

Physiological Psychology

Code PSYC 4318.060
Term Spring 2026
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) (additional time by appointment only) |

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.

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.

University Policies and Information

Withdrawing from Class

Students may withdraw (drop) from this course using the Withdrawal Portal. Withdrawing (dropping) this course can impact your Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers, International Student Status, housing, and degree progress. Please speak with your instructors, consider your options, speak with your advisor, and visit the One-Stop Service Center (STE 230) or email enroll@uttyler.edu to get a complete review of your student account and the possible impacts to withdrawing. We want you to make an informed decision. UT Tyler faculty and staff are here for you and often can provide additional support options or assistance. Make sure to carefully read the implications for withdrawing from a course and the instructions on using the Withdrawal portal.

Texas law prohibits students from dropping more than six courses during their entire undergraduate

career*. The six courses dropped includes those from other 2-year or 4-year Texas public colleges and universities. Consider the impact withdrawing from this class has on your academic progress and other areas, such as financial implications. We encourage you to consult your advisor(s) and Enrollment Services for additional guidance. **CAUTION #1:** Withdrawing before census day does not mean you get a full refund. Please see the Tuition and Fee Refund Schedule. **CAUTION #2:** All international students must check with the Office of International Programs before withdrawing. All international students are required to enroll full-time for fall and spring terms. **CAUTION #3:** All UT Tyler Athletes must check with the Athletic Academic Coordinator before withdrawing from a course. **CAUTION #4:** All veterans or military-affiliated students should consult with the Military and Veterans Success Center.

* Students who began college for the first time before 2007 are exempt from this law.

Artificial Intelligence Statement

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

AI is not permitted in this course at all.

- a. Example 1: I expect all work students submit for this course to be their own. I have carefully designed all assignments and class activities to support your learning. Doing your own work, without human or artificial intelligence assistance, is best for your efforts in mastering course learning objectives. For this course, I expressly forbid using ChatGPT or any other artificial intelligence (AI) tools for any stages of the work process, including brainstorming. Deviations from these guidelines will be considered a violation of UT Tyler's Honor Code and academic honesty values.
- b. Example 2: To best support your learning, you must complete all graded assignments by yourself to assist in your learning. This exclusion of other resources to help complete assignments includes artificial intelligence (AI). Refrain from using AI tools to generate any course context (e.g., text, video, audio, images, code, etc.) for an assignment or classroom assignment.
- c. Example 3: The work submitted by students in this course will be generated by themselves. This includes all process work, drafts, brainstorming artifacts, editing, and final products. This extends to group assignments where students must create collaboratively create the project. Any instance of the following constitutes a violation of UT Tyler's Honor Code: a student has another person/entity do any portion of a

graded assignment, which includes purchasing work from a company, hiring a person or company to complete an assignment or exam, using a previously submitted assignment and/or using AI tools (such as ChatGPT).

Final Exam Policy

Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the Dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members must maintain student final examination papers for a minimum of three months following the examination date.

Incomplete Grade Policy

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in place of a grade *only when **all of the following conditions are met***: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average.

The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to meet all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has yet to be assigned within one year, then the Incomplete will be changed to an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

Grade Appeal Policy

Disputes regarding grades must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade. A grade appeal should be used when the student thinks the final course grade awarded does not reflect the grades earned on assessments or follow the grading scale as documented in the syllabus. The student should provide the rationale for the grade appeal and attach supporting document about the grades earned. The form should be sent via email to the faculty member who assigned the grade. The faculty member reviews the rationale and supporting documentation and completes the instruction section of the form. The instructor should return the form to the student, even if a grade change is made at this level. If the student is not satisfied with the decision, the student may appeal in writing to the Chairperson of the department from which the grade was issued. In situations

where there is an allegation of capricious grading, discrimination, or unlawful actions, appeals may go beyond the Chairperson to the Dean or the Dean's designee of the college from which the grade was issued, with that decision being final. The Grade Appeal form is found in the Registrar's Form Library.

NOTE: The Grade Appeal Form is different from the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy.

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 Texas at Tyler offers accommodations to students with learning, physical, and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or 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 the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <https://www.uttyler.edu/disability-services>, the SAR office located in the Robert Muntz Library, LIB 460, email saroffice@uttyler.edu, or call 903.566.7079."

Military Affiliated Students

UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. The Military and Veterans Success Center (MVSC) has campus resources for military-affiliated students. The MVSC can be reached at MVSC@uttyler.edu or via phone at 903.565.5972.

Students on an F-1 Visa

To remain in compliance with Federal Regulations requirements you must do the following:

- Traditional face-to-face classes: Attend classes on the regular meeting days/times.
- Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course.
- Online course: Only one online course can count toward your full-time enrollment. Students are expected to be fully engaged and meet all requirements for the online course.

