



MCB 170, FA23

# SYLLABUS

Fundamentals of Neuroscience, 3 Credit Hours

## Instructor/Instructional Team

MCB Instructional Program Office  
127 Burrill Hall  
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Eunyoung Kim, Teaching Assistant  
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\*Office location FA23 is remote.

## Class Meeting Schedule

Lecture: Tuesdays and Thursdays 12:30 – 1:50 pm

Location: 23 Psychology Building

Instructor's Office Hours: Wednesdays 11 am – 12 pm (Zoom, by appointment)

TA's Office Hours: Tuesdays and Thursdays 9:00 – 10:00 am (Zoom, by appointment)

## Course Overview and Description

MCB 170 aims to provide a systematic introduction to the central nervous system with an emphasis on the structural and functional organization of the mammalian brain. Students will first learn fundamental information about the cellular and molecular building blocks of the nervous system. And build upon this knowledge, we will further explore various circuits and systems that permit information processing, action execution, emotions and adaptation to environmental challenges. Dysfunction of the mammalian brain under disease and injury will be discussed in the context of scientific evidence and history. Finally, we will introduce critical techniques used in neuroscience research.

## Course Prerequisites, Requirements met (general education, major, minor)

No Course Prerequisites

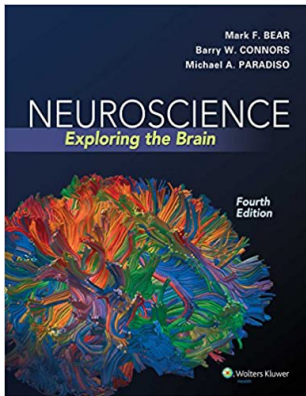
MCB 170 is recommended for first-year undergraduate students majored in MCB and Neuroscience.

## Student Learning Outcomes

At the end of the course, through group projects, discussions and activities, students will be able to:

- describe the cellular components of the central nervous system
- explain the mechanistic mechanisms of neuronal communication
- predict consequences of altered synaptic transmission
- explain the underlying neurological mechanisms of behaviors
- describe the neurobiological basis of brain injury and diseases
- understand the principles of techniques used in neuroscience research

### Text/Materials Information



Required textbook\*:  
 Neuroscience: Exploring the Brain; by Mark F Bear, Barry W. Connors and Michael A. Paradiso; Fourth edition; Wolters Kluwer (ISBN 978-0781778176).

\*Previous edition of the textbook is acceptable.

Recommended textbook:  
 Glia; by Ben A. Barres, Marc R. Freeman and Beth Stevens; Cold Spring Harbor Laboratory Press (ISBN 978-1-621820-27-7).

### Course Website, Course Tools (Canvas)

Canvas is the communication and course material access system used in this course. It will contain course materials, in-class quizzes, weekly discussions, assignment submission, exams and grading.

You can log into the course website with your NetID and your NetID password using an internet browser at: <https://canvas.illinois.edu/>

You are expected to receive notifications from Canvas and check class updates weekly.

### Grading Information and Breakdown

Grades will be evaluated based on the following:

- 10 weekly discussion
- 1 group project (1-2 students/group)
- 3 exams (the last exam will be the final exam)

#### Important Information:

Class attendance is mandatory, absence is allowed for one class, and each absence afterwards without instructor approval will account for 10 points deducted from the final grade.

Exams are based on the materials presented in classes.

Late submission of discussion/project will not be graded.

One make-up exam will be offered in the last week under strict circumstances with approved documentation (see Course Policies below).

Total 1000 points are allocated as below:

| Category          |  | Point |
|-------------------|--|-------|
| Weekly discussion | 10 points per week<br>(Maximal 100 points) | 100   |
| Group project     | Topic selection                            | 25    |

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|              |                        |             |
|--------------|------------------------|-------------|
|              | Outline and references | 25          |
|              | Fact sheet             | 150         |
| Exams        | Exam 1                 | 200         |
|              | Exam 2                 | 200         |
|              | Exam 3 (Final Exam)    | 300         |
| <b>Total</b> |                        | <b>1000</b> |

