
Psychology 367 (CRN 38020/38021)

Laboratory in Cognitive Neuroscience

TR 2:00 PM – 3:50 PM

Behavioral Sciences Building 2064 / Science and Engineering Laboratory East 3069

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Office Hours: Mon 11:30 AM – 12:30 PM

Thu 9:30 AM – 10:30 AM

or by appointment in BSB 2056C

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Office Hours: Wed 12:00 PM – 1:00 PM

or by appointment in BSB B160

*Please include both “367” and a **brief description** in the **subject line** of all course-related emails*

Course Description

Laboratory practicum in techniques of cognitive neuroscience and scientific writing. Emphasis on electrophysiological methods of measuring nervous system function during cognition. Exercises involve research participation, data analysis and interpretation, and reporting findings in an empirical report. This course fulfills the Writing-in-the-Discipline (WITD) requirement in the College of Liberal Arts and Sciences. 3 credit hours.

Prerequisites: PSCH 343 (Statistical Methods in Behavioral Science) and credit or concurrent registration in PSCH 350 (Sensation and Perception) or PSCH 366 (Cognitive Neuroscience).

Course Objectives

By the end of the course, you will be able to:

- read and critically evaluate empirical reports of cognitive neuroscience research
- discuss and apply ethical principles of scientific research
- dissect a mammalian brain and locate various gross brain structures
- measure neural activity with electrophysiological and hemodynamic imaging techniques
- manipulate neural function using non-invasive electrical and magnetic stimulation
- conduct basic experiments relating cognition to brain function
- construct graphs to visualize collected data
- analyze collected data with descriptive and inferential statistics
- write a complete APA-style empirical research report

Materials

Course Website

The Blackboard course website found at <https://uic.blackboard.com/> contains important course information and documents (including lecture slides in PDF format, assignment instructions, additional required readings, helpful resources, and any revisions to the course schedule) and will be used for electronic submission of assignments. ***You are responsible for all information and material that is posted on Blackboard.***

Microsoft Office Software

This course will require you to complete assignments using software in the Microsoft Office suite, such as Word, Excel, and/or PowerPoint. The on-campus computer labs will have this software installed, and you can download Microsoft Office 365 at no cost using your UIC account (see <http://accu.uic.edu/service/office-365>).

Highly Recommended Textbook

While there is no required textbook for this course, this affordable textbook is **highly recommended**. The chapter readings on the course schedule are from this textbook.

Beins, B. C., & Beins, A. M. (2012). *Effective writing in psychology: Papers, posters, and presentations* (2nd ed.). Malden, MA: Wiley-Blackwell. ISBN: 978-0-470-67244-0 (paperback). Electronic versions are also available from Wiley and Amazon.

Beyond being helpful for writing papers in this course, this textbook can serve as a very useful reference for any future writing projects, posters, and presentations – not only in psychology, but in any scientific field. It also details the most common aspects of APA format and style.

Optional Recommended Books

Some additional *recommended* books that may be helpful to you, depending on your academic goals, are below. They are completely optional.

Harrington, M. (2011). *The design of experiments in neuroscience* (2nd ed.). Washington, DC: Sage. ISBN: 978-1-4129-7432-5 (paperback).

Covers many basic elements of research design, ethics, and writing specific for neuroscience research. Can be very helpful if you are planning on further research and/or graduate school in neuroscience.

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed., second printing). Washington, DC: American Psychological Association.

This provides complete details about proper APA format and style, and will be essential if you plan on going into graduate school in psychology or a social science. However, it may have limited use otherwise.

Assessment

Course Requirements

Students will participate in lab activities, complete a neuroanatomy lab practical, take four lab quizzes, and write four APA-style lab reports:

Participation in Lab Activities (32%): You will receive *participation points for taking part in a number of lab activities*, including (but not limited to) a sheep brain dissection and data collection for lab reports. Occasionally you will have to complete *short homework assignments* based on the lab activities, which also count toward your participation score. Note that this makes it *imperative that you attend class regularly*; you are *expected to attend all class sessions* (except in the case of an excused absence such as athletic team travel, illness, emergencies, etc.). If you absolutely must miss a class session, you should discuss this with Dr. Gobel and/or your TA(s) beforehand.

