GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:
Copy and paste current course information from Class Search/Course Catalog.

Prefix: HCR
Number: 245
Title: Sleep, Sleep Disorders, and Behavior
Units: 3

Course description: HCR 294/245 Note: Course has been submitted for permanent course number. This course focuses on the nature, organization, function, and biopsychosocial determinants of sleep and sleep disorders across the lifespan, emphasizing the social and behavioral processes that influence them.

Is this a cross-listed course? No
If yes, please identify course(s):

Is this a shared course? No
If so, list all academic units offering this course:

Note: For courses that are cross-listed and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent-numbered course with topics? No

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Requested designation: Social-Behavioral Sciences—SB
Mandatory Review: Yes
Note: a separate proposal is required for each designation.

Eligibility: Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:
For Fall 2018 Effective Date: October 1, 2017
For Spring 2019 Effective Date: March 10, 2018

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:
- Complete and attach the appropriate checklist
  - Literacy and Critical Inquiry core courses (L)
  - Mathematics core courses (MA)
  - Computer/statistics/quantitative applications core courses (CS)
  - Humanities, Arts and Design core courses (HU)
  - Social-Behavioral Sciences core courses (SB)
  - Natural Sciences core courses (NS)/SG
  - Cultural Diversity in the United States courses (C)
  - Global Awareness courses (G)
  - Historical Awareness courses (H)

A complete proposal should include:
- Signed course proposal cover form
- Criteria checklist for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:
Name: Megan E. Petrov, PhD
E-mail: Megan.Petrov@asu.edu
Phone: 602-496-2297

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Cris Wells
Date: 8/31/17
Chair/Director (Signature): [Signature]
Arizona State University Criteria Checklist for

SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014
Proposer: Please complete the following section and attach appropriate documentation.

**ASU--[SB] CRITERIA**

A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

1. Course is designed to advance basic understanding and knowledge about human interaction.  
   Syllabus

2. Course content emphasizes the study of social behavior such as that found in:
   - ANTHROPOLOGY
   - ECONOMICS
   - CULTURAL GEOGRAPHY
   - HISTORY
   Psychology
   Syllabus

3. Course emphasizes:
   a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).
   OR
   b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).
   Syllabus

4. Course illustrates use of social and behavioral science perspectives and data.
   Syllabus

THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:

- Courses with primarily arts, humanities, literary or philosophical content.
- Courses with primarily natural or physical science content.
- Courses with predominantly applied orientation for professional skills or training purposes.
- Courses emphasizing primarily oral, quantitative, or written skills.
<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1/C2</td>
<td>The course is an introduction to the study of sleep as a human behavior that focuses on social, psychological, and behavioral theories and perspectives of sleep functionality and effects at the individual and community level.</td>
<td>See yellow highlights in syllabus and inserted comments</td>
</tr>
<tr>
<td>C3</td>
<td>The course assignments draw from the distinct knowledge base as well as the methods of inquiry of the social and behavioral sciences in the context of the sleep field</td>
<td>See blue highlights in syllabus and inserted comments</td>
</tr>
<tr>
<td>C4</td>
<td>The course readings and lectures draw from sociobehavioral scientific data on sleep behavior.</td>
<td>See green highlights in syllabus and inserted comments</td>
</tr>
</tbody>
</table>

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.
Faculty Information

Faculty: Megan E. Petrov, PhD
Assistant Professor
Office Room: Health South 358J
Office Telephone: 602-496-2297
Email: megan.petrov@asu.edu
Office Hours: By appointment

Course Information

Course Number: HCR 294/245 – permanent number in process of assignment
Course Title: Sleep, Sleep Disorders, and Behavior
Course Title Abbreviation: Sleep and Behavior
Credits: Three (3) credit hours, Elective
General Studies Designation: Social-Behavioral Sciences (SB)
Course Modality: iCourse (fully online course)
Course Address: Your ASU Blackboard account or http://myasucourses.asu.edu
Semesters Offered: Fall or Spring
Prerequisites or Co-Requisites: none
Course Catalog Description: Explore the biopsychosocial organization and determinants of sleep and sleep disorders across the lifespan.

Methods of Instruction: Asynchronous lectures, videos, online exercises, applied application of concepts, interactive discussions, examinations, and questions and answers.

