Course Syllabus

Spring 2013

Communicative Sciences & Disorders 411 (3 credits)

Neuroanatomy and Physiology for Communication

Tuesdays, 12:40-3:30 pm

INSTRUCTOR: Catherine A. Off, Ph.D., CCC-SLP
EMAIL: catherine.off@umontana.edu

OFFICE: Curry Health Center, LL Room 028
PHONE: (406) 243-2104

POSTAL ADDRESS: 32 Campus Dr., Missoula, MT 59812-6695

OFFICE HOURS: By appointment

WEBSITE: Moodle – CSD 411

Required Textbooks:


Recommended Textbooks:

Course Materials:
Bring one jar of play dough or moon dough to first day of class
Additional handouts and readings will be posted on CSD 411 Moodle
Contents

Mission Statements
  UM Mission Statement
  UM-Missoula Mission Statement
  Communicative Sciences and Disorders Mission Statement
Welcome
About the Instructor
Place of Course in Program
Course Catalog Description
Learning Objectives and Outcomes
Conceptual Framework
Knowledge and Skills Acquisition (KASA)
Hours
Class Attendance Policy
Blended Course
Study Commitments
Occupational Health and Safety
Learning Approaches
Support Services and Resources
  Student Resources
  Students with Disabilities
  Foreign Exchange Students and Scholars
  Directory of Assistance
Tentative Course Schedule
Assessment Information
Exams, Quizzes, & Assignments
Participation
Grading Criteria
Course Policy
Plagiarism Policy
Student Code of Conduct
MISSION STATEMENTS

THE UNIVERSITY OF MONTANA

The University of Montana capitalizes on its unique strengths to create knowledge, provide an active learning environment for students, and offer programs and services responsive to the needs of Montanans. The University delivers education and training on its four campuses and through telecommunications to sites inside and outside of Montana. With public expectations on the rise, the University asks its students, faculty, and staff to do and accomplish even more than they have in the past. The dedication to education for and throughout life reflects the commitment to service learning and community building on and off the campuses. The University enhances its programs through continuous quality review for improvement and remains fully accountable to the citizenry through annual audits and performance evaluations.

THE UNIVERSITY OF MONTANA-MISSOULA

The University of Montana-Missoula pursues academic excellence as indicated by the quality of curriculum and instruction, student performance, and faculty professional accomplishments. The University accomplishes this mission, in part, by providing unique educational experiences through the integration of the liberal arts, graduate study, and professional training with international and interdisciplinary emphases. Through its graduates, the University also seeks to educate competent and humane professionals and informed, ethical, and engaged citizens of local and global communities. Through its programs and the activities of faculty, staff, and students, The University of Montana-Missoula provides basic and applied research, technology transfer, cultural outreach, and service benefiting the local community, region, state, nation and the world.

COMMUNICATIVE SCIENCES AND DISORDERS PROGRAM

The mission of The University of Montana, Department of Communicative Sciences and Disorders academic and clinical program is to mentor students of strong personal character and to establish in them a commitment to lifelong learning and interest in the process of communication. It is to develop, within each student, compassion toward their clients and a research posture in their service delivery. Through the program’s emphasis on typical and atypical speech, language, and hearing, students gain knowledge, skills, and values that foster their individual growth as well as a passion for contributing to society and improving the lives of others.

WELCOME

Welcome to CSD 411. My hope is that you will find this course innovative, informative, interesting, comprehensive, and interactive. I am passionate about neurogenic communication disorders and the topics we will cover in this course; I hope that you will find aspects of the course that inspire you as a developing clinician and/or clinical researcher. I strongly request class participation, questions, and discussion – the more you actively you engage during class time the better you will be able to apply concepts to your own writing. Please do not hesitate to contact me at any time if you
have questions or concerns about your obligations in this course. If you are struggling, please don’t delay to contact me. If you have an honest desire to learn the material and improve your writing, and are willing to put in the necessary work, I will do all that I can to ensure that you succeed. I ask that your primary goal be to learn the material rather than just to achieve the best grade.

