

Physiological Psychology

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Instructional Team Information

	Preferred name and pronouns	Full name	E-mail	Phone	Office hours
Instructor	Dr. Kirby; she/her	Lauren Kirby	LKirby@uttyler.edu	903-655-4841	T/Th 3:30-4:50pm
GTA	Jacky; she/her	Amye Flair	AFlair@patriots.uttyler.edu	NA	W 12:30-1:30; Th 1-3

Course and Meeting Information

This course is fully online and asynchronous, meaning there are no course meetings, nor is there any one scheduled time that all students must do the same activity together. Assignments for each module may be submitted any time after they become available and before their posted due dates. There are no timed exams, only “take-home” projects. Most assignments are due once per week, although initial posts on discussion boards that require a response will be due mid-week. This course requires on average 10-15 hours of work per week. Although there are no live lectures, Dr. Kirby and your teaching assistant (TA) Jacky will be consistently available by the posted methods at the scheduled times unless otherwise announced.

Course Materials and Resources

Required Textbook

Kalat, J. (2019). *Biological psychology* (13th ed.). Cengage. ISBN: [978-1337408202](#)

Reading the textbook is an essential foundation for engaging with lecture material and assignments: click [here](#) for tips on how to effectively study a textbook.

Note: A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer. You may also buy any binding format or electronic copy that you wish.

Recommended Website

Purdue University Writing Lab. APA formatting and style guide (7th Edition). *Purdue online writing lab (OWL)*.

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Canvas

The course will be administered through our learning management system Canvas. **Check the course Canvas page and your UT Tyler email daily** on weekdays. The Tas through Canvas announcements, UT-Tyler email, and pages and documents linked in the “Modules” and “Assignments” tabs. Pay special attention to the Course Calendar and the Assignments and Activities descriptions. Go to Canvas settings and [set up your notifications to](#) “subscribe” to such announcements and comments from us so you will not miss anything. I give feedback on some assignments through the comments feature when you check your assignments through the “Grades” tab. You will find those in the same place you submitted an online assignment on the right-hand side reading “comments.” I also may attach drafts of documents (.docx) with tracked changes and comments; make sure you know [how to view tracked changes](#) and comments in Word if they are not automatically visible for you when you first open the document.

Microsoft Office

You will need to use Microsoft Office products (Word, PowerPoint, and Excel) for some assignments. Do not use alternative programs such as Apple’s Pages, Google Drive documents, or any other formats. If you do not have Microsoft Office, please visit the following page for instructions for how to download it for free: <https://www.uttyler.edu/it/office365/365-proplus-students.php> You need a webcam, microphone, and familiarity with how to record presentations using Zoom. Webcams and microphones are built into some computers already, but not all. Please test your devices as soon as possible to make sure your work. I can set up a

test Zoom call with you to help you. Even inexpensive earbuds have microphones on them, so please procure one. Please let me know if you cannot access a webcam, microphone, or any other technology for this class. This request needs to be made as early in the semester as possible so that shipping or any other logistics could be achieved on time.

Course Catalog Description

Examines research techniques in the physiological psychology and the neurobiological basis of learning, memory and abnormal behavior. Recommended: Introductory biology or equivalent.

Student Learning Outcomes

Content

At the end of this course you should be able to master course content (remembering and understanding) in major areas such as

- the composition of the nervous system;
- how brain cells communicate;
- methods used to investigate physiological psychology;
- how and why species' and organisms' behavior change over time;
- sensation and perception;
- the biology of sleep;
- homeostasis and related behaviors;
- retention of experience in the nervous system (learning and memory);
- and biological contributions to psychological disorders.

Skills

In addition to content, this course is focused on skills. For more details about how the following skills will be assessed, see "Assignments and Activities." Assignments and activities in this course will tap into a variety of skills. For the content areas described above, you have the opportunity to

- **apply** theories or findings to real-world situations and to your own physiological processes;
- **analyze** how content areas relate to each other within the information processing model and to other courses and domains;
- **evaluate** others' answers in discussions; **evaluate** theories or approaches in terms of their predictions and evidence;
- and **create** test question; **create** a portfolio of improvements made to previous work in the course.

