiz 1 (<i>In-tutorial</i>)
2	Sept 20	Effective Article Searches	Finalize Groups <i>Assign Demo Sections</i>	Quiz 2 (<i>In-tutorial</i>)
3	Sept 27	Working Cooperatively in Groups	Work on Group Contract & Action Plan	
4	Oct 4	Understanding Empirical Articles	Discuss group demo section answers	Quiz 3 (<i>In-tutorial</i>) Group Contract due Oct 4th
	Oct 11	<i>Reading Week – no tutorial!</i>		
5	Oct 18	Presentation Design & Demo using the Assertion-Evidence approach	Work on AE worksheets	Group Outline due Oct 19th
6	Oct 25	Referencing and Paraphrasing		Quiz 4 (<i>In-tutorial</i>)
7	Nov 1	Journal Club – Student Presentations		Quiz 5 (<i>In-tutorial</i>) <i>*Peer Evals due Friday</i>
8	Nov 8	Journal Club – Student Presentations		Quiz 6 (<i>In-tutorial</i>) <i>*Peer Evals due Friday</i>
9	Nov 15	Journal Club – Student Presentations		Quiz 7 (<i>In-tutorial</i>) <i>*Peer Evals due Friday</i>
10	Nov 22	Journal Club – Student Presentations		Quiz 8 (<i>In-tutorial</i>) <i>*Peer Evals due Friday</i>
11	Nov 29	Article Review Session	Work on article summary template	

**Each group will be randomly assigned to complete a peer evaluation on 2 of the 4 Journal Club weeks*

VI. Course Website – Quercus

The new learning platform, Quercus, will house important course-related announcements, lecture slides, discussion boards, grades on term work, and more. I expect that you will check it regularly throughout the term. If you are having difficulty navigating the new platform, it is your responsibility to promptly seek help from the *Student Quercus Guide*.

VII. Course Requirements and Grading

This course will offer you multiple opportunities for assessment and feedback, at both the individual level and as a part of a collaborative small group. These learning opportunities may appear to result in a trade-off in terms of a heavier workload. The goal is to maximize your capacity for learning, while keeping the assessments manageable for you. The structure of the course assessments has been developed in such a way as to scaffold assignments, by breaking down larger assignments into a number of smaller, low-risk assessments and by requiring regular progress checks (i.e. group contract, quizzes, presentation outlines) to help you manage your time/resources and provide a chance for corrective feedback to encourage more successful outcomes. Course evaluations have been broken down into 3 major categories:

1. Lecture & Assigned Readings Assessments

a) **Midterm Exam (25%)**

The midterm exam will take place **in-class on Monday October 22nd**, and will include all lecture content covered in ***weeks 1-5***, as well as any assigned readings.

Success on the midterm will require you to develop a clear understanding of both the lecture content and assigned readings. Rote memorization of lectures and readings will not guarantee you a high mark; rather, I expect you to not only learn key concepts, but also why each is relevant and how you could apply your knowledge in new and creative ways.

The midterm exam will consist of both multiple-choice (MC) questions and short-answer (SA) questions. MC 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 lecture, chapter readings, and empirical papers. SA questions may require a one or several sentence response based on the question complexity, and may also require the creation or analysis of a visual (e.g., diagram), or for you to solve a mathematical equation. SA questions will be drawn from lecture, chapter readings and empirical papers. 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 three points requiring three “things” to say).

Acceptable calculators are permitted on midterm exams. Guidelines will be provided for what is considered an “acceptable calculator”.

b) **Final Exam (33%)**

The final exam will be scheduled by the Registrar during the final exam period. The final exam is **non-cumulative** in the sense that it will only directly test content that was covered during ***weeks 7-12***. However, as some of this material (particularly the assigned articles) may assume an understanding of concepts that were introduced earlier in the course, you may need to consider revisiting some of the earlier course content. Similar to the midterm, the final exam will consist of both multiple-choice questions and short-answer questions, as described above.

2. Tutorial Collaborative Assessments

Participation (and therefore attendance) in your assigned tutorial section is mandatory. Tutorials will function as a collaborative learning environment, with weekly group quizzes or assignments to help facilitate active learning and provide you with immediate feedback on your progress. You will work in **groups of 3 students** to share the workload and support each other. You will work within the same group throughout the semester.

