

Psychology 367: LABORATORY IN COGNITIVE NEUROSCIENCE

FALL 2021 - 3 credit hours (CRN: 38230 / 38232) Sections BB/BL

Mon & Wed 10 am to 11:50 am, SEL NE 3069

(In-Person and Online Synchronous Class)

Instructor: Alessandra M. Passarotti, PhD

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Office: 2056C BSB

In Person Office Hours: Wednesdays 2 - 2:45 pm, by Appointment

Online Office hours: Thursdays 12:30 -1:30 pm, by Appointment

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Office: TBD

Online/In-person Office Hours: Wednesdays 12:30 to 1:30 pm, By Appointment

Note on Office Hours: We offer the option of in person or online office hours by Appointment.

Please email the Instructor and TA at least 24 hours in advance for an appointment.

Appointments will ensure that we have plenty of time to dedicate to each student, and that students do not have to wait around for their turn. If you cannot meet during office hours, please email us some potential days/times and we can schedule a meeting for another day.

Pre-requisites: Psch 343 and credit or concurrent registration in Psch 350 or Psch 366.

REQUIRED ATTENDANCE: The class format will be in-person, with some synchronous online classes. Because this is a Laboratory class, with research activities that can be carried out only in class, **attendance is required and there is no accommodation for students who cannot attend regularly**. Therefore students who cannot attend should talk to their advisor asap to decide on an alternative course.

Free E-Textbook: “*Effective Writing in Psychology*” by Beins and Beins, 2012, 1st Edition, Wiley-Blackwell. Available for free to UIC students on the UIC R. Daley Library website (<https://library.uic.edu/libraries/daley>).

Additional Free Textbook (Reference textbook): Postle, Bradley R. *Essentials of Cognitive Neuroscience* Chichester, West Sussex, Wiley & Sons, 2015. Available for free to UIC students on the UIC Daley Library website <https://library.uic.edu/libraries/daley>

WELCOME TO PSCH 367: LABORATORY IN COGNITIVE NEUROSCIENCE. Our goal for this class is to make learning as impactful as possible this semester, while also acknowledging the challenges in your daily routines and educational experiences related to the Pandemic. We will strive to abide by two overarching principles: 1) engage in clear and frequent two-way **communication** regarding our expectations of you, the class workflow, and unexpected challenges you may experience regarding the class work; 2) build an **inclusive learning community** in which we all abide by the same ground rules and ethical code of conduct. We look forward to connecting with you this semester. We will do our best to support your learning experience by listening to your needs and by conducting this course with compassion, empathy, and patience.

Our Inclusive Learning Environment. UIC values diversity and inclusion. We will do our best to make every student feel welcome, engaged, and respected for their opinions. 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 the Instructor as soon as possible.

Psch 367 Course Description. This Laboratory course is a “*Practicum*” in cognitive neuroscience research, and includes both a lecture and a research laboratory format. To be properly registered in this class, students must enroll in one Lecture and one Laboratory. The focus of this class is on examining the neurophysiological underpinnings of cognitive processes such as attention, working memory, executive functions, language and emotion processing. **Students will learn important skills that are necessary to be a research scientist in the field of Cognitive Neuroscience.** They will learn to critically evaluate scientific literature and

interpret scientific data to address specific research questions. Moreover, students will learn about cognitive neuroscience and brain imaging techniques (e.g., EEG, EOG, fNIR, fMRI) that measure neurocognitive functions, and will analyze and interpret neurophysiological data by using Biopac Laboratory System, Microsoft Excel, or similar software. Research studies and data analyses will be demonstrated in class, but will also require individual work outside of class. Students are expected to take notes, especially for the lab part; they are also encouraged to ask questions and participate in class. Finally, students will learn to use APA format to write or verbally present scientific reports based on the class experiments, as well as a final scientific paper.

