

Sleep and Its Development
HDFS 200
Summer 2020 Davidson THINK Institute

Student Tip: The syllabus of this (and any) course is a contract between the instructor and the student. Successful students will read the syllabus thoroughly and keep it handy in order to understand the requirements of this course, its objectives, its methods of assessment, and its content.

My Information:

Melissa M. Burnham, Ph.D.	Office Hours: Before/after class or by email
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Course Description: This course is designed to introduce you to the interesting and complex world of sleep across the lifespan. By being an active, responsible member of this course, you will learn about the nature of sleep, how sleep scientists measure sleep, normal variations in sleep across development, what is happening in the brain during sleep, sleep disorders, and the likely functions of sleep. Through this course, you will also gain insight into your own sleep patterns.

Meeting Time & Place: M-F, 8:30-11:30 am, PSAC XXX.

Outside Time Commitment: As a reminder, a 3-credit class requires an average of 6 hours of preparation time **outside of class** per week. For this course, this time is expected to be spent on reading, online and written assignments, and studying for quizzes.

Course Format: We will be meeting for 15 hours per week over the course of 3 weeks. To make class time both interesting and valuable, there will be lectures, group discussions, activities, and films, where appropriate. This is a hybrid course, meaning that WebCampus participation is required. Much of our time will be spent discussing the readings, so it is essential that students are prepared each day.

Textbooks & Other Readings (will be ordered and provided by THINK):

- The following books will be used for this course:

McNamara, P. (2019). *The neuroscience of sleep and dreams*. Cambridge, UK: Cambridge University Press.

Walker, M. (2017). *Why we sleep: Unlocking the powers of sleep and dreams*. Scribner.

- Additional readings will be required for some topics. When required, such readings will be provided to you on WebCampus / via course reserves.

WebCampus:

This course requires WebCampus participation. You are expected to check our WebCampus page daily throughout the semester. Course materials will be available here, and all course-related communication should be conducted here. You will be able to download and print course documents, check your grades, and send email messages to me or other students in the course through WebCampus. I will also provide links to relevant resources.

To log onto WebCampus, go to the following URL and log in with your NetID and password:

<https://webcampus.unr.edu>. Once you have logged on, HDFS 200 will show up on your opening “My WebCampus” page. Click on the course link to enter.

Objectives:

This course is designed to meet the following learning objectives. By the end of this course, students who participate and engage in active learning of course material can be expected to:

1. Gain a strong, foundational understanding of sleep, its structure, its measurement, and its biological and physiological underpinnings.
2. Gain a strong, foundational understanding of how sleep changes across the lifespan.
3. Gain a strong, foundational understanding of the circadian and homeostatic processes involved in the timing of sleep.
4. Articulate the main components of sleep hygiene and engage in a self-reflective analysis regarding personal sleep hygiene across the 3 weeks of this course.
5. Understand common sleep disorders, their causes, their treatment, and their consequences.
6. Understand the impact of sleep deprivation on daytime functioning and the policy debate regarding drowsy driving.
7. Understand the “school start time” debate for adolescents and its impact on school systems, communities, and teens.
8. Gain a strong understanding of the functions of NREM and REM sleep and evaluate different theories on the function of sleep.
9. Understand the importance of sleep before and after learning.

Course Requirements:

In order to facilitate the above objectives, the following responsibilities of the students are required:

1. **Attendance.** Attendance is mandatory in this course. By attendance, I mean regular participation on WebCampus and presence in class. Much of the course will involve group discussions (online and/or in class), so your active presence is extremely important.
2. **Participation.** Active participation in this class is essential. Here are the components of participation that I expect:
 - a. Being prepared for discussion. Readings and any homework assignments should be completed before class. It is essential that each student *carefully* read the assigned readings and come prepared to discuss them each day. Please read with discussion in mind, jotting down questions or thoughts as you read.
 - b. Paying attention during lectures, discussions, and when other students ask questions (in class and on WebCampus).
 - c. Offering comments during class and on WebCampus that are pertinent to the material.
 - d. Asking questions when you have them.
 - e. Supporting others who are asking questions or making contributions.

Part of participation in this course involves online discussion. Each week on Mondays, Wednesdays, and Fridays, students are required to submit a discussion question on the WebCampus discussion board and engage in active discussion of these questions throughout the week. I expect at least one thoughtful response to another student’s discussion question on each of

these days. Please see the Online Discussion Question guidelines on WebCampus for more information. A good discussion question:

- a. Will promote interaction between students on the topic of the day
- b. Will not have a simple fact-based answer that could be easily found by reading the assignment (no “test questions”)
- c. Is based on the reading(s) of the week, but extends beyond the reading(s)

- 3. Online, Timed Quizzes.** Each week, a quiz will be presented on Friday, based on the material learned during that particular week. There will be a total of 3 quizzes, each with a maximum time of 1 hour. Quizzes must be taken before 11 pm on Fridays. Each quiz will contain multiple choice, matching, fill-in-the-blank, and/or short answer questions. You will be most successful on these quizzes if you keep up with the reading each day and review and study major concepts before logging in to take the quiz. Although you are free to use your books and notes during these quizzes, you are expected to complete them independently.
- 4. Sleep Self-Assessment.** Each day during the session, you are required to keep track of your sleep using a diary. You will be submitting a self-assessment report on your sleep across the entire 3 weeks of the session on July 7. A separate handout is available on WebCampus under “Assignment Guidelines” with more details.
- 5. Group Project.** Over the session, you will be working in a small group with other students to develop a creative, “public service” presentation on a topic related to sleep. Projects will be due on the last day of class, at which time they will be presented. A separate handout is available on WebCampus under “Assignment Guidelines” with more details.