Barring exceptional circumstances, all group members will share the same grade on group work. As part of one of your assignments, you will discuss and agree on a set of group expectations and member responsibilities early on in the semester, along with a mutual understanding of how you will communicate with one another and deal with conflict. All group members are expected to pull their weight, and all members within the group should have a chance to have their voice heard, respected, and included in the process. In the event that a group member is not showing a willingness to coordinate and contribute to the team, after attempting to resolve the conflict internally, the remaining group members should contact Dr. Gadziola to raise their concerns prior to the group presentation.

Students will be allowed to form their own groups. However, at least one group member must be able to bring a laptop (or other device) with access to Quercus each week. Any students not belonging to a group will be assigned to a group by the TA.

You are expected to arrive to your assigned tutorial on time. As part of your professional development, learning outcomes of this course include the ability to work in teams and manage your time effectively. Individuals arriving late to tutorials will receive a **-20% penalty** on any graded group work (quizzes, assignments, presentations) that was worked on during that tutorial session, even if the assignment was due at a later date.

a) Group Quizzes (1% each; combined total of 8% of final grade)

There will be 8 short quizzes throughout the semester that you will work on with your group members to immediately test your understanding of material that was just covered in tutorial. This may include questions related to foundational skill-building exercises and/or your understanding of assigned article readings. These quizzes will become available on Quercus part way through your tutorial session and will be time limited.

b) Group Progress Assignments (combined total of 8% of final grade)

To provide you with opportunities for feedback as you work towards preparing your group article presentation, on certain weeks your group will be asked to submit the following assignments:

- A group contract & action plan (1% final grade)
- Group presentation outline (7% final grade)

Additional guidelines and expectations will be made available on Quercus. Assignments submitted after the deadline, without a valid excuse, will receive a -20% penalty per day.

c) Group Journal Article Presentation (15%)

After reading week, your tutorial sessions will be similar to attending a “journal club”, in which student groups will lead a class presentation that summarizes the key elements of an assigned empirical research article, followed by a short, facilitated class discussion on the article. There will be two groups presenting per tutorial session.

Groups will be randomly assigned to a specific article from the course reading list. Each reading is associated with a particular week of tutorial. If you do not like your assigned article and/or timeslot, the only option to swap is if you find another group willing to switch. Any group article swaps must be finalized and approved by your TA **by Thursday, Oct 4th**.

All students are expected to have read the articles *prior to tutorial* as part of the assigned course readings. Your understanding of the assigned articles will be tested during a timed group quiz in tutorials, as well as on the exams. It is in your best interest to read these articles prior to the tutorial week that they will be presented so that your group is comfortable completing the quiz at the end in the allotted time. Although every student is expected to read and understand the key elements of these articles, you may find it helpful to initially work as a group to understand them, and/or share the workload by having different groups members responsible for being the “expert” on a subset of the articles.

Article presentations will be made in PowerPoint (or similar program) and should be **12-mins in length, followed by 3-mins of discussion** related to the article. Your group will be evaluated based on your ability to clearly convey the most important features of the article (i.e., rationale, hypotheses, key methods and results, main take-home conclusions). ***This does NOT mean you need to cover all experiments/figures.*** 12-mins is very short, and part of your task is deciding what is most critical to convey. Following your presentation, you should then be prepared to help facilitate a short class discussion in which the audience has a chance to ask any outstanding questions or make comments. Additional guidelines and expectations will be made available on Quercus.

d) Group Peer Feedback (1% each; combined total of 2% of final grade)

Each group will be randomly assigned to complete a standardized peer evaluation form for **two** other group presentations. Completed forms will be submitted via Quercus and due on **Friday at 11:59PM** of the same week the presentation occurred.

It is recommended that you print the peer evaluation form ahead of time and take notes during the presentation. After your group’s notes are compiled and final responses agreed upon, only one form should be submitted per group. Although there is no “correct answer”, your group feedback should be constructive, and will be evaluated based on its completeness, and is expected to contain specific examples and suggested strategies for improvement.

**Please note: The Course Instructor reserves the right to adjust any tutorial-assigned grades at the end of the semester if there are significant differences in grades between the different tutorial sections.*

3. Individual Assessments (not related to lecture content)

a) Pre-post course surveys (1% of final grade)

You will be asked to complete two self-surveys via Quercus – one at the beginning of the semester and one towards the end. The purpose of these self-assessment surveys is to allow us to understand where your skills are at coming into this class and encourage you to actively reflect on your skill development and learning process across the course. There are no “correct answers”, but you must provide full responses for full marks. You must complete both surveys to earn this credit.