Attendance and Participation. Studies show that students who attend class regularly learn more and get better grades. In-person and online attendance for this Lab class is required, to learn about the class experiments, neuroanatomy, and be fully engaged with the class research activities. **Attendance will be recorded via i-clicker (when we meet on campus) or Blackboard (when we meet online) and is worth 30 points.**

I-clicker: Information on how to set up a free I-clicker account to record attendance is posted under Announcements. Lectures will cover the Instructor's lectures notes, assigned materials, and research activities. For in person meetings please come to class, at SEL 3069, on time. To join the live online classes please click on "Collaborate" in Blackboard. You will then be prompted to join the class session.

CAMPUS AND CLASSROOM COVID POLICY. We want to keep everybody safe to the maximum extent that is possible. Students are expected to attend this Lab Class in person if they: have received a COVID-19 vaccination (full vaccination series complete); have received a vaccine exemption and are saliva testing two times per week and completing their daily Healthcheck; Are partially vaccinated and are saliva testing two times per week and completing their daily Healthcheck.

Face Masks: Students need to wear masks and stay masked during class. Everyone is required to wear masks indoors, including in the classrooms, hallways, offices, conference rooms, etc. Students may remove their masks when alone in a private office or personal residence hall room, or if they have a medical condition, disability or other reason that prevents them from safely wearing a face mask. Students who are not wearing a mask will be asked to get a mask before returning to class. If the student refuses, then they will be asked by the instructor to immediately leave class and will be reported to the Dean of Students Office. If a **student refuses to wear a mask and refuses to leave the classroom this is considered student**

misconduct and will be reported to the Dean of Students. Students on campus who are unvaccinated (without vaccine exemption) or who are in groups required to saliva test and do the daily Healthcheck and are not complying with these requirements will be reported to the Dean of Students via the campus monitoring system. In these cases, the Dean of Students will proceed as described in the Student Disciplinary Policy.

At this point there is no social distancing requirement in classrooms, but this may change if infection rates increase or as public health guidance dictates. Note the “sit here” and capacity signage for six-foot spacing has been left in place or newly applied in classrooms in the event we need to reinstate social distancing at any time during the semester. Even in situations where no social distancing is required, some students may want to stay physically distant from others and this should be allowed when feasible. Please let the Instructor know of any special needs asap. See more details at <https://provost.uic.edu/guidance-for-fall-2021/>.

Communicating in Class. Your questions and comments are always very welcome! Feel free to ask questions during class, or meet with the Instructor for a few minutes after the in-person class. When we are online, the Instructor will often ask if there are any questions, and will also answer the Blackboard chat messages during times set aside for this purpose. While we want to ensure that everybody feels included and respected during our classes, also please be respectful toward others while asking/answering questions or making comments. Please be kind to one another, and keep an open mind about different cultural aspects, different points of views and scientific opinions. Actions, text messages and talks that are disrespectful to any student, or the Instructor and TA, and that disrupt the classroom, will be reported to the appropriate UIC officials.

Class Recordings. Because of the Lab format **we will not be able to record in-person classes**. Extensive lecture notes are posted every week and will cover the in-person class content. **We will record the synchronous class sessions**, and these recordings can be viewed in Collaborate at any time. However students who do not attend in person or online classes will not gain the points associated with the class on a given day. The recording feature for others is disabled so that no one else will be able to record this session. 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 the Instructor in writing (via email) asap and prior to the next 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 the 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 the Instructor before the end of the first week of class.

E-mail Communications. E-mail is the best way to reach us! Please email us with any questions or concerns you may have about the course and study materials. *Prompt communication is a smart strategy to ensure that we can help you effectively!* When you contact us by email please include “psch 367” in the subject line. We will check emails during weekdays, M - F (9 am to 5 pm) and will return your email within 24 - 48 hours.

Blackboard. For online classes we use **Collaborate**, in Blackboard. Our Blackboard course site (blackboard.uic.edu) has been organized to facilitate both access to course materials and to a broad array of UIC campus resources and community information such as advising support, online events, health and wellness tools, etc. The information is provided at the university, college, and department/course levels to help you more efficiently navigate to the resources and tools you need to be successful in your courses this semester. Students are expected to log into the course site regularly to learn about any developments related to the course as well as to upload assignments and communicate with classmates. For all technical questions about Blackboard, email ACCC Learning Technology Solutions at LTS@uic.edu.