Neuroanatomy Lab Practical (5%): Following the neuroanatomy lecture and the sheep brain dissection, you will be required to complete a lab practical that will require identifying gross brain structures on intact and/or sectioned brains.

Lab Quizzes (20%): Periodic lab quizzes will have several questions based on the lab activities and results, lecture material covering select aspects of cognitive neuroscience and scientific writing in APA style, and assigned readings that are posted on Blackboard.

APA-Style Lab Reports (43%): Following four of the lab activities, you will have to write a partial or complete APA-style empirical report. These lab reports build progressively from just a Title Page and Method section for the Lab Report 1 to a full empirical report for the final lab report. Lab Report 2 will have a Results section and Figures in addition to the Title Page and Method; Lab Report 3 will add the Introduction and References sections, and Lab Report 4 will add the Discussion and Abstract to make a complete empirical report.

Grading Scale

You will earn points from your performance on each of the course requirements:

Participation in Lab Activities.....	320
Neuroanatomy Lab Practical	50
Lab Quizzes (four quizzes x 50 points each).....	200
Lab Report 1 (Title Page + Method)	40
Lab Report 2 (LR1 + Results + Figures)	80
Lab Report 3 (LR2 + Introduction + References)	130
Lab Report 4 (LR3 + Discussion + Abstract).....	180
Total Points Available	1000

Based on the total number of points you have earned at the end of the semester, the grading scale shown below will be used to assign letter grades in this course:

Letter Grade	A	B	C	D	F
Minimum Points	900 (90%)	800 (80%)	700 (70%)	600 (60%)	0

Course Policies

Expectations

It is expected that you will:

- Show up on time to every class session
- Actively participate in every class session
- **Be respectful** of your classmates, Dr. Gobel, and the TA(s)
- Complete reading assignments prior to the corresponding class session
- Submit all assignments on time
- **Read all course emails thoroughly**
- Not have side conversations during lecture
- Not use your phone or computer for non-course-related activities during class
- **Not pack up your materials before being dismissed**
- Ensure that all writing you submit is written clearly, is grammatically correct, and follows APA format and style (when applicable)

Attendance Policy

It is the student's responsibility to ***attend all class sessions on time*** (except in the case of an excused absence). We will ***begin class promptly at the course start time***. Participation points will be earned during class sessions, so attendance (and active participation) will have a direct effect on your course grade. In addition, your learning and performance in other aspects of the course will be maximized through your regular attendance.

Policy on Late Assignments

It is expected that all assignments will be completed in full and turned in on time. ***Late assignments will not be accepted.***

Email Policy

As indicated above, you are also ***responsible for carefully reading all course-related emails*** from Dr. Gobel and the TA(s). Therefore, be sure that you ***check your UIC email regularly*** and that you are able to receive emails sent through Blackboard.

When emailing Dr. Gobel and/or your TA(s), please indicate the ***course number*** and a ***brief description of the issue*** in the subject line of all course-related emails. Make sure the subject line reflects the topic of your email (therefore, do not simply reply to the most recent email from me unless its subject line is relevant to your email). If applicable, please also identify your ***TA and lab section time*** in your email.

Before emailing, however, please check this Syllabus, the information on the Blackboard course site (including the FAQs section), and previous emails you have received to see if your question has already been answered. ***While we will reply to emails in a timely manner, do not expect a response to questions that have already been answered.***

Appropriate Classroom Behavior

College students are adults and I will grant you the respect that comes with that. Therefore, please behave like adults during class and follow these guidelines about appropriate classroom behavior. Appropriate classroom behavior is simply a matter of *respecting the rights of others* in class and *maximizing your own learning*.

Maintain focus on class material during lecture and discussion. Research has shown that distracting yourself by multitasking during class impairs your learning and performance, and it may be disruptive or distracting to other students and is disrespectful to your instructors.