Grade Scale:

| Grade by Letter | Point Range | Grade by Point |
|-----------------|-------------|----------------|
| A+              | 1000 - 920  | 4.0            |
| A               | 919 - 880   | 4.0            |
| A-              | 879 - 840   | 3.7            |
| B+              | 839 - 800   | 3.3            |
| B               | 799 - 760   | 3.0            |
| B-              | 759 - 720   | 2.7            |
| C+              | 719 - 680   | 2.3            |
| C               | 679 - 640   | 2.0            |
| C-              | 639 - 600   | 1.7            |
| D+              | 599 - 560   | 1.3            |
| D               | 559 - 520   | 1.0            |
| D-              | 519 - 480   | 0.7            |
| F               | 479 - 0     | 0              |

*Muddiest Point Weekly Discussion (maximal 100 points):*

- Participate in discussion of the muddiest points from the course materials.
- Posting questions, answers or suggestions will all be counted as attendance.
- Each week's participation will be given 10 points, max 100 points.

*Brain Facts Group Project (200 points):*

- Group project must focus on a neuroscience concept.
- Brain Fact Sheet will be submitted by group (1-2 students per group).
- Fact Sheet should not exceed 2 pages, preferred fonts are Arial or Calibri.
- Fact sheet must be submitted as .PDF files, no larger than 15 MB.
- All content must be original.
- Original images are highly recommended, if not original, please cite the resources.
- Writing should be logical, well-structured, clearly-presented and error/typo-free with scientific supporting evidence.
- References (no more than 10) should be included on a second page.
- Fact Sheet examples can be found at: <https://www.dana.org/category/brain-basics/fact-sheets/>

**Course Policies**

*Unfamiliarity with policies is not a defense for not knowing what they cover.*

*Contacting MCB Course Personnel:*

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- MCB course personnel are more than happy to assist students.
  - Emails to instructors, TAs, or course coordinators will only be answered if they come from an @illinois.edu account. We will only use this account in order to protect your educational information and profile. As a student, please remember that when you email a staff member, it is important to include all pertinent information so that we can assist you in the most efficient and effective manner possible. This information includes:
    - The course rubric in the subject line
    - Your full first and last name
    - Your NetID (the first part of your illinois.edu email account)
    - Your UIN (9 digit number that can be found on your ICard)
    - The course that you are concerned about (the course personnel often work with multiple courses)
    - Your section letter/number
    - The previous email "thread" or previous communicated information pertinent to the situation
  - Your cooperation will help us respond much more quickly to your concerns.

#### *Adding the Course after the Semester Starts:*

- We understand that the University has an add deadline 10 days into the semester, but the University lets individual courses and/or programs determine their policies for late adds. We feel that students who choose to add a course late do so at their own discretion with knowledge that there may be points lost in the process.

#### *Religious Observances and Practices:*

- Students are required to submit the Request for Accommodation for Religious Observances Form (which can be found at [www.odos.illinois.edu/.../Religious\\_Observance\\_Accommodation\\_Request\\_Form.docx](http://www.odos.illinois.edu/.../Religious_Observance_Accommodation_Request_Form.docx)) to their instructors and the Office of the Dean of Students requesting accommodation by the end of the second week of the course. Requests that are not submitted within this time frame may not be granted. Information about accommodations can be found in the Student Code: <http://studentcode.illinois.edu/>.

#### *Disability Resources and Educational Services (DRES) Accommodations:*

- We are committed to providing a learning environment where our students can succeed. If you require special accommodations, please contact us and the Disability Resources and Educational Services (DRES) as soon as possible. To contact DRES, you may visit 1207 S. Oak Street, Champaign, call 217.333.4603, or email [disability@illinois.edu](mailto:disability@illinois.edu). We will try to meet all accommodations once the process has started. Please note that accommodations are not retroactive to the beginning of the semester, but begin the day you contact your professor, instructor or coordinator with a current letter of accommodation from DRES.
- If a student believes that they need DRES accommodations, they should contact DRES at [disability@illinois.edu](mailto:disability@illinois.edu).

