

Brain and Behavior (PSY 340-01)
Fall Semester, 2016
MWF 10:00 a.m. - 10:50 a.m.

Instructor: Theresa L. White, Ph.D.
Office: Reilly Hall Room 224
Office Hours: Mon., Wed. (RH 224) 1:00pm – 3:00pm,
Tues. (SC130) 10:00am - 11:50 am,
or by appointment
Office Phone: 445- 4340
e-mail: whitel@lemoyne.edu

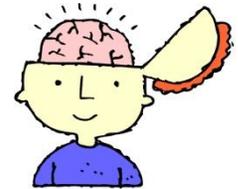


Catalogue Description: A study of the relationship of the brain and body to behavior, which is central to psychology. Emphasis is on the central nervous system. Topics include neuroanatomy, neural cell processes, hemispheric functions, hormonal regulation of behavior, physiological mechanisms involved in attention, arousal and sleep, and the neural bases of emotions learning and memory and psychological disorders. Prerequisites: PSY 101 or permission of the instructor.

Course Rationale: The purpose of the course is to give you basic knowledge of the brain's anatomy and functioning. An understanding of the brain is central to psychology as a discipline, so this course will prepare you to understand many other aspects of the science of psychology, such as motivation, emotion, learning, personality, relationships, and cognition. This course is one step in the College's mission to achieve academic excellence.

Course Goals and Objectives: The goal of this course is for you to understand the influence of the brain on a number of different behaviors. By the end of this course it is expected that you will be able:

- To develop an understanding of various theories and content in Psychology by showing an understanding of the physiological mechanisms relevant to key areas in psychology, including: sleep, motivation, sexual behavior, emotion, learning, memory, language, and psychopathology.
- To demonstrate an understanding of various experimental techniques used in biological psychology.
- To demonstrate an understanding of the basic anatomy and physiology of the nervous system, with special emphasis on the central nervous system.



Required Text:

Kalat, J.W. (2016). *Biological Psychology* (12th ed). Belmont, CA: Wadsworth/Cengage. *This is an outstanding text*; the same one that I used as an undergraduate (although a MUCH earlier edition ☺). When I teach, I want to explain concepts to you that I think were not well explained in the text, provide you with additional information on certain topics, and show you demonstrations that will “bring home” ideas. So, I expect you to read your text prior to class and to ask me questions about things in the chapter that left you confused.

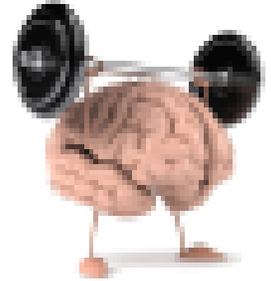
Other Resources that will Help You Learn:

- *Canvas* is used in this course for quizzes, supplemental instruction, and paper submission. You can access it at <https://canvas.lemoyne.edu/login/ldap> User's guide: <https://guides.instructure.com/>
- *Psychology Librarian:* Inga Barnello 445-4326 barnello@lemoyne.edu

Attendance: Students are expected to **attend and participate** in all classes. If you should have to miss class, you are responsible for any information covered during the class period that you have missed **from a classmate**. (Please do not ask me for the notes – mine would be gibberish to you!) If you know that you will be absent (such as for athletics), you should turn in your work in **advance** of the absence.

Observance of Religious Holidays: If you will be unable to participate in a particular class because of your religious beliefs, please let me know at least **two weeks** in advance. You will be offered the opportunity to make up any missed work without penalty.

Special Needs: If you have a disability and need accommodations, please meet with me within the first two weeks of the semester to review your accommodation sheet. You should meet with someone from Academic and Disability Support Services in the Academic Support Center (located in the Library, 1st floor: 445 4118; asc@lemoyne.edu), each semester to review your documentation.



What if you're having difficulty in this class?

If you are having difficulties, it is important that you talk to me about the problems that affect your performance when you are having them. If I am not available, you might try Tutoring. Tutoring @ Le Moyne, located in the back of the library, on the first floor, is open M-Th 9am-9pm, F 9am-4pm, and Sun noon-9pm. Peer tutors are available for most subjects. To sign up, visit <https://lemoyne.mywconline.com/> to create an account and log in to select the current semester's schedule. If you need tutoring for a subject not listed, please email tutoring@lemoyne.edu. Tutoring is free for all students and is available from the second week of classes through the last day of classes.