*Catherine Off, Ph.D., CCC-SLP*

**ABOUT THE INSTRUCTOR**

Catherine Off obtained her Bachelor of Arts in Linguistics at the University of California – Berkeley in 1996 and her Masters of Science in Communication Disorders and Sciences at the University of Wyoming in 1999. She worked as a speech-language pathologist at the Veteran’s Affairs Medical Center in Philadelphia, PA for two years in acute, sub-acute, and outpatient rehabilitation units as well as at the VAMC’s nursing home. Catherine received her doctoral degree in Speech and Hearing Sciences with emphasis on aphasia and word retrieval impairments in individuals recovering from stroke from the University of Washington in Seattle in 2008. After completing her doctoral degree, Catherine joined the clinical faculty at California State University, Northridge as a lecturer and supervisor for the practicum of neurogenic communication disorders.

Currently, Catherine is Assistant Professor in the Department of Communicative Sciences and Disorders at The University of Montana. She is also Director of Adult Services for The University of Montana RiteCare Speech, Language, and Hearing Clinic and director of the Neurogenic Communication Disorders Lab and UM Big Sky Aphasia Program. Her areas of special interest include rehabilitation of neurogenic communication disorders stemming from stroke, degenerative diseases, and traumatic brain injury (TBI). Her research investigates the relative contribution of components of intensive therapy on rehabilitation of aphasia and apraxia of speech across the course of recovery. Catherine is certified by the American Speech-Language and Hearing Association (ASHA) and licensed in the state of Montana. She is an active member of the Academy of Neurogenic Communication Disorders and Sciences (ANCDS).

Contact details are listed below:

**Office Hours:** By appointment (Room 028)
**Phone:** (406) 243-2104
**Email:** catherine.off@umontana.edu
**Postal:** Catherine Off, Ph.D., CCC-SLP  
Department of Communicative Sciences and Disorders  
Curry Health Center (LL) 028  
University of Montana  
Missoula, MT 59812
PLACE OF COURSE IN PROGRAM

The purpose of this course is to provide a foundation in neuroanatomy and physiology relative to communication science and disorders. This course will explore the anatomy and physiology of the nervous system, and how the nervous system supports the behaviours inherent to communication. Students will be introduced to anatomical terms, structures, and functions. Clinical implications will be discussed as well. This foundational knowledge is essential for all students in the field of speech and hearing sciences. The course fulfills a departmental requirement for an undergraduate degree in Communicative Sciences and Disorders.

COURSE CATALOG DESCRIPTION

U 411 Neuroanatomy and Physiology for Communication 3 cr. Offered spring. Prereq., BIOH 330 (CSD 330) and BIOB 101N or BIOB 160N (BIOL 100N or 110N). Focused study on the anatomy of the nervous system and how the nervous system supports behaviors inherent to communication. Students will be introduced to anatomical terms, structures, and functions. Clinical implications will be discussed as well.

LEARNING OBJECTIVES AND OUTCOMES

- Describe the subject matter of neuroscience and speech and hearing sciences
- Discuss and understand the relationship between neuroscience and speech and hearing sciences.
- Understand the scope of neuroscience; understand the rationale for and benefits of learning neuroscience; apply techniques for learning neuroscience.
- Explain the components of a neurological examination.
- Describe common neurologic diseases that have clinical relevance
- Explain the basic principles that govern human brain function
- Define technical terms used for directional reference, brain section planes, and anatomic structures.
- Differentiate between the central and peripheral nervous systems and describe the major structures and functions of the central and peripheral nervous systems.
- Outline the classificatory components that categorize the nervous system functions.
- Describe the architectural organization of the cerebral cortex.
- Discuss Brodmann areas with respect to their use in neurolinguistics.
- Demonstrate familiarity with clinically established diagnostic signs.
- Appreciate the rationale used for localizing lesions in the nervous system.
- Appreciate the challenge posed by the solving of pertinent neurogenic problems.
- List embryonic divisions of the brain and gross anatomic structures related to each division; understand development of the nervous system.
- Identify and describe the functions of the internal structures of the cerebral cortex, thalamus, midbrain, pons, and medulla.
- Identify and explain the functions of the gross anatomic structures of the spinal cord; id and describe internal structures of spinal cord;
identify/recognize the shapes of the corticospinal fibers at various neuraxial levels.

