

Syllabus NRSC 695G, Neuroscience Colloquium

Fall 2017

Tuesday (4-5 pm)
Gould Simpson, Rm 601

<http://www.neuroscience.arizona.edu/events>

<https://d2l.arizona.edu/>

Content

Development and exchange of scholarly information through discussion of published and on-going research. Topics of the colloquium have novel, significant, controversial, and/or far-reaching implications that are of general interest and will cover the breath of neuroscience including molecular, cellular, systems, and cognitive neuroscience.

Objective

- To foster the process of scientific communication, discourse, and synthesis by explaining on-going research.
- To developed academic skills by critically evaluating the rational, design, execution and interpretation of experiments.
- To developed teaching skills by learning how to present and explain scientific work of others or their own.

Semester offered and number of units

Fall/Spring. This is a 1 credit course, which must be taken by all advanced neuroscience graduate students (passes comprehensive exam) unless there is a class conflict. The course can be taken for a total of 12 units of credit.

Course coordinator

Konrad E. Zinsmaier, Ph.D., Dept. of Neuroscience, Gould-Simpson 627

email: kez4@email.arizona.edu

Course structure:

The colloquium meets on Tuesdays (see schedule at <http://www.neuroscience.arizona.edu/events> or <https://d2l.arizona.edu/>) includes:

- Data Blitz presentations (typically 6 short-talks by PI's, post-docs, or graduate students)
- Research Lectures (presented by invited external speakers)
- Student Seminars (lectures by graduate students presenting their own work)

Course requirement

Participants are required to attend all sessions. Regular attendance will be monitored by a sign up sheet. One unexcused absence will be tolerated. Beyond that, any absence due to a well-founded reason must be approved in advance. Failure to adhere to these rules will result in a failing grade.

Office Hours

"Electronic Open-Door" policy. Contact me by email, and I will try to answer promptly.

Attendance Policy

Attendance is required for all sessions except:

- All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion.
- Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored.

Grading Policy

Alternative grades are awarded for this course: S P C D E.

Attendance and active participation in discussion: 100%

Assignment/Testing Schedule/Due Dates

Students of the Neuroscience GIDP must present and defend their thesis research at least once a year.

Notification of Objectionable Materials

This may contain course material that may be deemed offensive by some students. Students are not automatically excused from interacting with such materials, but they are encouraged to speak with the instructor to voice concerns and to provide feedback.

See also: <http://gened.arizona.edu/content/course-syllabus-guidelines>.”

Student Code of Academic Integrity

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials.

However, students are expected to adhere to the UA *Code of Academic Integrity*. Graded work (exams and quizzes) must be the product of independent effort unless otherwise instructed. The policies related to issues like cheating and plagiarism will be strictly enforced.

Read the full Code at <http://deanofstudents.arizona.edu/codeofacademicintegrity>

Principle (from the above website)

Integrity is expected of every student in all academic work. The guiding principle of academic integrity is that a student's submitted work must be the student's own. This principle is furthered by the student Code of Conduct and disciplinary procedures established by ABOR Policies 5-308 - 5-403, all provisions of which apply to all University of Arizona students. This Code of Academic Integrity (hereinafter "the Code") is intended to fulfill the requirement imposed by ABOR Policy 5-403.A.4 and otherwise to supplement the student Code of Conduct as permitted by ABOR Policy 5-308.C.1. **When you sign your name to your work, you are signing that it is solely your work!**

Classroom Behavior and Classroom Policies Regarding Effective Learning

Individuals in groups can learn best when all are considerate of each other. Therefore, we ask that you please make every effort to make the environment in the classroom conducive to effective learning. This includes such things as turning off your cell phone, only using your laptop for class related activities, refraining from conversation that is not geared toward the topic of the day, arriving on time, and leaving when class is finished.

Read the full *Student Code of Conduct* at <http://deanofstudents.arizona.edu/studentcodeofconduct>

Policy against threatening behavior. The Arizona Board of Regents' Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one's self. University of Arizona policies apply and can be found in the following website: <http://policy.web.arizona.edu/~policy/threaten.shtml>.

Accessibility and Accommodations

It is the University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please notify the course director immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268, drc.arizona.edu) to establish reasonable accommodations.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

Gender Pronoun

It is already UA policy that class rosters are provided to instructors with a student's preferred name. Students may share their preferred name and pronoun with members of the teaching staff and fellow students, as desired, and these gender identities and gender expressions will be honored in this course. As the course includes group work and in-class discussion, it is critical to create an educational environment of inclusion and mutual respect. In this class, to be inclusive of all gender identities and expressions, students will be referred to by their first or last names, the pronoun of their choice, or by default, the pronoun "they".

Confidentiality of Student Records

See <http://www.registrar.arizona.edu/ferpa/default.htm>

The information in this course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor. Any changes to the syllabus will be announced in class and by email.