Syllabus

Course Information

Name: Physiological Psychology
Number: PSYC 4318.501
Location: HPR 253
Times: Thursdays, 5:30pm – 8:10pm
Duration: 5/26/16 – 8/11/16

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 Information

Name: Mari G. Stocks, MS, LPA
Phone: 903-877-8730
Email: marigstocks@gmail.com (preferred); MGutierrez4@patriots.uttyler.edu

As I am an adjunct instructor I do not have an on-campus office. You may reach me via marigstocks@gmail.com 24/7, or M-F 8:00am – 5:00pm at the phone number provided.

Course Description (Catalogue 2012-2014)

Examines research techniques in physiological psychology and the neurological basis of behavior; special emphasis given the neurological basis of learning, memory, and abnormal behavior. Recommended: Introductory biology or equivalent.

Student Learning Outcomes and Assessments

1. Discuss the nature of behavioral neuroscience including consciousness from the perspective of behavioral neuroscience.
2. Describe the structure and functions of cells of the nervous system, including communication within neurons and between neurons.
3. Describe the structure of the nervous system including the basic features of the central nervous system and peripheral nervous system.
4. Discuss emotions as response patterns, communication, and feelings
5. Describe the physiological and anatomical basis of perceptual learning, classical conditioning, instrumental conditioning, and relational learning.
6. Describe neurological disorders including those arising from tumors, seizures, CVAs, development, infectious diseases, and degenerative disorders.
Evaluation and Grading

Examinations:

Quizzes will be available on Blackboard from 12:00am to 11:59pm on the dates scheduled below. The quizzes will be based primarily on the text chapter readings, but material from class lectures may also be included. If a quiz is missed, students have an opportunity to make up the quiz in class on Thursday, August 4th.

The final exam will be comprehensive and will also be primarily based on text chapter readings, but is subject to include material from class lectures. The final exam will be held on Thursday, August 11th during the regularly-scheduled class time.

Grading:

Your course grade is based on five quizzes and one cumulative final exam. Available points for the class are divided as follows:

<table>
<thead>
<tr>
<th>Quiz 1:</th>
<th>50 points</th>
<th>Quiz 2:</th>
<th>50 points</th>
<th>Quiz 3:</th>
<th>50 points</th>
<th>Quiz 4:</th>
<th>50 points</th>
<th>Quiz 5:</th>
<th>50 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Exam:</td>
<td>100 points</td>
<td>Total points possible:</td>
<td>350</td>
<td></td>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>315 - 350</td>
<td>(90% - 100%)</td>
</tr>
<tr>
<td>B</td>
<td>280 – 314</td>
<td>(80% - 89%)</td>
</tr>
<tr>
<td>C</td>
<td>245 - 279</td>
<td>(70% - 79%)</td>
</tr>
<tr>
<td>D</td>
<td>210 – 244</td>
<td>(60% - 69%)</td>
</tr>
<tr>
<td>F</td>
<td>209 points and below</td>
<td>(59% and below)</td>
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Course Policies

Ethical behavior is important in every professional endeavor. It is of paramount importance in this course and area of study because you are working directly with people in need. Ethical violations and unprofessional behavior will result in course failure, an incomplete grade, or other appropriate action. Remediation will be determined by the instructor.

Students are expected to attend every class session and read the assigned chapter prior to attending class. However, it is understood that illness and/or extenuating circumstances may prevent a student from attending every class session. A sign in sheet for attendance will be a daily occurrence.
**Class Meeting Schedule:**

It is expected that each student will complete the assigned reading prior to class. The expected pace of the class is as follows. Changes to the following schedule will be announced in advance.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
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<tbody>
<tr>
<td>5/26</td>
<td>Orientation; Intro to Physio Psychology</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>6/2</td>
<td>Structure and Function of Cells</td>
<td>Chapter 2</td>
</tr>
<tr>
<td><strong>6/3</strong></td>
<td><strong>Friday</strong></td>
<td><strong>Quiz 1 on Blackboard over Chapters 1, 2</strong></td>
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<tr>
<td>6/9</td>
<td>Structure of the Nervous System</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>6/16</td>
<td>Psychopharmacology</td>
<td>Chapter 4</td>
</tr>
<tr>
<td><strong>6/17</strong></td>
<td><strong>Friday</strong></td>
<td><strong>Quiz 2 on Blackboard over Chapters 3, 4</strong></td>
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<tr>
<td>6/23</td>
<td>Vision</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>6/30</td>
<td>Sleep and Biological Rhythms</td>
<td>Chapter 9</td>
</tr>
<tr>
<td><strong>7/1</strong></td>
<td><strong>Friday</strong></td>
<td><strong>Quiz 3 on Blackboard over Chapters 6, 9</strong></td>
</tr>
<tr>
<td>7/7</td>
<td>Emotion</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>7/14</td>
<td>Learning and Memory</td>
<td>Chapter 13</td>
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<tr>
<td><strong>7/15</strong></td>
<td><strong>Friday</strong></td>
<td><strong>Quiz 4 on Blackboard over Chapters 11, 13</strong></td>
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<tr>
<td>7/21</td>
<td>Human Communication</td>
<td>Chapter 14</td>
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<td>7/28</td>
<td>Neurological Disorders</td>
<td>Chapter 15</td>
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<td><strong>7/29</strong></td>
<td><strong>Friday</strong></td>
<td><strong>Quiz 5 on Blackboard over Chapters 14, 15</strong></td>
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<tr>
<td>8/4</td>
<td>Make up quizzes in class, Review Session for Final</td>
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<td><strong>8/11</strong></td>
<td><strong>Thursday</strong></td>
<td><strong>Comprehensive Final Exam in Class</strong></td>
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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

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 applies 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.