



School of Molecular & Cellular Biology

# MCB 418, Spring 2026

Neurobiology of the Senses, 3 cr. hrs.

## Instructor

Dr. Benjamin Auerbach

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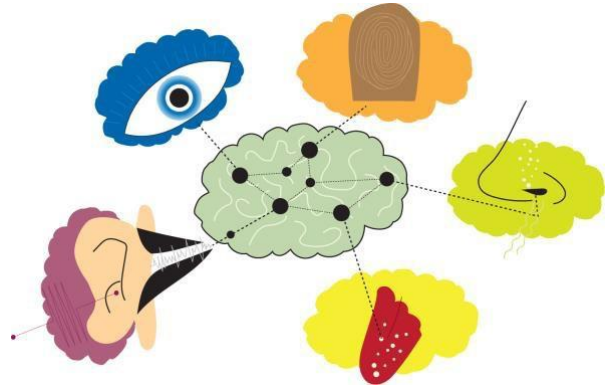
<https://mcb.illinois.edu/faculty/profile/bda5/>

## MCB Instructional Program Office

127 Burrill Hall

[ipsupport@mcb.illinois.edu](mailto:ipsupport@mcb.illinois.edu)

phone/voicemail:217-244-6239



## Class Meeting Schedule

Course Location: 3038 Campus Instructional Facility (CIF)

Scheduled Class Time: Tu/Th 2-3:20 pm

Office Hours: F 10:30-11:30 am (via Zoom), also by appointment (send email)

Link to Zoom: <https://illinois.zoom.us/j/81472184595?pwd=T3VIUUUVJM3RscWo4T2FwMk5MVVV0dz09>

## Course Overview and Description

This course will cover the major functions of the sensory systems and the mechanisms of sensation and perception at the molecular, cellular, and systems levels. In addition, it considers the physiological basis of sensory system development, plasticity, and disease based upon human clinical data and research in animal models.

The semester begins with a brief review of fundamental neuroscience concepts (electrical signaling, synaptic transmission, neural circuits) and then follows with an in-depth review of each sensory system, covering the peripheral sense organs and receptors, the neuroanatomical pathways used for sensory information transmission, and the physiological response properties and activity patterns used to represent sensory information in the brain.

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

Prerequisites: MCB 314 or equivalent, or consent of instructor

Requirements met: Advanced elective course for MCB and Neuroscience majors

Students are expected to commit approximately 9 hours/week to attending in person lectures, reading assigned material, and completing weekly assignments.

## Student Learning Outcomes

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

- Identify the cellular and physiological mechanisms of sensory transduction for all the major senses.
- Understand how sensory information is encoded in the brain and the neural basis of perception.

- Apply basic physical, chemical, biochemical, and physiological principles to understand sensory system function, plasticity, and disease.
- Evaluate experimental data and critique study design through critical review of primary literature

