



FACULTY OF MEDICINE & FACULTY OF SCIENCE  
SCHOOL OF MEDICAL SCIENCES & SCHOOL OF PSYCHOLOGY

# NEUROSCIENCE FUNDAMENTALS

## NEUR2201

SESSION 2, 2014

*An introductory multi-disciplinary course in neuroscience delivered by  
Anatomy, Health & Exercise Science, Physiology, Pharmacology, Psychology*

COURSE OUTLINE



# WELCOME

Neuroscience Fundamentals is a multi-disciplinary course that brings together neuroscientists from across UNSW to deliver a course that is broad-reaching, up-to-date, and on a subject that is one of the last great frontiers of knowledge.

The course is structured into six fortnight-long modules, each taught by members of at least two different neuroscientific disciplines. Each module includes a hands-on lab, and concludes with a tutorial and short quiz. This format allows us to tackle some “big questions” in neuroscience. We will do our best to ensure you find the course as exciting and fulfilling as we find our own engagement in the research, study and practice of neuroscience.

<b>CONTENTS</b>	<b>Page</b>
Course staff .....	3
Course information .....	4
Assessment .....	7
Academic honesty and plagiarism .....	8
Resources for students .....	9
Continual course improvement .....	10
Administrative Information .....	10
Online Group Project Assessment Task Guidelines....	11
Course Schedule .....	13

# COURSE STAFF

## Course Co-ordinator

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Course Co-ordinator	Dr Richard Vickery room 303, third floor Wallace Wurth Building (turn right out of the lifts, and press the buzzer outside door 3NW) phone 9385 1676 e-mail Richard.Vickery@unsw.edu.au
Course Examiner	Dr John Power room 303, third floor Wallace Wurth building phone 9385 2910 e-mail John.Power@unsw.edu.au

## Consultations

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Dr Vickery is responsible for all academic and administrative matters regarding the course. Students should feel free to approach him for any questions or problems concerning the course. It is best to arrange an appointment in advance by email. In Dr Vickery's absence, urgent enquiries can be directed to Dr Power.

Other information of an administrative nature may also be obtained from the Combined Schools Science Office, Ground Floor, BioSciences building.

## Other Teaching Staff

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Dr Pascal Carrive	p.carrive@unsw.edu.au	Anatomy
Dr Thomas Fath	t.fath@unsw.edu.au	Anatomy
Dr Bronwyn Graham	bgraham@psy.unsw.edu.au	Psychology
Dr Nicole Jones	n.jones@unsw.edu.au	Pharmacology
Dr Arun Krishnan	arun.krishnan@unsw.edu.au	Neurology
Dr Cindy Lin	c.lin@unsw.edu.au	Physiology
Dr Lu Liu	l.liu@unsw.edu.au	Pharmacology
Dr Gavan McNally	g.mcnally@unsw.edu.au	Psychology
Dr Andrew Moorhouse	a.moorhouse@unsw.edu.au	Physiology
Prof. Margaret Morris	m.morris@unsw.edu.au	Pharmacology
Dr Jacqueline Rushby	j.rushby@unsw.edu.au	Psychology
Prof. Peter Schofield		NeuRA
Prof. Ernie Somerville		Neurology

# COURSE INFORMATION

## Course Structure and Teaching Strategies

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**Units of credit:** This course is worth 6 units of credit.

**Contact hours:** This course structure is

- two lectures per week
- one 3 hour practical class per fortnight
- one 90 minute tutorial class per fortnight

### **Class Times and Locations:**

Lectures are one hour long, at 5pm on Monday in Biomed Lecture Theatre D, and at 9 am on Thursday in Biomed Lecture Theatre D. The tutorials which run every second week are held in the Mathews building: room 312 for the 9am class, room 102 for the 1pm class. Practical classes are generally held in Wallace Wurth 116 except for the first week where they will be in 101E.

## Course schedule

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The complete course timetable is included at the end of this course outline. Any updates to the timetable will be announced in lectures and on the NEUR2201 Moodle website.

