

**PSCH 367: Lab in Cognitive Neuroscience**

**3 credits**

**Prerequisites: PSCH 343 and credit or concurrent registration in PSCH 350 or 366**

Semester: Fall 2020

Instructor: Dr. Jamie Donahey Roitman  
Remote office hours: by appt.  
Email: [jroitman@uic.edu](mailto:jroitman@uic.edu)

Course number: PSCH 367  
Class time: T-R 9:30-11:20am  
Method of instruction: On Campus, Hybrid  
Class locations: BSB 2019 and online via Zoom

TA: Rachel Donka  
Remote office hours: R 11:30a – 12:30p  
<https://uic.zoom.us/my/racheldonka>  
Email: rdonka2@uic.edu

**Course Description, Goals, and Objectives**

The Lab in Cognitive Neuroscience is a laboratory course focused on the brain mechanisms related to cognitive processing, such as perception, attention, memory, language and decision-making, and will provide hands-on experience with experimental techniques. In this course, we will design and implement behavioral tasks of cognitive performance; collect, analyze, and interpret data. We will collect data using primarily behavioral techniques and will analyze data from other neuroscience techniques, such as eye tracking, physiological measurement of emotional reactivity, and electrophysiological recordings. We will critically read the primary literature and write about results in context of relevant scientific findings.

**COURSE MATERIALS**

**Required Text**

There is no required text for this course. We will read articles from the primary literature that are available on UIC databases and will be uploaded to Blackboard.

**Technology requirements**

For remote sessions, you will need regular access to a personal computer that runs on a broadband internet connection. For all technical questions about Blackboard, email ACCC-Learning Technology Solutions at LTS@uic.edu

**Respect for Copyright**

Please protect the integrity of all course materials and content. By enrolling in this course, you agree to honor this request. Be mindful of the work and time that instructors and TAs put into creating course materials such as worksheets, lecture videos, and reading materials. Please do not upload course materials not created by you onto third-party websites or share content with anyone who is not enrolled in our course.

**COURSE EXPECTATIONS**

**Class Logistics**

We will be meeting both on campus and in synchronous online sessions. Because this is a laboratory class, attendance is important for both data collection (on campus) and analysis/interpretation of labs (synchronous). There is no required text for this class, and all assignments are based on the material covered in these sessions. Both for the sake of a more enriched educational experience and the opportunity to interact with peers, I strongly encourage your presence in all synchronous sessions.

My current plan is to:

- Meet in person during 4 weeks throughout the semester for data collection ([detailed below](#)).

- BSB 2019 has been arranged to allow for 10 students, an instructor, and a TA at one time.
- During the first week, we will schedule who will be in the classroom on each day to maintain compliance with the space limitations.
- Disposable masks, gloves, sanitizer, and disinfectant will be available in the classroom.
- On days of in person attendance, you will have card access to the building, and will need to complete a health survey before entering.
- UIC is providing [free, saliva-based COVID testing](#). I strongly encourage you to test before coming to class.
- If you are not comfortable being on campus, please contact me privately.
- Conduct synchronous sessions at the scheduled class time. These sessions will be held on Zoom and will be recorded. Again, they will be much more productive if you are present, so I strongly encourage your participation.
- Use Blackboard, Zoom, and Google apps as integral parts of the course. All course information will be available on Blackboard, with links to Zoom recordings and Google forms, sheets, and docs that we will use to complete labs.

Note: this plan is tentative and dependent on public health measures. As the situation evolves, I will notify you of any changes. This may include “front-loading” data collection so we have everything in hand for the rest of the semester, or including sets of data collected by prior classes.

### **Course Communications**

Blackboard is an integral tool for communication for this course. Announcements will be available on Blackboard, and I highly recommend that you adjust your settings to receive notice of announcements by email. Lecture slides will be posted before class each day, and grades will be posted as soon as they are available.