#### *Class Absences:*

- Regular class attendance is expected of all students at the University. ([http://odos.illinois.edu/studentAssistance/absence/revised\\_code.asp](http://odos.illinois.edu/studentAssistance/absence/revised_code.asp))

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- If you find yourself ill, you must submit confirmation of a visit with a medical practitioner within 24 hours of your absence. The confirmation cannot be provided by a relative, even if the relative is a practitioner.
  - The Office of the Dean of Students will only provide informative letters to instructors for protracted illness of 3 or more days, certain emergencies and to be present during the serious illness of immediate family members (parents, legal guardian, spouse/partner, siblings, children, or grandparents). These letters do not excuse you from class but merely provide information for the instructor to consider with regard to excusing the absence and permitting make-up work. Students must request absence letters from the Office of the Dean of Students after the student has returned to class but not more than 10 business days after the last date of absence.
  - Absences that may be excused without a letter include circumstances beyond the student's control such as medical treatment, surgery related to prolonged illness or injury, pregnancy, legal matters, citizenship or naturalization processes, or acts of nature which cause destruction to a primary residence or disrupt air travel. All will require documentation.
  - Absences that may also be excused without a letter include a conference or job, graduate or professional school interviews, though a best effort should be made to schedule these events to minimize class attendance disruption. All will require documentation.
  - Absences planned for the items listed in previous bullet point must be communicated to your instructor or course coordinator at least two weeks in advance of the absence. Failure to do so may result in the loss of opportunity to reschedule the missed class period and the portion of the grade associated with this class period.
  - Absences that will not be excused include family events such as reunions or weddings, or presence during serious illness of extended family members (aunt, uncle, niece, nephew, or cousin).
  - Unplanned absences may result in the loss of opportunity to reschedule the missed class period and, therefore, the portion of the grade associated with this class period.
  - Absences will be handled according to individual course policy.

#### *Exam Absences:*

- If you must miss an exam due to unforeseen circumstances, you are required to contact your instructor or course coordinator within 24 hours of the absence. You will then have 48 hours from the absence in which to submit documentation to your instructor or course coordinator. You must also submit an online Absence Form if one is available on your course website. Course personnel will evaluate documentation and decide whether or not there will be an option to compensate for the missed exam through either a make-up exam or proration. Failure to follow this procedure will result in a zero for the exam.
- If you find yourself ill, you must submit confirmation of a visit with a medical practitioner within 24 hours of your absence. The confirmation cannot be provided by a relative, even if the relative is a practitioner.
- If you must miss an exam for a conference or job, graduate or professional school interviews, the exam may be prorated. A best effort should be made to schedule these events around exams. You will need to be mindful that only one exam may be prorated in a semester for any and all absences. All will require documentation.
- There will be instances when the student must make an individual choice about their ability to perform on an exam and will need to accept any and all consequences for that choice.

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- If the absence is a result of a protracted illness of 3 days or more, you should follow the procedure for obtaining a letter from the Office of the Dean of Students. The request may be made once the student returns to class but not more than 10 business days after the last date of absence.

#### *Exam Conflicts:*

- If you have a regularly scheduled University course that conflicts with the exam, you should complete the online Conflict Exam Request Form on the course website. This request must be made by 5:00 pm not less than 3 business days prior to the exam. Requests made after 5:00 pm and less than 3 business days prior to the exam will not be granted. See course policies for a specific deadline for your course.
- Work schedules should be adjusted, if at all possible, in order to eliminate a conflict with scheduled exams. Please plan accordingly at the beginning of the semester. If eliminating a conflict is not possible, the student should complete the online Conflict Exam Request Form on the course website. This request must be made by 5:00 pm not less than 3 business days prior to the exam. Requests made after 5:00 pm and less than 3 business days prior to the exam will not be granted.
- Students that are formally participating in officially recognized groups, such as athletic teams and performing groups, with a conflict should request a conflict exam by 5:00 pm not less than 3 days prior to the exam via the online Conflict Request Form. Formal participation does not include general meetings of RSOs or any other recognized groups. Documentation of the event will be required prior to scheduling the conflict exam. Requests made after 5:00 pm and less than 3 business days prior to the exam will not be granted.
- Students with DRES accommodations should also submit the online Conflict Request Form by 5:00 pm no later than 3 business days prior to the exam. Requests made after 5:00 pm and less than 3 business days prior to the exam will not be granted.

