NROC61: Learning & Motivation
University of Toronto Scarborough
Summer Term, 2019

INSTRUCTOR INFORMATION
Dr. Marie Gadziola ("gad-zee-oh-la")
Office Location: PO103, Room 122
Office Hours: Wed 1:00-3:00PM
Email: NROC61.gadziola@gmail.com

LECTURE INFORMATION
Time: Mon 9:00AM-11:00AM
Location: MW-170

TUTORIAL INFORMATION

Section	Day/Time	Location	TA
TUT 01	Thur 09:00-10:00	HL-B110	Tanner McNamara
TUT 02	Thur 10:00-11:00	HL-B110	Nicole Odenwald
TUT 03	Thur 11:00-12:00	HL-B110	Dylan Patterson

I. Your Course Team

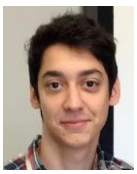
Dr. Gadziola is a Lecturer in the Department of Psychology. She received her PhD in Neuroscience from Kent State University, followed by postdoctoral research at Case Western Reserve University. Her research and teaching interests are in sensory systems, and the neural mechanisms that underlie the detection and evaluation of salient stimuli influencing motivated behaviours.

Teaching Assistants:

Tanner received a BA from Carleton College in Minnesota and is now a MSc student working in the Ito Lab. His research explores individual and sex differences in approach-avoidance conflict resolution and anxiety-like behaviours in rats that voluntarily consume ethanol under a preclinical model of alcohol use disorder.

Nicole received a BSc from Queen's University and is now a MA student working in the Arruda-Carvalho Lab. Her research focuses on the neurobiological mechanisms underlying stress susceptibility and anxiety disorders.

Dylan received a BSc from Queen's University and is now a MSc student working in the Ito Lab. His current research explores the functional connectivity between the CA1 subfield of the ventral hippocampus and the nucleus accumbens, and how it is involved in decision making under an approach avoidance conflict.



Bilgehan is a PhD candidate in Psychology working in the Ito Lab. He has a BSc and MA in psychology from Koc University in Istanbul, where he studied temporal and numerical decision making in humans and mice. His current research focuses on decision making under approach avoidance conflict using a novel operant paradigm.

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 behavioural perspective.
2. Characterize the main features of several different experimental methodologies, explaining how and why they are used in behavioural neuroscience research.
3. Demonstrate the foundational skills necessary for understanding, interpreting, and summarizing primary scientific literature.
4. Develop and implement effective strategies for delivering oral scientific presentations and facilitating a thoughtful class discussion.
5. Develop and implement effective strategies for written work, including how to appropriately paraphrase and reference scientific literature.
6. Engage in peer-to-peer learning in tutorials and online, and provide constructive feedback on peer presentations.
7. Engage in self-assessment and reflection on their learning process and performance in the course.

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.

Chapters 3-7 of the Powell textbook will match closely with the material we cover in 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 comprehension along the way. It is highly recommended that you read the corresponding chapters *prior* to lecture.