Pre-course Survey Due Date: **Sept 17th, 11:59PM**

Post-course Survey Due Date: **Dec 3rd, 11:59PM**

b) Individual Skills Assignment (8%)

The purpose of this assignment is to assess your ability to *independently* apply the different skills you have been working on with your group in tutorial sessions. Your group will identify at least 3 topic areas related to your presentation article that requires further research to help your group’s understanding. In your group contract and group presentation outline, you will assign a different topic area to each member to share the workload of researching and understanding the group article.

For this assignment, students will be asked to focus on the topic area they were assigned and identify one primary research article they found to be particularly helpful in understanding the group article. Students will provide a brief summary on this selected article, demonstrating appropriate paraphrasing, accurate in-text citations, and a full reference to the selected article in APA format.

This assignment will be due, via Quercus submission, on **Monday, Dec 3rd at 11:59PM**. Since this is the last possible day to submit term assignments for the semester, *late assignments will NOT be accepted*. Additional details of the content and format of the assignment will be posted on Quercus. **This assignment will be evaluated by Turnitin** and will require you to agree to an academic integrity checklist prior to submission.

4. Bonus Credit Opportunities [optional]

a) Self-Assessment and Feedback (SAF) of lecture content (up to +1% final grade)

SAFs consist of a few practice questions related to content covered in lecture or readings that week. These questions will help you assess your comprehension of the lecture material, encourage you to stay on pace with the readings, and prepare you for the types of questions you might see on the exams. Each SAF also has an open-ended response where you can highlight any areas of confusion from that week’s lecture. This will help you evaluate areas of weakness that might need additional review, and will help me assess whether there are common problem areas that should be re-addressed on BB or in class.

This learning strategy is most effective if you make a genuine attempt at answering the questions on your own. You will not be graded on the accuracy of the answers you provide on the SAF; instead, the aim is to provide immediate feedback *to you* about your own understanding.

At the end of each lecture, an SAF “test” will become available on Quercus. You must submit your answers by the end of the week (no later than **Friday at 11:59PM**), at which time the SAF link will become unavailable. You will only receive correct answers if you submit the SAF on time. The only exception to this is for SAF#10, which must be

due on **Dec 3rd by 11:59PM** since this is the last day of the term. However, I will accept late submissions up until the end of Friday of that week.

There will be a total of 10 SAF opportunities throughout the term. If you complete 4 or more SAFs on time you will receive a 0.5% bonus to your overall grade at the end of the term. If you complete 7 or more SAFs then you will receive a 1% bonus to your overall grade at the end of the term.

b) Actively-engaged groups

Your TA will be tracking which groups demonstrate excellence in how actively engaged they are in tutorial discussions and group exercises, including thoughtful contributions to the discussion of presented journal articles by other groups. At the end of the term, groups that have consistently demonstrated a high-level of engagement will be offered the opportunity to drop their **two lowest grades on the group quizzes.**

c) Group Reflection and Improvement Plan (*re-distribute 3% of final grade from Group Presentation*)

After all of the tutorial student presentations are completed, your group will have the opportunity to discuss and complete an optional reflection assignment in which you respond to questions related to your group dynamic, process, and suggested strategies for improvement in the future. Upon satisfactory completion of this exercise, your group can earn the opportunity to distribute 3% of the final grade from the group presentation to this assignment. If you happen to receive a lower score on this assignment than your presentation, the highest grade will be taken. This assignment will be due, via Quercus submission, on **Monday, Dec 3rd at 11:59PM.**

Grading Rubric

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-
90%+	85-89	80-84	77-79	73-76	70-72	67-69	63-66	60-62	57-59	53-56	50-52

VIII. Course Policies

Classroom/Tutorial conduct. 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. To help create this learning environment, we ask that you always use respectful language, minimize potential distractions during class or tutorial (e.g., off-topic chatting, Facebook), show up to class/tutorial on time, support your peers, and genuinely try your best every day.

Tutorial attendance and late policy. To achieve the learning outcomes of this course (and out of respect for your classmates), you are expected to participate fully in each tutorial. This means that you need to attend all tutorials and you are expected to show up on time. Non-approved absences will result in a 0% grade for any group work associated with that tutorial. Any group members that miss 3 or more tutorial weeks will have a -15% penalty applied to their group presentation grade. If you are more than 5-mins late to tutorial you will receive a -20% penalty applied to any group work associated with that tutorial.

