



Dr Leena Shoemaker, PhD  
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Immediately after Wednesday class  
(on Zoom) AND by appointment

M, W, F 8:30 am -9:20 am

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and that you get excited to apply your new knowledge.

Research shows that students who participate have a deeper understanding of course content and are more likely to obtain a better grade in the course. Therefore, I aim to facilitate your learning through multiple avenues of participation. For example, Friday “lectures” will host small-group discussions (lead by a TA). I will also provide multiple opportunities for “inquisitive interactions” with your peers, which ultimately builds a deeper understanding of the course content. Please talk to me if you have any concerns (e.g., social anxiety, disabilities etc) about the inclusivity and/or accessibility of these activities. I want to ensure that all students have equal opportunities to succeed in this classroom environment and will make changes accordingly.

Lastly, my job is to educate you, which partly involves assisting you to learn academic content, and partly equipping you with skills to continue your own learning. Therefore, there are multiple avenues of learning assistance offered to you throughout this course. I encourage you to utilize these avenues in the following order:

- (1) Utilize course resources. This includes your notes taken during lecture, information in OWL, your textbook, and required readings.
- (2) Attend every lecture prepared and ready to ask questions.
- (3) You may contact your TA at the email provided to you with additional questions if they are not available to be answered in your readings, this course outline, or in class.
- (4) Attend my office hours or request additional support by appointment or via email. I am happy to help, but it defeats the educational value if you have not done your own work first.

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Upon completion of this course you will be able to:

1. Understand the fundamental methodologies used in exercise neuroscience research
2. Critically evaluate and interpret research in the field of exercise neuroscience
3. Communicate (written & oral) effectively
4. Engage in meaningful discussion with peers

Office hours & appointments: If you have questions about course material or would like to discuss issues related to the course in more detail, you can: 1) discuss during office hours (immediately after class on Monday – location TBD), 2) email your assigned TA or the instructor.

#### EMAIL POLICY

Who to contact for your concerns or questions: If you have a question, please first consult this syllabus and the course website; there is a good chance your question can be answered through these resources, especially regarding course logistics or content (e.g., deadlines, assignments, course materials). You are also encouraged to use the forum on OWL to post questions to your peers and check to see if your question has already been answered! If you cannot find an answer to your question on the syllabus or course website, you may contact the instructor or TAs.

Email inquiries to instructor: For all email responses, please permit 48 hours before a response can be expected (i.e., you are unlikely to receive a response the night before a quiz/assignment). I also encourage you to view email as your chance to practice your professionalism. Consider that your communication style is a direct reflection of you as a person!

All course information including grades, assignment outlines, deadlines, etc. are available via OWL. There is no textbook for this course. Required readings will be provided in PDF form on OWL one week in advance.

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1. Quizzes	28%
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1. Quizzes (28%):

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to a zero on the assignment in question, a zero in this course, or your expulsion from the university. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. All papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com ([www.turnitin.com](http://www.turnitin.com)).

Without the explicit written permission of the instructor, you may not submit any academic work for which credit has been obtained previously, or for which credit is being sought, in another course or program of study in the University or elsewhere.

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When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request (in writing) any necessary academic considerations at least two weeks prior to the holiday to the academic counsellors in their Home Department. Additional information is provided in the [Western Multicultural Calendar](#).

### ***Academic Accommodation***

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. Students with ongoing accommodation needs within this course are also encouraged to contact [Accessible Education](#), which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found [here](#).

### ***Academic Consideration***

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances that are medical or compassionate in nature. These extenuating circumstances may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. In all cases, students are advised to consult with the academic counsellors in their home units, at their earliest opportunity. Academic counsellors may refer students to [Accessible Education](#) for ongoing academic accommodations.

Most forms of academic consideration require documentation, and this documentation is to be submitted to academic counsellors within five (5) business days of their return to academic responsibilities. Any such documents will be retained in the student's file, and will be held in confidence in accordance with the University's [Official Student Record Information Privacy Policy](#). Once the petition and supporting documents have been received and assessed, appropriate academic considerations shall be determined by academic counseling, in consultation with the student's instructor(s). Academic considerations may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty. Academic considerations shall be granted only where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. (Note – it will not be sufficient to provide documentation indicating simply that the student “was seen for a medical reason” or “was ill.”).

Whenever possible, students who require academic considerations should provide notification and documentation in advance of due dates, examinations, etc. Under no circumstances are students expected to submit rationales for (or documentation of) any absences, to course instructors. Students are, however, required to follow-up with course instructors, in a timely fashion, to identify the ways in which the academic consideration will be implemented.

A student completing tests or examinations with flexible submission times (e.g., where one or more evaluation is a take-home assessment) cannot request alternative arrangements unless a conflict cannot be avoided by rescheduling writing the exam to a different time within the window specified by the instructor. This applies to direct conflicts as well as “heavy load” conflicts (e.g., three exams within a 23-hour period). The student should discuss any concerns about a potential conflict and/or request academic



the reasons for the request together with all supporting documentation.

Appeals generally proceed in this order:

1. Course instructor (informal consultation)
2. Department Chair (submission of written request)
3. The Dean of the Faculty (submission of written request)

In the case of perceived procedural unfairness, steps 2 and 3 are carried out within the Department and Faculty offering the course. In the case of extenuating medical or compassionate circumstances that impact on a grade, steps 2 and 3 are carried out within a student's Home Department and Faculty.

A request for relief against a mark or grade must be initiated with the instructor as soon as possible after the mark is issued. In the event that the instructor is not available to the student, or fails to act, or if the matter is not resolved satisfactorily with the instructor, a written request for relief must be submitted to the Chair of the Department within three weeks of the date that the mark was issued. In the case of a final grade in a course, the written request for relief must be submitted to the Chair of the department by January 31<sup>st</sup> (for first-term half courses) or June 30<sup>th</sup> (for second-term half courses or full-year courses

8.

Information regarding health and wellness-related services available to students may be found at <http://www.health.uwo.ca/>.

Students who are in emotional/mental distress should refer to Mental Health@Western (<http://www.health.uwo.ca/>) for a complete list of options about how to obtain help.

There are various support services around campus and these include, but are not limited to:

*Student Development Centre* -- <http://www.sdc.uwo.ca/ssd/>

*Ombudsperson Office* -- <http://www.uwo.ca/ombuds/>

9.

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed and set out the disciplinary procedures that the University will follow. For more information, visit <https://www.uwo.ca/univsec/pdf/board/code.pdf>



I am not Indigenous, rather I am of settler-colonial ancestry. Although my heritage extends to Germany, I - like many other settler people - have benefited greatly from living on Turtle Island. As a visitor on this land, I have an important responsibility to acknowledge the grounds on which we are privileged to gather in the pursuit of higher education:

I acknowledge that Western University is located on the traditional lands of the Anishinaabek (Ah-nish-in-a-bek), Haudenosaunee (Hoden-no-show-nee), Lenape (Len-ahpay-wuk) and Attawandaron (Add-a-won-da-run) peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum.

With this, I respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. I acknowledge historical and ongoing injustices that Indigenous Peoples (e.g. First Nations, Métis and Inuit) endure in Canada, and I accept responsibility as a public institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research and community r.(ear)-18.9 (c)-11 (h an)-47201.9 (es)-1ons,T6 (g)(o t)-286mW.9 (c)-1g3