PSYC 3014 –
Behavioural and Cognitive Neuroscience

Unit of Study Code: PSYC3014

Coordinator: Dr Laura Corbit
Office: Room 243 Top South Badhman
Phone: 9351 7074
E-mail: laura.corbit@sydney.edu.au
Consultation times: call or email to make an appointment.

Other Lecturing Staff:
Assoc Prof Justin Harris
Office: Room 478 Griffith Taylor Building
Phone: 9351 2864
E-mail: justin.harris@sydney.edu.au
Consultation times: call or email to make an appointment.

Dr Irina Harris
Office: Room 510 Griffith Taylor Building
Phone: 9351 3497
E-mail: irina.harris@sydney.edu.au
Consultation times: call or email to make an appointment.

Dr Alex Holcombe
Office: Room 504 Griffith Taylor Building
Phone: 9351 2883
E-mail: alex.holcombe@sydney.edu.au
Consultation times: by appointment

Dr Andrew Kemp
Office: Room 244 Top South Badham
Phone: 9351 7585
E-mail: andrew.kemp@sydney.edu.au
Consultation time: call or email to make an appointment

Tutors:
Callum Hicks
Email: chic0333@uni.sydney.edu.au

Emily Karanges
E-mail: emilykar@psych.usyd.edu.au

Craig Motbey
E-mail: cmot5383@mail.usyd.edu.au

Lauren Shone
Email: lsho0771@uni.sydney.edu.au

Michael Spurrier
E-mail: mspu1648@uni.sydney.edu.au

Your tutor will advise you of their consultation times in the first tutorial.
Format of Unit:  
2 x 1 hour lectures/week x 13 weeks  
1 x 2 hour tutorial/week x 10 weeks

Credit Point Value:  
6 Credit Points

Prerequisite:  
Intermediate Psychology units including PSYC (2011 or 2111) and at least one other Intermediate Psychology Unit from PSYC (2012 or 2112), PSYC (2013 or 2113), PSYC (2014 or 2114) OR ANAT2010 and PCOL2011.

Assessment:

a) Formal Assessment

One 2hr exam (containing both multiple choice and short answer questions) (40%)

One 2000-2500 word practical report (35%) due before 4pm Friday 23 September (Week 9)

Two quizzes held in tutorial. The first will assess lecture material, the second the tutorial material (multiple choice) (10% each)

Preparation and participation in class debate in week 13 (5%)

b) Out of class prescribed student workload

2 hrs/wk: Assignment research and background research for tutorials

c) Other expected student workload

Revision of lecture material, readings for tutorials, preparation for quizzes and for exam, preparation of 1 page of notes for the debate in week 13.

Unit of study general description:

This unit of study will focus on approaches to studying neurosciences incorporating molecular, preclinical and clinical models of brain function. These biological models of brain function will be linked with behavioural, affective and cognitive function and dysfunction. The implications of focal cognitive deficits in neurological patients for models of normal cognitive function will also be explored. Specific topics to be covered will be selected from the following areas: the biological basis of feeding and appetite, psychoneuroimmunology, glial cell function, the neural basis of learning and memory, sensorimotor integration, neurodegenerative disease, social neuroscience, language, visual cognition and praxis. In addition to lectures, a practical component will cover basic neuroanatomy and introduce students to experimental and case-study approaches to studying neurosciences.

Administrative matters:

You should read the general administrative guidelines for submission of written work, penalties for late work, assessment criteria, procedures for applying for extensions and special consideration on the School of Psychology web page (www.psych.usyd.edu.au).

It is a requirement to pass the course that you attend a minimum of 80% of tutorials. **IT IS YOUR RESPONSIBILITY TO ATTEND THE TUTORIAL YOU ARE ENROLLED IN TO BE MARKED AS PRESENT.** Tutors will NOT contact another tutor to confirm your attendance if you do not attend your enrolled tutorial.
Textbook

Some of you may also have the following from PSYCH2011 which may also be a useful reference: Wickens, A. *Introduction to Biopsychology*, (3rd Edition). Pearson.

Most chapters contain material related to topics covered in lectures and practicals; lecturers and tutors will direct you to more specific sections as the course progresses.

Graduate Attributes and Student Learning Outcomes for PSYC3014 Behavioural and cognitive neuroscience
This course is structured around the graduate attributes associated with the scientist-practitioner model, the basis for the training of psychologists in Australia and internationally. Graduate Attributes are the generic skills, abilities and qualities that students should acquire during their university experience and the School of Psychology is committed to providing an environment to promote these skills. In addition, this unit of study will provide students with generalised and transferable skills that will also be useful in careers outside psychology. The following graduate attributes and student learning outcomes will be developed through lectures, practical classes and assessment activities. They will be assessed in the prac report, prac quiz, class debate and final exam.