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	**May 6**	Introduction to learning	Chapter 3 (Powell)
2	**May 13**	Classical Conditioning	Chapter 4 (Powell)
	May 20	*Victoria Day – University closed!*	Renteria et al (2018)
3	**May 27**	Underlying Processes & Mechanisms Involved in Classical Conditioning	Chapter 5 (Powell)
4	**June 3**	Instrumental Conditioning	Chapters 6 & 7 (Powell)
5	**June 10**	Learning & Memory Systems	
6	**June 17**	**MIDTERM EXAM** *(Reading Week doesn't start until June 18th!)*	
7	**June 24**	Central Reward Systems	Saunders et al (2018)
	July 1	*Canada Day – University closed!*	Li et al (2016)
8	**July 8**	Hypothalamus & Motivation 1	Sharpe et al (2017) *Recommended: Ch. 15 (Bear)*
9	**July 15**	Hypothalamus & Motivation 2	Domingos et al (2011) *Recommended: Ch. 16 (Bear)*
10	**July 22**	Limbic System and Emotions	*Recommended: Ch. 18 (Bear)*
11	**July 29**	Stress and Arousal	
	Aug 5	*Civic Holiday – University closed!*	
12	**Aug 6***	Biological Clocks: sleep and wakefulness *(*"virtual Monday" to make up for holiday)*	*Recommended: Ch. 19 (Bear)*
	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	EVALUATION	IMPORTANT DEADLINES
1	**May 9**	*No tutorial*		Finalize your assigned tutorial section by **May 12th**.
2	**May 16**	Group Introductions *(Form groups & assign member roles)*	Group Exercise	
3	**May 23**	Understanding Empirical Articles *(Demo Article: Introduction)*	Group Exercise	"Intro" Article Selection due **May 29th**
4	**May 30**	Understanding Empirical Articles *(Demo Article: Methods)*	Group Exercise	"Methods" Article Selection due **June 5th**
5	**June 6**	Understanding Empirical Articles *(Demo Article: Results/Discussion)*	Group Exercise	"Results/ Discussion" Article Selection due **June 12th**
6	**June 13**	Presentation Design & Demo using the Assertion-Evidence approach	Group Exercise	Group Article Outline due **June 14th**
	June 20	***Reading Week – no tutorial!***		
7	**June 27**	Paraphrasing & Referencing	Group Exercise	
8	**July 4**	Journal Club – Group Presentation *Saunders et al (2018)*	Article Discussion	Peer Evals due **Friday***
9	**July 11**	Journal Club – Group Presentation *Li et al (2016)*	Article Discussion	Peer Evals due **Friday***
10	**July 18**	Journal Club – Group Presentation *Sharpe et al (2017)*	Article Discussion	Peer Evals due **Friday***
11	**July 25**	Journal Club – Group Presentation *Domingos et al (2011)*	Article Discussion	Peer Evals due **Friday***
12	**Aug 1**	Review		Individual Writing Assignment due **Aug 4th.**

**Each group will be randomly assigned to complete a peer evaluation on another group's presentation on two of the Journal Club weeks*

VI. Course Website – Quercus

The 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 smaller, low-risk assessments and by requiring regular progress checks (i.e. tutorial exercises and participation, article 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. Examinations on Lecture & Assigned Readings

a) Midterm Exam (25%)

The midterm exam will take place **in-class on Monday June 17th**, and will include all lecture content covered in ***weeks 1-5***, as well as any assigned readings. Acceptable calculators are permitted on midterm exams. Guidelines will be provided on Quercus for what is considered an "acceptable calculator".

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 will often require several sentences to address 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).

b) Final Exam (35%)

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 MC questions and SA 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 participation being

evaluated to help facilitate active learning and provide you with immediate feedback on your progress. You will work in **groups of 3-4 students** to share the workload and support each other. You will work within the same group throughout the semester. **Students will be allowed to form their own groups** on the first week of tutorial**.** Any students not belonging to a group will be assigned to a group by the TA or Instructor.

Barring exceptional circumstances, all group members will share the same grade on group work. As a group, you should 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 also deserve 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*.

You are expected to arrive to your assigned tutorial on time. As part of your professional development, and to achieve the learning outcomes of this course, you will be working collaboratively with your peers and expected to show up on time. **Individuals arriving late to tutorials will receive a -10% penalty** on any graded tutorial work that was scheduled that session. It is your responsibility to notify the TA if you arrive late to avoid receiving a zero grade for being marked 'absent'.

a) Group Participation (combined total of 5% of final grade)

The first 6 tutorial weeks will require you to work on an exercise with your group members to test your understanding of the material. You will be required to hand-in your worksheet at the end of tutorial. These exercises will be graded on the degree of effort put into them, following a simple 3-point scale: Insufficient (0), Needs Improvement (2), Meets Expectations (3). Your lowest graded exercise will be dropped if you've handed in all 6.

b) Group Journal Article Presentation (combined total of 17% of final grade)

- Group Article Outline (5% of final grade)
- Group Article Presentation (12% of final grade)

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 facilitated class discussion on the article. **All students are expected to have read the articles *prior to tutorial* as part of the assigned course readings.**

Groups will be randomly assigned to a specific article from the course reading list. Each article is associated with a particular week of tutorial. If you do not like your assigned article and/or presentation date, the only option to swap is if you find another group willing to switch. Any group article swaps must be approved by your TA by the end of tutorial on **Thursday, May 23rd.**

All groups will hand in a Group Article Outline on the same day (due **June 14th 11:59PM**), and each group will receive feedback 2 weeks prior to their presentation date.

Article presentations will be made in PowerPoint (or similar program) and should be **30-mins in length, followed by 10-mins of facilitated 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***. Part of your task is deciding what is most critical to convey. It is more important to spend time developing a clear and digestible story related to the take-home message of the article, and how it fits in with our course, then it is to try to cover all experimental results. Following your presentation, you should then be prepared to help facilitate a 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.

c) Group Feedback on Peer Presentations (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.

