Behavioral Neuroscience (PSYC 5352)
Biological Foundations of Behavior (PSYC 6352)

Fall 2026
Tuesdays 3:30 – 6:15 Virtual

Instructor: Jenna M. Moore, Ph.D.
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Office: BEP 254
Office Hours: Appointment only
Monday & Friday 8-10; 1-3
Thursday 8-10; 12-1
Cell: (214) 263-2085 for texts or voicemails always state your name & class

OVERVIEW

A survey of the basic anatomy and neurochemistry of the brain as it relates to both normal and abnormal behavior. This includes every major neurotransmitter of the brain and abnormalities of these systems as they relate to human behavior.

TEXTBOOKS AND MATERIALS

Foundations of Behavioral Neuroscience
Tenth Edition – Carlson & Birkett

The Neuroscience of Clinical Psychiatry: The Pathophysiology of Behavior and Mental Illness
Second Edition – Higgins & George

GRADES, ATTENDANCE, AND PARTICIPATION

Course Expectations

Professionalism: Students are expected to strive for professionalism in and outside of the class. Students should strive for professionalism defined by Competency Benchmarks in Professional Psychology:

- Integrity
- Deportment
- Accountability
- Concern for the welfare of others
- Professional identity

Failure to adhere to these professional areas could result in speaking with the instructor, a remediation plan, a reduction in letter grade, failing the course, and/or being dismissed from the program. It is expected that each student will have any required reading completed before the class during which we will discuss the material (see course schedule). Some material in the text may be challenging upon first read, but lectures will be easier to follow after reading.

A crucial part of being a professional is keeping with commitments and attendance. Missing a day of clients could be unprofessional, especially if not communicating with the clients. Class sessions are 3 hours once per week. Missing 1 class is equivalent to missing an entire week. Attendance is mandatory for credit (max of 2 absences). More than 2 absences will result in one letter reduction off final grade (if the final grade is an A, >2 absences will result in a B). Active participation is a REQUIREMENT to count as attendance in this class. The key to understanding the information is asking questions. If you are physically present but do not participate (up to

the instructor's discretion), an absence will be counted. For class held on Zoom, access to reliable WI-FI is required. Attendance and participation credit is earned only with active participation AND active video. If student does not remain visible for the duration of the class, an absence will be counted.

Late work is not accepted. All accommodation requests must be formally submitted via the SAR center (no extensions or absence excuse without formal request via SAR). Computers and phones must be put away for the duration of the class. If you need to respond to an emergency text or call, please step out. Materials will be posted on canvas and handed out in class. You are encouraged to bring paper to take notes. Paper copies of slides will be provided. If you need a computer, the request for a formal accommodation can be made through the SAR office. Accommodation requests for the use of computers during class are granted upon instructor approval and must be discussed prior to in-class use. Active listening and note taking are essential clinical skill you will need to develop before working with clients in both therapy and assessment settings. Technology distracts from establishing rapport therefore you will need to learn how to be present without computers or phones.

PSYC 5352 GRADING

Assignment	**Points**	**Final Grade**
About me	10	
Reading summaries (5)	50 (10pts each)	A = 90-100
Take Home Exam	30	B = 80-89
Discussion question participation	10	C = 70-79
		D = 60-69
		F = <60

PSYC 6352 GRADING

Assignment	**Points**	**Final Grade**
About Me	5	
Reading Summaries (5)	25 (5pts each)	A = 95-100
Take Home Exam	25	B = 85-94
Discussion question participation	5	C = 75-84
Presentation Lecture + 2 Articles	40	D = 65-74
		F = <65

COURSE GUIDELINES

Student Behavior in the Classroom: Please limit distractions and respect others.
Academic Misconduct: Academic misconduct (e.g., cheating, plagiarism) will not be tolerated. All work on course tasks is to be done individually unless instructed otherwise.

USE OF AI IN THIS CLASS IS CONSIDERED PLAGIARISM

YOU MAY NOT USE AI ON ANY REPORT ASSIGNMENT. The purpose of this class is to develop a clinical skill. This requires the use of your critical thinking.
Disability Accommodations: If there is anything I can do to make the course more accessible, please let me know.

Calendar (subject to change)				
Date	**Class**	**Format**		**Assignments**
8/25	1	Virtual	Introductions Syllabus Review Anatomy	FBN: 1,2, 3, 6 NCP: 1, 2, 3 (4, 5, 6)
9/1	2	Virtual	Anatomy Continued + Vision	NCP: 7, 8, 9, 10
9/8	3	Virtual	Hormones, Plasticity, Immunity, Electrical Brain	Reading Summary 1 Due 9/6 FBN: 7,8,12 NCP: 13
9/15	4	Virtual	Discussion Audition, Senses, Movement	Reading Summary 2 Due 9/13 NCP: 11,12,14
9/22	5	Virtual	Discussion Pain, Pleasure, Anger	FBN: 9, 10 NCP: 15, 16, 17
9/29	6	Virtual	Discussion Sleep, Sex	Reading Summary 3 Due 9/27
10/6	7	Virtual	Discussion Catch up on topics Doc Student 1hr prep workshop @5p	FBN: 11 (13, 14) NCP: (18)
10/13	8	Virtual	Discussion Emotion	Reading Summary 4 Due 10/11 FBN: 13, 15 (14) NCP: 19, 20
10/20	9	Virtual	Doc Presentation Lecture Intelligence, Attention, Learning Neurodevelopment	FBN: 16 NCP: 21, 22
10/27	10	Virtual	Doc Presentation Lecture Depression, Anxiety, OCD	FBN: 17
11/3	11	Virtual	Doc Presentation Lecture Addiction	NCP: 23
11/10	12	Virtual	Doc Presentation Lecture Schizophrenia	Reading Summary 5 Due 11/8
11/17	13	Virtual	Doc Presentation Lecture Stress & PTSD	Final Open (DUE: 12/6)
11/24		No Class	Thanksgiving Break	
12/1	14	Virtual	Discussion & Final Wrap up	
12/8	15	No Class	FINALS WEEK	

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.