Zombies and Brains  
GS 1181.F57  
MW 12:00-12:50 pm  
A225

Steven T. Brewer, PhD  
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Work Phone: 325-486-6124  
Office Location: A104D  
Student Contact Hours:  
M: 1:00 – 2:00  
T&R: 10-11 & 2:30–4:30  
W: 12:00 – 3:00  
Or by appointment

Course Description  
Zombies are everywhere! They have invaded movies, television, video games, and print media and it appears only a shot to the head will stop them. We seem to love these shambling, rotting, brain eating creatures. This course will explore basic neuroscience and neuroanatomy through the lighthearted (or rotting hearted) lens of Zombies. We will watch and read zombie related media to discuss the behavioral aspects of what constitutes a zombie and relate those behaviors to actual neuroscience. The overarching goal of this course will be to focus on skills you need as a beginning college student (written communication, oral communication, and information literacy) within the context of zombies and neuroscience. The skills you develop in this course are the skills you will need in every college course.

Core Student Learning Outcomes  
Upon completion of this course, students will be able to  
1) Develop, interpret, and express ideas through effective written communication  
2) Locate campus resources to solve problems/answer questions  
3) Gather, analyze, evaluate, and synthesize information relevant to zombies, neuroscience and neuroanatomy.

Course Objectives:  
1) Developing skill in expressing oneself orally or in writing  
2) Learning how to find and use resources for answering questions or solving problems (University Resources)  
3) Learning to analyze and critically evaluate ideas, arguments, and points of view
Course Requirements
1) Two article summaries
2) Information Literacy assignment
3) Participation in a university or college-wide event

Required Materials
Email and internet: You have access to both as ASU students. Please activate your email account if you have not already done so.

Blackboard: This course will require that the student access Blackboard to check for updates, feedback and assignments.

Course Policies and Procedures
It is expected that each student will have completed any assigned media assignment (i.e. reading assignment, movie or video assignment) prior to the day of discussion.

Policies/Expectations
1. Students are expected to take responsibility for their success in class. You are encouraged to be active participants in the education process by asking questions and being alert in class.
2. Distracting or disrespectful students will be asked to leave the class (this includes use of cell phones and other electronic devices).
3. If you have any concerns related to this class, you are encouraged to speak with your instructor in a timely manner. As a general rule, you should raise any issues within one week of receiving a grade or completing a given project.
4. Students will be expected to access the Blackboard online classroom on a regular basis for announcements, course materials, assignments, and grades. See TWU Help desk or course instructor for assistance.
5. The instructor reserves the right to use plagiarism prevention software.

Communication
1. Email is the best way to contact your instructor.
2. All emails should include “GS 1181” in the subject line.
3. All emails should include your first and last name.
4. Emails will typically be answered within 24 hours (excluding weekends and holidays), if an email is not answered within 24 hours please verify the email address and speak with your instructor during office hours or the next class period.
Method of Assessing Learning Outcomes

**Written assignments:**
*Article summaries:* Students will produce two APA style summaries. Summary one will cover a peer reviewed neuroscientific/biopsychology paper of the students choosing (with instructor approval). Summary two will cover a popular article, movie, video or other media. The summaries (250 to 500 words) will describe the main points of the paper, article, or movie. The peer reviewed paper must relate the information to “zombie” behavior as discussed in class. Summary two will include a section that speculates on the part(s) of the brain (as discussed in class) that may be involved in producing the observed behavior. Each summary will be worth 50 points for a total of 100 points.

*Participation in a University or College Wide Event:* Students will write a brief summary of the attended event and what the student thought of the experience. Attendance of one approved event is mandatory and is worth 50 points.

**Information Literacy Videos and Quizzes:** There are a total of eight videos and eight short quizzes you need to take. These videos will inform you about a number of research-related topics, such as how to find sources and how to tell if a source is likely credible. The information contained in these are crucial for academic success and are a core component of this course. Each quiz will consist of 5 multiple choice/true false questions and will be worth 5 pts each for a total of 40 points.

Quizzes must be completed by 12 pm (noon) on the day they are due. You can reference the videos as you take the quizzes if you wish, you are able to take the quizzes as many times as you would like, and your highest score (as of the due date/time) will be the score taken. You can still take the quizzes after this 12 pm deadline, but the grades you get after 12 pm will not be considered.

The videos, all together, should take approximately 30 minutes to watch. The quizzes, all together, should take approximately 14 minutes to complete. Grand total of time needed to watch videos/take quizzes = approximately 45 minutes. I would recommend doing this assignment on an ASU computer, not on your laptop, since ASU Wi-fi is sometimes sketchy and you need to watch the videos to complete this assignment.