Please check these important Blackboard folders on the Main Menu page:

- **Syllabus.** A very detailed class syllabus includes course requirements, assignments and grading policies, as well as the weekly schedule and topics. Please read the syllabus carefully and let us know if you have any questions.
- **Getting Started.** This folder contains general information about Blackboard, technical requirements, general UIC resources, online etiquette guidelines, and how to get textbooks at UIC.
- **About this Course.** This folder contains general information about the Course content and organization, the course learning objectives, and information about the Instructor and TA.
- **Weekly Content Folder.** Every week lecture notes, assignment instructions, and class materials are posted on Blackboard under the folder “Weekly Content” (weeks 1-16).
Please check this folder at the beginning of each week to know what you need to work on for any given week.

- **Class Announcements.** Please check Class Announcements regularly, in order to be up-to-date with all the important information for the class.
- **Discussion Forum.** The forum is a chance for students to introduce themselves to the class, to get to know each other better and share ideas and comments. There are *4 graded discussion forum questions* that are posted one week before they are due. There may also be some extra-credit opportunities. Students will be informed in advance when there are extra-credit opportunities linked to the Discussion Forum.
- Additional folders will be created in Blackboard for the exam, the reports, study guides, final paper, etc.

COURSE REQUIREMENTS AND GRADES

The final grade will be obtained from scores on: one neuroscience/neuroanatomy exam, 4 lab reports, 4 graded discussion forum questions, and 2 drafts of a final paper. There will be also a few extra-credit opportunities. After you receive your scores and our feedback on various assignments, please reach out to the TAs and Instructor if you have questions or want to receive more feedback or advice on future assignments.

- **On Campus Neuroanatomy/Neuroscience Exam on 9/22.** This exam will be **administered only in class** and it will be based on the sheep brain dissection and neuroanatomy/cognitive neuroscience lectures. The exam format will include multiple choice questions, and brain structure identification.
 - A student who is not coming to campus to attend classes, based on an approved exemption, will be required to adhere to the campus COVID-19 testing requirements and have a saliva test prior to coming to campus to take the exam. Saliva testing must be completed at UIC not earlier than 48 hours and not more than 72 hours ahead of the exam date, so that the test result is available (and negative) by the date of the examination. They must be prepared to present their UIC Daily Pass at the examination site. See more details at <https://provost.uic.edu/guidance-for-fall-2021/>.
- **Four Lab Reports.** Four lab reports (3-5 pages long), in APA format, will be due about 2 weeks after the class experiment and data analyses are completed. You need to work on the first three reports individually. The last report is a Group Report. Instructions for writing the reports will be posted. Please talk to the TA and Instructor as soon as possible if you have questions about the class experiments or on how to write up the reports.

- **Final Paper Assignment.** A 10-page paper on a topic provided by the Instructor based on experiment 2 (EEG methodology) will be due as a first draft by 11/10, and then as a final version due by 12/1. Each of the paper drafts will be graded and will receive feedback. The paper must be double-spaced, follow APA format, and must include: Abstract, Introduction, Methods, Results, Discussion, and References. Details about the paper assignment and the APA format will be provided in class and posted on Blackboard.
- **In-Class Research and Attendance.** Regular attendance is essential as part of the research activities. Students need to be in class when we conduct cognitive neuroscience experiments in class. Students will also work on a brain imaging group project toward the end of the semester. There will be up to 30 points to be gained for research participation in class (see syllabus).
- **Discussion Forum.** Four discussion forum questions are graded (see syllabus), others may be offered as part of an extra-credit opportunity. Students have usually 7 days to complete their discussion forum reply. The deadlines are indicated in the syllabus and under weekly content. Late graded discussion forum replies are not accepted.
- **Attendance and Participation in Research Activities.** This class will provide ‘hands-on’ experience with cognitive neuroscience research. Your class attendance and engagement in research activities is essential to your success. Student will be expected to devote additional time outside of class working on assignments, readings, actively participating in the online discussion board, and in the group project work. While the final Group Report (Report 4) is a team effort, every student will be evaluated based on their individual effort and engagement in the project. Meeting and working with your team on your group project and Report 4 is essential for this class.
- **Extra-credit Paper.** There will be an extra-credit paper opportunity (1 and $\frac{1}{2}$ page paper; 6 points) due by 12/1, midnight. No late work is accepted.

