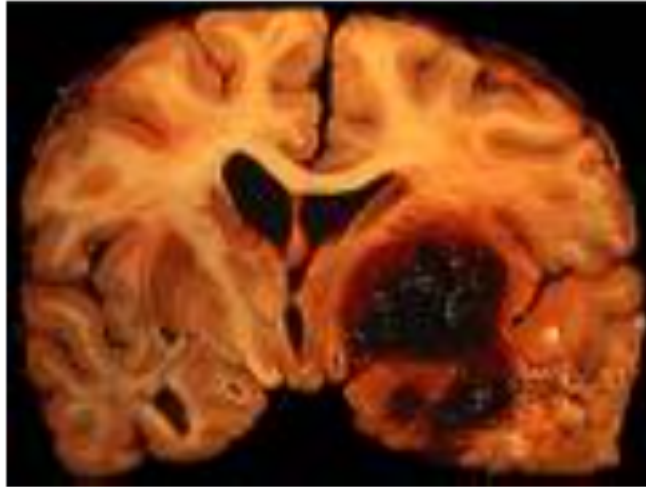


BIOD65 Pathologies of the Nervous System

Course Syllabus

Instructor: Dr Joanne Nash



“An intensive examination of selected pathologies affecting the nervous system such as Alzheimer’s and Parkinson’s disease, multiple sclerosis, stroke and others. These pathologies will be examined from an integrative perspective encompassing the pathogeneses, resulting behaviours and current treatments”

Course Aims

1. To understand pathologies, symptoms and treatments of neurological / psychiatric disorders
2. Become adept at reading, understanding and critiquing scientific research articles in a timely fashion
3. Improve (scientific) writing skills
4. Enhance communication and discussion skills
5. To facilitate independent thinking and ideas related to science
6. To make sure you get the best grade possible for you

Lectures: Wednesdays 1-3pm, AC334

Prerequisites: BGYB11H or BGYB10Y and one of NROC61H, NROC64H, NROC69H

Textbook: There is no text book for this course. Course readings will be assigned throughout the course and uploaded onto the course page. Please read these before each class.

Course e-mail: jnash@utsc.utoronto.ca

Office hours: Professor Nash (My office: SW532) Thurs 2-3pm

Teaching Assistant: Lindsay Arathoon will mark the midterms, critiques, grant proposal and one exam question. Please contact Lindsay for questions regarding marking of either of these assignments by email: lindsay.arathoon@mail.utoronto.ca

Other Contact and Communication Information: Course announcements, communications and lecture outlines will be available on the BIOD65 blackboard course page. **Check blackboard regularly for important, time sensitive announcements.** Lecture outlines will be posted at 7am the day before lectures. Course readings will be uploaded onto the course page at

least one week prior to class. Except on weekends, emails will be answered within 48 hours of receiving them. For questions that require longer answers, please try and attend office hours, or arrange an alternative appointment with Dr Nash.

Course Outline Summary (Subject to change)

Week	Date	Topic
1	Sept 7th	Course Outline and Parkinson's Disease lecture
2	Sept 14th	How to find, present, and critique research articles Info for student seminar presentations, evaluation of research articles, and written assignment
3	Sept 21st	Alzheimer's Disease lecture + student seminar
4	Sept 28th	Stroke Lecture + student seminar
5	Oct 5th	Prion Disease Lecture + student seminar
OCT 11th-15th READING WEEK		
6	Oct 19th	Documentary on Leukodystrophies
7	Oct 26th	MIDTERM TEST
8	Nov 2nd	Huntington's Disease Lecture + student seminar
9	Nov 9th	ALS Lecture + student seminar
10	Nov 16th	Developmental Disorders lecture + student seminar
11	Nov 23rd	Psychiatric Disorders lecture + student seminar
12	Nov 30th	Multiple Sclerosis lecture + student seminar

Marking scheme (Detailed information on assignments can below - Evaluation of Research Articles (20%)
Seminar (10%)
Midterm (15%) – 2 hours
Class participation (8%)
Written assignment (Grant Proposal) (17%)
Final exam (30%) - 3 hours

Course Assignments

Evaluation of Research Articles (20%): Further instructions for evaluation of research article will be given in week 1. From week 2 onwards, all students are expected to submit a summary and critique of ne research article using the template provided by Dr Nash, which will also available on the course page. Students will generate their critiques in groups of 4 -5 that will be assigned at the beginning of class. Critiques should be a no minimum of 2 pages and a maximum of 5 pages, times new roman, double spaced, size 12 font. Dr Nash will provide the research articles to be critiqued. Summaries and critiques must be submitted before the lecture every Tuesday. Critiques will be submitted electronically using Turnitin.com in Blackboard.

Seminar (10%): On week 2, Dr Nash will present a research article in seminar format. This will act as a guide for subsequent student seminar presentations, although creativity and individuality of your presentations is strongly encouraged!