- Identify and describe functions of ventricular cavities; recognize shapes of ventricular cavities at different neuraxial levels; describe the functions of cerebrospinal fluid (CSF), the circulation path of CSF, disorders of CSF, and diagnostic significance of CSF.
- Describe the meninges, their locations, and their functions.
- Understand the structural complexity and functional connectivity of the brain structures.
- List the cranial nerves, cite their anatomic locations, and describe their sensory and motor functions.
- Describe the anatomy and functions of the autonomic nervous system.
- Identify, describe and understand nerve cell structure and physiology.
- Describe and understand the cerebrovascular system and explain common types of cerebrovascular accidents.
- Understand and describe the auditory system and understand the vestibular system.
- Understand and describe the somatosensory system.
- Understand and describe the visual system.
- Understand and describe the motor system (spinal cord, cerebellum, basal ganglia, motor cortex).
- Understand and describe the structural and functional organization of the autonomic nervous system.
- Understand and describe the cerebral cortex and higher mental functions.
- Understand and describe diagnostic techniques and neurologic concepts.

CONCEPTUAL FRAMEWORK

This course provides a learning community that a) integrates ideas, b) encourages cooperative endeavours, and c) respects diversity and individual worth. These concepts are illustrated through the following activities:

a) Forums: Discuss ideas you may have about future research, learning styles, ways to present information in class, etc. You are welcome to share ideas in class or in the Moodle Forum “Student Lounge”.

b) Participation: Students are encouraged to share their own personal experiences that relate to their current knowledge of the content matter and to learning new concepts. Please share with your fellow classmates anything that you have discovered that may bring personal meaning to the material.

c) Diversity is highly valued. Students are encouraged to be original in their work and to share original thoughts and ideas with the class. You will have the opportunity to share your perspective and approach to learning neuroanatomical concepts through creative work in class and online.
KNOWLEDGE AND SKILLS ACQUISITION (KASA)

Standard III-A: The applicant must have prerequisite knowledge of the biological sciences, physical sciences, mathematics, and the social/behavioral sciences.

Students must demonstrate through transcript credit for each of the following areas: biological sciences, physical sciences, mathematics, and the social/behavioral sciences. Appropriate course work in biological sciences could include, among others, biology, general anatomy and physiology, neuroanatomy and neurophysiology, and genetics.

Standard III-B: The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

This standard emphasizes the basic human communication processes. The applicant must demonstrate the ability to integrate information pertaining to normal and abnormal human development across the life span, including basic communication processes and the impact of cultural and linguistic diversity on communication.

HOURS

12:40 – 3:30 Tuesdays

CLASS ATTENDANCE POLICY

This course is a blended course with materials that are presented live and online via Amvonet. Students are expected to attend all sessions either synchronously or asynchronously and are responsible for any content that is missed because of absence. Students are expected to participate during all class meetings and complete all assignments on time. Students must notify Dr. Off of serious circumstances that result in missed classes to be considered for rescheduling. Exceptions for absences on examination days will only be made for extreme extenuating circumstances and require advance notice. Students may be asked to provide written verification of the circumstances.

BLENDED COURSE

The course schedule, readings, and assignments are listed below. In the CSD department at The University of Montana, we have both on-campus and distance students concurrently enrolled in courses. To serve the needs of our unique student body, we offer courses that are “blended,” that is, the majority of the graduate-level coursework is not strictly “face-to-face,” nor is it strictly “online.” Students will participate in lectures (either face-to-face or while synchronously or asynchronously observing online from a distance) as well as other activities designed to foster independent
learning, including guided self-study, volunteer work in the university clinic or community, viewing courses on www.speechpathology.com, and/or reading journal articles or sample case studies.