Make-up Exams. Make-up Exams can be taken within two days from the original deadline, but for late exams with no valid excuse there is a 20% penalty for each late day. Make-up exams with no penalty will be granted only in case of family emergencies, illness, catastrophes or valid events, that will need to be documented (e.g., doctor's note; a relative's death certificate;

religious holiday). Students need to contact the Instructor and TA, before the assignment is due. No make-ups are offered for extra-credit opportunities.

Policy on late Papers. Late assignments may not have a penalty in case of personal/family emergencies or catastrophes or for valid events (e.g., religious holidays) that will need to be documented. Late papers will be accepted but 10% of the points will be deducted for each day past the deadline. Both week and weekend days count as late days. For example, if an assignment is turned in 3 days late a 30% penalty will be applied to the paper grade, even if two of these days are Saturday and Sunday. Late work is not accepted for extra-credits.

GRADING POLICY: Final grades will be determined by total points as follows:

<i>Course Requirements</i>	<i>Points</i>	<i>Grade Percent</i>
Lab Report 1	30	8%
Lab Report 2	30	8%
Lab Report 3	30	8%
Lab Report 4 (Group Project)	40	12%
Report 4 Group Work and Presentations 1 & 2 (10 pts each)	20	6%
Neuroanatomy/Neuroscience Exam	50	15%
In-Class Research Participation/Attendance	30	8%
First draft of final Paper	45	13%
Second draft of Final Paper	55	16%
Graded Discussion Forum – 4 questions (5 pts each)	20	6%
Total	350	100%

<i>Grade</i>	<i>Points</i>
A: 90 to 100%	315 - 350
B: 80 to 89%	280 - 314
C: 70 to 79%	245 - 279
D: 60 to 69%	210 - 244
F: 0 to 59%	0 - 209

All points obtained from exams and assignments, as well as extra credit points, are added up, as a simple addition, to obtain the final grade. Extra credit points are added to the total score (for instance, if a student has a total score of 310 from exams and assignments, and has also collected 10 extra-credit points, their total score is 320/350, which would result in an A). Regarding the final grade, if a final sum of points is at least .5 away from the next higher raw point, it will be rounded up to the next higher point (e.g., 330.5 will be rounded up to 331).

Note on the “Incomplete” Option: Following departmental guidelines, Incompletes are granted only for a documented personal or family emergency towards the end of the semester that prevent a student from attending class and completing the last few assignments. Incompletes are not given to students who have not turned in their work regularly from the beginning of classes, or throughout the semester. Incompletes are granted as a result of a prompt conversation with the Instructor, and are never given on a very short notice or at the last moment. The student needs to discuss their emergency with the Instructor asap, and at least a week before the end of the classes, to agree on a plan for finishing their assignments in a timely fashion. Failure to communicate promptly with the Instructor will result in the Instructor not granting an Incomplete.

Disability Services Notification. Students who have a **letter of accommodation (LOA)** should email the Instructor by the end of the first week to let them know of the LOA, and provide a pdf of the letter, so that we can start planning on the best way to help. **Students with LOAs will automatically receive 48-hours extension on assignments, and double the time on exams.** As long as they communicate with the Instructor before the deadline more time can be granted as needed.

