

NROC64H3 S

Sensorimotor Systems

Winter 2025 Syllabus

Course Meetings

NROC64H3 S

Section	Day & Time	Delivery Mode & Location
LEC01	Tuesday, 7:00 PM - 9:00 PM	In Person: IA 2040

Refer to ACORN for the most up-to-date information about the location of the course meetings.

Course Contacts

Course Website: <https://q.utoronto.ca/courses/376324>

Instructor: Mark Morrissey

Email: NROC64.w2025@gmail.com

Office Hours and Location: Online, Friday 1-2pm, by appointment.
<https://calendly.com/morrissey-utsc/reserved-office-hours-clone>

Additional Notes: A note on email communication: All questions regarding the course, lectures, readings, exams, etc. must be sent to the course email address: NROC64.w2025@gmail.com. Questions that have already been answered in the course syllabus, in lecture slides, or on Quercus will not receive a response. Students are asked to contact Dr. Morrissey directly for personal or confidential matters only, at mark.morrissey@mail.utoronto.ca ** Please note: Course announcements will be made through Quercus. Students are responsible for monitoring the course website regularly for important announcements and updates. Class emails will also be sent through Quercus. Therefore, students are responsible for making sure that their listed email address is correct. **

Course Materials

Carpenter's Neurophysiology 6th Edition. A Conceptual Approach. Massey, Cunniffe & Noorani.

Course Overview

A focus on the mechanisms by which the nervous system processes sensory information and controls movement. The topics include sensory transduction and the physiology for sensory systems (visual, somatosensory, auditory, vestibular). Both spinal and central mechanisms of motor control are also covered.

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Course Learning Outcomes

1. Develop a foundational knowledge of the sensorimotor systems including understanding the mechanisms by which the nervous system processes sensory information and controls movement, and the process of sensory transduction and sensory transmission.
2. Develop a base understanding of the physiology for sensory systems (visual, somatosensory, auditory, vestibular) and their integration with the motor systems.
3. Strengthened your ability to consume scientific literature
4. Practice the acquisition of scientific knowledge
5. Practiced your ability to understand, critique and communicate original research in psychology and neuroscience
6. Train your ability to effectively communicate scientific knowledge to others

Prerequisites: BIOB10H3 and NROB60H3 and NROB61H3 and [(PSYB01H3) or (PSYB04H3) or PSYB70H3] and [PSYB07H3 or STAB22H3] and [PSYB55H3 or (PSYB65H3)]

Corequisites: None

Exclusions: None

Recommended Preparation: None

Credit Value: 0.5

Marking Scheme

Assessment	Percent	Details	Due Date
Term Test	30%		2025-02-11

Assessment	Percent	Details	Due Date
Quiz 1	0%	Students will be required to complete three closed-book online quizzes during the semester. These quizzes will be taken online with mTuner. mTuner allows for enhanced online multiple-choice tests specifically designed to help promote students' learning and understanding of the course material. The quizzes are designed to help students keep up with the course material and be prepared for the mid-term and the final exam. No extensions will be granted for completing the quizzes. All quizzes are closed-book. Specific details about the mTuner quizzes will be provided on Quercus. There will be 3 quizzes, together they total 10% of the final grade	2025-02-03
Quiz 2	5%		2025-03-17
Quiz 3	5%		2025-04-03
Paper	10%	The purpose of this paper is to practice and develop your knowledge translation skills. Choose ONE paper from the supplemental reading list and write a 2-PAGE summary of the study. Your audience is someone without a strong science or psychology background. Translate the paper into a clear summary that communicates the purpose, background, what was done, what they found and what it means. There is a strict 2-page (1.5 spacing, 12 pt font) limit for this paper.	2025-03-07

Assessment	Percent	Details	Due Date
Slide deck	15%	The purpose of this assignment is to practice and demonstrate your ability to read and understand a scientific paper and translate the paper into a short critical summary in a slide-deck format. The audience is someone with a solid science and psychology background. Translate the paper into a clear summary that covers the purpose, the hypothesis, the method, results and discussion. Your summary should also include a critical view of the paper (what does it mean, why is it important, what are strengths and what are weaknesses). You can use the software of your preference, Powerpoint, Keynote, Slides, Canva etc. Graphics are encouraged, the use of titles, headings and sub-headings should be meaningful, and all words should be your own. Because you will not be presenting the deck, it should exist as a stand- alone product, meaning someone should be able to look through it and come away with an understanding with the need for a voice over.	2025-03-28
Final Exam	35%		Final Exam Period

Late Assessment Submissions Policy

Late submissions will be assessed late penalties according to the following schedule. 2.5% per day for the first two days. 5% per day for each following day.

Policies & Statements

Plagiarism Detection Tool

Normally, students will be required to submit their course essays to the University's plagiarism detection tool 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 tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

Academic Integrity

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/policies/behaveac.htm>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

Potential offences in papers and assignments include 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, cheating includes using or possessing unauthorized aids, looking at someone else's answers during an exam or test, misrepresenting your identity, or falsifying or altering any documentation required by the University.

Equity, Diversity and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

The University of Toronto is a richly diverse community and as such is committed to providing an environment free of any form of harassment, misconduct, or discrimination. In this course, I seek to foster a civil, respectful, and open-minded climate in which we can all work together to develop a better understanding of key questions and debates through meaningful dialogue. As such, I expect all involved with this course to refrain from actions or behaviours that intimidate, humiliate, or demean persons or groups or that undermine their security or self-esteem based on traits related to race, religion, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, disability, receipt of public assistance or record of offences.

