

Physiological Psychology

Code PSYC 4318.060
Term Fall 2025
Instructor Anwesha Maitra
Department Psychology and Counseling
Institution University of Texas at Tyler
Format Online, asynchronous

Preferred name and pronouns	Full name	E-mail	Phone	Office hours
Ms. Maitra; she/her	Anwesha Maitra	AMaitra@uttyler.edu	903-787-2668	Mon, Wed, Friday (4 pm to 5 pm)

Course and Meeting Information

This course is fully online and asynchronous, meaning there are no in-person course meetings, nor is there a scheduled time for all students to participate in any activity together in-person. Assignments for each module may be submitted anytime after they become available and before their posted due dates. There are no timed exams, only “take-home” projects. This course requires, on average, 3-4 hours of work per week. Although there are no live lectures, Ms. Maitra will be consistently available by the posted methods at the scheduled times unless otherwise announced.

Course Materials and Resources

Required Textbook

Miguel, M. (2020). Understanding biological behavior (1st ed). Merlot. PDF or Website (no ISBN). Creative Commons License: CC BY-NC (<https://creativecommons.org/licenses/by-nc/4.0/>). Retrieved from <https://nobaproject.com/textbooks/michael-miguel-new-textbook>

This textbook is a FREE Open Educational Resource (OER), but I am required to put this note here in the syllabus anyway by the University.

Recommended Resources

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

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Washington, DC: Author.

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.

***Instructor addition: You may buy any binding format or electronic copy you wish.*

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 task is communicated 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 the 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 to 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 on 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 it works. 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 can be achieved on time.

Policy on the Use of Artificial Intelligence Tools

Students are permitted to use artificial intelligence (AI) tools, such as ChatGPT, Grammarly, or other similar platforms, for research purposes, brainstorming ideas, or refining their understanding of course materials. However, the following guidelines must be adhered to:

1. Original Work Requirement:

All submitted assignments, projects, and coursework must represent the student’s original work. While AI tools may assist in the research process, copying or generating entire assignments, essays, or responses using AI tools is strictly prohibited.

2. Plagiarism Consequences:

Any use of AI tools to produce content that is directly submitted as a student’s work without significant personal input, analysis, or synthesis will be considered plagiarism. Instances of plagiarism will be addressed in accordance with the university's academic integrity policy and may

result in disciplinary action, including but not limited to, receiving a failing grade for the assignment or course.

3. Transparency and Proper Attribution:

If AI tools are used during the research or drafting process, students must explicitly acknowledge their use in the assignment. For example, include a statement such as: "This assignment was developed with the assistance of [AI Tool Name] for research and idea refinement purposes."

4. Expectations for Critical Thinking:

Assignments in this course are designed to assess the student's ability to think critically, synthesize information, and articulate their understanding. AI tools should enhance, not replace, these intellectual efforts.

5. Instructor's Rights:

The instructor reserves the right to request additional clarifications, drafts, or oral explanations of submitted work to verify its authenticity.

Students are encouraged to reach out to the instructor with any questions regarding the appropriate use of AI tools in their coursework. This policy is designed to support academic honesty while recognizing the evolving role of AI in education.

Course Catalog Description

Examines research techniques in 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;
- 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.
- evaluate others' answers in discussions; evaluate theories or approaches in terms of their predictions and evidence;
- and create test questions; create a presentation on the topic provided.

Assignments and Activities

Quizzes

You will take five quizzes to test your understanding of the assigned materials for that week. The quiz material can include readings, lecture videos, and additional materials provided during the week. Each quiz contains 20 questions and will be worth 100 points total. It accounts for 20% of your final course grade.

Discussion Board

Discussion boards may include a variety of assignments to enhance learning. Initial responses are typically due on Fridays of the assigned week, and two peer responses are usually due on Sundays. You will get 10 points for the primary response and 5 points for each peer response. There are five discussion board assignments throughout the course. It accounts for 20% of your final course grade.

Infographic

You will be making an infographic for this assignment. The topic for this assignment will be to present one Mental Illness (present in the DSM-5 TR). An example will be provided on Canvas. More information about the project will be provided on Canvas. It is 100 points, which accounts for 20% of your final grade. There is no makeup project for this assignment, and hence, it has to be completed and submitted on time. If you feel there is an issue, and you are not able to complete or submit the project, contact me in advance.