To best participate in remote classes:

- Be in a quiet place and use headphones
- Mute microphone unless talking
- Turn video on when speaking or engaging in group activities
- Quit all other screens (email, text, social media) to create a classroom “presence”
- Actively participate in class
- Raise your hand if you have a question to ask verbally
- Use the Chat feature if you prefer to type your question

When interacting with peers online, please:

- Be sensitive to different cultural and linguistic backgrounds, as well as different political and religious beliefs.
- Use good taste when composing your responses. Swearing and profanity should be avoided. Also consider that slang terms can be misunderstood or misinterpreted.
- Don’t use all capital letters when composing your responses. This can be considered “shouting” and is regarded as impolite or aggressive.
- Be respectful of others’ views and opinions. *Call in, don’t call out.*
- Use good grammar and spelling, and avoid using text messaging shortcuts.

I am happy to communicate with you by email, and this is often the most reliable way to reach me. You should be sure to identify yourself as a student in Psch 367. In general, people born before 1983 will take your message more seriously if you use proper spelling, punctuation, and grammar. Finally, it will serve you well to not demand a response ‘ASAP’. I will typically be able to respond to emails within two workdays, but there will be circumstances that prevent this occasionally. These suggestions may seem superficial, but communicating in a

professional manner with those who are teaching (mentoring, advising, or employing) you will make a good impression and are an essential part of your professional development.

### **Privacy Notification and Policy for Video Recording of Synchronous Class Sessions**

I will be recording synchronous class sessions. The recording feature for others is disabled so that no one else will be able to record this session through Zoom, Blackboard Collaborate, Webex, or Echo360. Recording by other means is not permitted. The recorded class sessions will be posted on our Blackboard class website unless otherwise notified.

If you have privacy concerns and do not wish to appear in the recording, turn OFF your video and notify me in writing (via email) prior to the next class session. If you prefer to use a pseudonym instead of your name, please let me know what name you will be using, so that I can identify you during the class session. If you would like to ask a question, you may do so privately through the chat feature by addressing your question to me or your TA only (and not to “everyone”), or you may contact me or your TA by another private method, which we will agree upon in advance of class. If you have questions or concerns about this video recording policy, please contact me before the end of the first week of class.

### **Policy for Missed or Late Work**

All assignments must be handed in by the time and date listed on Blackboard. No extra credit will be given and no evaluations can be dropped. There are several writing assignments throughout this course, which you will submit via Blackboard’s SafeAssign. This course meets the Psychology major requirement for writing in the discipline. A significant portion of your final grade will be based on a single lab report. You will be asked to hand in drafts **of sections of the lab report and you will receive feedback on these drafts**. If you submit any written assignment at any time after the deadline, the grade for that assignment will be reduced by 10% for each day late, beginning at the time that the assignment is due.

### **Academic Honesty**

UIC is an academic community 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. In this community, all members including faculty, administrators, staff, and students alike share the responsibility to uphold the highest standards of academic honesty and quality of academic work so that such a collegial and productive environment exists. As a student and member of the UIC community, you are expected to adhere to the [Community Standards](#) of integrity, accountability, and respect in all of your academic endeavors. When [accusations of academic dishonesty occur](#), the Office of the Dean of Students investigates and adjudicates suspected violations of this student code. Unacceptable behavior includes cheating, unauthorized collaboration, fabrication or falsification, plagiarism, using unauthorized study aids, coercion regarding grading or evaluation of coursework, and facilitating academic misconduct. Please review the [UIC Student Disciplinary Policy](#) for additional information about the process by which instances of academic misconduct are handled towards the goal of developing responsible student behavior. *By submitting your assignments for grading you acknowledge these terms, you declare that your work is solely your own, and you promise that, unless authorized by the instructor or proctor, you have not communicated with anyone in any way during an exam or other online assessment.*

## **COVID-19 POLICIES**

### **Safety Protocols**

**Face Masks:** [Masks must be worn at all times](#) by all students, faculty, and staff while on campus, whether in or out of class, in all offices, on all pathways, and inside and outside of all buildings, in accordance with [University policies](#). If you do not wear a mask, you will be asked to leave the classroom and will not be allowed back in class unless or until you wear a mask. Eating and drinking is not allowed in classrooms.

**Social Distancing:** We all must maintain appropriate social distancing at all times, whether in or out of class, in all offices, on all pathways, and inside and outside of all buildings. On-campus classes are being held in classrooms that are large enough to maintain a minimum physical distance of 6 feet (or two arm's length) between people; we will implement assigned seating to ensure social distancing is observed and also to make contact tracing easier if there is an incident of COVID-19 infection in our class.