## Moodle

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This course will rely extensively on Moodle for communication and resources. To access the course site, point your browser to: <https://moodle.telt.unsw.edu.au/login/index.php> "Log on" to Moodle using your z-pass, and then look for the course NEUR2201. You should have access to it if you are properly enrolled.

Via Moodle you will be able to access lecture notes; these will be posted for all lectures, generally before each lecture. Students are strongly encouraged to review the notes, and then attend the lectures in person. Echo360 and the posting of lecture notes are tools for revision and assistance for students with disabilities and do not represent an appropriate way to take this course.

Moodle news forums are also available for students to discuss the course with each other and with the lecturers and tutors. In particular, specific forums allow lecturers to answer questions about the lecture material. There is also a forum in which students can provide anonymous feedback## while the course is being conducted: this allows us to respond to any problems in a timely manner.

## Requirements for Practical Classes

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Practicals involving the use of animal or human specimens are a privilege, and must be treated with respect and professionalism. Students are expected to adhere to NH&MRC guidelines for ethics in animal and human studies, available at the course Moodle site, or via

<http://nhmrc.gov.au/publications/synopses/ea16syn.htm> &  
[http://nhmrc.gov.au/publications/ethics/2007\\_humans/contents.htm](http://nhmrc.gov.au/publications/ethics/2007_humans/contents.htm)

Students must take due care with biological and hazardous material and make sure all equipment is left clean and functional. Those unwilling to follow these basic laboratory rules will be marked absent. **Enclosed shoes are compulsory in all practical classes.** Punctual arrival is expected, and mobile phones must be switched off before entering the class. Practical classes that involve student participation may require the subject to sign a witnessed, informed consent form.

## Attendance Requirements

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Attendance at practical classes and tutorials is compulsory, and may be recorded in the class roll on the day of the class. Satisfactory completion of the work set for each class is essential. Failure to attend practical classes and tutorials for other than documented medical or other serious reasons, or unsatisfactory performance, may result in an additional assessment or ineligibility to pass the course. The [guidelines on extra-curricular activities affecting attendance can be found online](#).

## Medical Certificates

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Students who miss practical classes, tutorial assessment, or other assessment deadlines due to illness or for other reasons, must submit a copy of medical certificates or other acceptable documentation via the Online Services in myUNSW. The application should be lodged no more than three days after an absence.

## Official Communication by Email

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All students in the course NEUR2201 are advised that e-mail is the official means by which UNSW will communicate with you. All e-mail messages will be sent to your official UNSW e-mail address (e.g. z1234567@student.unsw.edu.au) and, if you do not wish to use the University e-mail system, you must arrange for your official mail to be forwarded to your chosen address. The University recommends that you check your mail at least every other day. Facilities for checking e-mail are available in the School of Medical Sciences and in the University library. Further information and assistance is available from the Service Desk on 9385 1333.

## Approach to Learning and Teaching

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The philosophy underpinning this course and its Teaching and Learning Strategies is based on "Guidelines on Learning that Inform Teaching at UNSW". These guidelines may be viewed at: [www.guidelinesonlearning.unsw.edu.au](http://www.guidelinesonlearning.unsw.edu.au). The teaching of Neuroscience Fundamentals is based on the conception of neuroscience as a core field of knowledge to which many different disciplines contribute. The course is structured in two-week modules that cover topics that are fundamental, but still active frontiers of investigation. Each topic will be taught by several members of faculty drawn from different disciplines. In this way the scope and range of approaches in tackling major issues in neuroscience will be made clear. Neuroscience is primarily an experimental discipline and so a proper appreciation of neuroscience requires an understanding of both what is known, and of the limitations imposed by our study tools.

Lectures will provide you with the concepts and theory essential for understanding neuroscience. The practical classes will assist you in the development of research and analytical skills. The practical classes will allow you to engage in more interactive learning than is possible in lectures. The tutorials will be a mix of case presentations, video material and informal discussion to help you explore the material in more depth.