Students who have identified themselves as distance students will be permitted to view lectures synchronously or asynchronously via internet (Amvonet). Students who have identified themselves as on-campus students, however, are expected to attend classes face-to-face. Only in rare circumstances will face-to-face students be permitted to view online lectures. The student must request online access prior to the lecture, and the instructor will examine each request on a case-by-case basis to determine if online access will be granted. All students participating synchronously at a distance must use a headset microphone and webcam - these are necessary for audio-visual communication during class.

**Computer System and Accessory Requirements**

**Browser Recommendation**

Firefox is the preferred browser for working in Moodle, whether using a PC or Mac platform. If you are finding you have limited functionality, it is often due to using browsers other than Firefox.

To participate in online courses at The University of Montana, students are expected to be familiar with computers and the Internet. Students are responsible for their own software and computer equipment maintenance and setup.

**Basic System**

- Access to a computer system with a Macintosh OSx or Windows operating system (PC) installed.
- A modem or other device capable of connecting to the Internet. It is possible to connect with a modem, but a high speed connection is strongly recommended.
- An ISP (Internet Service Provider).
- An Internet browser installed on your computer. Firefox is the preferred browser for working in Moodle, whether using a PC or Mac platform.

**Other Software**

- A word processing software program, such as Microsoft Office (must be able to open Office 2010 documents, PowerPoints, Excel, etc.).
- Adobe Acrobat Reader to open and save PDF files.
- Current virus detection software that must be installed and kept up to date.

**Required Accessories**

- Headset with an integrated microphone (Logitech and Plantronics are 2 reasonably priced brands). Computers with built-in microphones & speakers result in feedback.
Protect Your Work Create a back-up of your work as a best practice. You are urged to back-up all of your work, especially when making posts to discussion boards, responding to essay questions, or composing a lengthy or important response directly into a Moodle course activity. If you require assistance, please contact the Tech Support Desk with any questions.

STUDY COMMITMENTS

This is a 3-credit class. Conventional wisdom dictates that during a regular semester, one should spend 3-4 hours of time outside class for every credit. That works out to about a 12- to 15-hour weekly commitment (3 hours in class, 9-12 hours outside class). Obviously, there is some variation between students. Some will need to spend more time, while others will be able to complete their work in less. The time you put into this course should be spent completing the required reading, reflecting on your reading, discussing readings among your peers, and completing your assignments. This level of involvement will prepare you for the examinations.

OCCUPATIONAL HEALTH AND SAFETY

There are no out of the ordinary risks associated with this unit.

LEARNING APPROACHES

Classroom lectures, recorded lectures, demonstration, reading assignments, video presentations, class discussion.

Moodle [http://umonline.umt.edu/](http://umonline.umt.edu/)

*Moodle* is The University of Montana’s on-line learning system. You MUST maintain an accurate e-mail address with The University of Montana.

In this course, *Moodle* will be used to:

- Provide important announcements regarding your course
- Provide discussion questions and responses
- Provide assignment documents
- Provide assessment instructions
- Provide supplemental readings/materials
- Provide access to Amvonet
- Complete quizzes and/or examinations
- Provide a digital dropbox for completed assignments
SUPPORT SERVICES AND RESOURCES

Student Resources

**Writing Center:** The Writing Center is available to help you improve your writing skills. Writing instructors are available to help you plan and develop your thoughts. For more information, visit them online at: [http://www.umt.edu/writingcenter/](http://www.umt.edu/writingcenter/), email growl@mso.umt.edu or call (406) 243-2266.

**Tutoring Programs:** Two tutoring programs are available to students, one administered by the TRiO and the other by the Undergraduate Advising Center; both are located in Corbin Hall. More information on TRiO, visit TRiO at Lommasson Center 154, call 406-243-5032, or log on to [www.umt.edu/eop](http://www.umt.edu/eop). The Undergraduate Advising Center is located in the Lommasson Center 269, or you can visit [www.umt.edu/ucoll](http://www.umt.edu/ucoll).

