Syllabus

Course Information:
PSYC 4318-001 Physiological Psychology
Fall, 2015
T/Th 2:00-3:20
HPR 262

Instructor Information:
Professor: Paula Lundberg-Love, Ph. D.
Office: BEP 253
Office hours: M: 3:00-5:00 PM
T/TH 1:00-2:00 PM
W: 2:00-5:00 PM
Telephone: 903-566-7265 (Office)
903-561-0913 (Home) (preferred phone number #2)
903-520-0738 (Cell) (preferred phone number #1)
Email address: Plove@uttyler.edu
paulallo@aol.com (preferred email address)

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.

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

Student Learning Outcomes & Assessments: As a result of this course the successful students will be able to:
1. Describe the structure and functions of cells of the nervous system, including communication within neurons and between neurons.
2. Describe the structure of the nervous system including the basic features of the central nervous system including the basic features of the central and peripheral nervous system.
3. Describe the basic principles of psychopharmacology.
4. Describe the physiological processes involved in vision.
5. Discuss the physiological processes involved in sleep and understand sleep disorders.
6. Discuss the hormonal and neural control of reproductive behavior and sexual development.
7. Describe the physiological and anatomical basis of learning and memory.
8. Understand the Neural circuitry underlying addiction.
9. Describe the neurological basis of schizophrenia and affective disorders.
10. Understand anxiety disorders, ADHD and stress-related disorders.
**Evaluation and Grading:** There will be four multiple choice exams including the final exam which will contain 75 multiple choice questions. Each exam will be weighted equally in determining your grade. The exams will be based primarily on the text chapter readings. Materials from class handouts, Power Point presentations and lecture may also be included on exams. The final exam is not cumulative.

Your graduate assistant is Rebecca Olson, who will lead study groups to help you understand materials, prepare you for exams and create additional Power Points, and study materials. She will also grade your exams. Rebecca has been a TA for this class on two occasions and is excellent. You will need to attend study groups. There will be no make-up exams unless you have a physician’s statement verifying that you were unable to attend class on the day of the exam. Also, if you are ill, you must contact the Professor prior to the administration of the exam. Any other extenuating circumstances resulting in a missed examination will be subject to the instructor’s discretion.

The scores on the exams will be graded in the following manner:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>67-75</td>
<td>A</td>
</tr>
<tr>
<td>59-66</td>
<td>B</td>
</tr>
<tr>
<td>51-58</td>
<td>C</td>
</tr>
<tr>
<td>43-50</td>
<td>D</td>
</tr>
<tr>
<td>Below 43</td>
<td>F</td>
</tr>
</tbody>
</table>

The scores on the four exams will be averaged and your percentage of points obtained based upon all possible points will be calculated. Typically if you obtain 85-100% of the total possible points, you will earn an A, 75-84% B, 65-74% C, 55-64% D and less than 55% F. This is a rather liberal grading procedure that takes into account the fact that Physiological Psychology is more difficult than some other Psychology courses.

**Teaching Strategies/Course Policies:**

1. **You are required** to attend class. In my experience attendance is critical for understanding of the material and the ability to pass this class.

2. The primary teaching technique utilized in this class will be lecture with Power Point presentations. The Power Point presentations will be posted on your Blackboard site. You are required to read all assigned material prior to attending class and be prepared for class discussion. That means that I can randomly ask students questions during the lecture because I use an interactive lecture style that encourages student participation. Physiological Psychology is a science class and as such requires a thorough understanding of the material. When possible, I will also utilize videos to augment my lectures. Students are encouraged to ask questions and participate in the lecture in order to enhance your understanding of the material. Lectures will be captured on Tegrity.

3. The Power Point slides are excellent as they are designed by the author of your text. They will significantly enhance your understanding of the material, so review them
thoroughly BEFORE and AFTER class. Indeed, students should read each chapter at least three times, before lecture, after lecture and in preparation for your exams.

4. Exams should be taken on the day that they are scheduled. If you have a legitimate emergency or documentable illness, you must contact/notify the Professor PRIOR to the administration of the exam. Failure to do so will result in an automatic F. That means that you will call or email me prior to the time that I hand out that exam. This also means that you do not call the day after, or the week after the exam to tell me that you missed it, and that you want to do a makeup exam.

5. Honesty is an important personal quality. If there are data to suggest that a student has cheated and/or plagiarized or sought information from other students regarding exams, it will result in an automatic F in the course. Additionally, one needs to understand that such dishonesty can result in dismissal from the University.

Required Text:
Carlson, Neil (2013). *Physiology of behavior*. 11th edition. Boston, MA: Pearson. Mastering Mypsychlab is not required for this class but it is an excellent resource to aid in your study and understanding of the material if you choose to purchase it.

Topical Outline:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 25</td>
<td>Introductions</td>
<td></td>
</tr>
<tr>
<td>Aug. 27</td>
<td>Structure and Functions of the Cells of the Nervous System</td>
<td>2</td>
</tr>
<tr>
<td>Sept. 1</td>
<td>same topic</td>
<td></td>
</tr>
<tr>
<td>Sept. 3</td>
<td>Structure of the Nervous system</td>
<td>3</td>
</tr>
<tr>
<td>Sept. 8</td>
<td>same topic</td>
<td></td>
</tr>
<tr>
<td>Sept. 10</td>
<td>same topic</td>
<td></td>
</tr>
<tr>
<td>Sept. 15</td>
<td>EXAM I</td>
<td></td>
</tr>
<tr>
<td>Sept. 17</td>
<td>Psychopharmacology</td>
<td>4</td>
</tr>
<tr>
<td>Sept. 22</td>
<td>same topic</td>
<td></td>
</tr>
<tr>
<td>Sept. 24</td>
<td>Vision</td>
<td>6</td>
</tr>
<tr>
<td>Sept. 29</td>
<td>same topic</td>
<td></td>
</tr>
<tr>
<td>Oct. 1</td>
<td>same topic</td>
<td></td>
</tr>
<tr>
<td>Oct. 6</td>
<td>Sleep and Biological Rhythms</td>
<td>9</td>
</tr>
<tr>
<td>Oct. 8</td>
<td>same topic</td>
<td></td>
</tr>
</tbody>
</table>
Oct.  13  EXAM II
Oct.  15  Reproductive Behavior  Chapter 10
Oct.  20  same topic
Oct.  22  Learning and Memory  Chapter 13
Oct.  27  same topic
Oct.  29  Drug Abuse  Chapter 18
Nov.   3   same topic
Nov.   5   EXAM III
Nov.   10  Schizophrenia and the Affective Disorders  Chapter 16
Nov.   17  same topic
Nov.   19  Anxiety Disorders, Autistic Disorder Attention-Deficit/Hyperactivity Disorder and Stress Disorders  Chapter 17
Nov.  24-26  BREAK
Dec.   1   same topic
Dec.   3   same topic
Dec.   8   EXAM IV

University Policies

Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:
http://www.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 at 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 many 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% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section 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 or waivers through Financial Aid

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**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 Services**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the
Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria apply to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

**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 two 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 student 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 student’s 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 thing 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 resumes, 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 assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

CEP 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.