Although the primary source of information for this course is the material delivered in lectures and practical classes, effective learning can be enhanced through self-directed use of other resources such as textbooks. Your practical classes will be directly related to the lectures and it is essential to prepare for practical classes before attendance. It is up to you to ensure you perform well in each part of the course; preparing for classes; completing assignments; studying for exams and seeking assistance to clarify your understanding.

## Aims of the Course

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To gain an understanding of the modern neuroscience.

Specifically...

- Students will develop an understanding of the cross-disciplinary field of neuroscience by study of major neuroscience topics at a scale ranging from molecular through synaptic and cellular processes up to the level of whole animal including human behaviour.
- Students will develop an insight into the methods by which problems in neuroscience are investigated as well as the technical limitations behind many of the currently unresolved issues.

## Student Learning Outcomes

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### UNSW Graduate Attributes:

1. the skills involved in scholarly enquiry
2. an in-depth engagement with the relevant disciplinary knowledge in its interdisciplinary context
3. the capacity for analytical and critical thinking and for creative problem-solving
4. the ability to engage in independent and reflective learning
5. information literacy - the skills to appropriately locate, evaluate and use relevant information
6. the capacity for enterprise, initiative and creativity
7. an appreciation of, and respect for, diversity
8. a capacity to contribute to, and work within, the international community
9. the skills required for collaborative and multidisciplinary work
10. an appreciation of, and a responsiveness to, change
11. a respect for ethical practice and social responsibility
12. the skills of effective communication.

This course focuses on attributes 1-4; while attributes 5, 6, 9 and 12 are also specifically addressed.

### Specific Learning outcomes:

By the end of this course students are expected to have gained:

- a demonstrable knowledge of the scope of neuroscience, and detailed knowledge in some areas relating cellular properties to the response of whole organs and animals
- experience in applying basic biological and psychological principles to resolve questions related to brain and behaviour.
- experience and expertise in locating and appraising information related to neuroscience and succinctly presenting conclusions related to these enquiries.
- experience and expertise in critical enquiry by contributing to scientific discussion.
- by practical experience and critical review, an appreciation of the relationship between the experimental techniques that provide neuroscientific data, and the constraints on interpretation that the techniques impose.

# ASSESSMENT

## Assessment tasks

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- End of fortnightly module quizzes **25%**
- On-line multiple choice assessments **5%**
- Group project **25%**
- Final exam **45%**

Each fortnight-long module has a short quiz at the end, run in the tutorial slot. These quizzes typically involve a short answer or fill-in-the-blanks question and take about 15 minutes to complete. Three sets of multiple choice questions (one per two modules) will provide an opportunity to practice for the sorts of questions in the exam. The group project is explained in more detail on pages 11-12 of this course outline. The final exam is 2 hours long, and consists of thirty multiple choice questions, and six short answer questions (one per topic) of which you are required to answer four. The fortnightly quizzes and online multiple choice assessment are very similar in format to the two types of question in the final exams.

## Missed Assessment & Special Consideration

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If you unavoidably miss an assessment task you must inform the Course Co-ordinator immediately. You must supply adequate documentation (such as a medical certificate) via the Online Services in myUNSW to be considered for any supplementary assessment.

If in any circumstances you unavoidably miss an examination, you must contact the Course Co-ordinator immediately. Normally, if you miss an exam (without medical reasons) you will be given an absent fail. If you arrive late for an exam no time extension will be granted: it is your responsibility to check timetables and ensure that you arrive with sufficient time. If you miss any examinations for medical reasons you must lodge a medical certificate within 3 days via the Online Services in myUNSW to UNSW Student Central. Your request for consideration will be assessed and you may be granted a deferred exam or calculated grade.

If you believe that your performance in a course, either during session or in an examination, has been adversely affected by sickness or for any other reason, you should notify UNSW Student Central the Online Services in myUNSW and ask for special consideration in the determination of your results. Such requests should be made as soon as practicable after the problem occurs. Please refer to [myUNSW for further details regarding special consideration](#).

