

SUPPLEMENTAL MATERIAL 3

LC 351: Neuroscience - Mind, Health, Education Syllabus Fall 2019 (1 credit)

Instructors:

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Professor Nicole Cyr's office hours: Wed (9:00-10:00), Thurs (10:00-12:00), Fri (1:15-2:15) or by appointment (SSC 208)

Course Description:

The brain controls our movements, consciousness, thoughts, feelings, memories, attention, how we interact with others, personality, and experiences. Therefore, the more we understand about the brain the more we understand about ourselves. This is true not only for adults, but also for children. This LC combines aspects of neuroscience (Seminar in Neuroscience) and psychology (Brain and Behavior) that impact both adults and children with a truly unique and exciting experience that includes student participation in community-based service learning at the Yawkey House of Possibilities (HOPE house), a facility on the Stonehill campus that provides care for children with neurodevelopmental illness. In addition, Stonehill students will introduce neuroscience to local elementary/middle school children. For this "Neuro for kids" component, Stonehill students will work in groups to create a lesson plan including an activity for students at the elementary/middle school level. By combining these experiences, Stonehill students will gain a deep and integrative insight into neuroscience.

Learning Outcomes: By the end of this course, you should be able to:

- Describe differences in individuals with the same "diagnosis."
- Describe how developmental disorders impact a family, as a whole.
- Relate class material (PSY 415 and NEU 200) to real situations in two ways: (i) by connecting concepts from class with experience and then reflecting on the connection to gain deeper understanding and (ii) by understanding, in general, the relevance of academia to the real world.
- Create a lesson plan to introduce elementary/middle school children to neuroscience
- Describe ways to incorporate neuroscience in education programs for children at the elementary/middle school level

Course Policies:

Students with Disabilities: Stonehill College is committed to providing a welcoming, supportive and inclusive environment for students with disabilities. The Office of Accessibility Resources (OAR) provides a point of coordination, resources and support for students with disabilities and the campus community. If you anticipate or experience physical or academic barriers based on disability, please let

me know so that we can discuss options. You are also welcome to contact OAR to begin this conversation or to establish reasonable accommodations for this or other courses. OAR is located within the Academic Services & Advising Suite in Duffy 104. For additional information please call (508) 565-1306 or email accessibility-resources@stonehill.edu

Inclusive Classroom: Stonehill College embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique cultural and religious experiences, beliefs, and perspectives. We all benefit from a diverse living and learning environment, and the sharing of differences in ideas, experiences, and beliefs help us shape our own perspectives. Course content and campus discussions will heighten your awareness to these differences.

There are many resources for anyone seeking support or with questions about diversity and inclusion at Stonehill. Resources are infused throughout the Mission Division, Academic Affairs, and Student Affairs. If you'd like more information on how to get connected to resources, the Office of Intercultural Affairs is a good first stop: Location: Duffy 149, Phone: 508-565-1409, Email: diversity@stonehill.edu.

If you are a witness to or experience an act of bias at Stonehill, you may submit a bias incident report online or on the Stonehill App. If you would like to learn more on bias incident prevention and response, or submit a report please visit: <http://www.stonehill.edu/offices-services/intercultural-affairs/bias-response-protocol/>

*** If you ever have a concern please feel free to approach me in person, by email, or with an anonymous note under my door, etc... Thank you!

Academic Honor Code and Integrity Policy: My expectation is that you will adhere to the Stonehill Academic Honor Code and Academic Integrity Policy found in the 2015-2016 Hillbook under Academic Policies and Procedures. In this course, academic dishonesty includes but is not limited to the following actions:

- “Presenting another’s work as if it were one’s own;
- Failing to acknowledge or document a source even if the action is unintended (i.e., plagiarism);
- Receiving or attempting to receive unauthorized assistance or information in an assignment or examination;
- Submitting the same assignment in two or more courses without prior permission of the respective instructors;

Taken from Hillbook academic policies:

http://catalog.stonehill.edu/content.php?catoid=9&navoid=405#stonehill_college_academic_honor_code_policy_procedures

When in doubt, always verify with me if something is being done properly or is allowable in this class rather than simply make an assumption based on the fact that it was or is currently allowable in another class.

Resources for Academic Support

The Center for Writing and Academic Achievement (CWAA) provides academic support services in a welcoming, professional environment that emphasizes collaborative learning and peer tutoring, supplemented with professional-level support. The CWAA offers a variety of academic support services, including peer tutoring in writing, math, and foreign languages.

The CWAA is located in MacPháidín Library, Room 314. Drop-in hours are offered Sunday – Thursday. Students can visit the CWAA website to view schedules, make appointments, or request a tutor.

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Grading and Assignments

Grading: Letter grades are assigned as follows:

A = 93.5- 100	B+ = 86.5-89.4	C+ = 76.5- 79.4	D+ = 66.5 – 69.4
A- = 89.5-93.4	B = 83.5-86.4	C = 73.5-76.4	D = 59.5-66.4
	B- = 79.5-83.4	C- = 69.5-73.4	F = 59.4 and below

Grade Determination: Grades for several of the course requirements below will be decided in conjunction with HOPE house staff or teachers involved in the “Neuro for kids” lessons.

Assignment	Percentage	Due date
HOPE house – participation (2 Saturdays)	20	TBD
Neuro for kids – preparation	20	TBD
Neuro for kids – participation	20	TBD
Journal for HOPE House	20	Dec 5
Reflection paper on “Neuro for Kids”	20	Dec 5

* Some TBD dates will include Saturdays

HOPE House activities are all day and include volunteering twice for their “Adventure club”. If it is your first time volunteering, you must arrive at 8:30 for a 30 min training. Otherwise, the adventure club meets at 9:00. ** take a lunch

Neuro for kids – this may take many forms including classroom visits or a STEM/STEAM event.