**Hand Washing/Sanitizing:** Everyone is expected to wash or sanitize their hands before class, either by using personal sanitizer or by using one of the sanitizer dispensers located on campus. Please remember to wash your hands with soap for 20 seconds or more. If using hand sanitizer, please remember it should be at least 60% alcohol and you should rub your hands together until dry.

#### **COVID-19 Infection Procedures, Testing and Tracing:**

UIC has built an infrastructure for COVID-19 testing and tracing of UIC community members. Please refer to the UIC website, [Coronavirus Disease 2019 \(COVID-19\) | UIC Today](#), and the Circle Back to Campus Plan [website](#) and [newsletter](#) for up-to-date campus policies and procedures. For information about what to do: [UIC FAQs](#)

Students who think they have been exposed to COVID-19 or who have tested positive should inform Student Health Services at 312-996-2901, as soon as possible, so that the University can take action in accordance with [University policies](#). Please do not hesitate to share a positive diagnosis; your identity will NOT be revealed to your classmates. UIC's utmost concern is for the students' welfare and trying to ensure that everyone can take the needed precautions to reduce the likelihood of additional infection. Arrangements will be made with students on an individual basis to accommodate missed classes or assignments due to illness.

#### **RELIGIOUS HOLIDAYS**

I will make every effort to avoid scheduling exams or requiring student projects be submitted on religious holidays. If you wish to observe your religious holidays, please notify me of the date when you will be absent. If an assignment is due during your absence, I will adjust the due date appropriately. Students may appeal through campus grievance procedures for religious accommodations.

#### **ACADEMIC DEADLINES**

<https://catalog.uic.edu/ucat/academic-calendar/#Fall2020>

#### **INCLUSIVE LEARNING ENVIRONMENT**

UIC values diversity and inclusion. Regardless of age, disability, ethnicity, race, gender, gender identity, sexual orientation, socioeconomic status, geographic background, religion, political ideology, language, or culture, we expect all members of this class to contribute to a respectful, welcoming, and inclusive environment for every other member of our class. If there are aspects of the instruction or design of this course that result in barriers to your inclusion, engagement, accurate assessment or achievement, please notify me as soon as possible.

#### **ACCOMMODATIONS**

UIC is committed to full inclusion and participation of people with disabilities in all aspects of university life. If you face or anticipate disability-related barriers while at UIC, please connect with the Disability Resource Center (DRC) at [drc.uic.edu](mailto:drc.uic.edu), via email at [drc@uic.edu](mailto:drc@uic.edu), or call (312) 413-2183 to create a plan for reasonable accommodations. In order to receive accommodations, you will need to disclose the disability to the DRC, complete an interactive registration process with the DRC, and provide me with a Letter of Accommodation (LOA). Upon receipt of a LOA, I will gladly work with you and the DRC to implement approved accommodations.

## METHODS OF EVALUATION, & GRADING POLICIES

You will be evaluated based on multiple short writing assignments. Grades for each lab summary will typically be posted within 1 week of its due date. You are permitted a single revision of one lab summary to replace its initial scoring. The revised lab summary is due at the end of Finals week. You should contact the TA or me **promptly** for advice if you are not performing as well as you want for advice on how to improve your performance.

Assessments	Points	Percent of grade
5 Lab summaries	30 points each (150 total)	20% each

The distribution of grades will be:

- A: 135-150 points
- B: 120-134
- C: 105-119
- D: 90-104
- F: 0-89

## Grievance Procedures

UIC is committed to the most fundamental principles of academic freedom, equality of opportunity, and human dignity involving students and employees. Freedom from discrimination is a foundation for all decision making at UIC. Students are encouraged to study the University's "[Nondiscrimination Statement](#)". Students are also urged to read the document "[Public Formal Grievance Procedures](#)". Information on these policies and procedures is available on the University web pages of the Office of Access and Equity: <http://oae.uic.edu/>.

## Course Evaluation

Student evaluations of teaching play a fundamental role in improving course content, format, and delivery (teaching) at UIC. The Office for Faculty Affairs offers all Colleges and Departments the opportunity to participate in an online course evaluation system.