## Course Calendar

**\*Note that topics to be covered in each lecture are subject to change\***

<u>Class</u>	<u>Date</u>	<u>Topic</u>	<u>Purves</u>	<u>Bear</u>	<u>Articles</u>	<u>Quizzes</u>
1	1/20	Introduction and overview	Chp 1	Chp 1	Penfield 1947	
2	1/22	Elements of sensory systems 1	Chp 2-4	Chp 2-4	Barlow 1972	Quiz 1
3	1/27	Elements of sensory systems 2	Chp 5-7	Chp 5-7	Shepherd 1997	
4	1/29	Elements of sensory systems 3	Chp 5-7	Chp 5-7	Liu 2021	Quiz 2
5	2/3	Vision 1	Chp 11	Chp 9	Baylor 1986	
6	2/5	Vision 2	Chp 11	Chp 9	Schiller 1986	Quiz 3
7	2/10	Vision 3	Chp 12	Chp 10	Hubel 1982	
8	2/12	Vision 4	Chp 12	Chp 10	Quiroga 2005	Quiz 4
9	2/17	Catch-up/Review				
10	2/19	<b>Exam 1</b>				
11	2/24	Somatosensory 1	Chp 9	Chp 12	Coste 2010	
12	2/26	Somatosensory 2	Chp 9	Chp 12	Ranade 2014	Quiz 5
13	3/3	Somatosensory 3	Chp 9	Chp 12	Dalgleish 2020	
14	3/5	Pain/Thermal	Chp 10	Chp 12	Cai 2024	Quiz 6
15	3/10	Auditory 1	Chp 13	Chp 11	Olson 2012	
16	3/12	Auditory 2	Chp 13	Chp 11	Lieberman 2002	Quiz 7
	3/17	**Spring Break				
	3/20	**Spring Break				
17	3/24	Auditory 3	Chp 13	Chp 11	Norman-Haignere 2022; Asokan 2021	
18	3/26	Vestibular	Chp 14	Chp 11	Essner 2022	Quiz 8
19	3/31	Catch-up/Review				
20	4/2	<b>Exam 2</b>				
21	4/7	Chemical Senses 1	Chp 15	Chp 8	Peng 2015	
22	4/9	Chemical Senses 2	Chp 15	Chp 8	Zazhytska 2021	Quiz 9
23	4/14	Chemical Senses 3	Chp 15	Chp 8	Buck & Axel 1991; Stettler 2009	
24	4/16	Development 1	Chp 22	Chp 23	Feldheim 1998; Sur and Leamey 2001	Quiz 10
25	4/21	Development 2	Chp 23	Chp 23	Constantine-Paton 2008	
26	4/23	Sensory Plasticity 1	Chp 25	Chp 25	Cooke 2014	Quiz 11
27	4/28	Sensory Plasticity 2	Chp 29	Chp 21	TBD	
28	4/30	Catch-up/Review				Quiz 12
29	5/5	<b>Exam 3</b>				
	5/7	<b>Reading Day</b>				
	5/13	<b>Final Exam</b>				

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\*Lecture slides will be posted on course website before each lecture.

## Recommended Textbooks

### Primary

Neuroscience, 6<sup>th</sup> Edition (2017) by Dale Purves, George J Augustine, David Fitzpatrick, Lawrence C Katz, Anthony-Samuel LaMantia, James O McNamara, and S Mark Williams. Sinauer Associates/Oxford University Press (ISBN-13: 978-1605353807; ISBN-10: 1605353809)

### Secondary

Neuroscience: Exploring the Brain, 4<sup>th</sup> Edition (2016) by Mark F. Bear, Barry W. Connors, Michael A. Paradiso  
Lippincott Williams & Wilkins Publishers (ISBN-13: 978-1284211283; ISBN-10: 1284211282)

\*Course material is primarily drawn from Purves Neuroscience 6<sup>th</sup> edition. Bear Neuroscience 4<sup>th</sup> edition covers much of same material, although in a bit less detail.

You can order the recommended textbooks from the Illini Union Bookstore (IUB) (217-333-2050). Be certain you select the correct term from the Search by Course dropdown list. Used books are often available and can be provided at a cost savings to you. If you are ordering books elsewhere (e.g., Amazon.com), please be sure to order the correct edition and year of publication.

## Required Primary Literature

PDFs can be found in Primary Literature Assignment folder on course website. **There will be in-class discussion and weekly quizzes regarding assigned primary research papers.** In some cases, optional or supplemental readings may be listed for further study.

## Course Website, Course Tools

Web Address: <https://canvas.illinois.edu/>

course syllabus, lecture & exam schedule, lecture notes, assignments, and latest announcements.

Official Course Gradebook: <https://apps.atlas.illinois.edu/Gradebook>

## Grading Information and Breakdown

**Letter grades will be based on:**

3 in-class exams and 1 cumulative final exam (drop lowest exam score)

100 points each:  $3 \times 100 = 300$  (75%)

12 weekly quizzes (drop two lowest quiz scores)

10 points each:  $10 \times 10 = 100$  (25%)

iClicker extra credit (up to 20 points)

**Exams:** There will be three in-class exams that take place on the days indicated on the syllabus. These exams will be a mix of multiple-choice, matching, and/or short answer questions. Each exam will cover material from the preceding lectures, required readings, and papers discussed in class. Exams will focus on material from preceding section but will require students to be familiar with all the concepts introduced up to that point in the course.