3. Other Individual Assessments

a) Pre-post course reflection surveys (1% of final grade)
You will be asked to complete two self-assessment surveys via Quercus – one at the beginning of the semester and one towards the end. The purpose of these 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: **May 13th, 11:59PM**
Post-course Survey Due Date: **Aug 6th, 11:59PM**

b) Discussion board post (1% of final grade)
You are expected to make at least one thoughtful contribution to the course discussion board this semester, related to course content. This can be in the form of a detailed question or thoughtful comment that you have related to course content, or can be an original response to another student's post.

d) Participation in Article Discussion (1% each; combined total of 3% of final grade)
You are expected to read all the assigned articles prior to tutorial and engage in a discussion during tutorial. On the weeks you are not presenting, you can achieve your participation in one of two ways: (1) post a thoughtful question/comment related to the article on Quercus by

11:59PM on Tuesday of the week it is presented in tutorial, or (2) thoughtfully contribute to the tutorial discussion in-person. To receive full participation marks, you must attend tutorial.

c) Individual Writing Assignment (combined total of 11% of final grade)

- Individual Article Selection (3% of final grade)
- Individual Final Writing Assignment (8% of final grade)

The purpose of this assignment is to assess your ability to ***independently*** apply essential skills of information literacy and scientific communication that we have been focusing on in tutorial. Early in the semester, each member of the group will be assigned to make a special contribution to background research for their group, by identifying a primary research article that helps to contextualize, interpret, or understand your group article in some way. Groups must have *at least one member* contributing an article relating to the Introduction, Methods, and Results/Discussion.

For the Article Selection assignment, students will (1) identify which role they've been assigned, (2) select a primary research article and attach a copy of the abstract, and (3) briefly justify why they believe this article will help to contextualize, interpret, or understand their group article better in relation to their assigned role. Additional details will be posted on Quercus. Due dates for this assignment will be staggered depending on the member role (**May 29th, June 5th, or June 12th**).

For the Individual Final Writing Assignment, students will provide a more detailed summary on this selected article and thoughtfully link it to their group article, while demonstrating appropriate paraphrasing, accurate in-text citations, and a full reference list in APA format. The assignment will be due, via Quercus submission, on **Sunday, Aug 4th at 11:59PM**. Additional details 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% bonus to 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 **11:59PM on Thursday** of that week, at which time the SAF link will become unavailable. You will only receive access to questions and the correct answers if you submit the SAF on time. The only exception to this is for SAF#10, which must be due on **Aug**

6th by 11:59PM, as 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 final exam grade at the end of the term. If you complete 7 or more SAFs then you will receive a 1% bonus to your final exam grade at the end of the term.

b) Group Reflection and Improvement Plan (*re-distribute 2% 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 re-distribute 2% of the final grade from the group presentation to this assignment, if it boosts your grade. This assignment will be due, via Quercus submission, on **Tuesday, Aug 6th 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 and 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 -10% penalty applied to any graded 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. Any other course-related correspondence should be directed to the Course Instructor at nroc61.gadziola@gmail.com. In most cases, e-mails will be answered within 48 hours of receipt (excluding weekends and holidays).

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. 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 audio recording. For reasons of privacy as well as protection of copyright, unauthorized video or audio recording in classrooms is strictly 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 -10% 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 office hours are open format, and groups of students are welcome to ask questions and/or listen to peer questions. Individual appointments can be requested by the Instructor if the questions/concerns are more appropriate to be handled privately.

Please note that the course TAs will not hold office hours, except to allow you to review your midterm answers, and will not answer course-related questions via email. Please post any content-related questions to Quercus, or contact the Course Instructor with any other concerns.

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. Access*Ability*

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 Access*Ability* Services Office as soon as possible.

Access*Ability* 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.

Missed Term Work due to Medical Illness or Other Emergency

All students citing a documented reason for missed term work must submit their request for accommodations **within three (3) business days** of the deadline for the missed work.

Students must submit **BOTH** of the following:

(1.) A completed **Request for Missed Term Work Accommodations 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 the Request for Missed Term Work Accommodations form (http://uoft.me/PSY-MTW), along with an **original** copy of the official UTSC Verification of Illness Form (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.
- Note: If an end date of "ongoing" is specified, the medical note will be assumed to cover a period of two weeks. If no end date / an "unknown" end date is specified, the note will be assumed to cover a period of three business days (starting from the midterm date.)