## Reviews and Appeals

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To have a result reviewed (checking of mark and/or reassessment) go to [my.unsw.edu.au/student/academiclife/assessment/Results.html](http://my.unsw.edu.au/student/academiclife/assessment/Results.html)

To appeal academic standing or ability to progress:  
[my.unsw.edu.au/student/academiclife/assessment/finalisation\\_results.html](http://my.unsw.edu.au/student/academiclife/assessment/finalisation_results.html)

## Student Support Services

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Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the course co-ordinator prior to, or at the commencement of, their course, or with the Equity Officer (Disability) in the Student Equity and Disabilities Unit (ph. 93854734). Issues to be discussed may include access to materials, signers or

note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.

## Grievance Resolution Officer

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In case you have any problems or grievance about the course, you should try to resolve it with the Course Co-ordinator. If the grievance cannot be resolved in this way, you should contact the School of Medical Sciences Grievance Officer, Dr P.Pandey (9385 2483, [P.Pandey@unsw.edu.au](mailto:P.Pandey@unsw.edu.au)).

## ACADEMIC HONESTY AND PLAGIARISM

Students should be aware of UNSW's policy on academic and student misconduct: <https://my.unsw.edu.au/student/academiclife/assessment/AcademicMisconduct.html>

Student assignments may be submitted to the Turnitin plagiarism detection engine. In addition students should be familiar with the following:

*Plagiarism is the presentation of the thoughts or work of another as one's own.\* Examples include:*

- *direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;*
- *paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;*
- *piecing together sections of the work of others into a new whole;*
- *presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and,*
- *claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†*

*Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism. The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does not amount to plagiarism.*

*Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms. The Learning Centre website is the central University online resource for staff and student information on plagiarism and academic honesty. It can be located at: [www.lc.unsw.edu.au/plagiarism](http://www.lc.unsw.edu.au/plagiarism)*

*The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:*

- *correct referencing practices;*
  - *paraphrasing, summarising, essay writing, and time management;*
  - *appropriate use of, and attribution for, a range of materials including text, images and concepts.*
- Individual assistance is available on request from The Learning Centre.*

*Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.*

\* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle

† Adapted with kind permission from the University of Melbourne.

# RESOURCES FOR STUDENTS

## Textbook and Reading List

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### **Textbook:**

Neuroscience: Exploring the Brain 3<sup>rd</sup> edition  
Mark F. Bear, Barry W. Connors, Michael A. Paradiso  
Lippincott Williams & Wilkins  
ISBN:0781760038  
(recommended for students continuing in neuroscience)

or

Neuroanatomy and Neuroscience at a Glance 4<sup>th</sup> edition  
Roger A. Barker, Francesca Cicchetti  
Wiley-Blackwell  
ISBN:9780470657683

### **Recommended reading:**

Principles of Neural Science  
Kandel, Schwartz, Jessell, Siegelbaum & Hudspeth  
McGraw-Hill

Medical Physiology, a cellular and molecular approach.  
Boron & Boulpaep  
Saunders

Neuroscience  
Purves, Augustine, Fitzpatrick et al.  
Sinaur

The books are available from the UNSW Bookshop, and are held by the UNSW library.

## CONTINUAL COURSE IMPROVEMENT

Feedback from students is one of the main ways of ensuring the continual development and improvement of this course. You are invited to provide online anonymous course feedback via Moodle throughout the session to enable immediate response. The end-of-session Course and Teaching Evaluation and Improvement [CATEI] process of UNSW is another way in which student feedback is evaluated, and we ask your assistance in completing this survey at the appropriate time.

Part of the CATEI process is to communicate significant changes to the course to subsequent cohorts of students. The last CATEI course assessment was in 2013 and gave generally very positive feedback. For the question, "Overall I was satisfied with the quality of this course", there were 39% strongly agree and 52% agree.