**Learning Tools:** A number of electronic resources are available to help you study the concepts of neuroanatomy and physiology. For example:
1. [http://www.strokecenter.org/prof](http://www.strokecenter.org/prof)
5. [http://www.ancds.org](http://www.ancds.org)
9. Or, type key words such as neuroscience, neuroanatomy, and neurophysiology in search engines

Students with Disabilities

Students with disabilities are encouraged to plan ahead and can contact Disability Services for Students (DSS). For additional information, contact DSS Director Jim Marks, Lommasson Center 154 or (406) 243-2243 (Voice/Text) or jim.marks@umontana.edu. Please visit [http://www.umt.edu/dss/](http://www.umt.edu/dss/) to find details about the available services.

Foreign Exchange Students and Scholars

The office of Foreign Student and Scholar Services (FSSS) is available for general counselling and provides direct support services, consultation, and liaison. Staff members at FSSS are available to help with academic advising, cultural adjustment, financial problems, and other issues. The FSSS office is in the Lommasson Center, Room 219. For more information, contact fsss@umontana.edu or visit [http://ordway.umt.edu/sa/fsss/](http://ordway.umt.edu/sa/fsss/).
<table>
<thead>
<tr>
<th>Concern</th>
<th>Contact</th>
<th>Contact details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matters concerning the course</td>
<td>Instructor</td>
<td>Refer to the Introduction in this Course Information</td>
</tr>
<tr>
<td>General academic issues relating to your course</td>
<td>Department Chair</td>
<td>Refer to the UM website at <a href="http://www.umt.edu">http://www.umt.edu</a>. &amp; click the link to academics.</td>
</tr>
<tr>
<td><strong>Moodle difficulties</strong></td>
<td>IT Helpdesk</td>
<td>Ph: (406) 243-4357 Website: <a href="http://umonline.umt.edu/">http://umonline.umt.edu/</a></td>
</tr>
<tr>
<td>Difficulties accessing your Student Computer account</td>
<td>IT Helpdesk</td>
<td>Ph: (406) 243-4357 Email:</td>
</tr>
<tr>
<td>Technical difficulties in PC Labs</td>
<td>UM Library</td>
<td>Ph: 406/243-6866 Email:</td>
</tr>
<tr>
<td>Library enquiries</td>
<td>UM Library</td>
<td><a href="http://www.lib.umt.edu/contact">http://www.lib.umt.edu/contact</a></td>
</tr>
<tr>
<td>Help with library databases, Internet searching and Reference queries</td>
<td>UM Bookstore</td>
<td>Ph: (406) 243-1234 Fax: (406) 243-2001 email: <a href="mailto:contact@umtbookstore.com">contact@umtbookstore.com</a> website:</td>
</tr>
<tr>
<td>Purchasing of text books and stationery</td>
<td>UM Bookstore</td>
<td><a href="http://www.umtbookstore.com">http://www.umtbookstore.com</a></td>
</tr>
<tr>
<td>General administration enquiries e.g. admissions/ enrolments, course</td>
<td>UM Bookstore</td>
<td>University of Montana Bookstore</td>
</tr>
<tr>
<td>information, graduation</td>
<td>UM Bookstore</td>
<td>University Center, 1st &amp; 2nd Floor</td>
</tr>
<tr>
<td></td>
<td>UM Bookstore</td>
<td>5 Campus Drive, Missoula, MT 59801</td>
</tr>
<tr>
<td></td>
<td>UM Bookstore</td>
<td>Ph: 406-243-2107 Email:</td>
</tr>
</tbody>
</table>
## TENTATIVE COURSE SCHEDULE – *syllabus is subject to change*