Students receive an email invitation in their 'uic.edu' inbox with the following title in the subject line: "UIC Student Evaluation of Teaching [Course Name] [Instructor Name] [Semester, Year]." It will contain a link and a unique student password for the online evaluation for that course. Students will need an electronic device with Internet access to complete the evaluation online. Submitted course evaluations cannot be removed from the system so it is vital that students pay attention to the *instructor name* and *course name* when completing their evaluations. Students must complete the online evaluations before 12 am on the first day of finals. No exceptions are made if the evaluation is not submitted before 12 am on the first day of finals.

For more information about the program and timelines for when the system is open to students to complete the evaluations, please visit:

<https://faculty.uic.edu/development/teachingandlearning/evaluations/>

## TENTATIVE CALENDAR OF MAJOR COURSE EVENTS AND DEADLINES

Week	Day	Date	Format/Activity	Due
<b>Sensation &amp; Perception (Sand the floor)</b>				
1	T	8/25	Synchronous: Overview	
	R	8/27	Synchronous: Processing visual information	
2	T	9/1	<b>On campus: Color and motion group 1</b>	
	R	9/3	<b>On campus: Color and motion group 2</b>	
3	T	9/8	Synchronous: Data analysis	
	R	9/10	Synchronous: Data interpretation	
<b>Attention (Wax on, wax off)</b>				
4	T	9/15	Synchronous: Primary sensory mechanisms	<b>S&amp;P summary</b>
	R	9/17	Synchronous: Parietal and frontal mechanisms	
5	T	9/22	<b>On campus: Visual search group 1</b>	
	R	9/24	<b>On campus: Visual search group 2</b>	
6	T	9/29	Synchronous: Data analysis	
	R	10/1	Synchronous: Data interpretation	
<b>Memory (Paint the fence)</b>				
7	T	10/6	Synchronous: Multiple memory systems	<b>Attention summary</b>
	R	10/8	Synchronous: Multiple memory systems	
8	T	10/13	<b>On campus: Iconic memory group 1</b>	
	R	10/15	<b>On campus: Iconic memory group 2</b>	
9	T	10/20	Synchronous: Data analysis	
	R	10/22	Synchronous: Data interpretation	
<b>Higher cognitive function (Paint the house)</b>				
10	T	10/27	<b>Asynchronous: Higher cognition group 1</b>	<b>Memory summary</b>
	R	10/29	<b>Asynchronous: Higher cognition group 2</b>	
11	T	11/3	<i>no class: Election Day – be sure to vote!</i>	
	R	11/5	Synchronous: Higher cognitive function	
12	T	11/10	Synchronous: Data analysis	
	R	11/12	Synchronous: Data interpretation	
<b>Executive control (Sweep the leg)</b>				
13	T	11/17	Synchronous: Executive control	<b>Higher cognition summary</b>
	R	11/19	Synchronous: Executive control	
14	T	11/24	Asynchronous: Stroop data collection	
	R	11/26	<i>no class - Thanksgiving</i>	
15	T	12/1	Synchronous: Data analysis	
	R	12/3	Synchronous: Data interpretation	
Finals	T	12/8		<b>Executive control summary</b>
	F	12/11		<b>Optional summary revision</b>

## **UIC RESOURCES**

If you find yourself having difficulty with the course material or any other difficulties in your student life, don't hesitate to ask for help! Come to me, or if it is about an issue beyond this class, please contact your college advisors, or get help from any number of other support services on campus. You can get a referral to the right place, or help on the spot, from a concerned advisor in the Undergraduate Success Center (USC) at [usc@uic.edu](mailto:usc@uic.edu).

See also:

**The Writing Center**, located in Grant Hall 105, offers one-on-one consultation with student writers who need help developing ideas, or need advice, guidance or additional instruction on any aspects of writing in any class. Tutors are prepared to spend fifty minutes per appointment, and there is no limit to the number of tutoring sessions you can have each semester. Make an appointment and be on time! Bring the paper on which you're working, as well as any related drafts or notes, and information about the assignment. For an appointment, call the Writing Center at (312) 413-2206, or stop by room 105 of Grant Hall. Visit the Writing Center website for more information.