Here are some sample comments:

*The weekly quizzes were great because they kept me up to date with what I was learning. The labs were very hands on and interactive. The course is structured in such a way that we are learning a new topic every 2 weeks which was a great approach. This is probably one of the best courses that I have done in my degree so far.*

*The topics that were chosen were interesting and intriguing. The lecturers were experts in their field and were able to give a lot of new, and often original, information.*

*Some topics in this course could be shifted around. Neurotrauma should be the first topic that we had because we were learning about the histology of the brain. Learning about the histology first would be better than learning it in the middle of the course.*

*Making the labs and tutorials more efficient and also the objectives of these clearer. More support for the lab material would be great to explain to us better what we were doing and why.*

The course has been modified for 2014 as follows.

1. We have reorganised the course to make Neurotrauma the first module.
2. There will be a prac manual covering all the labs. Several labs were only developed last year, but now we can finalise the procedures allowing students to prepare for the labs.
3. Splitting the labs into two streams: this will reduce pressure on demonstrators and should ensure that prac classes run more smoothly.

## **ADMINISTRATIVE INFORMATION**

### **General Information**

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This course is a cross-Faculty course taught by the School of Medical Sciences and the School of Psychology. Administration is based in the Department of Physiology which is part of the School of Medical Sciences and is within the Faculty of Medicine. General inquiries can be made at the BSB Office, located on the Ground Floor of the BioSciences building (office hours are 9.00 am - 5:00pm). Professor Nick Hawkins is Head of the School of Medical Sciences and appointments may be made with him through his Administrative Assistant on 9385 8195.

### **Further Study**

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There is a broad range of level II and III subjects in the field of neuroscience offered by the disciplines contributing to this course that would be appropriate if you wish to undertake further study in neuroscience.

For guidance on suitable courses you may consult the Neuroscience study plan in Science or Advanced Science [www.handbook.unsw.edu.au](http://www.handbook.unsw.edu.au). Further advice is available from the Course Co-ordinator, who is also the UNSW Program Authority for Neuroscience.

## GROUP ONLINE PROJECT ASSESSMENT TASK

<b>Requirement:</b>	You will work in a group of four students to identify an online media item (such as a YouTube video, advertisement, or newspaper article) in the area of neuroscience. As a group you will prepare a wiki page detailing the neuroscientific context and evaluating the quality of information in the media item. As an individual you will provide editorial review to another group's project.
<b>Contribution to assessment:</b>	<p>The group online project assessment will contribute <b>25% to your final mark</b> for the course. The mark break-down is as follows:</p> <p><b>15%</b> for the group project, as a common mark to all group members.  <b>5%</b> for the project review that you write as an individual for one other group.  <b>5%</b> for your individual participation in the group, assessed by Dr Vickery based on your editing and comments in the wiki; and also by your team mates and yourself.</p>
<b>Due date:</b>	<p>The project has several stages.</p> <ol style="list-style-type: none"> <li>1. You must form your group, and submit your topic and work plan in the wiki by <b>Monday, August 11 at 10 am.</b></li> <li>2. You must have a draft of the project ready by <b>Monday, September 8 at 10 am.</b></li> <li>3. You must provide review comments on your allocated project by <b>Monday, September 15 at 10 am.</b></li> <li>4. The final project must be submitted by <b>Monday, September 22 at 10 am.</b></li> </ol> <p>Failure to meet a deadline will incur a penalty of 5% per day. Projects can be submitted any time before the deadline.</p>
<b>How to submit:</b>	<p>All work will be done within wikispaces  <a href="http://neurosciencefundamentals.unsw.wikispaces.net/">http://neurosciencefundamentals.unsw.wikispaces.net/</a>          You will receive an email invitation to join the wiki in the first week of classes.</p> <p><b>Topic choice</b> is indicated by creating a new wiki page that contains</p> <ul style="list-style-type: none"> <li>• the topic title</li> <li>• the names and student numbers of the group members</li> <li>• a link to the selected media item</li> <li>• a work plan covering the division of labour and deadlines</li> <li>• a photo as evidence of a face-to-face planning meeting.</li> <li>• The media item can be text, audio, video or whatever, but must not run more than 15 minutes for audio/video or be longer than 1000 words for text. If you want to exceed these limits, you must obtain permission from Dr Vickery.</li> <li>• It is permitted to cover a topic already in the wiki covered before 2012.</li> </ul> <p><b>Project draft</b> will be the state of your wiki page at the due date. Within the constraints of the site, you have freedom over how the layout your project.</p> <p><b>Project review comments</b> should be made through the discussion page linked to the wiki content. You will be assigned a group to review by Dr Vickery. Post your comments by the due date, and label them clearly as "Reviewer comments on draft project by &lt;your name&gt;"</p> <p><b>Final Project</b> will be the state of your wiki page at the due date. It should include a section indicating the alterations made in response to the reviewers' feedback.</p> <p>Contact <a href="mailto:Richard.Vickery@unsw.edu.au">Richard.Vickery@unsw.edu.au</a> if you have any problems.</p>
<b>Word limit:</b>	2500 words, excluding tables, figures and legends, references, and appendix.