Assignments and Activities

Collaborative Quizzing

Throughout the semester, you will have six opportunities to create your own test questions that may appear on a test. You will be asked to create three multiple-choice questions (MCQs) and two short-answer questions (SAQs) from the assigned readings and video lectures. You will receive 4 pts for each question you create for a total of 20 pts. Questions will be posted on discussion boards and due Wednesdays at 11:59pm. Replies will be open until Sundays at 11:59pm. You will receive 4 pts for each question (created by a classmate) that you answer. You can receive extra credit points (0.5 per set of questions) if you grade others' answers of your own questions or if you answer extra quiz questions. Read the extra credit policy section below for more details. Completing the collaborative quizzing process (question and answer) is worth a total of 40 pts. I will count 5 collaborative quizzing sessions into your final grade and drop your lowest grade from this category. So, you can miss or only partially complete one quiz collaboration without it hurting your final grade.

Informal Quizzing

There are no timed quizzes or tests in this class, but there will be brief (1-3 questions) optional, no-point quizzes following many of the video lectures. These (in addition to the

collaborative quizzing) can help you prepare for the take-home tests. Quizzing formats may vary.

Prep Guides

To guide your textbook reading and to help you to read more advanced writing in physiological psychology, you will be asked to complete some Prep Guides before mid-term. Each Prep Guide contains five questions worth 8 points each. The first four questions will be open-ended items pertaining to the week's assigned reading, requiring a response of at least four sentences. The fifth item will require reading all or a portion of a provided physiological psychology journal article and summarizing part or all of its contents in 4-8 sentences. Prep Guides are graded based on completion (not accuracy): attempt each question by writing the minimum required amount to receive full points for the assignment. Each Prep Guide is worth 40 points. Six Prep Guides are provided: five will be counted in your final grade, with your lowest being dropped. Prep Guides are designed to encourage note-taking and close reading of the textbook chapters, as well as provide practice for the Science Communication Project (see description below). We will give qualitative feedback on the Prep Guides to help you improve your understanding and writing. Prep Guides will be due on Sundays at 11:59pm on the weeks listed in the course calendar below.

Tests

This course contains two Tests: one near mid-term and one the week before finals. They are fully take-home, open book, open notes, open lectures (just not open collaboration) and not timed. Each test will be available for the whole week for which it is listed on the syllabus calendar and due on Sunday at 11:59. Each test will contain 25 multiple-choice questions at 4 pts each and 10 short-answer questions at 5 pts each. Questions will be taken from informal quizzing (no-points optional surveys following lectures), Prep Guide items, textbook content, and mini-lecture content. Some collaborative quizzing content will be included as well. Each test will be worth 100 points. If you fail to submit a test by the deadline, you take a make-up version during the final exam week.

Science Communication Project

Around mid-term, you will have the opportunity to demonstrate 1) your understanding of what you have read, 2) predict and evaluate the consequences of research, and 3) communicate in ways easily understandable to a non-expert audience, much as you might find yourself doing in your future career. You have two formatting choices—oral presentation or written article—and five choices of topics. You will be asked to write an article or record yourself giving an oral presentation explaining the purpose, methods, results, and implications of a single research article chosen from a provided list. You may present for 5-10 minutes or write a 600-1000-word article considered understandable by a general, non-expert audience (such as junior students, family members, coworkers, etc.). Both formats assess the same skills and require approximately the same length of content. Click on Science Communication Project in the Assignments tab for more details, including a rubric, examples of completed versions of the assignment, and links to tutorials for required technology use. The project is worth 200 points (20% of your grade). The short-answer items will help prepare you for the Tests. You will develop and practice the necessary skills for this project by completing Prep Guide writing items to the best of your ability and improving based on provided feedback. If you fail to submit the project by the deadline, or think you will struggle to meet the deadline, please contact me about it as soon as possible.