Course Description: This course focuses on the nature, organization, function, and biopsychosocial determinants of sleep and sleep disorders across the lifespan, emphasizing the social and behavioral processes that influence them.
Course Objectives/Outcomes: Upon completion of this course, you should be able to:

1. **Summarize the neurophysiology of sleep and circadian rhythms**
2. **Develop skills in assessing and interpreting sleep behavior**
3. **Describe social, psychological and behavioral theories and concepts relevant to the study of sleep, sleep disorders, and dreaming.**
4. **Identify short and long-term benefits and consequences of sleep**
5. **Apply principles of sleep regulation and treatments to improve your own sleep as well as the sleep of the greater community**

Course Materials

Materials: There is a required text for this course, and reading assignments from seminal and recent articles and reviews, which will be posted on the course website.

Required Textbook:


Course Grading

Methods of Instruction

This course uses Blackboard™ for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The course site can be accessed at [http://my.asu.edu](http://my.asu.edu) or [http://myasucourses.asu.edu](http://myasucourses.asu.edu).

Activities in this course include discussion/presentations; textbook and supplemental readings; individual and group assignments; and exams.

Methods of Evaluation

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Number in Course</th>
<th>Total Course Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards</td>
<td>7</td>
<td>14%</td>
</tr>
<tr>
<td>Papers</td>
<td>2</td>
<td>30%</td>
</tr>
<tr>
<td>Group Project</td>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td>Exams</td>
<td>2</td>
<td>36%</td>
</tr>
</tbody>
</table>

Description of Assessments

- **Discussion Board Participation (14%, 140 points total):** During each module, students are expected to read/view all assigned materials (e.g., articles, readings, lectures, video content), and therefore be prepared to participate in a discussion board designed to supplement the material covered within the module. In essence, these
discussion boards will demonstrate the students’ learning. A discussion topic will be posted on the first day of each module. During the first week of each module students must post their initial response to the discussion topic. During the second week of each module students must reply to the posts of at least two other students. The grading rubric for the discussion board including the initial post and all replies is provided in a separate document on the course website. There are seven discussion boards during the entire course. Each discussion board will be worth 20 points for a total of 140 points.

- **Papers (30%, 300 points total):**
  
  - **Paper 1: Experiential Exercise & Sleep Assessment Paper (15%, 150 points total)**—students will complete a 2 week-long standardized sleep diary and sleep-related daytime functioning questionnaires about their own sleep and experience. Upon completion, they will analyze their sleep diary and questionnaire data. Students will then write a 3 – 4 double spaced paper summarizing their data and indicate clear and concrete improvements that can made for their sleep. Papers must be typed in 11 point, Arial font with 1 inch margins.
  
  - **Paper 2: Sleep Improvement Program Paper (15%, 150 points total)** – Based upon the data gathered from the rating scales, sleep diaries, as well as course readings and discussions, students will implement a sleep improvement program for one week, following evidence-based parameters. Students will then write a 3 - 4 page, double-spaced paper in which they evaluate and summarize the effectiveness and outcomes of the sleep improvement program, which will be submitted along with one additional week of sleep diaries. Papers must be typed in 11 point, Arial font with 1 inch margins. You must use at least three sources as reference materials to justify the choices made in the sleep improvement program. Citations and references must be in American Psychological Association (APA) style. Wikipedia is NOT a source.
  
  - **Group Project: Community Sleep Project (20%, 200 points total)** – This assignment recognizes the lack of understanding and value placed on sleep among Americans. Students will design a project aimed at educating their peers, family members, or other persons in the community about sleep focused on a single issue. Some sample topics are sleep hygiene, a particular sleep disorder of interest, a public policy that directly or indirectly impacts sleep, driving or other situations where drowsiness presents a hazard, alcohol and substance use, or a theme of the students’ choosing. Students will work in pre-assigned random groups of 3-4; all topics must be preapproved by the instructor. Students are encouraged to be creative in their presentations. Students may wish to consider a video, webcast, blog, infographic, website, etc. for their project. All projects should be able to be presented digitally and completed remotely. Thus, in-person group activities will not be necessary. The project must draw from the scientific literature and publically available socio-behavioral scientific data to support the primary educational message of the project. Citations and references must be in American Psychological Association (APA) style.
  