<b>Format for project:</b>	<p>Create a wiki entry at <a href="http://neurosciencefundamentals.unsw.wikispaces.net/">http://neurosciencefundamentals.unsw.wikispaces.net/</a> that:</p> <ol style="list-style-type: none"> <li>1. introduces the online media item that you have chosen;</li> <li>2. explains the neuroscientific context of the item;</li> <li>3. analyses the quality of information in the media item;</li> <li>4. includes an appendix that details the search strategy by which you identified the supporting evidence you used in your analysis, and also spells out and justifies changes made to the draft in response to the reviewers' feedback.</li> </ol> <p>1. The Introduction should briefly describe the nature of the media item that you have chosen (clinical case, research data, advertisement, documentary excerpt etc) and then explain why it is of interest to you, and what areas you will be discussing.</p> <p>2. The neuroscientific context is where you provide the background to appreciate the media item by summarising the state of current knowledge relevant to the item. Sometimes it may be necessary to focus on only one aspect of a media item in order to stay within the word limit. If the item has ethical or social impacts that are broader than just neuroscience, they should be discussed here too, but there must also be some neuroscience content.</p> <p>3. In the analysis section you should identify the target audience of the media item, determine whether the information is pitched appropriately and in an unbiased manner, and then finally assess the quality of information in the item, especially as to whether it is in accord with accepted current understanding in neuroscience.</p> <p>4. The appendix should explain your search and selection strategy for all resources that you used. The mark for this section will in part reflect the range and quality of your sources, and how well you managed the referencing. It should also summarise the reviewers' comments and detail how these concerns were addressed or dismissed.</p>		
<b>Format for the review of another project:</b>	<p>Put your comments in the discussion page of the topic you are reviewing. Clearly label your comments as "Reviewer comments on draft project by &lt;your name&gt;".</p> <p>Feedback should be in the following format:</p> <ol style="list-style-type: none"> <li>1. strong points</li> <li>2. weak points</li> <li>3. general suggestions for improvement (e.g. logic, complexity, content, figures)</li> <li>4. specific suggestions for improvement (e.g. typos, grammar, labels)</li> </ol> <p>A short paragraph or a few dot points is required on each of these four areas. Try and be constructive and insightful, and comment on the neuroscience as well as the grammar and layout.</p>		
<b>Marking of Project:</b>	<p><b>Introduction: 15%; Neuroscientific Context: 50%; Analysis: 25%; Appendix: 10%.</b></p> <p>In all aspects we are looking for clarity of thinking (logical consistency, thoroughness) and clarity of expression (clear sequencing and presentation of information).</p> <p>The marking sheet used has the following points, so make sure you address them!</p> <table border="1" style="width: 100%;"> <tr> <td data-bbox="320 1630 1439 1809"> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• choose an interesting and appropriate media item</li> <li>• provide a good rationale for studying the item.</li> </ul> </td> </tr> <tr> <td data-bbox="320 1809 1439 2054"> <p><b>Neuroscientific Context</b></p> <ul style="list-style-type: none"> <li>• identify the key aspects of the media item</li> <li>• provide a concise and up-to-date summary of the neuroscience</li> <li>• show evidence of independent research.</li> </ul> </td> </tr> </table>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• choose an interesting and appropriate media item</li> <li>• provide a good rationale for studying the item.</li> </ul>	<p><b>Neuroscientific Context</b></p> <ul style="list-style-type: none"> <li>• identify the key aspects of the media item</li> <li>• provide a concise and up-to-date summary of the neuroscience</li> <li>• show evidence of independent research.</li> </ul>
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<p><b>Neuroscientific Context</b></p> <ul style="list-style-type: none"> <li>• identify the key aspects of the media item</li> <li>• provide a concise and up-to-date summary of the neuroscience</li> <li>• show evidence of independent research.</li> </ul>			