#### *Final Exam Absence:*

- If you must miss a final exam due to unforeseen circumstances, you are required to contact your instructor or course coordinator within 24 hours of the absence. You must also contact the Dean of your college. Finally, you must submit an online Absence Form if one is available on your course website. You will receive an ABS (absent) in the course if you miss the final exam. This ABS will result in an F in the course unless action is taken. The Dean can approve the change of the ABS to an Incomplete, which then allows a limited window of time for you to complete the final exam and earn a grade in the course.
- There will be instances when the student must make an individual choice about their ability to perform on an exam and will need to accept any and all consequences for that choice.
- If the absence is a result of a protracted illness, you should follow the procedure for obtaining a letter from the Office of the Dean of Students. The request may be made once the student recovers but not more than 10 business days after the date of absence.
- Information about final exams can be found in the Student Code: <http://studentcode.illinois.edu/>.

#### *Final Exam Conflict:*

- Conflict final exams may only be granted for any one of the following situations:

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- Students with three final exams scheduled within a 24 hour period as defined in Section 82.A.4). Final Examinations of the *Code of Policies and Regulations Applying to All Students* which can be found at: [www.illinois.edu/admin/manual/code/](http://www.illinois.edu/admin/manual/code/)
  - Students who have two final exams scheduled at the same time. Final conflict exam requests should be made to the course with larger enrollment. Course personnel can assist with information to determine which course this would be.
  - Students who have a verified personal problem, and who have received written permission to take a conflict final exam from a dean in their college.
  - Students who have DRES academic accommodations.
  - Students that find themselves in any of the above situations should complete the online Conflict Final Exam Request Form which can be found on the course website. This request must be made by 5:00 pm on the last day of class in order for the request to be granted. Any requests made after this time may not be granted. If a conflict final exam is granted, it may be scheduled at any time during the final examination period and is at the discretion of the instructor or course coordinator.

#### *Grades:*

- Each course has a grade scale. The grade you earn in the course will be based on the points that you earn. Effort is reflected in points earned. We will adhere to the grade scale when assigning grades in order to avoid capriciousness and to adhere to fairness and equity for all students.

#### *Academic Integrity:*

- The Code of Policies and Regulations Applying to All Students will be applied in all instances of academic misconduct committed by students. This applies to all exams, presentations, assignments and materials distributed or used in this course. You can review these policies at the following website: <http://admin.illinois.edu/policy/code/index.html> and specifically here: <http://studentcode.illinois.edu/article1/part4/1-401/>
- Science cannot exist without honesty. The faculty and staff in MCB require students, as scientists-in-the-making, to hold the highest standards of scientific and academic conduct. Any form of cheating on any graded work in courses is unacceptable.
- We require that all graded work be entirely your own, and that anything you write using the words of other writers be correctly attributed. Some specific points follow.
- On exams, the answers that your turn in for grading must be your own, formulated during the exam from your own understanding of the material and without any supporting information, be it written, verbal or electronic. Copying the work of another student, or allowing another to copy your work, or copying work from any other source, is unacceptable. Since we cannot always monitor you as you complete your work, we must rely upon appearance of your work from which to judge. If the work you submit resembles that of another student or another source too closely, we may conclude that it was not your original work. Always make a conscious effort to complete your work on your own and to protect it from the view of others, in order to ensure that it will be seen as your own. Failure to adhere to these standards for any portion of an exam may result in a grade of zero for the entire exam or quiz for all persons involved.
- Texting, or the use of a cell phone or any other device for any purpose, during a quiz or exam is prohibited. Doing so may earn you a zero or a more extreme penalty on the quiz or exam at the discretion of the instructor.

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- Use of any social or electronic media to share information, request information or make confidential information public is prohibited. Any use of this type may earn you a zero on the exam or a more extreme penalty at the discretion of the instructor.
  - On written or electronic assignments, the answers that you turn in for grading must be written in your own words, formulated from your own understanding of the material. While you may be working with other students in the course, you must formulate and submit your own answers. Copying or paraphrasing the work of another student, or allowing another to copy or paraphrase your work, is unacceptable. Since we cannot monitor you as you complete your work, we have only the appearance of your work from which to judge. If the work you submit resembles that of another student too closely, we may conclude that it was not your original work. Always make a conscious effort to complete your work on your own and to protect it from the view of others, in order to ensure that it will be seen as your own. You must also make a conscious effort to protect your passwords and accounts. Failure to adhere to these standards may result in a grade of zero for the entire assignment for all persons involved.
  - On written or electronic assignments, if you use a statement taken directly from any book or other publication, including the course textbook, you must provide a citation. That is, you must put the text in quotes and put the author of the publication in parentheses after the quotation. Failure to do so will result in zero credit for that answer. Further, using only the words of another author as your entire answer or as the majority of your answer to any question is never sufficient to earn credit. If the majority of your work has been taken directly from a publication, you are likely to receive no credit for the work, since you would not be demonstrating knowledge beyond the ability to copy. Even if you quote another, your answer must be substantially your own words, drawn from your own understanding of the material.