Portfolio

The portfolio is a collection of artifacts from the course that you have improved and/or reflected upon. A complete portfolio is worth 200 points (20% of your final grade) and includes a revised Prep Guide writing item (based on feedback; must be one you completed and did not skip); your five best collaborative quizzing items with justification, a revised Science Communication project based on feedback, and a reflective essay (response to provided

questions). Portfolio components will all be bundled into one document or presentation: find a way to display your accomplishments in this course with some style, creativity, and pride. Click on "Portfolio" under the "Assignments" tab for more information, including a rubric, the reflection questions for the essay, technology resources, and an example. The Portfolio is due at 11:59pm on the date listed on the syllabus calendar: there are no make-ups possible for this assignment because of my tight deadline for entering final grades.

Course Policies

Contacting Me

To meet with me, drop into the Zoom office hours as listed above (you can keep your video off if you want): you do not need to message or arrange an appointment for these. If none of the office hours work for you, please email, suggesting a meeting time in your first message. Similar contact procedures apply for your TA Jacky. You may call my listed phone number as well. You may also email at any time. I generally work 8-5 M-F and will be less responsive outside of those times. I may take one business day to respond to email, but strive to return calls and texts as soon as possible. I keep the ringer turned on my phone during office hours, but off the rest of the time, so I may be slower to respond. You may text in the evenings or on weekends, but I may be slower to respond than during my work hours.

Make-up and Late Work

Deadline dates and times are firm. If you experience significant barriers to submitting on time, please contact me as soon as possible about it. If it is close to or after the due time and you cannot reach me, feel free to submit it anyway and I can evaluate whether and how to award credit. I do NOT ask for documentation for medical, family emergency, religious, or other excuses; however, I may ask for screenshots in the case of electronic submission errors to help troubleshoot. Late policies vary based on the assignment type. Collaborative Quizzes cannot be submitted very late (no more than a day for the initial posting) because you need time to reply to other posts and others need time to reply to yours. Prep Guides cannot be submitted more than a few days late because I need to give you feedback on them before the next Prep Guide is due and in order for you to complete your Science Communication Project. Instead of providing make-up opportunities for Prep Guides or Collaborative Quizzes, I will drop your single lowest grade from each category. If you miss a test (no questions asked or excuse required), a make-up test may be submitted as late as the final exam period. If you fail to submit a Science Communication Project by the deadline, or believe ahead of time that you may not meet the deadline, please contact me as soon as possible. Tests can be made up later, but this project needs to be revised for the final portfolio. I need time to give you feedback on it and you need time to rewrite or re-record it. Please contact me to arrange a revised submission plan in such an event, keeping that feedback process in mind. Because of the turnaround time needed for feedback, this project cannot be submitted more than a week late.

Grading

There are 1000 points available in this. The following table displays the number of points devoted to each type of assignment and its proportion of your final grade.

Assignment	Points	Number	Category Points	Percent of Final Grade
Prep Guides	40	5/6	200	20%
Collab Quizzes	40	5/16	200	20%
Tests	100	2	200	20%
Science Comm	200	1	200	20%
Portfolio	200	1	200	20%
Total			1000	100%
Extra Credit	Varies	Varies	10	1%

I do not round final grades. Please let me know if and why you feel any grading or feedback is in error.

Extra Credit

You may earn extra credit by participating in research hours on SONA (2 pts/hour), writing response papers to research articles (2 pts/paper), counseling hours (2 pts/session), writing response papers to podcasts (2 pts/paper), 0.5 point for each extra collaborative quiz question set answered or graded, or for extracurricular work at my discretion. I will provide research articles for extra credit papers: to write a review of one, type at least two double-spaced pages summarizing the content of each major section of the article (e.g., Method, Discussion) and provide at least one critique of each section. For a podcast review, choose any episode of Invisibilia, Hidden Brain, or 10% Happier to listen to. Write a 2-page double-spaced paper summarizing the content of the episode and providing critique. These are completion-based papers and are meant to be equivalent effort to showing up to participate in research or counseling (because we cannot require you to do those and need to provide alternatives). Extra credit points are added to your Portfolio grade, but because the grading is based on total points, it does not matter where I add it. I will notify you where and when they get added. You may earn a maximum of 10 points of extra credit and the deadline to earn any points is the final exam day.