Therefore, *please do not use your cell phone during class* except in extraordinary circumstances. The use of laptops or tablets for course-related purposes is perfectly fine, but please avoid using them for non-course-related activities during class. *Minimize talking* with other students during class, except when directed to discuss as part of an activity.

It likely goes without saying, but during discussion, please respect others and their opinions, and *refrain from discriminatory or hateful speech*. Inappropriate and/or disruptive behavior may result in you being asked to leave the room so that you are not interfering with the learning of other students.

Finally, *please do not pack up before being dismissed at the end of the class period*. It is extremely disruptive to other students and disrespectful to Dr. Gobel.

Disability Services

“Concerning disabled students, the University of Illinois at Chicago is committed to maintaining a barrier-free environment so that individuals with disabilities can fully access programs, courses, services, and activities at UIC. Students with disabilities who require accommodations for full access and participation in UIC Programs must be registered with the Disability Resource Center (DRC). Please contact DRC at (312) 413-2183 (voice) or (312) 413- 0123 (TDD).”

If you require accommodations due to a documented disability, please bring a letter from the DRC documenting the necessary accommodations and discuss these accommodations with Dr. Gobel (in person or by email) no later than the end of the second week of class or within one week of receiving new documentation.

Religious Holidays

I have tried to ensure that no major assignment due dates or exams fall on major religious holidays. However, *if there is a conflict with a religious holiday that you observe, please let me know by the end of the second week of class* and an appropriate accommodation will be made (note that you can always submit an assignment early).

Additional Information and Resources

APA Style

Most papers in psychology must be written in APA (American Psychological Association) format. ***You are responsible for following APA style and citation format in all your writing assignments for this course, when applicable.*** The most complete resource for APA style is the Publication Manual of the APA, but Purdue's Online Writing Lab (OWL) is an excellent, concise, and free online reference documenting APA style:

<http://owl.english.purdue.edu/owl/section/2/10/>

Writing Center

Tutors at the Writing Center can help you to organize and edit your writing. All students are welcome and encouraged to make an appointment to improve their writing. The optimum use is to ***visit the Writing Center while preparing your draft of a writing assignment*** and to make several visits. More information can be found at <http://www.uic.edu/depts/engl/writing/about/>

Psi Chi Tutoring

Students in UIC's Psi Chi chapter with expertise in various psychology courses hold office hours throughout the week. The tutoring schedule is usually established a few weeks into the semester, and the relevant information will be posted on Blackboard when it becomes available.

Academic Honesty and Plagiarism

All work should be your own. You are allowed, and even encouraged, to seek feedback from others, but all the writing you submit should be your own. Plagiarism is representing the words or ideas of others as your own, without crediting the source, and thus also includes copying or paraphrasing from your classmates or papers on the Internet. Major writing assignments will be submitted electronically via SafeAssign to automatically screen for potentially plagiarized material and ensure academic honesty.

Familiarize yourself with violations of academic honesty and the student disciplinary policy at <http://www.uic.edu/depts/dos/studentconduct.html>. Some FAQ's about crediting others and avoiding plagiarism are available at http://tigger.uic.edu/~edelberg/crediting_others/index.htm.

Guidelines Regarding Academic Integrity

As an academic community, the University of Illinois at Chicago is committed to providing an environment in which research, learning, and scholarship can flourish and in which all endeavors are guided by academic and professional integrity. All members of the campus community—students, staff, faculty, administrators—share the responsibility of insuring that these standards are upheld so that such an environment exists. Instances of academic misconduct by students, and as defined herein, shall be handled pursuant to the *Student Disciplinary Policy*.

Academic dishonesty includes, but is not limited to:

- **Cheating:** Either intentionally using or attempting to use unauthorized materials, information, people, or study aids in any academic exercise, or extending to or receiving any kind of unauthorized assistance on any examination or assignment to or from another person.
- **Fabrication:** Knowing or unauthorized falsification, reproduction, lack of attribution, or invention of any information or citation in an academic exercise.
- **Facilitating Academic Dishonesty/Plagiarism:** Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.
- **Bribes, Favors, Threats:** Bribing or attempting to bribe, promising favors to or making threats against, any person, with the intention of affecting a record of a grade, grade, or evaluation of academic performance. Any conspiracy with another person who then takes or attempts to take action on behalf or at the direction of the student.
- **Examination by Proxy:** Taking or attempting to take an exam for someone else other than the student is a violation by both the student enrolled in the course and the proxy or substitute.
- **Grade Tampering:** Any unauthorized attempt to change, actual change of, or alteration of grades or any tampering with grades.
- **Nonoriginal Works:** Submission or attempt to submit any written work authored, in whole or part, by someone other than the student.