#### *Electronic Media/Device Use:*

- Use of any social or electronic media to share course information, request course information or make confidential course information public is prohibited. Any use of this type may earn you a zero on an assignment or exam or a more extreme penalty at the discretion of the instructor.
- Any violation of the social media policy **on your account** may result in a zero on an assignment or exam or a more extreme penalty at the discretion of the instructor.
- Any social media sites created in relation to MCB courses must grant access to course personnel upon request. Failure to provide access will result in a failing grade in the course for the group/site's administrator(s).
- No electronic devices, including smart watches, are allowed at exams.

#### *Course Material:*

- Students are welcome and encouraged to make audio recordings of course lectures.
- The material recorded is intellectual and copyrighted property of the University of Illinois Board of Trustees and may be made for personal use only.
- Video recordings of any kind are strictly prohibited.
- Posting of audio recordings or transcriptions on social or electronic media platforms is strictly prohibited.
- Posting or redistributing of course material in any format is strictly prohibited.

#### *University Information of Student Safety - Active Threats:*

- **General Emergency Response Recommendations** ([Emergency Response Guide](#)):



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- Security Threat. The Department of Homeland Security and the University of Illinois at Urbana-Champaign Office of Campus Emergency Planning recommend the following three responses to any emergency on campus: **RUN > HIDE > FIGHT**
  - **Only follow these actions if safe to do so.** When in doubt, follow your instincts - you are your best advocate!
  - **RUN** – Action taken to leave an area for personal safety.
    - Take the time to learn the different ways to leave your building **before** there is an emergency.
    - Evacuations are mandatory for fire alarms and when directed by authorities! No exceptions!
    - Evacuate immediately. Pull manual fire alarm to prompt a response for others to evacuate.
    - Take critical personal items only (keys, purse, and outerwear) and close doors behind you.
    - Assist those who need help, but carefully consider whether you may put yourself at risk.
    - Look for **Exit** signs indicating potential egress/escape routes.
    - If you are not able to evacuate, go to an Area of Rescue Assistance, as indicated on the front page of this plan.
    - Evacuate to Evacuation Assembly Area, as indicated on front page of this plan.
    - Remain at Evacuation Assembly Area until additional instructions are given.
    - Alert authorities to those who may need assistance.
    - Do not re-enter building until informed by emergency response personnel that it is safe to return.
    - Active Threat: IF it is safe to do so, run out of the building. Get as far away as possible. Do NOT go to the Evacuation Assembly Area.
  - **HIDE** – Action taken to seek immediate shelter indoors when emergency conditions do not warrant or allow evacuation.
    - Severe Weather:
      - If you are outside, proceed to the nearest protective building.
      - If sheltering-in-place due to severe weather, proceed to the identified Storm Refuge Area or to the lowest, most interior area of the building away from windows or hazardous equipment or materials.
    - Active Threat:
      - Lock or barricade your area.
      - Get to a place where the threat cannot see you.
      - Place cell phones on silent.
      - Do not make any noise.
      - Do not come out until you receive an Illini-Alert advising you it is safe.
  - **FIGHT** – Action taken as a last resort to increase your odds of survival.
    - Active Threat: If you cannot run away safely or hide, be prepared to fight with anything available to increase your odds for survival.

*Student Advocacy Resources:*

- For student-centered advocacy programs and services visit:  
[mcb.illinois.edu/undergrad/advising/resources](http://mcb.illinois.edu/undergrad/advising/resources).