<https://writingcenter.uic.edu/>

**The Math and Science Learning Center**, located in the Science and Engineering South Building (SES) at 845 W. Taylor St. 3<sup>rd</sup> Floor, Room 247, is a meeting place for students in Math, Biological Sciences, Chemistry, Earth and Environmental Sciences, and Physics. At the MSLC, students can meet with graduate teaching assistants for tutoring in 100-level courses, arrange informal group study sessions with other students, or meet up with friends to attend one of the workshops, seminars, or other activities sponsored by the SLC during the semester. Visit the website at <https://mslc.uic.edu/>, call 312-355-4900 or email at [mslc@uic.edu](mailto:mslc@uic.edu).

### **The UIC Library**

The library is located both on east and west campus, provides access to resources, study rooms, and research support both online via chat and in person. At Daley Library on the east side of campus, stop by the reference desk in the IDEA Commons, or make an appointment for research help on either side of campus. Learn more about library policies at <http://library.uic.edu/>. To find research materials in specific subject areas view the Research Guides at <http://researchguides.uic.edu/>.

**The Academic Center for Excellence** can help if you feel you need more individualized instruction in reading and/or writing, study skills, time management, etc. Phone: (312) 413-0031.

**Counseling Services** are available for all UIC students. You may seek free and confidential services from the Counseling Center [www.counseling.uic.edu](http://www.counseling.uic.edu). The Counseling Center is located in the Student Services Building; you may contact them at (312) 996-3490. In addition to offering counseling services, the Counseling Center also operates the InTouch Crisis Hotline from 6:00 p.m.-10:30 p.m. They offer support and referrals to callers, as well as telephone crisis interventions; please call (312) 996-5535.

### **Campus Advocacy Network**

Under the Title IX law you have the right to an education that is free from any form of gender-based violence and discrimination. Crimes of sexual assault, domestic violence, sexual harassment, and stalking are against the law and can be prevented. For more information or for confidential victim-services and advocacy contact UIC's Campus Advocacy Network at 312-413-1025 or visit <http://can.uic.edu>. To make a report to UIC's Title IX office, email [TitleIX@uic.edu](mailto>TitleIX@uic.edu) or (312) 996-5657.

## **CAMPUS SECURITY**

As a UIC student, you've chosen to live in one of the nation's largest cities. But, as at any university, crime is a reality. At UIC, we are strongly committed to our public safety programs, and we encourage students to be proactive in learning what programs and services are available in case of an emergency. You are DISCOURAGED from staying in university buildings alone, including lab rooms, after hours and are ENCOURAGED to use the POLICE/STUDENT patrol escort if you are uncomfortable traveling anywhere on campus. You may request an escort to accompany you to your campus destination on foot by calling 312-996-2830, and between 11:00 pm and 7:00 am you can dial the Red Car service (312-996-6800) if you are alone and need to leave the building. Through Red Car, the university has established a safe evening transportation service for university employees, students, visitors, and other authorized individuals. The car travels between university facilities within the following general boundaries: Clinton Street on the east; Western Avenue on the west; Jackson Boulevard on the north; and, 16th on the south. This service is available only to individuals possessing a valid UIC i-card. The i-card is required to ensure the safety of the driver and other passengers. Consult the following for more information: <http://www.uic.edu/uic/studentlife/campus/safety.shtml>

Also you can subscribe your cell phone to receive text message alerts. An immediate SMS text alert will be sent in case of a serious crime in progress, a weather emergency, or other urgent situation. ([https://accountportal.uic.edu/auth/manage?dispatch=set\\_sms\\_panel](https://accountportal.uic.edu/auth/manage?dispatch=set_sms_panel)).

Finally, by dialing 5-5555 from a campus phone, you can summon Police or Fire for any on-campus emergency. You may also set up the complete number, 1-312-355-5555, on speed-dial on your cell phone. For more information contact:

<http://www.uic.edu/uic/studentlife/campus/emergency-information.shtml>

## **Emergency Response Recommendations**

The emergency response guide can be found at the following website: <https://ready.uic.edu/>. Please review and acquaint yourself with the guide and recommendations for various emergency situations.