

Date (day)	#	Topics	Readings/Assignments (due by 8am unless otherwise specified)
10/8 (tu)	10	<b>Grant Proposal Assignment, Explained</b> <ul style="list-style-type: none"> <li>▶ Why are we doing a group project?</li> <li>▶ Groups assigned</li> <li>▶ Grant brainstorming</li> <li>▶ Spotlight workshop</li> </ul>	<ul style="list-style-type: none"> <li>• Have completed &amp; uploaded by <b>11am</b>:</li> <li>• <b>CITI training</b> (Biomed) certificate</li> </ul>
10/10 (th)	11	<b>Group Work</b> <ul style="list-style-type: none"> <li>▶ Short presentation tips</li> <li>▶ Course feedback survey (online, anonymous)</li> <li>▶ Time to prepare Group Presentations</li> <li>▶ Time to continue brainstorming Grant Proposal topics, design, and division of labor</li> </ul>	<ul style="list-style-type: none"> <li>• Have submitted <b>TINS-style Spotlight #1</b> for (pick <u>one</u>) by <b>11am</b>:</li> <li>• Koizumi et al. (2016, <i>Nat. Hum. Behav.</i>)</li> <li>• Schöenberg et al. (2021, <i>Prog. Neuropsychopharm. Biol. Psychiatry</i>)</li> </ul>
10/15 (tu)	12	<b>Group Presentations</b>	<ul style="list-style-type: none"> <li>• Have submitted (by <b>11am</b>, one per group): <ul style="list-style-type: none"> <li>• Presentation slides</li> </ul> </li> <li>• Be prepared to <b>present</b> one of the following in class: <ul style="list-style-type: none"> <li>• Athletic training - Mikicin et al. (2015, <i>Acta Neurobiologie. Exp.</i>)</li> <li>• Emotion regulation - Bressler et al. (2023, <i>Neuropsychologia</i>)</li> <li>• Meditation - van Lutterveld et al. (2017, <i>NeuroImage</i>)</li> <li>• Memory - Rozenfurt et al. (2017, <i>Neurobiol. Learn. Mem.</i>)</li> </ul> </li> </ul>
10/17 (th)	--	<b>No Class (Fall Recess)</b>	
10/22 (tu)	13	<b>Connectivity-Based Neurofeedback</b>	<ul style="list-style-type: none"> <li>• Have read &amp; annotated: <ul style="list-style-type: none"> <li>• Shibata et al. (2011, <i>Science</i>)</li> </ul> </li> <li>• <i>Optional</i> reading (on Perusall): <ul style="list-style-type: none"> <li>• Watanabe et al. (2017, <i>TiCS</i>)</li> </ul> </li> </ul>
10/24 (th)	14	<b>Inducing Brain Plasticity</b>	<ul style="list-style-type: none"> <li>• Have read &amp; annotated: <ul style="list-style-type: none"> <li>• Sampaio-Baptista et al. (2021, <i>Cell Reports</i>)</li> </ul> </li> <li>• <i>Optional</i> reading (on Perusall): <ul style="list-style-type: none"> <li>• Marins &amp; Tovar-Moll (2022, <i>TINS</i>)</li> </ul> </li> </ul>

