



## PSY 407 NeuroEducation Seminar

University of Oregon - College of Arts & Sciences - Department of Psychology

### 2016 Fall Term Syllabus, CRN 16802

Days/Time: Friday 10:00 - 11:50

Location: Straub 257

**Instructor: Lauren Vega O'Neil, M.Ed.**

**Office:** Straub 364

**Phone:** 541-346-4272

**Email:** [oneil@uoregon.edu](mailto:oneil@uoregon.edu)

Office Hours: Fridays, 8:30- 9:45 and by appointment

**Course description & Learning Goals:**

Welcome to NeuroEducation! In this course, you will be introduced to the biological, psychological, and sociological aspect of neuroscience in the classroom. We will focus on the most prominent brain systems affecting learning and explore these concepts and their implications in educational and laboratory contexts. Lectures will be complimented with discussions, texts, articles, and videos designed to reinforce the main concepts and enhance the learning experience.

Learning Goals: To prepare University of Oregon students to become professionals who:

- 1) are well-informed about neural development and learning processes of the human brain
- 2) possess the skills and knowledge to provide an education for all students in economically, racially, culturally, linguistically and physically diverse communities
- 3) Apply what is learned from readings, lectures, and activities to their own education

Intended Outcomes:

- 1) critically reflect on research related to the multiple contexts of neuroscience & learning
- 2) analyze & synthesize high quality research studies that relate to your area of specialty
- 3) evaluate research practices that will inform teaching, policy, and/or research

**Required Readings:** All required articles will be posted on Canvas. Please complete the readings (and/or videos) **BEFORE** coming to class. There is a participation/discussion component to your grade and we will spend significant time engaged in discussion and critical analysis of readings. Suggested reading will be shared throughout the term.

**Course website:** <http://canvas.uoregon.edu>

Check this site regularly for important information regarding this course. You are expected to check your email daily for new announcements or class changes.

## COURSE REQUIREMENTS

According to University of Oregon principles governing credit and contact hours, each credit is equivalent to 30 hours of work. Your 3 credits for this course are equivalent to 90 hours of work over 10 weeks, which is *9 hours per week*. You will spend 2 hours in class each week (not over Thanksgiving week) and should expect to spend up to 7 hours engaged in reading, studying and completing assignments outside of class each week. **Include days in your planner for DO (the work) dates in advance of DUE dates.** Allocate time for when you will work on each assignment.

Assignments	Possible Points	Percent of Final Grade
Leading Discussion	20	10%
Written Paper	50	25%
Participation/ In-class Activities	50 (5 points each week)	25%
Reading Syntheses	60 (20 points each)	30%
Integrated Lesson Plan	20	10%
<b>Total</b>	<b>200 points</b>	<b>100%</b>

### **Leading Discussions** (10% of final grade)

Each week 2 - 3 students will be in charge of leading the discussion on the assigned readings. The class leaders will come to class with 5 - 6 questions each to help facilitate the discussion.

### **Comprehensive Research/Reflection Paper** (25% of final grade)

Individually, you will write a 5 - 7 page paper in which you reflect upon the learning environments in your life. This paper can take many formats targeting 1 of 3 topics. It can be 1) personal in nature and describe what and how you've learned over time to build your Philosophy of Education, or 2) it can be more societal and reflect general neuroeducation practices and policies in a Policy paper, or 3) the paper can be a neuroeducation Research Proposal. All of the three topics will use **facts** supplied in the lectures, readings/videos, and journal articles. Outside resources must also be used but please check the validity of the source before including it in your References page. A description of the Research /Reflection Paper will be made available on Canvas for specific requirements. **Integrating the articles we have read is a key component of this paper.** You may turn this paper in starting in Week 7 and ask for feedback. The final due date is before class of Week 10.

### **Participation** (25% of final grade)

Participation is based on attendance & active participation in discussion and activities. This time will provide you with the opportunity to engage in a lively discussion with your classmates. After the small group discussion, we will then come together as an entire class to continue discussing these topics. On certain days, you will complete a short assignment together based on your discussion to be turned in by the end of the class period that day. Your responses will be evaluated and they should

reflect that every member has been actively engaged in the course material. Reading the articles each week will ensure you have something to talk about.

In addition, I highly encourage you to ask questions, raise issues, and connect ideas during class!