The important thing is that you are familiar with the content of the videos, as that is what will actually be useful when you begin your research.

**Attendance**
A role sheet will be passed around at the beginning of each class. When you miss class, you miss out on important information and it is up to you to find out what you missed. In the event you miss a class, do not email me to ask if you have missed anything important, every class is important. I will not respond to emails framed in such a manner. You are given a pool of 200 attendance/participation points on the first day of class. Each day you miss will result in a loss of 25 points. In addition, failure to
participate can result in a loss of points. The college experience should be more than attending class and it is up to you to make the most of it.

**Grades:**
Attendance/participation 10
Information Literacy Quizzes (8 @ 5 pts ea) 40

**Written Assignments:**
Peer reviewed article summaries (2 @ 50 pts ea) 100
University or College Event summary 50

**Total** 200

A=180-200
B=160-179
C=140-159
D=120-139
F= 119 or below

**Academic Integrity**
Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is available on the web at [http://www.angelo.edu/forms/pdf/honorcode5.pdf](http://www.angelo.edu/forms/pdf/honorcode5.pdf). Any violation of academic honesty may result in course failure.

**American Disability Act**
Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center (325-942-2191), in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.

**Extra Credit:**
Up to 10 points of extra credit is available. I will give you 5 pts of extra credit for each additional campus event you attend. A brief summary of your experience will be required.
## Tentative Course Schedule *

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8-26</td>
<td>M</td>
<td>Syllabus; course introduction (What are Zombies?)</td>
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<tr>
<td>8-28</td>
<td>W</td>
<td>Content Discussion. Discuss information literacy/using the library resources/discuss summary assignments</td>
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<tr>
<td>9-2</td>
<td>M</td>
<td>Labor Day</td>
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<tr>
<td>9-4</td>
<td>W</td>
<td>Content discussion; First 4 information literacy quizzes to be completed by noon (info &amp; critical thinking; searching with subjects Basics of citation; plagiarism)</td>
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<tr>
<td>9-9</td>
<td>M</td>
<td>Content discussion</td>
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<tr>
<td>9-11</td>
<td>W</td>
<td>Content discussion; Last 4 information literacy quizzes to be completed by noon (popular vs scholarly; keywords &amp; synonyms; Boolean &amp; truncation; interlibrary loan &amp; 360) Students will bring one peer-reviewed neuroscience/biopsychology article to class; discussion of the article (small groups)</td>
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<tr>
<td>9-16</td>
<td>M</td>
<td>Content discussion</td>
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<tr>
<td>9-18</td>
<td>W</td>
<td>Content discussion</td>
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<td>9-23</td>
<td>M</td>
<td>Content discussion</td>
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<tr>
<td>9-25</td>
<td>W</td>
<td>written summary of peer reviewed (1) paper due; Content Discussion</td>
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<tr>
<td>9-30</td>
<td>M</td>
<td>Course content</td>
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<tr>
<td>10-2</td>
<td>W</td>
<td>Course content</td>
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<td>10-7</td>
<td>M</td>
<td>Course content</td>
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<td>10-10</td>
<td>W</td>
<td>Course content</td>
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<td>10-14</td>
<td>M</td>
<td>Course content</td>
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<tr>
<td>10-16</td>
<td>W</td>
<td>Written summary of peer reviewed (2) paper due; Course content</td>
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<tr>
<td>10-16</td>
<td>F</td>
<td>Final Exam (campus event summary due if not already turned in)</td>
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*Schedule is subject to change at instructor's discretion*
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>8-27</td>
<td>Girls night out (females only) Junell Center/ 6pm-8pm; All female students are strongly encouraged to attend this event</td>
</tr>
<tr>
<td>8-28</td>
<td>Guys night out (males only) Junell Center 7pm-9pm; All male students are strongly encouraged to attend this event.</td>
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</table>

There will be other university/college wide events announced during this course. If you know of an event that you would like to attend and it is not listed/discussed in class, ask to see whether it would count toward credit on this assignment.

**Final Note:**
To ensure a high quality learning environment, *please turn off all cell phones* prior to the start of class and exams. I reserve the right to ask a student to *leave* class if his or her behavior is interfering with the learning process of other students. Examples of behaviors that are disruptive include but are not limited to:

- Tardiness *is not* accepted, especially for exams. Please do not disrupt the lecture/exam by coming in late.
- Talking during lectures. *I will not* talk over you and may ask you to leave the class if you persist in talking during a lecture.
- Listening to music or watching videos during a lecture. Even if I don’t notice this behavior it is disruptive to your fellow students.
- If there are perpetual disruptions by students I will create seating assignments that minimize disruptions.