From week 3 onwards, groups of two to four students (depending on class size) will present a 50 minute seminar on 2 research articles. These research articles have been chosen already by Dr

Nash, and will be uploaded onto the course page under 'Readings'. For each research article presentation, only 5 minutes should be spent on the introduction. Marks will be deducted for lengthy introductions. Ten to 20 minutes will be given for question time after the seminar presentation. Those students that are not presenting seminars are expected to ask questions, as class participation counts (8%) towards your final mark. Information presented in student seminars will be included in the final exam. More information on the format of seminar presentations will be given on weeks 1 and 2.

Class participation (8%): Students are expected to contribute to class discussions, particularly during and following student seminar presentations.

Grant Proposal (17%): Following the documentary on October 5th, further information will be given about the written assignment. In order to complete the assignment, students will need to acquire research articles by themselves. How to do this will be covered in this lecture.

Assignments must include a title page, an abstract summarising the proposal, an introduction describing the background, objectives, aims, experimental outlines, expected outcomes, caveats and a reference list.

Articles must be cited throughout the text (e.g. Author 1991; Author et al. 1995; Author and Author 1998). The reference list (bibliography) must be on a separate page and have the following format (e.g. Gamelin FX, Baquet G, Berthoin S, Thevenet D, Nourry C, Nottin S, Bosquet L (2009) Effect of high intensity intermittent training on heart rate variability in prepubescent children. *Eur J Appl Physiol* 105:731-738).

The proposal must be times new roman, double-spaced and 8-10 pages in length (excluding the title page and bibliography).

Assignments will be submitted electronically using Turnitin.com in Blackboard. Also a hard copy of the assignment must be submitted to Gloria Luza (Rm SW420B) by 4pm on December 2nd 2016. Hard copies must be single-sided with page numbers included on the bottom, stapled in the top left hand corner.

Midterm (15%):

On Week 7 (Oct 26th) the midterm will be held in class (2 hours). The format of the exam will be one of the following:

1. You will be given a research article minus the abstract and discussion, so you will get the title, methods, results and references. You will be given 2 hours to write the abstract and discussion. No preparation is required.
2. Short answer questions. Questions will be based on lectures and research articles covered in weeks 1 -6, and also the documentary in Week 5.

Students will be asked to vote to choose their preference of exam format in class on Week 4.

Final Exam (3 hours) (30%):

The exam questions will be given ahead of time at the end of the lecture on week 12. At this point more details will be given regarding the exam. In brief, there will be at least 8 questions on 5 topics (a topic is defined as a lecture week). Students must answer 4 questions from the 5 topics. None of the questions answered can be from the same topic.

Absence in exams and other assessments: Failure to attend the final exam or midterm will result in no mark for that portion of the course. Failure to hand in assignments on time will also result in a zero for that given assignment, unless accompanied by a medical certificate. If assignments are to be submitted late, please contact Dr Nash no more than 24 hours after the deadline for that assignment to let her know of your illness. Rules governed by the University of at Scarborough must be followed in all exceptional cases when petitioning to repeat an exam or

perform a make-up exam will be followed (please refer to http://www.utoronto.ca/courses/calendar/Courses.html#Special_consideration_petitions_and_appeals). Requests to petition for medical reasons must be accompanied by an official University of Toronto medical certificate (<http://www.utoronto.ca/health/forms/medcert.pdf>).

Important Dates

Oct 5th: Written assignment given

Oct 26th: Midterm Exam

November 17th 2016: Last day to drop F courses without academic penalty and have them removed from the transcript

Dec 1st: Submission of grant proposal assignment

Dec 4th: Last day to drop the course with LWD on eservice

Dec 5th-20th: Final exam period

Other Important Information

Academic Integrity: Please refer to <http://www.governingcouncil.utoronto.ca/policies/behaveac> for the University of Toronto's Code of Behaviour on Academic Matters. Potential offences include, but are not limited to:

In Tests and Exams: to use or possess an unauthorized aid or to look at the answers of another student's exam; misrepresentation of identity.

Medical Notes and other Official Documentation: Falsification or alteration of documentation required by the University.

AccessAbility Information: Please let me and / or AccessAbility services know if you require any accommodations to ensure that you achieve your learning goals in this course. AccessAbility services is located in SW302 (tel: 416-287-7560; email: ability@utsc.utoronto.ca/ability), where you can arrange appointments to assess and accommodate your specific needs. Enquiries are confidential.

Turnitin.com: Normally students will be required to submit their assignments using Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their assignments to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the website. Turnitin.com is most effective when it is used by all students in a particular course; however, if and when students object to its use on principle, a reasonable offline alternative must be offered. There is a wide variety of non-electronic methods that can be used to deter and detect plagiarism; for example, to require that all rough work is handed in with the paper or that the student include an annotated bibliography of the paper. Instructors may wish to consult with the Centre for Teaching and Learning Support & Innovation when establishing these alternatives.