Things that You Need to Know about this Course

When I was a student, I really appreciated the chance to make informed decisions about classes. I was juggling work and school, and some classes just weren't for me. I felt that it would have been helpful if I'd known a few things about the instructor up front, so that I could decide whether or not to continue with the class. I wanted to know who was teaching me, and how that teacher's ideas and procedures would influence my learning (and my grade). So, let me tell you a few things about myself and the way that I view this course:

- I value this material very highly and feel very strongly that you will find it useful in life.
- I expect to be polite to the people in this class, and expect the same thing from you. This means avoiding activities that will distract other people, such as leaving your cell phone ringer on during class, making lots of noise, etc. I can sometimes get grouchy when people are rude.
- I am not a particularly good mind-reader – so I expect you to talk to me. If you are having trouble in the course, let me know immediately. I will not leave you high and dry – I will work with you to help you learn.
- All information (in class and in the text) is fair game for exam questions, so be sure to take notes during class (on everything - what I say, the films we see, AND the PowerPoint slides!).
- I recognize that you are an adult. Even though I hope that you will attend and participate in all classes, I know that may not always be possible for you. If you should have to miss class, please let me know (so that I won't worry about you) – but realize that yes, I always feel that we are “doing something important” during class!
- I am attempting to grow as a teacher by listening better to students. I will be looking to you for honest anonymous feedback as to what is helping you to learn and what is not as we go along.

Email policy: On weekdays, I check my mail twice – once in the early morning, and once in the afternoon. If you send me an e-mail after that, do NOT expect an answer until the next day. I sometimes check my mail on weekends, but often do not. Please note: I do not open emails without subject lines. Also, I may contact you via Canvas, so **make sure that your settings for Announcements and Conversations are turned on (ASAP) in Canvas.**

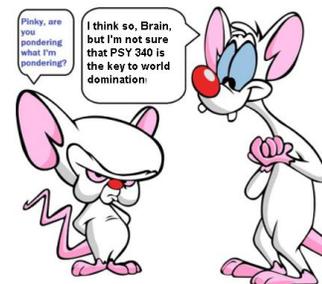
The *Schedule of Events* below is tentative in the sense that we may move faster or slower through the chapters of the book than scheduled. The schedule is NOT tentative in terms of the dates of tests or dates when assignments are due. If discussion of all of the information scheduled for a test has not been completed, I will tell you prior to the test whether you are responsible for specific material.

Schedule of Events

Week	Monday	Wednesday	Friday
1 (8/29-9/2)	Intro and Chapter 1 – Nerve Cells & Nerve Impulses	<i>No Class</i> Mass of the Holy Spirit	Chapter 1 – Nerve Cells & Nerve Impulses
2 (9/5-9/9)	<i>No Class</i> Labor Day	Chapter 1 – Nerve Cells & Nerve Impulses Online Class – SEE CANVAS	Chapter 2 – Synapses Online Class – SEE CANVAS
3 (9/12-9/16)	Chapter 2 – Synapses Online Class – SEE CANVAS	Chapter 2 – Synapses	Chapter 3 – Anatomy and Research Methods
4 (9/19-9/23)	Chapter 3 – Anatomy and Research Methods	Chapter 3 – Anatomy and Research Methods	Test 1 Intro and Chapters 1-3
5 (9/26-9/30)	Chapter 4 – Genetics, Evolution, Development, & Plasticity	Chapter 4 – Genetics, Evolution, Development, & Plasticity	Chapter 4 – Genetics, Evolution, Development, & Plasticity
6 (10/3-10/7)	Chapter 7 – Movement	Chapter 7 – Movement	Chapter 8 – Wakefulness & Sleep
7 (10/10-10/14)	<i>No Class</i> Fall Break	Chapter 8 – Wakefulness & Sleep	Chapter 8 – Wakefulness & Sleep
8 (10/17-10/21)	Test 2 Chapter 4, 7, & 8	Chapter 9 – Internal Regulation	Chapter 9 – Internal Regulation
9 (10/24-10/28)	Chapter 9 – Internal Regulation	Chapter 10 – Reproductive Behaviors	Chapter 10 – Reproductive Behaviors
10 (10/31-11/4)	Chapter 10 – Reproductive Behaviors	Chapter 11 – Emotional Behaviors	Chapter 11 – Emotional Behaviors
11 (11/7-11/11)	Chapter 11 – Emotional Behaviors	Test 3 Chapters 9 – 11	Chapter 12 – Learning & Memory LAST Day to Withdraw from COURSE
12 (11/14-11/18)	Chapter 12 – Learning & Memory	Chapter 12 – Learning & Memory	Chapter 13 – Cognitive Functions
13 (11/21-11/25)	Chapter 13 – Cognitive Functions	<i>No Class</i> Thanksgiving	<i>No Class</i> Thanksgiving
14 (11/28-12/2)	Chapter 13 – Cognitive Functions	Chapter 14 – Psychological Disorders	Chapter 14 – Psychological Disorders Extra-Credit DUE
15 (12/5-12/9)	Chapter 14 – Psychological Disorders	Test 4 Chapters 12-14	Reflect and Review

