

Queen's University

Course Schedule

Date	Lecture Topics
Week 1: Sept 2-6	Introduction to Course and Instructor Lecture 1: General introduction to fMRI
Week 2: Sept 9 -13	Lecture 2: MR Physics and Safety Lecture 3: Origins of the BOLD Response
Week 3: Sept. 16-20	Lecture 4: fMRI Preprocessing and Design Principles Lecture 5:

4. Critically read and scrutinize an fMRI paper and understand the strengths and weaknesses of the paper (e.g., does it show what it claims to show, does it *not* show)
5. Understand the merits and limitations of fMRI as it compares to other methodologies used in cognitive neuroscience
6. Apply active learning, critical thinking and problem-solving to the study of cognitive neuroscience

Important University Dates

Please visit the [Faculty of Arts and Sciences Sessional Dates website](#) for all academic deadlines.

Inclusion

Land Acknowledgement

Belt Covenant, an agreement between the Iroquois Confederacy and the Confederacy of the Ojibwe and Allied Nations to peaceably share and care for the resources around the Great

Haudenosaunee roots. There is also a significant Métis community as well as First Peoples from the Nations of the St. Lawrence Valley here today. Please visit the

Equity, Diversity, and Inclusivity Statement

Please visit the

Be open to having your ideas challenged and challenge others with the intent of facilitating growth.

Look for opportunities to agree with one another, building on and intentionally attacks, demeaning, or embarrassing others.

Fostering Accessibility

All of us have a shared responsibility for fostering accessibility and promoting meaningful inclusion of those with disabilities. The [Accessibility Hub](#) & Equity Office offer a host of [tutorials](#)

Copyright of Course Material

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate

consent. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

Communication

Questions about the Course and Contacting the Teaching Team

Students requiring assistance are encouraged to speak with me either before or after lectures. I will arrive/leave lectures approximately 10 minutes before/after lecture and will be more than happy to answer any questions during this time. Should you wish to meet with me outside of this time, please email me (or the class TA) to make an appointment. Email, while commonly used, does limit the effectiveness of communications and may not be the best way for me to answer your question(s). In such instances, I may suggest a personal meeting at a mutually agreed upon time (in-person or via Zoom/Teams). I will do my very best to answer emails as soon as possible; however, emails can be expected to be replied to within 2 working days (i.e., a reply to a 1 am Saturday night email may not arrive before Tuesday). To facilitate my responses, please include

Queen's Email

regularly to ensure you do not miss important information related to your course.

Course Feedback

At various points during the course, you may be asked to take part in a variety of feedback improve the course. All surveys are anonymous and are directly related to activities, assessments, and other course material.

Relevance of Course

Information taught in this course is highly relevant for students interested in the human brain and behaviour, cognitive and systems neuroscience, neurobiology, computer science, philosophy, medicine, clinical psychology, research and teaching.

Textbook &/or Courseware Package

There is no required textbook for this course. Required readings will be made available for download through OnQ. Students are responsible for all assigned readings as they contain more material than can be covered directly in lecture. Similarly, some material covered in lectures will not appear in the assigned readings. ***Students are responsible for this material as it will appear on exams.***

Course Notes:

demonstrate why your own experiment is important, novel and/or addresses a key research question in the field.

Briefly outline your experimental task and how the data will be analyzed

Outline your hypothesis (as well as hypothetical results) and indicate what, if confirmed, your findings would demonstrate

Include no more than one figure (which can be multi-paneled) in your proposal

**Note that all the text should fit onto both pages ($\frac{3}{4}$ margins, minimum 11 pt font, single-spaced max)! The single figure (with associated figure caption, of no more than 300 words) is to be included on a separate page. Other than these criteria, there are no formatting requirements. However, you will probably find it beneficial to use subheadings, underlining and boldface

page research summary proposal **is worth 15% of your final mark (!!!)** and so it should be thoughtfully constructed, easy-to-follow and heavily edited (underline heavily). Being able to write

Students experiencing short

Online resources that provide strategies for academic skills and writing development at university.

If English is not your first language, SASS has specific resources for English as Additional Language students, including weekly programs and EAL academic skills appointments. You can meet on an ongoing basis with an EAL consultant to work on your academic writing, speaking, listening, and reading skills.

Accommodations for Disabilities

Queen's University is committed to working with students with disabilities to remove barriers to their academic goals. Queen's Student Accessibility Services (QSAS), students with disabilities, instructors, and faculty staff work together to provide and implement academic accommodations

Circumstances and submit a request via the Academic Consideration Request Portal. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

Students are encouraged to submit requests as soon as the need becomes apparent and to contact their instructor and/or course coordinator as soon as possible once academic consideration has been granted. Any delay in contact may limit the options available for academic consideration.

For more information on the Academic Consideration process, what is and is not an extenuating circumstance, and to submit an Academic Consideration request, please see the Faculty of Arts and Science Academic Consideration website. ASO courses include links to information on **Academic Consideration** on your **Course Homepage** in onQ.

Please see the Teaching Team page for contact information for your instructor and TA(s), where relevant.

Queen's Policy Statement on Academic Integrity

ideas, to build and advance knowledge, and to share the ideas and knowledge that emerge from a range of intellectual pursuits.

therefore all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility and by the quality of courage. These values and qualities are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University.

developed by the International Center for Academic Integrity (ICAI), contextualize these values and qualities:

1. **Honesty** Academic communities of integrity advance the quest for truth and knowledge through intellectual and personal honesty in learning, teaching, research, and service.
2. **Trust** Academic communities of integrity both foster and rely upon climates of mutual trust. Climates of trust encourage and support the free exchange of ideas which in turn allows scholarly inquiry to reach its fullest potential.
3. **Fairness** Academic communities of integrity establish clear and transparent expectations, standards, and practices to support fairness in the interactions of students, faculty, and administrators.
4. **Respect** Academic communities of integrity value the interactive, cooperative, participatory nature of learning. They honor, value, and consider diverse opinions and ideas.
5. **Responsibility** Academic communities of integrity rest upon foundations of personal accountability coupled with the willingness of individuals and groups to lead by example, uphold mutually agreed-upon standards, and take action when they encounter wrongdoing.
6. **Courage** To develop and sustain communities of integrity, it takes more than simply believing in the fundamental values. Translating the values from talking points into action

-- standing up for them in the face of pressure and adversity requires determination, commitment, and courage.

Students are responsible for familiarizing themselves with and adhering to the Senate regulations concerning academic integrity, along with Faculty or School specific information. Departures from academic integrity include, but are not limited to, plagiarism, use of unauthorized materials, facilitation, forgery and falsification. Actions which contravene the regulation on academic integrity carry sanctions that can range from a warning, to loss of grades on an assignment, to failure of a course, to requirement to withdraw from the university.

Syllabus statements for Generative Artificial Intelligence (AI) Tools

Turnitin may provide other services that are not connected to the