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Tasks to Complete</th>
<th>Lecture Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Jan 29</td>
<td>Read Chapter 1 &amp; 2 (Bhatnagar)</td>
<td>Nuts and bolts of course/syllabus review</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In class/at home: build your own brain (bring to class each day)</td>
<td>Introduction to neuroscience</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Gross anatomy of the CNS</td>
</tr>
<tr>
<td>Week 2</td>
<td>Feb 5</td>
<td>Read Ch. 3 (Bhatnagar)</td>
<td>Continue gross anatomy of CNS</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Internal anatomy of the CNS</td>
</tr>
<tr>
<td>Week 3</td>
<td>Feb 12</td>
<td>Read Ch. 4 (Bhatnagar)</td>
<td>Development of the nervous system</td>
</tr>
<tr>
<td>Week 4</td>
<td>Feb 19</td>
<td>Read Ch. 5 (Bhatnagar)</td>
<td>Nerve cell physiology</td>
</tr>
<tr>
<td>Week 5</td>
<td>Feb 26</td>
<td>Quiz #1: Ch. 1-5</td>
<td>Diencephalon: thalamus &amp; related structures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read Ch. 6 (Bhatnagar)</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Mar 5</td>
<td>Read Ch. 7 (Bhatnagar)</td>
<td>Cerebrovascular system</td>
</tr>
<tr>
<td>Week 7</td>
<td>Mar 12</td>
<td>Read Ch. 8 (Bhatnagar)</td>
<td>Ventricles and cerebrospinal fluid</td>
</tr>
<tr>
<td>Week 8</td>
<td>Mar 19</td>
<td><strong>Midterm Exam: Ch. 1-8</strong></td>
<td>Review Midterm</td>
</tr>
<tr>
<td>Week 9</td>
<td>Mar 26</td>
<td>Read Ch. 9 &amp; 10 (Bhatnagar)</td>
<td>Auditory system</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Sign up for Video Module Assignment Topics</strong></td>
<td>Vestibular system</td>
</tr>
<tr>
<td>Week 10</td>
<td>Apr 1-5</td>
<td><strong>SPRING BREAK – NO CLASS</strong></td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Apr 9</td>
<td>Read Ch. 11 &amp; 12 (Bhatnagar)</td>
<td>Somatosensory system</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Visual system</td>
</tr>
<tr>
<td>Week 12</td>
<td>Apr 16</td>
<td><strong>Quiz #2: Ch. 9-12</strong></td>
<td>Motor System: spinal cord, cerebellum, basal ganglia</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read Ch. 13-15</td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>Apr 23</td>
<td>Read Ch. 16 &amp; 17</td>
<td>Motor System: motor cortex, cranial nerves</td>
</tr>
<tr>
<td>Week 14</td>
<td>Apr 30</td>
<td>Read Ch. 18</td>
<td>Autonomic Nervous System</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Video Module Assignment Due (by start of class)</strong></td>
<td></td>
</tr>
<tr>
<td>Week 15</td>
<td>May 7</td>
<td>Read Ch. 19 &amp; 20</td>
<td>Cerebral Cortex: Higher mental functions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Diagnostic techniques and neurologic concepts</td>
</tr>
<tr>
<td><strong>FINALS WEEK</strong></td>
<td>May 13-17</td>
<td><strong>FINAL EXAM:</strong> Wednesday, May 15, 2013; 8:00-10:00 AM (CSD 008)</td>
<td></td>
</tr>
</tbody>
</table>
ASSESSMENT INFORMATION

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>DESCRIPTION</th>
<th>NOTES/DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIDERM EXAM (25%)</td>
<td>Chapters 1-8; closed-book; time-limit = 170 minutes</td>
<td>March 19, 2013</td>
</tr>
</tbody>
</table>
| FINAL EXAM (25%)                  | Comprehensive exam (more weight on material since midterm exam); closed-book; time-limit = 120 min | May 15, 2013  
8:00-10:00 am  
CSD 008 |
| QUIZZES (2) (20%)                 | Quiz #1: Ch. 1-5                                                            | February 26, 2013               |
|                                   | Quiz #2: Ch. 9-12                                                           | April 16, 2013                  |
| VIDEO MODULE ASSIGNMENT (20%)     | Sign up for neuroscience topic (groups of 3) and create a 3-5 minute video module to teach your topic | April 30, 2013  
(Due by start of class) |
| PARTICIPATION (10%)               | In-class or forum-based discussions; misc assignments; group work            | Throughout semester             |