### Analysis

- demonstrate understanding of the intended purpose
- identify the target audience, and determine if the item is pitched appropriately
- do simplifications affect the veracity of the message?
- is the item presented in an unbiased manner?

### Appendix

- clearly outline the basis for selecting the media item
- describe the search strategies employed and how the sources were evaluated
- summarise the reviewers' comments and explain how these concerns were addressed

In the **Neuroscientific Context**, you may limit the scope to only one or two areas of those addressed in your media item if it covers a broad range of topic. We would prefer a deeper treatment of one area than a superficial overview of many areas.

Your reference list, and in-text citations should use the APA format

(<http://web.med.unsw.edu.au/infoskills/cite3.htm> and

<https://student.unsw.edu.au/american-psychological-association-apa-referencing-system>). You must also reference all figures that you use in your wiki article.

### Marking of Project Review:

You will be marked by Dr Vickery based on the:

- timeliness
- depth
- quality
- constructiveness

of the advice that you offer for the topic under review.

### Marking of Contribution to Group:

All members of the group are required to demonstrate a minimum level of contribution to the project. The minimum level of participation is

- editing the wiki on at least two occasions
- editing the wiki over more than a one week period
- commenting on your editing activities in the history page of the wiki (when you save changes you should document why you made the changes)
- contributing to the discussion of the topic on the wiki discussion pages
- rating yourself and your team members for contributions to the project.

The suggested structure for your team is to have one pair tackle the neuroscientific context, and the other pair tackle the media analysis and introduction, with all members contributing to the appendix and final editing. Working in pairs on sections has generally produced better results than allocating one person per section (or sub-section).

You are required to rate your own and the other group members contributions from 0-5 and add an optional comment via a Blackboard Quiz. These marks will be confidential. Dr Vickery will also look at the wiki to determine the contribution of each individual to the group. These two components will be combined to give a mark out of 5 that counts towards your final course grade.