\* Make-up exams will be given ONLY in cases where there is a sufficient, documented reason (e.g., doctor's note for significant illness/injury). If you miss an exam due to unforeseen circumstances, you are required to contact instructor within 24 hours of the absence and will

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have 48 hours from the absence to submit documentation. and must be taken within two weeks of the original exam date.

**Final Exam:** There will be a cumulative final exam during final exam week. This exam will be a mix of multiple-choice, matching, and/or short answer questions covering material from the entire class.

The lowest score of the three in-class exams and cumulative final exam will automatically be dropped when calculating final grade.

**Quizzes:** Quizzes will consist of short answer and multiple-choice questions that will be taken online via the course website. Quizzes will cover material from the week with a particular focus on the assigned primary literature and papers discussed in class. **Quizzes will open at 3:20 pm Thursday and close at 11:59 pm on Sunday of the week indicated on syllabus.** One attempt is allowed for each quiz.

The two lowest quiz scores will be automatically dropped when calculating final grade.

**iClicker:** iClicker questions will be used during lectures to assess how well key concepts are being learned and integrated as the course progresses. Up to 20 points (5%) in extra credit will be awarded for answering iClicker questions. Half of this credit will be awarded based on the percentage of questions that are answered (whether or not the answer is correct), and the remaining half will be awarded proportional to the percentage of questions answered correctly. iClicker questions may refer to material covered in recent lectures; therefore, you should try to stay as up to date with the material as possible. Your instructor will provide information about how to register for iClicker.

**iClicker registration:** <https://join.iclicker.com/KYBV>

**Attendance:** This course is based primarily on in-class learning via lecture, discussion, and activities. Therefore, your presence at each class period is *strongly recommended* in order for you to achieve the student learning outcomes. While attendance will not be included in final grade, the opportunity for iClicker extra credit points will only be afforded to those who attend class.

**Grading scale (%):**

100-97 A+	89-87 B+	79-77 C+	69-67 D+
96-93 A	86-83 B	76-73 C	66-63 D
92-90 A-	82-80 B-	72-70 C-	62-60 D-
			< 60 F

Breakpoints will be rounded upward, grading scale will be adjusted as needed

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## Course Policies

Regardless of whether a student has read the Course Policies for MCB 418, a student is expected to have knowledge of them. These policies were developed in agreement with the *2025-2026 Illinois Student Code*.

### 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.

### Drop Information

**March 14<sup>th</sup>** is the last day to drop the course or to elect the Credit/No Credit option. Students may use the Self-Service System to drop MCB 418 until this deadline.

To drop the course after the drop deadline, students must petition a dean in their college office. These petitions should be sent to the Instructor/Course Coordinator for completion of attendance and grade information.

To elect the Credit/No Credit option, students must apply in their College Office.

### Academic Integrity:

The Student Code 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 polies in the Student Code, specifically (<https://studentcode.illinois.edu/article1/part4/1-401/>) Ignorance is not an excuse for any academic dishonesty. It is your responsibility to read this policy to avoid any misunderstanding. Do not hesitate to ask the instructor(s) if you are ever in doubt about what constitutes plagiarism, cheating, or any other breach of academic integrity.

### Religious Observances and Practices

It is the policy of the University of Illinois Urbana-Champaign to reasonably accommodate its students' religious beliefs, observances, and practices that conflict with a student's class attendance or participation in a scheduled examination or work requirement, consistent with state and federal law.

Students must request a reasonable accommodation for their religious belief, observance, and practice **in advance of the conflict** to allow time for both consideration of the request and alternate procedures to be prepared. Not requesting an accommodation reasonably in advance of the conflict may result in a delay or denial of the accommodation.