For missed **TERM TESTS** due to **ACCESSABILITY REASONS**:

- Meet with your **AccessAbility consultant** and have them email Keely (keely.hicks@utoronto.ca) detailing the accommodations required.

For missed **ASSIGNMENTS** due to **ILLNESS**:

- Submit the Request for Missed Term Work Accommodations form (http://uoft.me/PSY-MTW), along with a **hardcopy** of the Self-Declaration of Student Illness Form (uoft.me/PSY-self-declare-form).

For missed **ASSIGNMENTS** due to **ACCESSABILITY REASONS**:

- If your desired accommodation is **within the scope** of your Accommodation Letter (ex. your letter includes "extensions of up to 7 days" and you need 3 days), submit the Request for Missed Term Work Accommodations form (http://uoft.me/PSY-MTW) and attach a copy of your letter. **Specify how many days extension you are requesting** on the request form.
- If your desired accommodation is **outside the scope** of your Accommodation Letter (ex. your letter includes "extensions of up to 7 days" but you need more time than that) you will need to meet with your **AccessAbility consultant** and have them email Keely (keely.hicks@utoronto.ca) detailing the accommodations required.

For missed term tests or assignments in **OTHER CIRCUMSTANCES**:

Submit the Request for Missed Term Work Accommodations form (http://uoft.me/PSY-MTW), along with:

- In the case of a **death of a family member or friend**, please provide a copy of a death certificate.
- For U of T varsity-level or professional **athletic commitments**, an email from your coach or varsity administrator should be sent directly to Keely Hicks (keely.hicks@utoronto.ca) **well in advance** of the missed work, detailing the dates and nature of the commitment.

- For **religious accommodations**, please email (keely.hicks@utoronto.ca) **well in advance** of the missed work.
- For circumstances **outside of these guidelines**, please email Keely (keely.hicks@utoronto.ca) on the date of the test / assignment deadline to describe your circumstances and ask what documentation would be appropriate

Documents covering the following situations are NOT acceptable: medical prescriptions, personal travel, weddings/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: Keely Hicks, Room SW420B, Monday – Friday, 9 AM – 4 PM. (Slide forms under door if out of office.)

After submitting your documentation, within approximately one to five business days, you will receive a response from your instructor 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.

You should continue to work on your assignments to the best of your ability, as extension accommodations may be as short as one business day, depending on the nature of the illness/emergency.

If an accommodation has been granted but you are unable to meet the conditions of the accommodation (ex. you need a longer extension, or you missed a make-up test), you will need to repeat the missed term work procedure and submit additional forms to request further accommodation. Note that in the case of a missed make-up test, an opportunity to write a second make-up test may not be provided.

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.

Importance of Three Business Day window:

If you are unable to submit your documents in-person within the three business day window**, you must email Keely** (keely.hicks@utoronto.ca) **within the three business day window** to explain when you will be able to bring your documents in person. Exceptions to the documentation deadline will only be made under **exceptional circumstances**. Attach scans of your documentation, and be prepared to bring your documents to Keely in-person as soon as you are well. Late documents may not be accepted.

NOTE: Assignments due at end of term

Instructors cannot accept term work any later than five business days after the last day of class**.** Beyond this date, you would need to file a petition with the Registrar's Office (https://www.utsc.utoronto.ca/registrar/term-work).

NOTE: Final Exams

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).

XI. Course-specific Accommodation Policies for Missed Term Work

You should also notify Dr. Gadziola that you are in the process of requesting accommodations for missed term work **as soon as possible**. 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 July 1st**. The specific date, time, and location TBD.

b) **Missed tutorial participation.** There will be no make-up opportunities for missed tutorial participation (group exercises, article discussions). Students granted accommodations will have their other tutorial participation grades re-weighted to compensate for the missed work. For example, if a student is unable to contribute to one of group exercises in tutorial, their participation grade for group exercises will be calculated from the remaining exercises.

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 deliver a complete 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

Tutorial Presentation Articles:

Saunders, B. T., Richard, J. M., Margolis, E. B., & Janak, P. H. (2018). Dopamine neurons create Pavlovian conditioned stimuli with circuit-defined motivational properties. *Nature Neuroscience*, *21*(8), 1072–1083. https://doi.org/10.1038/s41593-018-0191-4

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. doi:10.1038/ncomms10503

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

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*, 1562-1568. doi:10.1038/nn.2977