Email policy. Content-related questions/concerns should be addressed on Quercus or during office hours. This is to benefit other students that might have the same question as you, and also to give your peers a chance to attempt an answer. All course-related correspondence to the Instructor should be sent to nroc61.gadziola@gmail.com. In most cases, e-mails will be answered within 48 hours of receipt (excluding weekends and holidays).

If you need to email your TA specifically, please see the first page of the syllabus and use the appropriate email address to ensure it is seen by the right person.

Emails should have an informative subject title that includes some detail related to your question. Please keep your emails professional, concise, and clear. Your email should include your full name and student ID number so that we know who you are. A short email based around a single question, with some level of effort to explain your understanding or where you are stuck, will likely be most effective. If you are not familiar with writing academic emails, you may find this resource helpful: <https://tinyurl.com/kysxwtx>

Lecture slides and attendance. For your convenience, lecture slides and notes will be posted prior to each class, where applicable (typically by 10PM the evening before a lecture). Tutorial slides, where applicable, will be posted the day after the tutorial has occurred.

You should know that the 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.

Copyright of lecture material. Instructional materials (lecture/tutorial slides, handouts, assigned articles) are only for the purpose of learning in this course and must not be distributed or used for any other reason whatsoever. As protection of copyright, the unauthorized use, copying, or uploading on the internet of lecture handouts is strictly prohibited.

Video and auditory recording. For reasons of privacy as well as protection of copyright, unauthorized video or audio recording in classrooms is prohibited. This is outlined in the Provost's guidelines on *Appropriate Use of Information and Communication Technology*. Note, however, that these guidelines include the provision that students may obtain consent to record lectures and, "in the case of private use by students with disabilities, the instructor's consent must not be unreasonably withheld." Please contact the course instructor if you require audio recordings and/or class notes as part of your accommodations.

Presentation expectations. For the group article presentations, you must use Microsoft PowerPoint (or a comparable program). You are responsible for ensuring that your presentation will run prior to the start of tutorial. This means that you should plan time to practice using the room computer prior to your presentation date, and have your presentation saved on a flash drive. If you plan to run your presentation from your personal laptop, you must have all the necessary adaptors/cables to ensure your laptop will connect with the projector, and trial this prior to your presentation date. Grades on the group presentation will receive a penalty if there is a delay in presentation start due to a lack of preparedness.

Contesting a grade. All requests for a re-grade must be submitted in writing within two weeks of the day the grade is received. Only requests that include adequate written justification of an error in the original grading will be considered. Where possible, a legitimate request will result in the entire assignment being re-graded. Your overall grade may be raised, lowered, or it may stay the same.

Late Submission Policy. Any group or individual assignments submitted after the deadline, without a valid excuse, will receive a -20% penalty per day late.

Office hours. Office hours are a valuable resource for you to learn more about the class and/or other important things related to (but outside of) the class. You should consider visiting Dr. Gadziola's office hours if you would like to (1) discuss course content, (2) if you have an issue with course performance or progress, or (3) you would like to discuss the field of psychology/neuroscience and how to get more involved.

Drop-in hours are open format, and groups of students are welcome to ask questions and/or listen to peer questions. Office hours by appointments should be booked in advance via Quercus calendar. These appointments are intended for those with questions/concerns that are more appropriate to be handled privately, or for those that have a schedule conflict with drop-in hours.

Please note that the course TAs will not hold office hours, except to allow you to review your midterm answers. Due to limited availability, and to ensure fairness across all groups, the TAs and Dr. Gadziola will not answer questions related to helping you understand specific content within your assigned article prior to your presentation. If you are running into difficulties, Dr. Gadziola can help guide you with some research strategies for finding this information on your own. A tutorial review session on the assigned articles will be held prior to the final exam.

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 reasonably prepare for a class.

Scheduling conflict. A web option will not be offered for this course, so it is your responsibility to ensure that you are able to attend all the lectures. Given the nature of the material and course, attendance is critical to your success. If you have an ongoing conflict with lecture or tutorial time, you should strongly consider dropping the course or adjusting your schedule to allow you to attend. Accommodations are not possible for scheduling conflicts.

IX. 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 Office 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 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.

X. 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/ppjun011995.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: 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.

TurnItIn: Normally, students will be required to submit their course essays/assignments 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.