1: Knowledge and Understanding of behavioural neuroscience and cognitive neuroscience
Display basic knowledge and understanding of major concepts, theoretical perspectives, empirical findings, and historical trends in behavioural and cognitive neuroscience.

2: Research Methods in behavioural and cognitive neuroscience
Understand, apply and evaluate basic research methods in behavioural and cognitive neuroscience, including design of laboratory and clinical research, data collection, analysis and interpretation, literature searches and review. Demonstrate understanding of technologies used to study brain function and activity.

3: Critical Thinking Skills in behavioural and cognitive neuroscience
Respect and use critical and creative thinking, sceptical inquiry, and the scientific approach to solve problems related to the neuroscientific basis of behaviour. Develop ability to identify and evaluate the purposes, research questions, data, perspectives, inferences, concepts, implications and assumptions associated with research presented during the course.

4: Values in behavioural and cognitive neuroscience
Value empirical evidence; tolerate ambiguity during the search for greater understanding of behaviour and knowledge structures; use information in an ethical manner (e.g., acknowledge and respect the work and intellectual property rights of others through appropriate citations in oral and written communication); be able to recognise and promote ethical practice in neuroscience research; promote evidence-based approaches to understanding behaviour; respect diversity associated with cognitive and neurological disorder; complete projects within reasonable timeframes.

5: Communication Skills in behavioural and cognitive neuroscience
Write a standard research report using American Psychological Association (APA) structure and formatting conventions. Demonstrate effective oral communication skills in various formats (e.g., debate, discussion of materials in pracs) and for various purposes (asking clear questions, explaining and critiquing research). Collaborate effectively, demonstrating an ability to work with
fellow students in pracs; manage conflicts appropriately and ethically. Demonstrate effective interpersonal communication skills including the abilities to listen accurately and actively, identify the impact or potential impact of one’s behaviour on others, provide constructive feedback to others, adopt flexible techniques to communicate sensitively and effectively with diverse ethnic and cultural partners, including in the context of team-work.

6: Learning and the application of behavioural and cognitive neuroscience
Understand and apply psychological principles to personal and social issues. Relate concepts, theories, and research findings in behavioural and cognitive neuroscience to solving problems in everyday life and in society. Reflect on one’s own experiences and in order to identify and articulate one’s personal, sociocultural, and professional values related to issues raised in the course. Apply psychological principles to promote personal development through self-regulation in setting and achieving career and personal goals; self-assess performance accurately; incorporate feedback for improved performance; purposefully evaluate the quality of one’s thinking (metacognition, part of critical thinking). Develop a capacity for independent learning that will sustain personal and professional development in the rapidly changing field of neuroscience
# LECTURE AND TUTORIAL TIMETABLE

Lectures are held on Mondays at 11am in *Bosch Lecture Theatre 3* and Thursdays at 11am in *Bosch Lecture Theatre 1*