Optional Final Exam:

PSY 340-01 (MWF 10:00 – 10:50) -
 Tues., Dec. 13, 2016 12:00 – 2:30 pm



Exams, Grading, and Opportunities for Extra Credit

Exams:

- There will be **4** exams scheduled that are worth **200** points each, for a total of **800** points. Each of these tests will cover only the chapters since the last exam, and are not cumulative.
- **Optional Final Exam.** A cumulative final exam worth **200** points will be given at the end of the semester. Only your 4 highest scores will count toward your grade. So, if you are happy with your 4 test grades to that point, you need not take the final.
- **MAKE UP Testing Policy:** There will be **no make-ups of any test**, since only 4 tests (or three tests and the final exam) count toward your final grade.

Participation:

- There are two components to this requirement that is **40 points**: Participation in the classroom and attendance at a Social Science Seminar this semester, preferably the first one on Oct 25*.
 - Social Science Seminars are held the following Tuesdays at 4:00 in the Reilly Room (4th floor, RH): Sept. 13, Oct. 4, **Oct. 25**, and Nov. 15.
 - To receive credit for the seminars, you must write down at least 3 questions about the presentation. These questions must be turned in to me **at the seminar**. If I am unable to attend a seminar, I will designate another faculty member to collect the questions. Attendance at additional seminars may be used to further support this grading component.
- * If you are unable to attend any seminars, please see me for an alternative opportunity.

Opportunity for Extra Credit:

- You may do ONE extra-credit paper for up to 10 additional points. Details of the formatting and requirements for the extra-credit paper may be found on the final pages of the syllabus.
- Additional opportunities for extra-credit will arise during the course of the term. In-class announcements will alert you to the opportunity and the amount of extra-credit that can be gained from the experience.
- You may not receive more than **40** extra-credit points during the course.



Grading: The total number of regular points available for the term is 840, based on 4 tests worth 200 points each and 40 points worth of participation. There is also the possibility of getting extra credit (see section below). An indication of “+” will be added to the top 2% of each grade (for example, an average grade of 88% would earn you a B+).

GRADE		Final
A	(90% and above)	756 & up
B	(80% – 89%)	672 - 755
C	(70% - 79%)	588 - 671
D	(65% - 69%)	546 - 587
F	(lower than 65%)	545 or below

Academic Standards: Students are expected to observe at all times the highest ethical standards as members of the academic community. Any form of dishonesty makes a student liable to severe sanctions, including expulsion from the College. For details, see the “Academic Standards” section in the *Academic Information* area of the *College catalog* or in the *Community Standards* area of the *Student Handbook*. **In other words, cheating OF ANY KIND results in automatic failure of the assignment, a report to the Dean of Arts and Sciences, and possible failure of the class. Don't Do It!**

NOTE: Students have the right to voice opinions contrary to those offered by the instructor and/or other students. Equally, a faculty member has the right - and the responsibility - to ensure that all academic discourse occurs in a context characterized by respect and civility. The accepted level of civility would not include attacks of a personal nature or statements denigrating another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other such factors. **Students who are not respectful, not civil, or disruptive in any way may be asked to leave the class.**

Instructions for Extra-Credit Paper

You may do **ONE** extra-credit paper for **up to** 10 additional points.