Final Paper writing

This is an individual paper where the student must write a literature review paper on one of the DSM-5 TR diagnoses. The student will have the liberty to discuss the topic of their choice with the professor before working on it. The review paper should be APA-7 formatted with at least 5 pages of content, excluding the cover page, index, and references. You must cite at least ten research articles or external sources for the paper. The rubrics will be provided later on Canvas. It is 150 points, which accounts for 30% of your final grade. There is no makeup project for this assignment, and hence, it has to be completed and submitted on time. If you believe there is an issue and are unable to complete or submit the project, please contact me in advance.

Paper writing plan

This assignment is aimed at helping you plan your paper. You will be expected to submit a write-up stating your idea of the project, the topic you choose, the layout of your paper, at least three external resources you have reviewed till now that you plan to use in the paper, and any queries, questions or doubts you have for the paper. You can also let me know if you want any suggestions from me. This is a completion-based assignment and will provide 50 points.

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 articles provided (2 pts/paper), or for extracurricular work at my discretion. I will provide research articles for extra credit papers: 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. These are completion-based papers and are meant to be an 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 final 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 for earning any points is the final exam day.

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 the office hours do not work for you, please email us and suggest a meeting time in your first message. You may call my listed phone number as well. You may also email me at any time. I generally work 8-5 M- F and will be less responsive outside those times. I may take one business day to respond to emails, but I strive to return calls and texts as soon as possible.

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. If it is close to or after the due date 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 a medical, family emergency, religious, or other excuses; however, I may ask for screenshots for electronic submission errors to help troubleshoot. Late policies vary based on the assignment type. The quizzes can be completed later; however, there will be 5 5-point deduction for each day delayed. For the discussion boards, there are no points for the delayed response after the final due date on the assignment. Contact me in advance if you need extra time on any assignments.

Grading

There are 500 points available in this course. The following table displays the number of points devoted to each type of assignment and its proportion to your final grade.

Assignment	Points	Number	Category Points	Percent of Grade
Quizzes	20	5	100	20%
Discussion Boards	20	5	100	20%
Infographic	100	1	100	20%
Paper writing	150	1	150	30%
Paper writing plan	50	1	50	10%
Total			500	100%
Extra Credit	Varies	Varies	10	2%

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

The grading scale is as follows:

- A = Excellent, 450+ points
- B = Good, 449 to 400 points
- C = Fair, 399 to 350 points (the lowest possible passing grade if this is a course for your major)
- D = Poor, 349 to 300 points
- F = Fail, 299 and less points
- I = Incomplete: Assigned if you stop participating due to some crisis and agree to finish the remainder of the assignments within one year.

Course Calendar

Modules open on Mondays at 8 am of the given week. Modules close, and associated assignments are due on Sunday night at 11:59 pm of the week (due dates provided).

Date	Week	Topic(s)	Assignments	Reading
08/25 - 08/31	1	Introduction	Discussion Board 1 (Due: 08/31)	Beck and Tapia (2022); Mehl (2022)
09/01 - 09/07	N/A	Labor Day Holiday		
09/08 - 09/14	2	The Neuron	Quiz 1 (Due: 09/14)	Furtak (2022)
09/15 - 09/21	3	The Brain and Nervous System	Quiz 2 (Due: 09/21)	Biswas-Diener (2022)
09/22 - 09/28	4	Epigenetics	Quiz 3 (Due: 09/28)	Weaver (2022)
09/29 - 10/05	5	Hormones & Behavior	Infographic (Due: 10/05)	Nelson (2022)
10/06 - 10/12	6	Multi-Modal Perception	Quiz 4 (Due: 10/12)	Lachs (2022)
10/13 - 10/19	7	Attention	Discussion Board 2 (Due: 10/19)	Friedrich (2022)
10/20 - 10/26	8	Memory	Discussion Board 3 (Due: 10/26)	McDermott & Roediger III (2022)
10/27 - 11/02	9	Conditioning and Learning	Quiz 5 (Due: 11/02)	Bouton (2022)
11/03 - 11/09	10	Emotional Behaviors	Discussion Board 4 (Due: 11/09)	Ito & Kubota (2022); Harmon-Jones & Harmon-Jones (2022)
11/10 - 11/16	11	Psychopharmacology	Discussion Board 5 (Due: 11/16)	Gershon and Thompson (2022); Barch (2022)
11/17 - 11/23	12	Disorders	Paper Writing Plan (Due: 11/23)	Barron (2022)
11/24 - 12/30	13	Thanks-Giving Break		
12/01 - 12/07	14	Submission of Extra Credits/ Final Paper Due	Paper (Due: 12/07)	
12/08 - 12/12	15+			

*** Syllabus is subject to change at the instructor's discretion; changes will be announced on Canvas.*

References

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