### **Reading Synthese** (30% of final grade - 10% each)

During the course, you will choose **three** different class sessions for which you'd like to submit a written response to the readings. These responses should capture your questions, comments, and points of agreement or disagreement about a reading (The Text & Text-to-Self). Responses should integrate information from at least two of the session's readings (Text-to-Text & Text-to-World) and be no more than two pages long. Please turn in a copy of this reading synthesis at the beginning of the three classes you chose. \*\*\*You may write up to 5 reading syntheses and take the top 3 highest grades.\*\*\*

### **Integrated Lesson Plan** (10% of final grade)

At the end of this course you will create a lesson plan for any 1 class you wish to teach on any given subject that you think is vital to NeuroEducation. You will plan for that class accordingly, including everything from activities to materials to timelines. You must incorporate findings and resources from research to back the activities that you have chosen. A description and template for the Integrated Lesson Plan will be made available on Canvas for specific requirements.

### **Extra credit** (up to 3%)

There are two extra credit options, each of which potentially enables you to improve your overall grade by as much as 3%. You may choose one or the other, but cannot get credit for both, nor for any combination of the two. ***Extra credit work is due latest by 5 p.m., Thursday of Finals Week.***

#### *Extra credit Option # 1*

You can participate in Psychology Department research through the Psychology Department Human Subjects Pool. For each credit of participation assigned to Psych 476/576, you can earn a 1% improvement to your final grade, for up to 3%. You can gain information by contacting the human subjects coordinator, Bill Schumacher, by email at [hscoord@uoregon.edu](mailto:hscoord@uoregon.edu). You can also gain additional information by going to the HSP website at <http://darkwing.uoregon.edu/~hscoord>.

#### *Extra credit Option # 2*

You can attend a colloquium at UO or in the local community on either education or neuroscience. I will try to make opportunities known to the class and I ask for you to please inform me of any you find before you attend so we can make it available for other students to attend as well.

**Either option requires a 2 page written description and synthesis of the experience.**

## COURSE POLICIES

### EXPECTED CLASSROOM BEHAVIOR

Classroom expectations include:

- ✓ Participating in class activities and discussions
- ✓ Respecting the diversity of cultures, opinions, viewpoints in the classroom
- ✓ Listening to fellow students, professors, and lecturers with respect
- ✓ Arriving on time, prepared for class
- ✓ Attending for the duration of class
- ✓ Not reading other materials, books, newspapers, or using laptops for other activities
- ✓ Turning off cell phones and other electronic devices

### DIVERSITY

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- ✓ Respect the dignity and essential worth of all individuals.
- ✓ Promote a culture of respect throughout the University community.
- ✓ Respect the privacy, property, and freedom of others.
- ✓ Reject bigotry, discrimination, violence, or intimidation of any kind.
- ✓ Practice personal and academic integrity and expect it from others.
- ✓ Promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

All students are subject to the regulations stipulated in the UO Student Conduct Code:

<http://conduct.uoregon.edu>

### CONFLICT RESOLUTION

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnesses bias, unfairness, or other improper treatment. It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual or contacting the Department Head.

Outside CAS, you can contact:

• **UO Bias Response Team: 346-1139** or <http://bias.uoregon.edu/whatbrt.htm>

• **Conflict Resolution Services 346 -0617** or

<http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx>

• **Affirmative action and Equal Opportunity: 346-3123** or <http://aaeo.uoregon.edu>

### GRADING

Letter grades are determined as follows:

A+ = 97-100%,	A = 90-96.99%
B+ = 87 -89.99%	B = 80-86.99%
C+ = 77 -79.99%	C = 70-76.99%
D+ = 67 -69.99%	D = 60-66.99%
F = 0 - 59.99%	

Final letter grades will be assigned according to the scale to the left. Plusses, not minuses, will be assigned. "Percent" is calculated by a weighted average of the percent correct on all assignments, activities, and exams, adjusting for the percent that each counts toward your final grade.

## Excused Absences

Absences will be considered "excused" at the discretion of the instructor.

- **Planned Absences:** If you know you will need to miss class, please discuss this with the instructor *in advance* of your absence! Planned absences include the following:
  - Planned school-related events (e.g. traveling athlete, course field trip)
  - Planned, significant personal event (e.g. sister's wedding, job interview).
- **Unplanned Absences:** If something unexpected occurs, please let the instructor know ASAP so we can decide together how best to proceed. The usual make up Unplanned acceptable absences include the following:
  - Significant, unexpected event (e.g. torn ACL, family funeral)
  - Minor, unexpected event (e.g. flu, etc.) – health related only!
    - Please get a doctor's note – **only with the doctor's note will your absence be considered "excused."**

Absences will only be considered "excused" if you talk with the instructor in advance of or with a doctor's note. Please do not wait until the end of the course to discuss your situation with the instructor.