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture #</th>
<th>Topic</th>
<th>Lecturer</th>
<th>Tutorial (2 hrs)</th>
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<tbody>
<tr>
<td>25 July</td>
<td>1</td>
<td>A history of the neurosciences</td>
<td>LC</td>
<td>No tutorial</td>
</tr>
<tr>
<td>Week 1</td>
<td>2</td>
<td>Long term potentiation</td>
<td>LC</td>
<td></td>
</tr>
<tr>
<td>1 Aug</td>
<td>3</td>
<td>Neural bases of Pavlovian conditioning</td>
<td>LC</td>
<td>Neuroanatomy II: WEAR COVERED SHOES &amp; TIE BACK LONG HAIR</td>
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<tr>
<td>Week 2</td>
<td>4</td>
<td>Movement and motor control I</td>
<td>JH</td>
<td></td>
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<tr>
<td>8 Aug</td>
<td>5</td>
<td>Movement and motor control II</td>
<td>JH</td>
<td>Dementia case study I (Parkinson’s &amp; Alzheimer’s diseases)</td>
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<tr>
<td>Week 3</td>
<td>6</td>
<td>Dementias</td>
<td>JH</td>
<td></td>
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<tr>
<td>15 Aug</td>
<td>7</td>
<td>Motivation</td>
<td>LC</td>
<td>Behavioural Neuroscience I (report)</td>
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<td>Week 4</td>
<td>8</td>
<td>Goal-directed learning</td>
<td>LC</td>
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<tr>
<td>22 Aug</td>
<td>9</td>
<td>Cortical organization of higher-level vision</td>
<td>IH</td>
<td>Behavioural Neuroscience II (report)</td>
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<td>Week 5</td>
<td>10</td>
<td>Disorders of object recognition I</td>
<td>IH</td>
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<tr>
<td>29 Aug</td>
<td>11</td>
<td>Disorders of object recognition I</td>
<td>IH</td>
<td>Dementia case study II</td>
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<tr>
<td>Week 6</td>
<td>12</td>
<td>Spatial Transformations</td>
<td>IH</td>
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<tr>
<td>5 Sept</td>
<td>13</td>
<td>Language localization and aphasia syndromes I</td>
<td>IH</td>
<td>Quiz on lecture material (up to lecture 12)</td>
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<tr>
<td>Week 7</td>
<td>14</td>
<td>Language localization and aphasia syndromes II</td>
<td>IH</td>
<td></td>
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<td>12 Sep</td>
<td>15</td>
<td>Quiz review</td>
<td>LC</td>
<td>Neurolinguistics – focus on aphasias – case studies</td>
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<tr>
<td>Week 8</td>
<td>16</td>
<td>Habit Learning and Response Inhibition</td>
<td>LC</td>
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<tr>
<td>19 Sep</td>
<td>17</td>
<td>Sleep</td>
<td>LC</td>
<td>No tutorial: finalise your prac report</td>
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<tr>
<td>Week 9</td>
<td>18</td>
<td>Biological Rhythms</td>
<td>LC</td>
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<td>26 Sep</td>
<td>No class</td>
<td>No class</td>
<td>No class</td>
<td>No tutorial</td>
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<tr>
<td>Break</td>
<td></td>
<td>No class</td>
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<tr>
<td>3 Oct</td>
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<td>No class</td>
<td>No class</td>
<td>No tutorial</td>
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<tr>
<td>Week 10</td>
<td>19</td>
<td>Brains vs. Computers I</td>
<td>AH</td>
<td>Computational modelling</td>
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<tr>
<td>10 Oct</td>
<td>20</td>
<td>Brains vs. Computers II</td>
<td>AH</td>
<td></td>
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<tr>
<td>Week 11</td>
<td>21</td>
<td>Attention and the parietal lobe I</td>
<td>AH</td>
<td></td>
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<tr>
<td>17 Oct</td>
<td>22</td>
<td>Attention and the parietal lobe II</td>
<td>AH</td>
<td>Quiz on tutorial work</td>
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<tr>
<td>Week 12</td>
<td>23</td>
<td>Affective neuroscience</td>
<td>AK</td>
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<tr>
<td>24 Oct</td>
<td>24</td>
<td>Affective neuroscience</td>
<td>AK</td>
<td>Debate</td>
</tr>
<tr>
<td>Week 13</td>
<td>25</td>
<td>Affective neuroscience</td>
<td>AK</td>
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Prac Reports due before 4pm on Friday 23 September

LC = Laura Corbit, JH = Justin Harris, AH = Alex Holcombe, IH = Irina Harris, AK = Andrew Kemp
School of Psychology Plagiarism Policy information for Students

Plagiarism is not permitted
i) Do you know what plagiarism is?
Please refer to the University policy on plagiarism:
ii) The School of Psychology will severely penalise all submitted work that is plagiarised;
iii) The School of Psychology is using software to detect all forms of plagiarism.

PLAGIARISM

More than 50% plagiarised

Unit Coordinator ensures that the student receives no marks for submitted work and requests a resubmission for a mark of zero

Less than 50% plagiarised

Tutor/marker ignores plagiarised section(s) and marks remainder of submitted work, plus 10% penalty
Research and resource support for Psychology students

The University of Sydney Library has 12 libraries in different locations, on different subjects with different facilities. Fisher Library is where you will find the physical collection of most relevance to your Psychology studies. Fisher Library is located on Eastern Ave, Camperdown campus. We also have loads available online – find us at sydney.edu.au/library/

You can contact your Psychology Faculty Liaison Librarian at library.psychology@sydney.edu.au. The Psychology Librarian is located at Badham Library, level 1, Badham Building, Science Rd, Camperdown Campus. You can phone 91141292 or send an email psychology.library@sydney.edu.au

Psychology books in high demand

Reserve (located on Level 2 of Fisher Library) is a 2 hour loan collection. Most of your required and recommended items will be here. Details of these can are located in the catalogue, you search for these at http://opac.library.usyd.edu.au/search/r

Psychology subject guide

There is a comprehensive subject guide that includes links to psychology databases, internet resources, information on tests and measurements and more. Take a look at http://libguides.library.usyd.edu.au/psychology You can also enrol in database sessions and EndNote classes.

Need a refresher after the long vacation?

Watch and listen to these online learning objects and get back up to speed with information literacy skills on topics such as research, essay writing and referencing. http://www.library.usyd.edu.au/skills/