DUE DATES & SUBMISSIONS: The sleep self-assessment report and group project are due on the dates indicated. Reports and projects turned in after the deadline will lose 10% of the total points per day, including the day they are due if turned in after class begins. You will submit your report and project online.

Online quizzes, discussion questions and responses, and online sleep diaries must be submitted on their respective due dates. No late quizzes will be accepted, except under extremely rare circumstances (major illness or tragic event, with documentation). No make-ups will be accepted for missed discussion questions, responses, and/or online sleep diary submissions. There will be no exceptions to this policy, unless you have a valid, documented excuse.

Point Distribution: The final point distribution reflects the relative importance of each of the course requirements.

Participation-related	100
In-class Attendance: 15 pts	
Discussion Questions & Responses: 85 pts	
Quizzes (20 pts each X 5)	100
Sleep self-assessment & report	100
Group project	100

Total	400
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Grading Scale: You are encouraged to keep track of your points throughout the course to determine how you are doing and how well you need to do on the remaining assignments to attain the grade you desire. Your grades will be posted for you on WebCampus using the My Grades tool.

370-400	A	290-305	C
358-369	A-	278-289	C-
346-357	B+	266-277	D+
330-345	B	250-265	D
318-329	B-	238-249	D-
306-317	C+	Less than 238	F

ACADEMIC HONESTY: I am strongly committed to academic honesty. Any case of academic dishonesty will result in a grade of 0 for the offending assignment or exam. I reserve the right to report alleged misconduct to the Office of Student Judicial, Mediation, & Advocacy Services. Any questions about this policy should be brought to my attention immediately. Section III of the University of Nevada, Reno Code of Conduct defines academic dishonesty as follows:

Academic dishonesty is against university as well as the system community standards. Academic dishonesty includes, but is not limited to, the following:

Plagiarism: defined as submitting the language, ideas, thoughts or work of another as one's own; or assisting in the act of plagiarism by allowing one's work to be used in this fashion.

Cheating: defined as (1) obtaining or providing unauthorized information during an examination through verbal, visual or unauthorized use of books, notes, text and other materials; (2) obtaining or providing information concerning all or part of an examination prior to that examination; (3) taking an examination for another student, or arranging for another person to take an exam in one's place; (4) altering or changing test answers after submittal for grading, grades after grades have been awarded, or other academic records once these are official.

To avoid charges of plagiarism on written assignments, students in this class are expected to learn how to reference the words *and* ideas of others in written assignments appropriately, using APA Style (6th edition). Quotation marks and a citation are necessary when using the exact words of others. A citation is necessary when paraphrasing the ideas of another, even when you do not use their exact words. *Any time you are using the ideas of someone else, you must reference your source.* Please ask if you have any questions.

Student Tip

Abide by standards of ethical academic conduct. Take the time to study, proofread your assignments, and reference your sources appropriately. Making the choice to cheat or plagiarize will jeopardize your grade in this class and your academic career. Please don't take that chance.

Disability Statement: Any student with a disability requiring academic adjustments or accommodations to succeed in this course is requested to speak with me and contact the Disability Resource Center

(Thompson Building, Suite 101, 784-6000) as early as possible in the semester to arrange for appropriate accommodations.

Academic Success Services: Your student fees cover usage of the following services:

- Math Center (784-4433 or www.unr.edu/mathcenter/),
- Tutoring Center (784-6801 or https://asc.unr.edu/asc_webapps/students/index.aspx), and
- University Writing Center (784-6030 or <http://www.unr.edu/academics/academic-support/writing-center>).

These centers are here to support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student.

Message to Students: I want to personally welcome you to HDFS 200. I look forward to getting to know each of you in this class as we immerse ourselves in the study of sleep and dreams. I have been studying sleep since the mid-1990s and look forward to the opportunity to share my knowledge of sleep with you! Your commitment to the topic is evident in your willingness to give up part of your summer for this course. I'm happy that you did so, because I find this topic particularly intriguing and am grateful for the opportunity to hone my own knowledge by teaching it. I am committed to active learning, and hope that you will enjoy this course and leave with a greater understanding of the wonders of sleep and dreaming. Welcome!

COURSE SCHEDULE

Week 1	Sleep and Sleeping	Assignment
13 July	Sleep and its scientific measurement	
14 July	The need to sleep	
15 July	The need to sleep (part 2); circadian rhythms	
16 July	Normal variations in sleep; sleep development	
17 July	Sleep development	
Week 2	What Causes Us to Sleep	
20 July	The brain in sleep	
21 July	The body during sleep	
22 July	Functions of sleep and NREMS	
23 July	Functions of sleep and REMS	
24 July		
Week 3	Dreams and Sleep Disorders	
27 July	Dreams	
28 July	Difficulties people have with sleep	
29 July	Disorders of sleep: Part I	
30 July	Disorders of sleep: Part II	
31 July	Group Projects Due	