

# **PSYC\*6800, Course Outline: Winter 2018**

## **General Information**

**Course Title:** PSYC\*6800 – Neurobiology of Learning

**Course Description:** This course surveys basic principles and concepts in the neurobiology of learning and memory. Neuroanatomical, neurochemical, cellular, and molecular mechanisms underlying various learning and memory processes will be explored, with an emphasis on recent experimental findings. We will meet weekly in a seminar format for discussions and student presentations.

**Credit Weight:** 0.5

**Academic Department (or campus):** Psychology

**Semester Offering:** W18

**Class Schedule and Location:** Wednesdays, 11:30-2:20 PM; ROZH 108

## **Instructor Information**

Instructor Name: Dr. Boyer Winters

Instructor Email: bwinters@uoguelph.ca

Office location and office hours: MCKN 3005; ext. 52163; Meeting by arrangement; e-mail at all times

## **GTA Information**

GTA Name: N/A

GTA Email: N/A

GTA office location and office hours: N/A

## **Course Content**

### **Specific Learning Outcomes:**

By the end of this course, successful students should be able to:

1. Engage critically with scientific studies in the field of the neurobiology of learning and memory, demonstrating this skill through:

- a. Student-led seminars in which they clearly present the rationale, methods/results, and interpretations of a published article, providing their own critical evaluation of these components.
  - b. Flexible thinking about the presented article in a 5-min question and answer period following the seminar presentation.
2. Demonstrate critical and creative scientific writing skills by integrating insight acquired from thorough readings of the literature and the above seminar experience to produce a mock grant proposal. Students will design a novel scientific study to address an outstanding question in the field of neurobiology of learning and memory, providing clear experimental design and analysis details, as well as a review of pertinent background literature.
  3. Explain, with the use of relevant empirical data, various learning and memory concepts and their putative neurobiological bases (e.g., memory consolidation).
  4. Describe and critically evaluate different methodological approaches to the study of the neurobiology of learning and memory.
  5. Demonstrate refined presentation skills resulting from observation and administration of PowerPoint seminars.

**Lecture Content:**

Schedule of topics and dates.

<u>Date</u>	<u>Reading(s)</u>	<u>Presenter(s)</u>
Jan 10	None – Brief organizational meeting to discuss assignments, etc. for the semester	BW
Jan 17	Chapters 1 and 9 <u>Assign speakers and seminar topics for weeks 3-6 and 8-11</u>	Lecture from BW – “Making Memories”
Jan 24	Chapters 15 and 16 Chapters 17 and 18	TBA TBA
Jan 31	Chapters 13 and 19 Chapters 10 and 11	TBA TBA
Feb 7	Chapters (7), 12 and 14 Chapters 2 and 3	TBA TBA

Feb 14	Chapters 4 and 5	TBA
	Chapters 6 and 8	TBA
Feb 19-23	WINTER BREAK – NO CLASS	
Feb 28	Article 1	TBA
	Article 2	TBA
March 7	Article 3	TBA
	Article 4	TBA
March 14	Article 5	TBA
	Article 6	TBA
March 21	Article 7	TBA
	Article 8	TBA
March 28	Review week	Class discussion
April 4	Study/write week	None

### Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Oral Presentation #1	TBD	30%	1,3,4,5
Oral Presentation #2	TBD	30%	1,3,4,5
Written Grant Proposal (NSERC-style)	April 8, 2018, 11:59pm; Dropbox on CourseLink	30%	1-4
Class Participation	Weekly	10%	1,3,4

### Additional Notes:

#### Method of Evaluation

#### A) Two PowerPoint presentations: 30% each; to be assigned in second class (Jan 17).

Each student will perform two oral presentations. The first of these will be a 30-min presentation of two related chapters in the Rudy text (see attached schedule). For full marks,

each student should seek to integrate the chapter material with related studies that may not necessarily be cited in the Rudy text, and which extend the main concepts of the assigned chapters in some significant way. The point of this first presentation is not necessarily to present EVERYTHING in the assigned chapters, but to convey the central theoretical ideas while providing empirical support for or against these ideas.

The second talk will be a 20-min presentation of a recent research article chosen by the student. There are very few constraints on the nature of the article you can choose, just that it must in some way relate to the Neurobiology of Learning and Memory. Although not necessary, I recommend you choose a topic that is related to your own research. The presentation should provide relevant background information, details of methods and results, and a critical discussion of the chosen article. Please clear the article with me AT LEAST two weeks prior to your presentation day so I can provide the class with the article to read.

**B) Written research proposal: 30%; due electronically on April 8.**

NSERC Discovery Grant-style research proposal addressing an outstanding issue in the Neurobiology of Learning and Memory.

See the following website:

[http://www.nserc-crsng.gc.ca/ResearchPortal-PortailDeRecherche/Instructions-Instructions/DG-SD\\_eng.asp](http://www.nserc-crsng.gc.ca/ResearchPortal-PortailDeRecherche/Instructions-Instructions/DG-SD_eng.asp)

→ Information under the heading 'Proposal' – for how to prepare your grant proposal.

**C) Contributions to class discussions: 10%**

Students are expected to attend class and participate in discussions.

**Final examination date and time:** N/A

**Final exam weighting:** N/A

**Course Resources**

**Required Texts:** Rudy, J.W. (2014). The Neurobiology of Learning and Memory. 2<sup>nd</sup> Edition. Sinauer Associates, Inc

**Other Resources:**

Web site: lecture notes will be available on line before each class. Just logon to CourseLink using your U of G email username and password.

## **Course Policies**

### **Grading Policies**

#### **Course Policy regarding use of electronic devices and recording of lectures:**

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

## **University Policies**

### **Academic Consideration**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration:

[Academic Consideration, Appeals and Petitions](#)

### **Academic Misconduct**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

[Academic Misconduct Policy](#)

## **Accessibility**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Student Accessibility Services as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or email [accessibility@uoguelph.ca](mailto:accessibility@uoguelph.ca) or see the website: [Student Accessibility Services Website](#)

## **Course Evaluation Information**

Please refer to the [Course and Instructor Evaluation Website](#) .

## **Drop date**

The last date to drop one-semester courses, without academic penalty, is March 9<sup>th</sup>, 2018. For regulations and procedures for Dropping Courses, see the Academic Calendar: [Current Undergraduate Calendar](#)