  - **Exams (36%, 360 points total, 180 points each)** – There will be 2 non-cumulative exams (mid-term and final exam given during finals week). Any and all of the assigned materials within the online modules preceding the mid-term exam will be fair game for the mid-term exam. Likewise, all of the material between the mid-term and final exam
The exams will consist of mostly multiple-choice questions, and a few short answer questions. Each of the exams will be worth 18% of your total grade. Both exams will be administered through Blackboard using Respondus LockDown Browser. You will have access to your own notes but you will not be able to browse the internet or review class materials within Blackboard during exam time. You will pick a 90-minute block of time within a 15 hour timeframe to complete the exam. If you see that you have a conflict with the exam dates (i.e., you have had a longstanding commitment that occurs on that day), you must notify me and place your request for a make-up exam by 9/22/2017. Requests for make-up exams will not be accepted after 9/22/2017 (except in extreme circumstances, such as a medical emergency or death in the family). Sudden out-of-town travel does not qualify for a make-up exam. To qualify for a make-up exam, you must notify me either prior to the exam (highly preferable) or as soon as possible afterward. In the case of a medical emergency, written proof from a physician will be required. Proper medical documentation includes (a) date and time of visit, (b) description of the medical problem, and (c) clear description of why you could not take the exam, even with this problem. You must also provide the name and contact information of the physician. Further documentation may be requested.

Grading Procedure
Grades reflect your performance on assignments and adherence to deadlines. Graded assignments will be available within 96 hours of the due date via the My Grades tab in Blackboard.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
<td>900 – 1,000</td>
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<tr>
<td>B</td>
<td>80 – 89%</td>
<td>800 – 899</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79%</td>
<td>700 – 799</td>
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<tr>
<td>D</td>
<td>60 – 69%</td>
<td>600 – 699</td>
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<tr>
<td>E</td>
<td>68% and below</td>
<td>689 and below</td>
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</tbody>
</table>

Classroom Policies:

1. Students should review Announcements on Blackboard every week. Changes to the outline, reading assignments, and homework assignments will be posted on Blackboard. All course documents, internet links, templates for homework, instructions, and methods for communicating with classmates and faculty and other help will be posted on Blackboard.
2. Check email regularly to obtain messages related to this course.
3. Students are strongly encouraged to keep up with course readings and assignments.
4. Each class module will open on the Monday of the beginning of the module and run through the last Sunday at midnight of the given module. Please see the class schedule for noted exceptions. Discussion Board/Project assignment due dates are listed on the class schedule and due at 11:59 PM (Arizona time) on day specified.
<table>
<thead>
<tr>
<th>Module</th>
<th>Topics</th>
<th>Module \nObjectives</th>
<th>Textbook \nReadings \n(Moorcraft)</th>
<th>Lecture</th>
<th>Supplemental \n(videos, \narticles, etc.)</th>
<th>Discussion</th>
<th>Assignment</th>
<th>Assessment</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>1</td>
<td>The Organization of Sleep and Circadian Rhythms</td>
<td>1, 2</td>
<td>Ch 2 p.17-26, 32-36, Ch 3 p.39-43, 57-65, Ch 4 p.67-77</td>
<td>1-5</td>
<td>Aserinsky &amp; Kleitman (1953)</td>
<td>Prompt #1</td>
<td>Rating Scales</td>
<td>Due</td>
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<tr>
<td></td>
<td>Sleep Assessment Methods</td>
<td>1, 2</td>
<td></td>
<td></td>
<td></td>
<td>Due:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>The Evolution and Phylogeny of Sleep</td>
<td>1, 2</td>
<td></td>
<td></td>
<td></td>
<td>2 Replies to Prompt #1</td>
<td></td>
<td></td>
<td>Due:</td>
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<tr>
<td>2</td>
<td>Neural and Chemical Control of Sleep and Circadian Rhythms</td>
<td>1</td>
<td>Ch 5</td>
<td>Prompt #2</td>
<td>Summary Paper of Sleep Assessment</td>
<td>Due:</td>
<td></td>
<td></td>
<td>Due:</td>
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<tr>
<td></td>
<td>Developmental Course of Sleep</td>
<td>1, 3</td>
<td>Ch 2, p.26-31, Ch 4, p.78-83</td>
<td></td>
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<td>Due:</td>
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<tr>
<td></td>
<td>Consequences of Sleep Deprivation</td>
<td>3, 4</td>
<td>Ch 10, p.236-249</td>
<td>Prompt #3</td>
<td></td>
<td>Due:</td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td>Major Biopsychosocial Theories on the Function of Sleep</td>
<td>2, 3, 4</td>
<td>Ch 3, p.43-57</td>
<td>Due:</td>
<td>2 Replies to Prompt #3</td>
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<tr>
<td></td>
<td>Consequences of Sleep Deprivation</td>
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<td>Due:</td>
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Commented [MP1]: C1/C2/C3/C4
Commented [MP2]:
Commented [MP3]: C3
Commented [MP4]: C1/C2/C4
Commented [MP5]: C3
Commented [MP6]: C1/C2/C4
<table>
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<tr>
<th>#</th>
<th>Prompt</th>
<th>Due</th>
<th>Chapters</th>
<th>Readings</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Sleep Disorders &amp; Treatment</td>
<td>3</td>
<td>Ch 12, p. 293-300</td>
<td>Durmer &amp; Dingens (2005); Womack et al. (2013)</td>
<td>Prompt #4 Mid-Term Dates: 2 Replies to Prompt #4 Due:</td>
</tr>
<tr>
<td>5</td>
<td>Sleep and the Psychobiological Basis of Learning and Memory</td>
<td>3,4</td>
<td>Ch 12, p. 308-319 Ch 13, p. 323-341</td>
<td>Morin et al. (2006) Morin et al. (2009)</td>
<td>Prompt #5 Due: 2 Replies to Prompt #5 Due:</td>
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</table>