Academic Honesty and Academic Misconduct

The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the Student Conduct and Discipline policy in the Student Manual Of Operating Procedures (Section 8).

FERPA

UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in University Policy 5.2.3. The course instructor will follow all requirements to protect your confidential information.

Absence for Official University Events or Activities

This course follows the practices related to Excused Absences for University Events or Activities as noted in the Catalog.

Absence for Religious Holidays

This course follows the practices related to Excused Absences for Religious Holy Days as noted in the Catalog.

Absence for Pregnant Students

This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at parents@uttyler.edu and also complete the Pregnant and Parenting Self-Reporting Form.

Campus Carry

We respect the right and privacy of students 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>.

CEP Mission

The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

CEP Vision

The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

Student Resources:

Resources to assist you in the course

- [UT Tyler Student Accessibility and Resource \(SAR\) Office](#) (provides needed accommodations to students with document needs related to access and learning)
- [UT Tyler Writing Center](#)
- [The Mathematics Learning Center](#)
- [UT Tyler PASS Tutoring Center](#)
- [UT Tyler Supplemental Instruction](#)
- [Upswing \(24/7 online tutoring\) - covers nearly all undergraduate course areas](#)
- [Robert Muntz Library](#) and [Library Liaison](#)
- [Canvas 101](#) (learn to use Canvas, proctoring, Unicheck, and other software)
- Digital Support Toolkit (for supported courses only. Students are automatically enrolled in the toolkit for supported courses)
- LIB 422 -- Computer Lab where students can take a proctored exam
- [The Career Success Center](#)
- [UT Tyler Testing Center](#)
- [Office of Research & Scholarship Design and Data Analysis Lab](#)

Resources available to UT Tyler Students

- [UT Tyler Counseling Center](#) (available to all students)
- [MySSP App](#) (24/7 access to Student Support Program counseling through phone or chat and online wellness resources available in a variety of languages)
- [Student Assistance and Advocacy Center](#)
- [Military and Veterans Success Center](#) (supports for our military-affiliated students)
- [UT Tyler Patriot Food Pantry](#)
- [UT Tyler Financial Aid and Scholarships](#)
- [UT Tyler Student Business Services](#) (pay or set up payment plans, etc.)
- [UT Tyler Registrar's Office](#)
- [Office of International Programs](#)
- [Title IX Reporting](#)
- [Patriots Engage](#) (available to all students. Get engaged at UT Tyler.)

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 |
|---------------|-------------|--|---|---|
| 01/12 - 01/18 | 1 | Introduction | Discussion Board 1 (Due: 01/18) | Beck and Tapia (2022); Mehl (2022) |
| 01/19 - 01/25 | N/A | Martin Luther King Jr. Holiday | | |
| 01/26 - 02/01 | 2 | The Neuron | Quiz 1 (Due: 02/01) | Furtak (2022) |
| 02/02 - 02/08 | 3 | The Brain and Nervous System | Quiz 2 (Due: 02/08) | Biswas-Diener (2022) |
| 02/09 - 02/15 | 4 | Epigenetics | Quiz 3 (Due: 02/15) | Weaver (2022) |
| 02/16 - 02/22 | 5 | Hormones & Behavior | Infographic (Due: 02/22) | Nelson (2022) |
| 02/23 - 03/01 | 6 | Multi-Modal Perception | Quiz 4 (Due: 03/01) | Lachs (2022) |
| 03/02 - 03/08 | 7 | Attention | Discussion Board 2 (Due: 03/08) | Friedrich (2022) |
| 03/09 - 03/15 | 8 | Memory | Discussion Board 3 (Due: 03/15) | McDermott & Roediger III (2022) |
| 03/16 - 03/22 | 9 | Conditioning and Learning | Quiz 5 (Due: 03/22) | Bouton (2022) |
| 03/23 - 04/01 | 10 | Emotional Behaviors | Discussion Board 4 (Due: 04/01) | Ito & Kubota (2022); Harmon-Jones & Harmon-Jones (2022) |
| 04/02 - 04/08 | 11 | Psychopharmacology | Discussion Board 5 (Due: 04/08) | Gershon and Thompson (2022); Barch (2022) |
| 04/09 - 04/15 | 12 | Spring Break | | |
| 04/16 - 04/22 | 13 | Disorders | Paper Writing Plan Discussion Board 6 (Due: 04/15) | Barron (2022) |
| 04/23 - 04/29 | 14 | Submission of Extra Credits/ Final Paper Due | Paper (Due: 04/29) | |
| 04/30 - 05/05 | 15+ | | | |

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

References

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- Weaver, I. (2022). Epigenetics in psychology. In R. Biswas-Diener & E. Diener (Eds), Noba textbook series: Psychology. Champaign, IL: DEF publishers. Retrieved from <http://noba.to/37p5cb8v>