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## ***Student Resources/Where to go for Help:***

### **We Care at Illinois**

- For sexual misconduct support, response and prevention visit: [wecare.illinois.edu](http://wecare.illinois.edu)

*Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: [http://oiir.illinois.edu/sites/prod/files/SexualMisconduct\\_ResourceGuide.pdf](http://oiir.illinois.edu/sites/prod/files/SexualMisconduct_ResourceGuide.pdf)*

### **Safety and Emergency**

University Police Department, Emergency, 9-911; Non-emergency, 217-333-8911

University Fire Department Emergency, 9-911

Crisis Line, 217-359-4141

Emergency Dean, 300 Turner Student Services Bldg., 610 E. John St., 217-333-0050

Counseling Center, 110 Student Services Bldg., 610 E. John St., 217-333-3704

McKinley Health Center, General Information, 217-333-2701

McKinley Mental Health Center, 1109 S. Lincoln, 217-333-2705

Dean of Students, 300 Turner Students Services Bldg, 610 E. John St., 217-333-0050

Local Sexual Assault Center, RACES, 217-384-4444

Women's Resources Center, 703 South Wright Street, 2nd Floor, 217-333-3137

Rape Crisis 24-hour Hotline, 217-384-4444

Suicide & Psychological Emergency, Suicide Prevention Team, 217-333-3704

SafeRides (free nighttime campus ride program), 217-265-RIDE (265-7433)

SafeWalks (free walking escort service by Student Patrol), 217-333-1216

### **Student Services and Advocacy**

Office of the Dean of Students, 300 Student Services Bldg., 610 E. John St., 217-333-0050

### **Classroom Support, Teaching Skills, and Instructional Strategies**

Center for Innovation in Teaching & Learning, 249 Armory Building, 217-333-1462

### **Counseling Services**

Counseling Center, 110 Student Services Bldg., 610 E. John St., 217-333-3704

McKinley Mental Health Center, 1109 S. Lincoln Ave., 217-333-2701

Psychological Services Center, 3<sup>rd</sup> Floor, 505 E. Green St., 217-333-0041

### **Disability Services**

Disability Resources and Educational Services (DRES), 1207 S. Oak St., 217-333-1970

### **Lesbian, Gay, Bisexual, Transgender Resource Center**

LGTB Resource Center, 323 Illini Union, 1401 W. Green St., 217-244-8863

### **Veterans Services**

Veteran Student Support Services, Office of the Dean of Students, 610 E. John St., 217-333-0050

Center for Wounded Veterans in Higher Education, 908 W. Nevada St., 217-300-3515

### **General Study Skills Assistance**

Office of Minority Student Affairs, 130 Student Services Bldg., 610 E. John St, 217-333-0054

Office of Minority Student Affairs Tutoring Services, 701 S. Gregory Dr., Suite 1, 217-333-7547

Writer's Workshop, 251 Undergraduate Library, 1402 W. Gregory Dr., 217-333-8796

\*\*Additional academic assistance may be available through individual departments

### Health Resources

Health Education, McKinley Health Center, 1109 S. Lincoln Ave., 217-333-2701  
 Alcohol & Other Drug Office, 2<sup>nd</sup> Floor Counseling Center, 610 E. John St., 217-333-7557  
 Sexual Health Educator, McKinley Health Center, 1109 S. Lincoln Ave., 217-333-2714  
 Dial-A-Nurse, McKinley Health Center (24-hour), 1109 S. Lincoln Ave., 217-333-2700  
 Health Resource Center, McKinley Health Center, 1109 S. Lincoln Ave., 217-333-6000  
 Health Resource Center, Room 40 Illini Union, 1401 W. Green St., 217-244-5994  
 McKinley Health Center, General Information, 1109 S. Lincoln Ave., 217-333-2701

### Sexual Harassment/Assault & Acts of Intolerance/Hate Crimes

Office of the Dean of Students, 300 Students Services Bldg., 610 E. John St., 217-333-0050

### *The Office of Diversity, Equity and Access (ODEA):*

- For non-academic support visit: [diversity.illinois.edu](http://diversity.illinois.edu)
  - Discrimination & Harassment Prevention
  - Title IX
  - Accessibility & Accommodations
  - Inclusive Illinois