Commented [MP7]: C1/C2/C4
Commented [MP8]: C3
Commented [MP9]: C1/C2/C4
Commented [MP10]: C1/C2/C4
Commented [MP11]: C3/C4
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</thead>
<tbody>
<tr>
<td>7</td>
<td>Daytime Sleepiness and Safety Issues in Society</td>
<td>3, 4</td>
<td>Ch 12, p.300-305</td>
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</tbody>
</table>
Supplemental, Required Readings by Module (Articles on Blackboard):

**Module 1:**


**Module 2:**

None

**Module 3:**


**Module 4:**


**Module 5:**


Module 6:


Vgontzas AN et al. (2009). Insomnia with objective short sleep duration is associated with a high risk for hypertension. Sleep, 32, 491-497.


Module 7:


Course Policies & Procedures

Communicating With the Instructor
This course uses a Blackboard™ discussion board called "Hallway Conversations" for general questions about the course. Prior to posting a question, please check the syllabus, announcements, and existing posts. If you do not find an answer, post your question. You are encouraged to respond to the questions of your classmates.

Email questions of a personal nature to your instructor. You can expect a response within 48 hours.

Email and Internet
ASU email is an official means of communication among students, faculty, and staff (http://www.asu.edu/aad/manuals/ssm/ssm107-03.html). Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

All instructor correspondence will be sent to your ASU email account.

Campus Network or Blackboard™ Outage
When access to Blackboard™ is not available for an extended period of time (greater than one entire evening) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by 11:59pm).

If an outage occurs, it is expected that you will confirm that the outage is with the University and not your local internet service provider. To monitor the status of campus networks and services, please visit the System Health Portal (https://uto.asu.edu/system-health). If a system-wide ASU outage is NOT listed, you are responsible for contacting the ASU Help Desk to report and troubleshoot the issue. By contacting the help desk, a request case number will be created for you, which serves as an important documentation of your attempt to resolve any technical problems in a timely fashion. You may be required to forward this documentation to your instructor.

Course Time Commitment
This three-credit course requires approximately 135 hours of work. Please expect to spend around 9 hours each week preparing for and actively participating in this course.

Late or Missed Assignments
Notify the instructor BEFORE an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Assigned Papers will not be accepted if they are more than seven days past due. Each day past due will result in a 2.5% reduction in the final grade of that particular assignment or exercise. Individual needs to extend due dates for course assignments must be negotiated with your instructor at least 48 hours prior to the published due date.

Please follow the appropriate University policies to request an accommodation for religious practices (http://www.asu.edu/aad/manuals/acd/acd304-04.html) or to accommodate a missed assignment due to University-sanctioned activities (http://www.asu.edu/aad/manuals/acd/acd304-02.html).