This class may be important to you, but not so important as to gamble with your academic career by cheating. If you find yourself wondering if something constitutes academic misconduct, I encourage you to investigate the subject more thoroughly before acting – not knowing that something is considered academic misconduct does not protect you from trouble! Knowing is half the battle! Consider visiting <http://uoft.me/academicdishonesty>.

XI. 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 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.utscc.utoronto.ca/registrar/missing-examination>).

XII. Course-specific Accommodation Policies for Missed Term Work

You must also notify Dr. Gadziola that you are in the process of requesting accommodations **within three (3) business days** of the assignment due date. Missed term work not granted accommodations will receive a 0% mark. The accommodations available for students with valid excuses for missing term work, will depend on the type of missed work and the circumstance.

- a) **Missed midterm.** There will be only one makeup exam opportunity **the week of Oct 29th**. The specific date, time, and location TBD.
- b) **Missed group work associated with tutorials.** There will be no make-up opportunities for missed group assessments that took place during tutorial, or for submitted group assignments in which the student was unable to contribute. Students granted accommodations will have their other group evaluations within the same category re-weighted to compensate for the missed work. For example, if a student misses one group quiz, their total grade on group quizzes at the end of the semester will be calculated from the remaining quizzes.
- c) **Missed group presentation.** Students with a valid excuse for missing their group presentation will be considered on a case-by-case basis. Depending on the circumstance, the individual will be given a make-up opportunity at a later date, or will have their presentation grade points re-distributed to their final exam.

Please note: in the event that a group member is absent on the group presentation day, the remaining group members will still be expected to complete the entire presentation.

NROC61 Assigned Article Reading List

Demo Article

Renteria, R., Baltz, E. T., & Gremel, C. M. (2018). Chronic alcohol exposure disrupts top-down control over basal ganglia action selection to produce habits. *Nature Communications*, 9(1), 211. <https://doi.org/10.1038/s41467-017-02615-9>

Group Presentation Articles:

Nov 1st

1. Tsai, H.-C., Zhang, F., Adamantidis, A., Stuber, G. D., Bonci, A., de Lecea, L., & Deisseroth, K. (2009). Phasic Firing in Dopaminergic Neurons Is Sufficient for Behavioral Conditioning. *Science*, 324(5930), 1080 LP-1084.
2. Li, Y., Zhong, W., Wang, D., Feng, Q., Liu, Z., Zhou, J., ... Luo, M. (2016). Serotonin neurons in the dorsal raphe nucleus encode reward signals. *Nature Communications*, 7, 10503.

Nov 8th

3. Malik, S., McGlone, F., Bedrossian, D., & Dagher, A. (2008). Ghrelin Modulates Brain Activity in Areas that Control Appetitive Behavior. *Cell Metabolism*, 7(5), 400–409. <https://doi.org/10.1016/j.cmet.2008.03.007>
4. Domingos, A. I., Vaynshteyn, J., Voss, H. U., Ren, X., Gradinaru, V., Zang, F., ... Friedman, J. (2011). Leptin regulates the reward value of nutrient. *Nature Neuroscience*, 14, 1562.

Nov 15th

5. Nieh, E. H., Matthews, G. A., Allsop, S. A., Presbrey, K. N., Leppla, C. A., Wichmann, R., ... Tye, K. M. (2015). Decoding Neural Circuits that Control Compulsive Sucrose Seeking. *Cell*, 160(3), 528–541. <https://doi.org/10.1016/j.cell.2015.01.003>
6. Sharpe, M. J., Marchant, N. J., Whitaker, L. R., Richie, C. T., Zhang, Y. J., Campbell, E. J., ... Schoenbaum, G. (2017). Lateral Hypothalamic GABAergic Neurons Encode Reward Predictions that Are Relayed to the Ventral Tegmental Area to Regulate Learning. *Current Biology*, 27(14), 2089–2100.e5. <https://doi.org/10.1016/j.cub.2017.06.024>

Nov 22nd

7. Yadlapalli, S., Jiang, C., Bahle, A., Reddy, P., Meyhofer, E., & Shafer, O. T. (2018). Circadian clock neurons constantly monitor environmental temperature to set sleep timing. *Nature*, 555, 98.
8. Lerner, I., Lupkin, S. M., Sinha, N., Tsai, A., & Gluck, M. A. (2017). Baseline Levels of Rapid Eye Movement Sleep May Protect Against Excessive Activity in Fear-Related Neural Circuitry. *The Journal of Neuroscience*, 37(46), 11233 LP-11244.