A reasonable accommodation for a religious belief, observance, and practice is defined as a change that allows the student to participate in their religious belief, observance, and practice and which does not fundamentally alter the educational requirement or place an undue hardship on an instructor, department, or office.

Students must direct a request for a reasonable accommodation for a religious belief, observance, and practice to the instructor(s) of the affected course(s), who shall review the request and determine whether a reasonable accommodation can be made. **This form serves as a resource to assist students as they are making such requests to their**

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**instructors.** PLEASE NOTE: This form asks you to clarify whether you are requesting an absence or an accommodation other than absence.

Once submitted, students will receive a copy of this request form. Students must then forward the form to each instructor in order to request the accommodations.

Request to Instructor Religious Accommodation form: <https://oae.illinois.edu/religious-accommodations/>

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

1. We are committed to providing a learning environment where our students can succeed. If you require special accommodations, please contact us and the 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.
2. If a student believes that they need DRES accommodations, they should contact DRES at [dres.illinois.edu](https://dres.illinois.edu).

## **Attendance Policies**

1. Regular class attendance is expected of all students at the University. (<https://studentcode.illinois.edu/article1/part5/1-501/>)
2. 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.
3. 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 regarding 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.
4. 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.
5. Absences that may also be excused without a letter from the Dean of Students Office 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.

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6. 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).
  7. Absences, when they occur after the first day of classes but prior to enrollment in the course, will require the use of dropped assignments if applicable.
  8. 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. Course personnel will evaluate documentation and decide whether or not there will be an option to compensate for the missed exam through either a makeup 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.
- For anticipated absence, the students should arrange with the instructor to take the conflict exam BEFORE the regular exam date
- All students have the option of taking a cumulative final exam in order to drop their lowest exam grade. 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 of >3 days, 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 a student has a regularly scheduled University course that conflicts with the exam, he/she 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.
- Work schedules should be adjusted, if at all possible, in order to eliminate a conflict with scheduled exams. A student should 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

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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. Conflict (i.e. makeup) exams will be given to individuals who have a documented excuse or written evidence, or letter approved by the Dean of the Students.
- Conflict make-up exams can only be taken BEFORE the regular exam date and time

### **Final Exam Conflict**

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

- Students with three final exams scheduled within a 24 hour period as defined in §3-201. Final Examinations of the Code of Policies and Regulations Applying to All Students which can be found at: <https://studentcode.illinois.edu/article3/part2/3-201>
- 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.

### **Course Material**

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

### **For non-academic campus assistance and support:**

- See Office of Equity and Access (OEA) information at the end of this document.

### **Student Advocacy Resources:**

- For student-centered advocacy programs and services visit: <https://mcb.illinois.edu/academics/undergraduate-programs/mcb-center-advising/academic-resources-undergraduates>.

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## University Information of Student Safety - Active Threats:

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

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## Student Resources/Where to go for Help:

### Community of Care

As members of the Illinois community, we each have a responsibility to express care and concern for one another. If you come across a classmate whose behavior concerns you, whether in regards to their well-being or yours, we encourage you to refer this behavior to the Connie Frank CARE Center (217-333-0050 or <http://odos.illinois.edu/community-of-care/referral/>). Based on your report, the staff in the Connie Frank CARE Center reaches out to students to make sure they have the support they need to be healthy and safe.

Further, as a Community of Care, we want to support you in your overall wellness. We know that students sometimes face challenges that can impact academic performance (examples include mental health concerns, food insecurity, homelessness, personal emergencies). Should you find that you are managing such a challenge and that it is interfering with your coursework, you are encouraged to contact the [Connie Frank CARE Center \(SAC\)](#) in the Office of the Dean of Students for support and referrals to campus and/or community resources.

### Sexual Misconduct Reporting Obligation at Illinois:

The University of Illinois is committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the University's Title IX Office. In turn, an individual with the Title IX Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options.

A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: [wecare.illinois.edu/resources/students/#confidential](http://wecare.illinois.edu/resources/students/#confidential).