Course Calendar

Date	Week	Topic(s)	Assignments	Reading
08/24-28	1	Introduction; Change	CQ 1	Intro*; 3.3; 4.1
08/31-09/04	2	Structure & Development	PG 1	3.1-2; 4.2
09/07-11	3	Damage & Dev. Disorders	CQ2; PG 2	4.3; 14.3-4
09/14-18	4	The Neuron	CQ 3; PG 3	Ch 1
09/21-25	5	Synapse & Substance Abuse	PG 4	Ch 2; 14.1
09/28-10/02	6	Review	Test 1	
10/05-09	7	Learning and Cognition	PG 5	12.2-3; 13.1
10/12-16	8	Sensation and Perception	PG 6	5.1; 6.1-2
10/19-23	9	Sleep	Sci Comm	Ch 8
10/26-30	10	Internal Regulation	CQ 4	Ch 9
11/02-06	11	Sex	CQ 5	Ch 10
11/09-13	12	Emotion & Mood Disorders	CQ 6	11.1-3**; 14.2
11/16-20	13	Review	Test 2	
11/23-27	N/A	Break	Break	
11/30-12/04	14	Portfolio	Portfolio	
12/07-15	15+	Final Portfolio	Portfolio***	

* Read pages 3-7.

** Only read the "functions of emotions" part (pages 357-359) and all of 11.2 and 11.3.

*** The Portfolio is due at 11:59pm on Thursday, 12/10.

University Policies

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at

<http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler is a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs, please visit www.uttyler.edu/tobacco-free.

Student Rights and Responsibilities

To know and understand the policies that affect your right and responsibilities as a student at UT Tyler, please follow this link:

<http://www2.uttyler.edu/wellness/rightsresponsibilities.php>

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract. The Census Date is the deadline for any forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refund for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (session changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions for waivers through Financial Aid.

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must

be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Tyler at Texas offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit

<https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The **Student Accessibility and Resources (SAR)** office will contact you when your application has been submitted and an appointment with an Accessibility Case Manager. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least 2 weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any students who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) "Cheating" includes, but is not limited to:

- Copying from another students' test paper;
- Using during a test, materials not authorized by the person giving the test;
- Failure to comply with instructions given by the person administering the test;
- Possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes." The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- Using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;

- Collaborating with or seeking aid from another student during a test or other assignment without authority;
 - Discussing the contents of an examination with another student who will take the examination;
 - Divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - Substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - Paying or offering money or other valuable things to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
 - Falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - Taking, keeping misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
 - Misrepresenting facts, including providing false grades or resumés, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- (ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
- (iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignment offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- (iv) All written work that is submitted will be subject to review by plagiarism software.

College of Education and Psychology Vision and Mission and Program Standards

Vision

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021. This is the open-access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

Note: this document is subject to change at the discretion of the instructor. Changes will be announced.

Important Covid-19 Information for Classrooms and Laboratories

Students are required to wear face masks covering their nose and mouth, and follow social distancing guidelines, at all times in public settings (including classrooms and laboratories), as specified by [Procedures for Fall 2020 Return to Normal Operations](#). The UT Tyler community of Patriots views adoption of these practices consistent with its [Honor Code](#) and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff.

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, or a higher than normal temperature will be excused from class and should stay at home and may join the class remotely. Students who have difficulty adhering to the Covid-19 safety policies for health reasons are also encouraged to join the class remotely. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

*Dr. Kirby's note: our class is fully online, so the mask policy does not apply.

Recording of Class Sessions

Class sessions may be recorded by the instructor for use by students enrolled in this course. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the course and only for educational purposes. Course recordings should not be shared outside of the course in any form without express permission.

*Dr. Kirby's note: our class is fully asynchronous, meaning there are no scheduled class sessions. I will use only pre-recorded video lectures and will not use Zoom to record any content with students in it.