## Late Work Policy

Late work will incur a 10% deduction each day that it is late up to 4 days. After that the assignment will not be accepted. In-class assignments cannot be made up. If you are absent, please see Excused Absences.

## Academic Honesty

*All work submitted in this course must be your own.* If your responses on assignments are suspected of plagiarism, or if the instructor has any reason to be concerned about your conduct during a quiz or assignment, you may be asked to move seats, have your quiz confiscated, and/or be given an "F". All violations will be taken seriously and noted on student disciplinary records. If you have questions regarding any aspect of these issues, please talk with the instructor before you complete any relevant requirements for this course.

For more information, see the UO web site regarding academic honesty at:

<http://studentlife.uoregon.edu/StudentConductandCommunityStandards/AcademicMisconduct/tabid/70/Default.aspx>

## Course Incomplete Policy

Students are expected to be familiar with university policy regarding grades of "incomplete" and the time line for completion. For details on the policy and procedures regarding incompletes,

Please see: <https://education.uoregon.edu/academics/incompletes-courses>

## STUDENTS WITH DOCUMENTED DISABILITIES

If you have a documented disability, and you anticipate needing accommodations in this course, please meet with the instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see <http://aec.uoregon.edu>. Also, please request that Hillary Gerdes ([hgerdes@oregon.uoregon.edu](mailto:hgerdes@oregon.uoregon.edu), tel. 346-3211, TTY 346-1083), Senior Director of the Accessible Education Center, send a letter to the instructor verifying your disability.

## **STUDENTS FOR WHOM ENGLISH IS A SECOND LANGUAGE**

If you are a non-native English speaker and think you may have trouble in this course due to language difficulties, please see the instructor within the first two weeks. I am an ESL licensed educator and can employ specific and/or individual accommodations if you let me know in advance. Please note that you may use dictionaries/translators during exams if you have discussed this with me *at the beginning of the term*.

## **STUDENTS WITH FINANCIAL HARDSHIP**

If you are a student experiencing financial hardship and do not have access to notebooks, pencils, and other imperative resources to succeed in this course, please talk to me within the first 2 weeks of the term for assistance. We can work together to ensure you find the resources & time you need.

## **MANDATORY REPORTING**

UO employees, including faculty, staff, and GTFs, are mandatory reporters of child abuse and prohibited discrimination. This statement is to advise you that that your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting: <https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuseand-neglect/presidents-message>  
<http://around.uoregon.edu/mandatoryreporting>

## **IN CASE OF INCLEMENT WEATHER**

In the event the university operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university's schedule will be posted on the UO main home page (in the "News" section) at <http://www.uoregon.edu>. Additional information is available at <http://hr.uoregon.edu/policy/weather.html>.

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted via email. During periods of inclement weather, please check your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

**This reading list is subject to change over the term. Updates will be announced in class & on Canvas.**

Fall 2016	Topic	Class Readings	Asst.
<b>WEEK 1</b>	Introduction, Brain Anatomy & Neuro Imaging	Syllabus	
<b>WEEK 2</b>	Brain development & Functions	Ansari, 2012 Stevens & Neville, 2006	
<b>WEEK 3</b>	Memory & Learning	Greene, 2010 Roelfsema, 2009 Immordino-Yang et al 2012 Cozolino, 2013 Ch 2	
<b>WEEK 4</b>	Executive Function	Dweck, 2010 Gardner, 2009 Paschler et al 2009	
<b>WEEK 5</b>	Social Neuroscience	Blakemore, 2008 Cozolino, 2013 ch 4 Brown et al, 2009	
<b>WEEK 6</b>	Environmental Factors/SES	Liu, 2000 Buchen, 2010 Florea, 2014	
<b>WEEK 7</b>	Parental Nurture as a Protective factor/ Intervention	Neville, 2013 Weisleder & Fernald, 2013 Arwood, 2011	*Can submit final paper
<b>WEEK 8</b>	Literacy, Reading & Writing	Molfese, 2008 Buckwalter & Lo, 2002 Arwood & Robb, 2008 Wolfe, 2001	
<b>WEEK 9</b>	NO CLASS	Thanksgiving break	
<b>WEEK 10</b>	Math & Science Summaries of Learning	Klingberg, 2013 Beghetto & Baxter, 2012 Andres et al, 2008	* Final paper due
<b>FINALS Week</b>	Lesson plans & Extra Credit due	Have a great winter break.	

**Integrated lesson plan & Extra credit due the Thursday of Finals week**