Other information about resources and reporting is available here: [wecare.illinois.edu](http://wecare.illinois.edu).

### Mental Health

Significant stress, mood changes, excessive worry, substance/alcohol misuse or interferences in eating or sleep can have an impact on academic performance, social development, and emotional wellbeing. The University of Illinois offers a variety of confidential services including individual and group counseling, crisis intervention, psychiatric services, and specialized screenings which are covered through the Student Health Fee. If you or someone you know experiences any of the above mental health concerns, it is strongly encouraged to contact or visit any of the University's resources provided below. Getting help is a smart and courageous thing to do for yourself and for those who care about you.

- Counseling Center (217) 333-3704
- McKinley Health Center (217) 333-2700
- National Suicide Prevention Lifeline (800) 273-8255
- Rosecrance Crisis Line (217) 359-4141 (available 24/7, 365 days a year)

If you are in immediate danger, call 911.

**The Office for Access & Equity:** [www.oae.illinois.edu](http://www.oae.illinois.edu)

- Discrimination & Harassment Prevention

- Title IX
- Accessibility & Accommodations
- Inclusive Illinois

### The Jeffries Center

For Fall 2024, the Jeffries Center’s Tutoring and Academic Services will continue delivering services in person with some limited online availability. The OMSA offers free tutoring and academic services. Matched tutoring, online self-paced workshops and academic skills coaching are among the services featured in the OMSA’s Academic Services Center (ASC) located at 1103 W. Oregon, Suite E, Urbana, IL. OMSA’s services are designed to help students excel in college. As you have probably already noticed, college-level learning is different from what it was in high school. No matter how well you performed before attending Illinois, there is always room to hone your study skills.

- To learn more about OMSA’s tutoring services and to sign up for a tutor, visit <https://jeffriescenter.illinois.edu/academic-services-center/tutoring/tutoring>.
- To learn more about the self-paced workshops and to take advantage of this opportunity, visit: <https://jeffriescenter.illinois.edu/academic-services-center/tutoring/workshops>.

You are encouraged to make the most of your tutoring and workshop session(s) by:

- Requesting a tutor at the beginning of the term before tutors’ work schedules are booked up.
- Come to each of your tutoring or workshop sessions prepared. Preparation includes having your textbooks, notes, and specific questions concerning the material. The more you prepare, the more you will get out of the session.
- Tutors do not serve as a substitute for our instructional faculty. Tutors will not "lecture" or "re-teach." They will provide strategies to help you improve your approach to mastering your course content. Tutoring is not a substitute for missed classes. If you miss class, make sure you get notes from a classmate and meet with your professor during office hours.

### Safety and Emergency:

<a href="#">University Police Department</a>	<i>Emergency, 9-911 Non-emergency, 217-333-8911</i>
University Fire Department Emergency	9-911
<a href="#">Rosecrance Crisis Line</a>	217-359-4141
<a href="#">Emergency Dean</a>	300 Turner Student Services Bldg., 610 E. John St., 217-333-0050
<a href="#">Counseling Center</a>	110 Student Services Bldg., 610 E. John St., 217-333-3704
<a href="#">McKinley Health Center</a>	217-333-2700
<a href="#">McKinley Mental Health Center</a>	1109 S. Lincoln, 217-333-2705
<a href="#">Psychological Services Center</a>	3 <sup>rd</sup> Floor, 505 E. Green St., 217-333-0041
<a href="#">Local Sexual Assault Center, RACES</a>	217-384-4444
<a href="#">Women’s Resources Center</a>	703 South Wright Street, 2nd Floor, 217-333-3137
Suicide and Crisis Lifeline	988