Date (day)	#	Topics	Readings/Assignments (due by 8am unless otherwise specified)
10/29 (tu)	15	<b>Grant-Writing Workshop</b> ▶ Discuss TINS Spotlight assignment #2 for 11/12	<ul style="list-style-type: none"> <li>• Have read &amp; annotated: <ul style="list-style-type: none"> <li>• Enriquez-Geppert et al. (2017, <i>Front. Hum. Neurosci.</i>)</li> </ul> </li> <li>• Have skimmed: <ul style="list-style-type: none"> <li>• <a href="https://writingcenter.unc.edu/tips-and-tools/grant-proposals-or-give-me-the-money/">https://writingcenter.unc.edu/tips-and-tools/grant-proposals-or-give-me-the-money/</a></li> </ul> </li> </ul>
10/31 (th)	16	<b>Clinical Applications</b>	<ul style="list-style-type: none"> <li>• Have read &amp; annotated: <ul style="list-style-type: none"> <li>• Dudek &amp; Dodell-Feder (2021, <i>Neuro. Bio. Rev.</i>)</li> </ul> </li> <li>• <i>Optional</i> reading (on Perusall): <ul style="list-style-type: none"> <li>• Murphy &amp; Bassett (2017, <i>CDBME</i>)</li> </ul> </li> </ul>
11/5 (tu)	17	<b>Building Resilience and Emotion Recognition</b>	<ul style="list-style-type: none"> <li>• Have read &amp; annotated: <ul style="list-style-type: none"> <li>• Keynan et al. (2019, <i>Nat. Hum. Behav.</i>)</li> </ul> </li> <li>• <i>Optional</i> reading (on Perusall): <ul style="list-style-type: none"> <li>• Ruiz et al. (2011, <i>HBM</i>)</li> </ul> </li> </ul>
11/7 (th)	18	<b>Group Work</b> ▶ Peer Assessment #1	<ul style="list-style-type: none"> <li>• Have submitted (by <b>11am</b>) <b>TINS-style Spotlight #2</b> for an <i>unassigned empirical</i> article cited in <u>either</u>: <ul style="list-style-type: none"> <li>• Murphy &amp; Bassett (2017, <i>CDBME</i>)</li> <li>• Dudek &amp; Dodell-Feder (2021, <i>Neuro. Bio. Rev.</i>)</li> </ul> </li> </ul>
11/12 (tu)	19	<b>Detecting Consciousness and Communicating</b> ▶ In-class reading of Nachev & Husain (2007, <i>Science</i> ); Greenberg (2007, <i>Science</i> ); Owen (2007, <i>Science</i> )	<ul style="list-style-type: none"> <li>• Have read &amp; annotated: <ul style="list-style-type: none"> <li>• Owen et al. (2006, <i>Science</i>)</li> </ul> </li> <li>• <i>Optional</i> reading (on Perusall): <ul style="list-style-type: none"> <li>• Farwell &amp; Donchin (1988, <i>Electroencephalogr. Clin. Neurophysiol.</i>)</li> </ul> </li> </ul>
11/14 (th)	20	<b>Brain-Computer Interfaces</b>	<ul style="list-style-type: none"> <li>• Have read &amp; annotated: <ul style="list-style-type: none"> <li>• Gao et al. (2021, <i>TiCS</i>)</li> </ul> </li> </ul>
11/19 (tu)	21	<b>Return to Causality</b>	<ul style="list-style-type: none"> <li>• Have read &amp; annotated: <ul style="list-style-type: none"> <li>• Kvamme et al. (2022, <i>NeuroImage</i>)</li> </ul> </li> <li>• Have skimmed and be prepared to give a short (3-minute) verbal summary (no slides/handouts) of an <i>unassigned empirical</i> paper cited in Kvamme et al. (2022), indicating how it's connected to the larger issue of causality</li> </ul>

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11/21 (th)	22	<b>Neurofeedback in the Media and Society</b>	<ul style="list-style-type: none"> <li>• Have read &amp; annotated: <ul style="list-style-type: none"> <li>• Kober et al. (2023, <i>Heliyon</i>)</li> </ul> </li> <li>• Come prepared with one or more examples of neurofeedback being discussed in the public (non-academic) sphere (e.g., on reddit, TikTok, YouTube, etc.), along with your analysis (to share verbally with the class) of how well it aligns with the scientific research</li> </ul>
11/26 (tu)	--	<b>No Class (Thanksgiving Recess)</b>	
11/28 (th)	--	<b>No Class (Thanksgiving Recess)</b>	
12/3 (tu)	23	<b>Grant Proposal Peer Review</b> <ul style="list-style-type: none"> <li>▶ Time to practice pitches</li> <li>▶ Peer Assessment #2</li> </ul>	<ul style="list-style-type: none"> <li>• Each group should bring to class 4 printed copies of your <i>rough</i> grant proposal</li> </ul>
12/5 (th)	24	<b>Final Grant Pitches</b>	<ul style="list-style-type: none"> <li>• Have submitted (one per group): <ul style="list-style-type: none"> <li>• Any <b>audio-visual aids</b> (including any slides) used for your group Pitch</li> </ul> </li> <li>• <b>By 4:00pm on Friday 12/6 (tomorrow)</b> have completed <b>Research Participation</b> or submitted <b>Alternative Assignments</b></li> </ul>
12/10 (tu)	25	<b>No class (Final Exam Period)</b>	
12/11 (w)	25	<b>No class (Final Exam Period)</b>	<ul style="list-style-type: none"> <li>• <b>By 3:15pm on Wednesday 12/11</b> have submitted to Lyceum: <ul style="list-style-type: none"> <li>• <b>Grant Proposal</b> (single group submission)</li> <li>• <b>Final Reflection</b></li> </ul> </li> </ul>
12/12 (th)	--	<b>No Class (Final Exam Period)</b>	

*Schedule is subject to change to improve pacing and/or accommodate unforeseen events (e.g., severe weather, pandemic, alien abduction). Check announcements over email.*