Submitting Assignments
All assignments, unless otherwise announced, MUST be submitted to the designated area of Blackboard™. Do not submit an assignment via other methods unless specifically directed.

Drop and Add Dates/Withdrawals
This course adheres to a set schedule and may be part of a sequenced program, therefore, there is a limited timeline to drop or add the course (https://students.asu.edu/academic-calendar). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies:

- Withdrawal from Classes (http://www.asu.edu/aad/manuals/ssm/ssm201-08.html)
• Medical/Compassionate Withdrawal (http://www.asu.edu/aad/manuals/ssm/ssm201-09.html)
• Grade of Incomplete (http://www.asu.edu/aad/manuals/ssm/ssm203-09.html)

Grade Appeals
Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the University Policy for Student Appeal Procedures on Grades (https://catalog.asu.edu/appeal).

Student Conduct and Academic Integrity
ASU expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures (http://www.asu.edu/aad/manuals/ssm/ssm104-01.html), Computer, Internet, and Electronic Communications policy (http://www.asu.edu/aad/manuals/acd/acd125.html), ASU Student Academic Integrity Policy (http://provost.asu.edu/academicintegrity), and outlined by the Office of Student Rights & Responsibilities (https://eoss.asu.edu/dos/srr). Anyone in violation of these policies is subject to sanctions.

Students are entitled to receive instruction free from interference by other members of the class (http://www.asu.edu/aad/manuals/ssm/ssm104-02.html). An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior (http://www.asu.edu/aad/manuals/ssm/ssm201-10.html).

Prohibition of Commercial Note Taking Services
In accordance with ACD 304-06 Commercial Note Taking Services (http://www.asu.edu/aad/manuals/acd/acd304-06.html), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.
Course Evaluation
Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Syllabus Disclaimer
The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Accessibility Statement
Disability Accommodations: Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

Establishing Eligibility for Disability Accommodations: Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Students should contact the Disability Resource Center, campus-specific location and contact information (https://eoss.asu.edu/drc/contactus) can be found on the DRC website. DRC offices are open 8 a.m. to 5 p.m. Monday – Friday. Check the DRC website (http://eoss.asu.edu/drc) for eligibility and documentation policies.

Email: DRC@asu.edu
DRC Phone: (480) 965-1234
DRC FAX: (480) 965-0441

Technical Requirements & Support
Computer Requirements
This course requires Internet access and the following:

- A web browser. Please use only Google Chrome (https://www.google.com/chrome) or Mozilla Firefox (http://www.mozilla.org/en-US/firefox/new/)
- Adobe Acrobat Reader (http://get.adobe.com/reader/)
- Adobe Flash Player (http://get.adobe.com/flashplayer/)
- Microphone (optional) and speaker

Computer Skills Requirements
It is expected that you will be able to do at least the following tasks on a computer:

- Use the Blackboard™ Learning Management System (see https://asu.secure.force.com/kb/articles/FAQ/Blackboard-Help-for-Students for assistance)
- Using ASU email
- Creating and submitting files in commonly used word processing program formats (specifically Microsoft Word)
- Copying and pasting text
- Downloading and installing software
- Using spreadsheet programs (specifically Microsoft Excel)
- Using presentation and graphic programs
Technical Support
This course uses Blackboard™ to deliver course content. It can be accessed through MyASU at http://my.asu.edu or the Blackboard™ home page at http://myasucourses.asu.edu. To monitor the status of campus networks and services, visit the System Health Portal at https://uto.asu.edu/system-health or via Twitter by following @ASUOutages.
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Chapter 1
A Visit to a Sleep Lab: Sleep Studies

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1.1 A Visit to a Sleep Lab: Sleep Studies

If you were asked to determine for yourself if a person was asleep, you might try to see if they were breathing regularly or have one eye open. But how many studies indicate your observations are not reliable? Have you ever been asked if you were asleep, and you said, "Yes," only to have someone say, "No, you're not asleep!"? It is rather like the joke my father used to tell: "Were you in the boat when the water fell?"

There are two important implications. First, scientific study of sleep is a relatively new field, and there is new knowledge, and some beliefs. Second, most studies of sleep are performed in a lab setting, and some portable equipment has allowed researchers to conduct studies outside the lab. Sleep labs have

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