Week	Lecture: Mon 5-6	Lecture: Thu 9-10	Lab / Tutorial: Fri 9-12 or Fri 1-4
<b>Neurotrauma</b>			NEUR2201 timetable 2014.0.doc 02/05/2014
week 1 28 / 7	<b>CNS anatomy</b> <i>Thomas Fath</i> Biomed D - 28/7 1700	<b>Neurotrauma types</b> <i>Thomas Fath</i> Biomed D - 31/7 0900	<b>Lab: Gross anatomy, museum specimens, histology.</b> <i>Thomas Fath &amp; Nicole Jones</i> WW 101E - 1/8 0900 or 1300
week 2 4 / 8	<b>Mechanical neurotrauma</b> <i>Thomas Fath</i> Biomed D - 4/8 1700	<b>Vascular &amp; hypoxic neurotrauma</b> <i>Nicole Jones</i> Biomed D - 7/8 0900	<b>Tute: Neuronal death and recovery</b> <i>Thomas Fath &amp; Nicole Jones</i> Mathews 312 - 8/8 0900 or Mathews 102 - 8/8 1300
<b>Epilepsy</b>			
week 3 project plan 11 / 8	<b>Introduction to brain electricity</b> <i>Andrew Moorhouse</i> Biomed D - 11/8 1700	<b>Overview and clinical perspectives</b> <i>Ernie Somerville</i> Biomed D - 14/8 0900	<b>Lab: EEG recording and seizure activity</b> <i>Andrew Moorhouse &amp; Richard Vickery</i> Wallace Wurth 116 - 15/8 0900 or 1300
week 4 18 / 8	<b>Genetics of epilepsy</b> <i>Peter Schofield</i> Biomed D - 18/8 1700	<b>Current and novel drug treatments</b> <i>Margaret Morris</i> Biomed D - 21/8 0900	<b>Tute: Cellular and molecular basis of epilepsy</b> <i>Andrew Moorhouse &amp; Richard Vickery</i> Mathews 312 - 22/8 0900 or Mathews 102 - 22/8 1300
<b>Stress</b>			
week 5 25 / 8	<b>Peripheral nervous system and stress</b> <i>Pascal Carrive</i> Biomed D - 25/8 1700	<b>Central nervous system and stress</b> <i>Pascal Carrive</i> Biomed D - 28/8 0900	<b>Lab: Stress measured in humans using ELISA and thermal imaging</b> <i>Lu Liu &amp; Pascal Carrive</i> Wallace Wurth 116 - 29/8 0900 or 1300
week 6 1 / 9	<b>Psychology of stress</b> <i>Gavan McNally</i> Biomed D - 1/9 1700	<b>How to treat stress</b> <i>Lu Liu</i> Biomed D - 4/9 0900	<b>Tute: Systems and management</b> <i>Gavan McNally &amp; Pascal Carrive</i> Mathews 312 - 5/9 0900 or Mathews 102 - 5/9 1300
<b>Neuroplasticity</b>			
week 7 project draft 8 / 9	<b>Learning and Memory</b> <i>John Power</i> Biomed D - 8/9 1700	<b>Models of learning</b> <i>Amy Reichelt</i> Biomed D - 11/9 0900	<b>Lab: Conditioning and remapping</b> <i>John Power &amp; Amy Reichelt</i> Wallace Wurth 116 - 12/9 0900 or 1300
week 8 project review 15 / 9	<b>Neural modification</b> <i>John Power</i> Biomed D - 15/9 1700	<b>Regulating plasticity</b> <i>Amy Reichelt</i> Biomed D - 18/9 0900	<b>Tute: Of Mice and Men</b> <i>John Power &amp; Amy Reichelt</i> Mathews 312 - 19/9 0900 or Mathews 102 - 19/9 1300
<b>Multiple Sclerosis</b>			
week 9 project final 22 / 9	<b>Axonal conduction</b> <i>Richard Vickery</i> Biomed D - 22/9 1700	<b>Measuring nerve conduction</b> <i>Cindy Lin</i> Biomed D - 25/9 0900	<b>Recording from human axons: carpal tunnel lab</b> <i>Richard Vickery</i> Wallace Wurth 116 - 26/9 0900 or 1300
29 / 9	mid -	session	break (two weeks)
week 11 13 / 10	<b>Signs and Symptoms of MS</b> <i>Arun Krishnan</i> Biomed D - 13/10 1700	<b>Treating MS lecture</b> <i>Arun Krishnan</i> Biomed D - 16/10 0900	<b>Tute: Discussion with a MS patient</b> <i>Cindy Lin</i> Mathews 312 - 17/10 0900 or Mathews 102 - 17/10 1300
<b>Psychophysiology of Cognitive Disorders</b>			
week 12 20 / 10	<b>Real-time neural measurements</b> <i>Richard Vickery</i> Biomed D - 20/10 1700	<b>Applied psychophysiology</b> <i>Jacqueline Rushby</i> Biomed D - 23/10 0900	<b>Lab: The nervous system and the measurement of its electrical activity</b> <i>Jacqueline Rushby</i> Wallace Wurth 116 - 24/10 0900 or 1300
week 13 27 / 10	<b>Clinical applications of physiol. measurements</b> <i>Jacqueline Rushby</i> Biomed D - 27/10 1700	<b>Clinical applications of neuro/biofeedback</b> <i>Jacqueline Rushby</i> Biomed D - 30/10 0900	<b>Tute: Detection of Deception</b> <i>Jacqueline Rushby</i> Mathews 312 - 31/10 0900 or Mathews 102 - 31/10 1300