

**PSYU100: COLLEGE – AN INTRODUCTION FOR BEHAVIORAL
NEUROSCIENCE MAJORS
FALL SEMESTER 2007
2 Snell Library
THURSDAYS 4:35PM - 5:40PM
1 CREDIT HOUR**

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OFFICE HOURS: Go to Northeastern's website: <http://www.neu.edu/>

- Click MYNEU - Student Self-Service
- Click on Co-op
- Go to Tools (top left)
- Click on Appointments and Walk-in Calendar
- Click on the name of the faculty you want to see
- To sign up for an appointment - scroll down and sign up for an available time
- If your coordinator has walk-in times and you want to see when they are, click on setting an appointment with that coordinator and then click to view their Calendar
- Please pay attention to the office location for the day of your visit.

COURSE PURPOSE AND OBJECTIVES

This course has been designed to introduce you to the major and field of behavioral neuroscience, and the professional and academic resources available to you at Northeastern University. The foundation of Northeastern's educational philosophy is that classroom learning is enriched by complementary practical experience, and that your understanding of your practical work is enhanced by your academic studies. Northeastern's primary vehicle for providing you with this applied experience is cooperative education. In this course, you will begin to develop the problem-solving skills and learn about resources available to help you achieve your goals in the major and your professional work.

Each week you will be introduced to different resources and programs on and off campus; meet advisors, faculty, fellow students, and co-op employers; and develop strategies for your academic and professional development over the course of your Northeastern career. You will be encouraged to maximize their use of technology, including the behavioral neuroscience web site (www.neuroscience.neu.edu).

Specifically, the course objectives are:

1. To provide strategies to help you navigate your first year and beyond at Northeastern University.

2. To develop an understanding of what the field of behavioral neuroscience is, and to learn about the requirements of your undergraduate program.
3. To meet faculty, advisors, and fellow undergraduates that form the behavioral neuroscience community at Northeastern.
4. To learn about the goals of and opportunities provided by the cooperative education program.
5. To become familiar with research and technology and the potential role it can play in your education.
6. To begin to develop problem solving and initiative taking skills that will enable you to successfully manage your Northeastern academic and co-op careers. These skills will contribute to your development as a self-directed learner.

COURSE CONTENT

September 6	<u>WELCOME AND INTRODUCTION</u> Introductions, review of syllabus & expectations for the course.
September 13	NO CLASS – Rosh Hashanah
September 20	<u>INTRODUCTION TO COOPERATIVE EDUCATION</u> An overview of cooperative education at Northeastern University <ul style="list-style-type: none"> - What is Co-op? - Cooperative Education Learning Model - Co-op Policies - Logistics: When? How? - What role might co-op play in your BNS major?
September 27	<u>EXPERIENTIAL EDUCATION AT NORTHEASTERN UNIVERSITY</u> Dauri Hammer – Study Abroad Advisor Cynthia Sweet and Melissa Davies– International Co-op Advisor Justine Repici – College of Arts and Sciences – Experiential Education
October 4	<u>RESUME WRITING</u>
October 11	<u>INTERVIEWING SKILLS</u>
October 18	<u>FACULTY PANEL</u> Joe Ayers
October 25	<u>FACULTY PANEL</u> Fred Davis

Jay McLaughlin

November 1

FACULTY PANEL
Don O'Malley

November 8

FACULTY PANEL
Jim Stellar

November 15

LIBRARY TOUR

Learn about the scientific and social science resources at the NU Snell Library. Introduction will include databases and journals.

Meeting Room: 120 Snell Library (Located on the first floor of Snell Library to the right of the reference desk)

Presenter: Mr. Larry Peick

November 22

THANKSGIVING – NO CLASS

November 29th

CURRENT TOPICS IN NEUROSCIENCE

Article Summary Due – Bring Hard Copy to Class.

You will give a brief presentation on the topic you investigated. We will talk about the challenges and joys of investigating a new topic by asking such questions as – “What is more interesting to you – identifying what is not known in a body of knowledge or discovering specific answers to some of our most challenging scientific questions?”; “How do you sift through an enormous amount of information on a topic without getting overwhelmed?” Come prepared for a lively discussion!

**** A brief summary of your article is due in class on November 29th ****