UIC is committed to full inclusion and participation of people with disabilities in all aspects of university life. Students who face or anticipate disability-related barriers while at UIC should connect with the **Disability Resource Center (DRC)** at drc@uic.edu, or at (312) 413-2183

(voice) or (312) 413-0123 (TDD) to create a plan for reasonable accommodations. In order to receive accommodations, students must disclose disability to the DRC, complete an interactive registration process with the DRC, and provide their course instructor with a Letter of Accommodation (LOA). Course instructors in receipt of an LOA will work with the student and the DRC to implement approved accommodations

http://www.uic.edu/depts/oar/campus_policies/disability_notification.html.

Holidays and Religious Days of Special Observance. Please let us know if you need to miss class or need to reschedule an exam due to a religious holiday. See <https://oae.uic.edu/religious-calendar/>.

Our Community Agreement. 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. Let's embrace what it means to be a UIC community member and together be committed to the values of integrity. Let us commit to upholding a class "Honor Code" in which we trust one another and engage only in behaviors that reflect our community standards of academic integrity.

Academic Integrity, Cheating or Plagiarism - Student Community Standards. 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, multiple submissions without instructor permission, using unauthorized study aids, coercion regarding grading or evaluation of coursework, and facilitating academic misconduct. **What is plagiarism?** A student who submits a paper (or parts of a paper) that they or others wrote for other classes, or a paper which in whole

or part has been written by someone else, or which contains passages quoted or is paraphrased from another's work without acknowledgement (quotation marks, citation, etc.) is committing plagiarism. Maintain your integrity when completing assignments. To avoid plagiarism, summarize content and concepts in your own words, and cite all the sources you use! If you are unsure about what constitutes plagiarism ask the Instructor and TA, and they will help you. Students who plagiarize work may be subject to various disciplinary actions, including a failing grade on a particular assignment, failure of the entire course, and possible expulsion from the university. Please refer to the UIC Student Handbook (<https://dos.uic.edu/wp-content/uploads/sites/262/2019/01/FINAL-VERSION-2019.pdf>) and the Student Disciplinary Policy (https://dos.uic.edu/wp-content/uploads/sites/262/2020/01/DOS_Student-Disciplinary-Policy-2020.pdf) for specific rules regarding these matters./.5wshgq

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 hard work and time that instructors and TAs put into creating course materials such as exam and quiz questions, 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. I am grateful for your cooperation in honoring this important request.

Electronics Use Policy. Please turn off your cell phone or set it to vibration during the online class. During class please mute your microphone until you are ready to talk and be respectful when others take their turn talking with their microphone. Loud noises, music or phone ringing during class are not respectful towards others. Students who disrupt class with improper behaviors or excessive use of electronic devices may lose 10 points on their final grade.

Course Schedule

Note: This course schedule may be revised. All revisions will be posted on Blackboard in a timely fashion. Unless otherwise noted class meetings are in person.

Week	Day	Date	Topic	Laboratory/Readings (posted on Blackboard)
1	M	8/23	Syllabus and Course Introduction <i>Discussion Forum: Introduce Yourself</i>	
	W	8/25	Cognitive Neuroscience, the Brain and Neuroanatomy	Ward, 2015, Ch 2
2	M	8/30	Cognitive Neuroscience, the Brain and Neuroanatomy (cont'd) Ethics in Research (Synchronous Online Class)	Ward, 2015, Ch 2 The Belmont Report
	W	9/1	Sheep Brain Anatomy	Ward, 2015, Ch 2 Sheep Brain Notes
3	M	9/6	Labor Day (No Class)	
	W	9/8	Sheep Brain Anatomy (cont'd) <i>Graded Discussion Forum # 1 DUE</i>	Sheep Brain Notes
4	M	9/13	Introduction to Brain Injury, traumatic Brain Injury (TBI) and Cognitive Dysfunction Sheep Brain Anatomy Q &A (Synchronous Online Class)	Lecture Notes
	W	9/15	Scientific Writing: An Overview How to read and evaluate a scientific article - Brain Injury and Cognition Hampshire et al., 2013 (<u>Read article before class</u>). In Class Extra-credit opportunity.	B&B Ch 1,5 Hampshire et al., 2013