### Course Calendar with Due Dates

| Week                            | Content  | Notes  |
|---------------------------------|--|--|
| <b>PART I - Building Blocks</b> |  |  |
| 1<br>(8/21 - 8/25)              | Introduction to MCB 170<br>Introduction to Neuroscience -<br>The history and the building blocks |  |
|                                 | Neurons -<br>Membrane potential<br>(Textbook: Ch2, Ch3)  | Week 1 Discussion<br><b>due on Sunday 11:59 pm</b> |
| 2<br>(8/28 - 9/1)               | Neurons -<br>Action potential<br>(Textbook: Ch4)   |  |
|                                 | Neurons -<br>Synaptic transmission<br>(Textbook: Ch5, Ch6)                                       | Week 2 Discussion<br><b>due on Sunday 11:59 pm</b> |
| 3<br>(9/4 - 9/8)                | Neurons -<br>Synaptic plasticity<br>(Textbook: Ch23)   |  |
|                                 | Glia -<br>Astrocytes   | Week 3 Discussion<br><b>due on Sunday 11:59 pm</b> |
| 4<br>(9/11 - 9/15)              | Glia -<br>Oligodendrocytes   |  |
|                                 | Glia -<br>Microglia  | Week 4 Discussion<br><b>due on Sunday 11:59 pm</b> |
| 5<br>(9/18 - 9/22)              | Review session   | In-class Quiz 1                                    |
|                                 | <b>Exam 1</b>  |  |
| <b>PART II - Brain Function</b> |  |  |
| 6<br>(9/25 - 9/29)              | Organization of the brain  |  |

|                                     |   |   |
|-------------------------------------|---|---|
|                                     | (Textbook: Ch7, Ch15)   |   |
|                                     | Learning and memory<br>(Textbook: Ch24, Ch25)                     | Week 6 Discussion<br><i>due on Sunday 11:59 pm</i><br>Group project topic selection<br><i>due on Sunday 11:59 pm</i>        |
| 7<br>(10/2 - 10/6)                  | Motivation<br>(Textbook: Ch16)                                    |   |
|                                     | Emotion<br>(Textbook: Ch18)                                       | Week 7 Discussion<br><i>due on Sunday 11:59 pm</i>  |
| 8<br>(10/9 - 10/13)                 | Circadian rhythm and sleep<br>(Textbook: Ch19)                    |   |
|                                     | Sex<br>(Textbook: Ch17)   | Week 8 Discussion<br><i>due on Sunday 11:59 pm</i><br>Group project outline and references<br><i>due on Sunday 11:59 pm</i> |
| 9<br>(10/16 - 10/20)                | Language<br>(Textbook: Ch20)                                      |   |
|                                     | Attention<br>(Textbook: Ch21)                                     | Week 9 Discussion<br><i>due on Sunday 11:59 pm</i>  |
| 10<br>(10/23 - 10/27)               | Review session  | In-class Quiz 2   |
|                                     | <b>Exam 2</b>   |   |
| <b>PART III - Brain Dysfunction</b> |   |   |
| 11<br>(10/30 - 11/3)                | Psychiatric disorders<br>Guest speaker<br>Dr. Brandon Brown       |   |
|                                     | Neurodevelopmental disorder                                       | Week 11 Discussion<br><i>due on Sunday 11:59 pm</i>   |
| 12<br>(11/6 - 11/10)                | General election day  |   |
|                                     | Neurodegenerative disorder<br>Guest speaker<br>Dr. Howard Gritton | Week 12 Discussion<br><i>due on Sunday 11:59 pm</i>   |
| 13<br>(11/13 - 11/17)               | <i>Group project</i>  |   |
|                                     | Traumatic brain injury  | Week 13 Discussion<br><i>due on Sunday 11:59 pm</i><br>Group project Fact Sheet<br><i>due on Sunday 11:59 pm</i>            |
| 14<br>(11/20 - 11/24)               | Thanksgiving break  |   |
| <b>PART IV - Techniques</b>         |   |   |
| 15<br>(11/27 - 12/1)                | Imaging and electrophysiology                                     |   |
|                                     | Genetics  | Week 15 Discussion<br><i>due on Sunday 11:59 pm</i>   |
| 16<br>12/4-12/6                     | Review session  | In-class Quiz 3   |
|                                     | End of the semester*  |   |

\* Location and time for the Final Exam (Exam 3): TBA