<a href="#">SafeRides</a> (free nighttime campus ride program)	217-384.8188
<a href="#">SafeWalks</a> (free walking escort service by Student Patrol 9 PM - 2:30 AM)	217-333-1216
<b>Student Services and Advocacy</b>	
<a href="#">Office of the Dean of Students</a>	300 Student Services Bldg., 610 E. John St., 217-333-0050
<b>Classroom Support, Teaching Skills, and Instructional Strategies</b>	
<a href="#">Center for Innovation in Teaching &amp; Learning (CITL)</a>	249 Armory Building, 217-333-1462
<b>Disability Services</b>	
<a href="#">Disability Resources and Educational Services (DRES)</a>	1207 S. Oak St., 217-333-1970
<b>Gender &amp; Sexuality Resource Center</b>	
<a href="#">Gender &amp; Sexuality Resource Center</a>	323 Illini Union, 1401 W. Green St., 217-244-8863
<b>Veterans Services</b>	
<a href="#">Chez Veterans Center</a>	908 Nevada Street, 217-300-3515
<b>General Study Skills Assistance</b>	
<a href="#">The Jeffries Center</a>	130 Turner Student Services Bldg., 610 E. John St, 217-333-0054
<a href="#">The Jeffries Center Tutoring &amp; Academic Services</a>	1103 W. Oregon Street Suite E, 217-333-7547
<a href="#">Writer's Workshop</a>	100b Main Library, 1408 W. Gregory Dr., 217-333-8796

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

**Health Resources**

<a href="#">Health Education, McKinley Health Center Alcohol &amp; Other Drug Outreach Team</a>	1109 S. Lincoln Ave., 217-333-2700 Counseling Center, 610 E. John St., 217-333-3704
<a href="#">Sexual Health Educator</a>	McKinley Health Center, 1109 S. Lincoln Ave., 217-333-2700
<a href="#">Dial-A-Nurse, McKinley Health Center</a> (24-hour)	1109 S. Lincoln Ave., 217-333-2700
Health Resource Center, McKinley Health Center, Main Lobby	1109 S. Lincoln Ave., 217-333-6000 Monday-Friday 9:00 AM - 5:30 PM
Health Resource Center, Room 40 Illini Union,	1401 W. Green St., 217-244-5994
<a href="#">Other Campus Locations Self Care Stations (FA/SP Semesters) locations and hours</a>	Bruce Nesbitt African American Cultural Center Asian American Cultural Center La Casa Cultural Latina, Library 2 <sup>nd</sup> Floor Native American House, Main Library

## **Inclusivity Statement**

The effectiveness of this course is dependent upon the creation of an encouraging and safe classroom environment. Exclusionary, offensive, or harmful speech (such as racism, sexism, homophobia, transphobia, etc.) will not be tolerated and in some cases may subject to university harassment procedures. We are all responsible for creating a positive and safe environment that allows all students equal respect and comfort. Students are expected to help establish and maintain an environment where you and your peers can contribute without fear of ridicule or intolerant or offensive language.

## **Netiquette**

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. The following are tips for interacting online via e-mail or discussion board messages, adapted from guidelines originally compiled by Chuq Von Rospach and Gene Spafford (1995):

- Remember that the person receiving your message is someone like you, deserving and appreciating courtesy and respect.
- Avoid typing whole sentences or phrases in Caps Lock.
- Be brief; succinct, thoughtful messages have the greatest effect.
- Your messages reflect on you personally; take time to make sure that you are proud of their form and content.
- Use descriptive subject headings in your e-mails.
- Think about your audience and the relevance of your messages.
- Be careful when you use humor and sarcasm; absent the voice inflections and body language that aid face-to-face communication, Internet messages are easy to misinterpret.
- When making follow-up comments, summarize the parts of the message to which you are responding.
- Avoid repeating what has already been said; needless repetition is ineffective communication.
- Cite appropriate references whenever using someone else's ideas, thoughts, or words
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## **Contacting MCB Course Personnel**

1. MCB course personnel are more than happy to assist students.
2. Emails to instructors, TAs, or course coordinators will only be answered if they come from an @illinois.edu account. 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

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- Your NetID (the first part of your illinois.edu email account)
  - Your UIN (9-digit number that you use to register for classes)
  - 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

3. Your cooperation will help us respond much more quickly to your concerns