Above guidelines from the UIC Undergraduate Catalog (www.uic.edu/ucats/catalog/GR.shtml)

Tentative Course Schedule

Wk	Day	Date	Sess	Topic / Activity	Reading or Assignment due
1	Tue	1/12	1	Course Introduction	
	Thu	1/14	2	Overview of Scientific Writing	Ch. 1; Ch. 5
2	Tue	1/19	3	Reading an Empirical Journal Article	Mitra et al. (2009)/worksheet
	Thu	1/21	4	Research Ethics	Ch. 19; The Belmont Report
3	Tue	1/26	5	Neurophysiology and Neuroanatomy	
	Thu	1/28	6	Sheep Brain Dissection (BSB 1076)	
4	Tue	2/2	7	Neuroanatomy Lab Practical (BSB 1058)	
	Thu	2/4	8	Tools of Cognitive Neuroscience	
5	Tue	2/9	9	BioPac Tutorial (SELE 3069)	BSL Tutorial
	Thu	2/11	10	Lab 1: EDA/Polygraph (SELE 3069)	Lab 1 Introduction/Procedure
6	Tue	2/16	11	APA Style, Title Page, Method Section	Ch. 7; Ch. 11; Ch. 15 (p. 195-214)
	Thu	2/18	12	Quiz 1; Work on Lab Report 1	Lab 1 datasheet/questions
7	Tue	2/23	13	Lab 2: Biofeedback (SELE 3069)	Lab Report 1; Lab 2 Intro/Proc
	Thu	2/25	14	Excel Figure Construction	Ch. 12 (p. 160-166)
8	Tue	3/1	15	SPSS Data Entry and Analysis	Ch. 8
	Thu	3/3	16	Statistical Copy and Results Section	Ch. 12 (p. 147-155, p. 166-169)
9	Tue	3/8	17	Quiz 2; Work on Lab Report 2	Lab 2 datasheet/questions
	Thu	3/10	18	Lab 3: EEG (SELE 3069)	Lab Report 2; Lab 3 Intro/Proc
10	Tue	3/15	19	Lab 3 Data Analysis	Ch. 2; Ch. 6; Ward (2003)
	Thu	3/17	-	NO CLASS	
<i>SPRING BREAK</i>					
11	Tue	3/29	20	Literature Search	Ch. 3; Ch. 4
	Thu	3/31	21	Introduction and Citations/References	Ch. 10; Ch. 14
12	Tue	4/5	-	<i>to be determined</i>	
	Thu	4/7	22	Quiz 3; Work on Lab Report 3	Lab 3 datasheet/questions
13	Tue	4/12	23	Lab 4: Alpha Rhythm (SELE 3069)	Lab Report 3; Lab 4 Intro/Proc
	Thu	4/14	24	Lab 4 Data Analysis	De Smedt et al. (2009)
14	Tue	4/19	25	Discussion Section and the Abstract	Ch. 13; Ch. 15 (p. 193-195)
	Thu	4/21	26	Quiz 4; Work on Lab Report 4	Lab 4 datasheet/questions
15	Tue	4/26	27	Lab 5: Nerve Stimulation (SELE 3069)	
	Thu	4/28	28	Lab 6: fNIRS (BSB 2064)	Lab 5 datasheet/questions
	Sat	4/30	-		Lab Report 4 due at 5pm

Note that you should complete each reading assignment *prior* to the corresponding class session.

*This schedule is **subject to revision**; any revisions will be announced and posted on Blackboard.*

Add / Drop deadline: Friday, January 22nd

Withdrawal deadline: Friday, March 18th