University Land Acknowledgement

I wish to acknowledge this land on which the University of Toronto operates. For thousands of years, it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

Accommodations

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 IA5105, Sam Ibrahim Building) 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.

Use of Generative Artificial Intelligence Tools

Students may use artificial intelligence tools, including generative AI, in this course as learning aids or to help produce assignments. However, students are ultimately accountable for the work they submit.

Students may not use artificial intelligence tools for taking tests, writing research papers, creating computer code, or completing major course assignments. However, these tools may be useful when gathering information from across sources and assimilating it for understanding.

The knowing use of generative artificial intelligence tools, including ChatGPT and other AI writing and coding assistants, for the completion of, or to support the completion of, an examination, term test, assignment, or any other form of academic assessment, may be considered an academic offense in this course.

Recording of Classroom Material by Students

Recording or photographing any aspect of a university course - lecture, tutorial, seminar, lab, studio, practice session, field trip etc. – without prior approval of all involved and with written approval from the instructor is not permitted.

Video Recording and Sharing (Download Permissible; Re-use Prohibited)

This course, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session.

Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation and are protected by copyright. In this course, you are permitted to download session videos and materials for your own academic use, but you should not copy, share, or use them for any other purpose without the explicit permission of the instructor.

For questions about the recording and use of videos in which you appear, please contact your instructor.

MISSED TERM WORK POLICY

For missed term work (assignments and term tests) due to illness, emergency, or other mitigating circumstances, please follow the procedure outlined below.

Procedure:

1. Complete the [Request for Missed Term Work Accommodations Form](#) ("MTW Form").
1. Email **BOTH** your MTW Form and Supporting Documentation to PSYC62.w2025@gmail.com according to the instructions specified below.

Supporting Documentation Requirements and Deadlines:

Reason for Missed Work	Documentation required for a <i>first absence in the term</i>	Documentation required for <i>subsequent absences in the term</i>	Deadline for submitting MTW form and supporting documentation
Illness or Injury	ACORN Absence Declaration	UofT Verification of Illness Form	WITHIN 2 BUSINESS DAYS of the missed work
Bereavement	ACORN Absence Declaration	A death certificate or funeral announcement	WITHIN 2 BUSINESS DAYS of the missed work
University-sponsored athletic or artistic obligation at the varsity/provincial/national level	ACORN Absence Declaration	A note from a university staff member (advisor, coach, residence staff, etc.) who can substantiate the obligation, sent directly to the course email	10 BUSINESS DAYS IN ADVANCE of the missed deadline

For missed *TERM TESTS*,

Disability-related reasons for students registered with AccessAbility Services	<ul style="list-style-type: none"> • Contact your AccessAbility consultant and have them write to the course email detailing the accommodations needed. 	PREFERABLY IN ADVANCE OF THE MISSED WORK, OR AS SOON AS POSSIBLE
	For missed <i>ASSIGNMENTS</i> ,	
	<ul style="list-style-type: none"> • If your desired accommodation is within the scope of your Accommodation Letter (e.g. your letter includes 	

“extensions of up to 7 days” and you need 3 days), send your **Accommodation Letter** to the course email and specify how many days extension you are requesting.

- If your desired accommodation is **outside the scope** of your Accommodation Letter (e.g. your letter includes “extensions of up to 7 days” but you need more time than that), **contact your AccessAbility consultant** and have them write to the course email detailing the accommodations needed.

Academic Conflict

(e.g. two midterms at the same time)

Screenshot from Quercus demonstrating the conflict.

10 BUSINESS DAYS IN ADVANCE of the missed work

Religious Conflict

None required

Notes:

- The following reasons are not considered sufficient for missed term work: social activities, recreational travel, technological issues, avoidance of assessments or deadlines, work commitments
- [Missed Final Exams](#) are handled by the Registrar’s Office and should be declared on eService.
- For ACORN absence declarations, the date you declare the absence is required to fall within the seven-day declaration period (i.e.) the absence cannot be submitted proactively or retroactively.
- Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, accommodations are only possible via the Registrar’s Office [petition process](#).
- If you are unable to submit your request within the specified number of business days, you must still email your instructor within that window to explain the nature of the delay. Exceptions to the deadlines are made only under exceptional circumstances.
- Multiple assignments due on the same day are not considered academic conflicts. Students are expected to manage their time effectively to meet assignment deadlines.
- Back-to-back tests/quizzes are not considered academic conflicts. Only overlapping activities are conflicts.

- Students are responsible for keeping their course timetables conflict-free. Students who register in two courses with overlapping lecture/tutorial/lab schedules will not be accommodated.

Next Steps:

After submitting your documentation, you will receive a response from your instructor or TA. The course instructor reserves the right to decide what accommodations will be made. Failure to adhere to any aspect of this policy may result in a denial of your request. **You are responsible for checking your official U of T email and Quercus course announcements daily**, as accommodations may be time-critical.

For missed assignments, **do not wait for the instructor's response to resume work on your assignment**. Extensions may be as short as one business day, depending on the nature of the illness/emergency. Complete your assignment as soon as you're able, and email it to your instructor.

If an accommodation is granted but a continued illness/emergency prevents you from meeting its requirements, you must repeat the missed term work procedure to request additional accommodations. **Please make it clear in your subject line that you are requesting a second accommodation**. Examples: If you were granted an extension for a paper but are still unable to meet the new deadline, or if you miss a make-up term test, you must submit *another* MTW form and supply documentation according to the "subsequent absences" column in the chart above. *Note: In the case of a missed make-up test, an opportunity to write a second make-up test may not necessarily be provided.