5	M	9/20	LAB Experiment 1/ REPORT 1: EDA/Poligraph, Emotions and Cognition: Scientific Background; Report 1 Instructions APA Writing: Introduction, Methods, Results, Discussion, Abstract (Synchronous Online Class)	Biopac Lesson 9 Latham et al, 2017 APA Tutorial B&B Ch 6, 8, 10,11,12,13; APA online resources
	W	9/22	NEUROANATOMY AND NEUROSCIENCE EXAM (In-person Exam) 10 am - 11:50 am	
6	M	9/27	LAB Experiment 1: EDA/Poligraph, Emotions and Cognition Testing/Data Analyses Workshop on T-tests, Bar Graphs in Excel (Synchronous Online Class)	Excel Tutorial
	W	9/29	Lab Experiment 1 (cont'd) In-Class Testing/Data Analyses	B&B Ch 10,11 B&B Ch 12 (pp. 147-155; 166-169), Ch 13
7	M	10/4	LAB Experiment 2 / Report 2: EEG, and Working Memory: Scientific Background; Instructions for Report 2 APA Writing: Statistical Results, Abstract, References Graded Discussion Forum # 2 DUE (Synchronous Online Class)	APA Tutorial B&B Ch 12,13;
	W	10/6	LAB Experiment 2 / Report 2: EEG and Working Memory: In-Class Testing REPORT 1 DUE Final Paper Instructions	Biopac Lesson 4 Zhang et al. 2018 REPORT 1 DUE by midnight

8	M	10/11	<p>Lab Experiment 2/ Report 2: Data Analyses</p> <p>Cognitive Neuroscience of Executive Functions, ADHD.</p> <p>(Synchronous Online Class)</p>	
	W	10/13	<p>LAB Experiment 2/ Report 2: Testing and Data Analyses</p> <p>Report 2 Instructions</p>	Data Analyses
9	M	10/18	<p>Lab Report 2 (cont'd): Data Analyses</p> <p>APA Writing: References, Literature Search, Formatting</p> <p>(Synchronous Online Class)</p>	B&B Ch 4,14, 15 APA online resources
9	W	10/20	<p>LAB EXPERIMENT 3 / Report 3: EOG, Object-tracking, Reading: Scientific Background.</p> <p>In Class Testing/Data Analyses</p> <p>REPORT 2 DUE</p>	
10	M	10/25	<p>LAB EXPERIMENT 3 / Report 3: Scientific Background; Instructions for Report 3; Data Analyses.</p> <p>REPORT 2 DUE</p> <p>(Synchronous Online Class)</p>	Biopac Lesson 10
	W	10/27	<p>LAB 3 / REPORT 3: Testing and Data Analyses</p> <p><i>Graded Discussion Forum # 3 is DUE</i></p>	
11	M	11/1	<p>Brain Imaging, fMRI and fNIR: An Introduction</p> <p>LAB 4 / Lab Report 4: fNIR: Project Instructions and Scientific Background,</p>	

			Report 4 Instructions (Synchronous Online Class)	
	W	11/3	In-Class Group Work on Report 4 Experiment preparation	
12	M	11/8	LAB 4 / Report 4: Group Presentations # 1 (5 min) Group Work on Report 4 (Synchronous Online Class)	B&B Ch 17
	W	11/10	<u>FINAL PAPER 1ST DRAFT DUE</u> Lab 4: In class Data Collection/Analyses	FINAL PAPER 1ST DRAFT DUE by midnight
13	M	11/15	Lab 4: Report 4 Writing <i>Lab 4 - Group Consultations with Instructor</i> <i>Graded Discussion Forum #4 is DUE</i> (Synchronous Online Class)	
	W	11/17	Lab 4: Data Collection/Analyses REPORT 3 DUE	REPORT 3 DUE by midnight
14	M	11/22	Lab 4: In Class Data Collection/Analyses <i>Lab 4 Results - Group Consultations with Instructor</i>	
	W	11/24	NO CLASS (Thanksgiving Break) <i>Independent Writing Day</i>	
15	M	11/29	<u>FINAL PAPER 2ND draft DUE</u> <i>Lab 4 Results - Group Consultation with Instructor</i>	FINAL PAPER 2ND DRAFT DUE by midnight