EXAMS, QUIZZES, & ASSIGNMENTS

Exams: All exams will be closed-book and will require proctoring for off-campus students. Off-campus students are welcome to come to campus for exams if you wish to avoid the hassle of finding a proctor. If you cannot come to campus for the exams, you must find a proctor. **Proctors need to be approved by me by the end of the second week of class (Feb 8).** The proctor agreement form is posted on Moodle. As a student, you are responsible for seeking and securing these services. Should the proctor charge a fee for their services, it is the responsibility of the student to assume that cost; however, many proctors provide this service free of charge. Institutions that typically provide these services include, but are not limited to libraries, community colleges, universities, elementary schools, secondary schools, private testing centers, and military learning centers. Deviation from any portion of this testing policy must be approved by the instructor at the time of submission of the proctor application. Students are not allowed to use proctors that they have a personal relationship with or who have a vested interest in the student’s education (e.g., related to, employer, employee, personal friend, or under contract with the student). **Proctors are required to have internet access or email in order to download or receive PDF files and print them or provide access to Moodle for online/electronic exams.**

Quizzes: The two quizzes will be closed-book. They will be taken electronically on Moodle with a time-limit.
Video Module Assignment: You will work in groups of 3 to create a 3-5 minute video module that teaches peers about your topic. Topics will be assigned during class periods. Off-campus students will sign up for topics on Moodle (details to be announced). For details see assignment document, “Video Module Assignment” on Moodle. Creativity is encouraged. A rubric will be posted on Moodle.

PARTICIPATION

Students will participate in activities during the class sessions or online forums that are presented in conjunction with lectures including: discussions, written responses, and group work. These activities will occur throughout the term and will be graded (5% of grade). Students will not be able to make up participation points if activities are missed.

Any questions regarding this course should first be posted to the instructor via the Moodle forum called “QUESTIONS FOR THE INSTRUCTOR.” Before you submit a question, however, please check to be sure your question has not already been answered in that forum. As much as possible, these questions will be addressed within a 48-hour period.

You will also notice a Moodle discussion forum entitled “STUDENT LOUNGE.” You may use this board to communicate with your classmates. Feel free to share tips, techniques, and resources you found useful in studying for and learning neuroscience material.

GRADING CRITERIA

Final grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>59 or lower</td>
</tr>
</tbody>
</table>

RESUBMISSION

You cannot resubmit your work for reassessment unless special circumstances apply and the instructor has given approval.

COURSE POLICY

Students must notify Dr. Off of serious circumstances that result in missed synchronous participation in this course. Work submitted late will result in
the reduction of points on the grading rubric for the individual assignment. Students are encouraged to turn assignments in on-time.

PLAGIARISM POLICY

Plagiarism is the presentation of the work of another without acknowledgement. As defined by the University of Montana’s Student Conduct Code, plagiarism is "Representing another person's words, ideas, data, or materials as one's own.” Staff and students may use information and ideas expressed by others, but this use must be identified by appropriate referencing. Students must acknowledge the work of others using appropriate referencing procedures as described in the APA Manual. Students may be penalized for plagiarism under academic misconduct policies, which may include disciplinary sanctions, suspension, or expulsion.

Students who plagiarize may fail the course and may be remanded to Academic Court for a possible suspension or expulsion from the University.

More information regarding student policy, academic misconduct, and plagiarism can be found at:
http://www.umt.edu/catalog/policy_procedure.htm

STUDENT CODE OF CONDUCT

The Student Conduct Code, embodying the ideals of academic honesty, integrity, human rights, and responsible citizenship, governs all student conduct at The University of Montana-Missoula. You are expected to follow this code. It is also expected that each student will help foster a collegial learning environment by sharing his or her experiential and academic knowledge and practices, as well as respectfully listening to the viewpoints of others and following basic netiquette rules. You are expected to complete all assignments and readings.

“Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. Academic misconduct is defined as all forms of academic dishonesty, including but not limited to: (1) plagiarism, (2) misconduct during an examination or academic exercise, (3) unauthorized possession of examination or other course materials, (4) tampering with course materials, (5) submitting false information, (6) submitting work previously presented in another course, (7) improperly influencing conduct, (8) substituting, or arranging substitution, for another student during an examination or other academic exercise, (9) facilitating academic dishonesty, and (10) Altering transcripts, grades, examinations, or other academically related documents.”