1. Assignment is due by **5 p.m.** on **Dec. 2, 2016** and should be submitted via **CANVAS (not paper)**.
2. For this class, you should format your paper using the *Publication Manual of the American Psychological Association* (6th ed). This means that your paper should follow the format below, as well as the general grammar, spelling (Chapters 3 and 4), and typing instructions (Section 8.03) outlined in the *Publication Manual of the American Psychological Association* (6th ed).
3. **Think about the weirdest or most interesting thing, topic, or disorder that you have encountered in this course.**
4. **Select** an article containing **ONE experiment** from post 2006 (i.e. from 2006 to present) issues of professional psychological journals that will help you to understand the topic further. Our librarians (especially **Inga Barnello**) can help you. You may use your text to find ideas or articles.
5. **Show the article to Dr. White, to make sure that it's appropriate for this assignment. If you don't do this, and you write up an article that does not meet the guidelines, you will not receive credit.**
6. **Read** the article as many times as necessary to understand it.
7. Prepare a **Title sheet** for your paper (see *Publication Manual of the American Psychological Association*) that shows **you as the author** and **the title that you choose** for your paper.
8. Write your paper (using APA formatting) as follows: There are two main sections to your paper: the **Reaction** and the **Article Support**. Each section should begin with a heading identifying it, which should be typed in upper and lower case letters in the center of the page. **ALL SHOULD BE IN YOUR OWN WORDS.**
 - a. **Reaction:** Briefly (not to exceed **two** typewritten pages), answer the following questions in paragraph form.
 - i. What is your topic?
 - ii. Why did you select this topic?
 - iii. What did you learn from the course, either in the book, or lecture, on this topic?
 - b. **Article Support:** Succinctly (not to exceed **two** typewritten pages) summarize the thoughts, ideas or problems presented in the article.
 - i. How is this article related to your topic?
 - ii. What hypothesis is being tested in the article?
 - iii. What did the participants do in the experiment in the article?
 - iv. What do the authors of the article think that their findings mean?
 - v. How will what you read in the article change the way that you think about the topic?
9. Be sure to include a **Reference page** (the article reviewed, your text, and anything else that you cited in your paper) in APA format.
10. **Submit a .PDF of the article you read AND your paper in the Extra-credit section in Canvas.**

Extra-Credit Paper Rubric

	Possible Points		Description of Full Credit (or an Excellent Paper)
APA gen., Spell/Grammar, Article submitted with paper	1 Total: 1	Margins/Page Numbers/Page Headings Spelling/ Grammar Presence of PDF	The paper is free of errors in grammar, spelling and punctuation. APA formatting is followed for margins, page numbers and page headings. The .PDF of the article that you read is also submitted to Canvas.
Title Page	1 Total: 1	All components present and formatted properly	An APA style title page is present, and it contains all the appropriately formatted parts.
Reaction	3 Total: 1 1 1	What is your topic? Why did you select this topic? What did you learn from the course on this topic?	Section starts with an appropriately formatted heading. Strong introduction of topic's key question(s) and terms. A specific statement regarding the relevance of the topic is included. Clearly delineates knowledge obtained from the text or lectures regarding the topic.
Article Support	4 Total 1 1 1 1	What hypothesis is being tested in the article? What did the participants do in the experiment in the article? What do the authors of the article think that their findings mean? How will what you read in the article change the way that you think about the topic?	Section starts with an appropriately formatted heading. All material clearly related to general topic. Strong organization and integration of material within subtopics. Strong transitions linking subtopics, and main topic. Insightful discussion of impact of the researched material on topic.
References	1 Total: 1	All references cited in the text are listed in reference section and Formatted correctly	All references and citations are correctly written and present.
Quotes	-10 points	ANY QUOTES (even cited correctly) will result in a loss of ALL points	No quotes included.
Total	10	Total possible points	