			(Synchronous Online Class)	
	W	12/1	<p>Report 4 Group Presentations # 2 - In Class (15 min)</p> <p>Extra-credit Paper due by midnight (optional)</p>	
16 Finals Week	M	12/6	<p>NO CLASS - Finals Week</p> <p>GROUP REPORT 4 DUE</p>	REPORT 4 DUE by midnight

RESOURCES FOR STUDENTS

For a comprehensive list of Student Resources refer to <https://today.uic.edu/resources/current-student-resources>. Also see Blackboard Assist

<https://uic.blackboard.com/ultra/integration/bbAssist> for the latest updates on campus resources and services to students.

The **UIC 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 **UIC Writing Center**. The UIC Writing Center provides excellent online resources to help students with paper writing in general. In addition to working with us on specific written assignments, we strongly recommend that you take advantage of the UIC Writing Center resources, especially if writing has been a challenge for you in the past, or if you do not have a lot of experience with writing scientific papers. To learn more or set up an appointment: <https://writingcenter.uic.edu/>.

The **Academic Center for Excellence (ACE)** can help if you feel you need more individualized instruction in reading and/or writing, study skills, time management, etc. Please call (312) 413-0031 or visit <https://ace.uic.edu/> for more information.

The **Math and Science Learning Center**, located in the Science and Engineering South Building (SES) at 845 W. Taylor St. 3rd 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.

Care Facts. Care Facts <https://dos.uic.edu/student-assistance/uicare/care-facts/> provides you with weekly information on many topics including exercise, healthy eating, stress and resilience, self-compassion, social connection, time management and more.

The UIC Wellness Center. The UIC Wellness Center (<https://wellnesscenter.uic.edu/resources-and-services/>) provides many useful resources on Wellness, and useful guidelines on how to manage and navigate your online classes: <https://wellnesscenter.uic.edu/news-stories/how-to-navigate-online-classes/>.

Counseling Resources for Students. Counseling Services are available for all UIC students. You may seek free and confidential services from the Counseling Center at www.counseling.uic.edu. The Counseling Center is located in the Student Services Building; you may contact them at (312) 996-3490 during normal business hours (M-F, 9 am - 5 pm). If calling after hours, press 2 to be connected to a crisis counselor. 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. Furthermore, the **Office of Applied Psychological Services (OAPS)** at UIC offers mental health services based on a sliding scale, <https://psch.uic.edu/research-programs/clinical/office-of-applied-psychological-services/>.

The **Campus Advocacy Network** provides information and offers resources to all UIC students, faculty, and staff. 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 [Title IX@uic.edu](mailto:TitleIX@uic.edu) or call (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. Navigate to [Life at UIC](#) for more information. Also, you can download the UIC SAFE app, a free personal security tool for students, faculty, and staff. It allows you easy contact with dispatchers and first responders in case of emergency. 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, (312)355-5555, on speed-dial on your cell phone.

ADDITIONAL NATIONWIDE RESOURCES:

Crisis Text Line: Text HOME to 741741 to connect with a Crisis Counselor. Free 24/7 support at your fingertips. US and Canada: text 741741.

National Suicide Prevention Lifeline: The Lifeline provides 24/7, free and confidential support for people in distress, prevention and crisis resources for you or your loved ones, and best practices for professionals. 1800-273-8255.

Substance Abuse and Mental Health: SAMHSA's National Helpline: [1-800-662-HELP
\(4357\)](tel:1-800-662-HELP(4357)). SAMHSA's National Helpline is a free, confidential, 24/7, 365-day-a-year treatment referral and information service (in English and Spanish) for individuals and families facing mental and/or substance use disorders.

Veterans Crisis Line: Connect with the Veterans Crisis Line to reach caring, qualified responders with the Department of Veterans Affairs. Many of them are Veterans themselves. 1800-273-8255. Press 1.