

Rainbow Hippocampus by Greg A Dunn (gregadunn.com)

PSY 215

Biological Psychology

Monday | Wednesday

11:00-12:15

Moyer 104

SPRING 2018

Course Description

Biological Psychology examines how the nervous system affects behavior in humans and non-human animals.

Over the course of the semester, we will examine:

- **neural foundations of behavior** (e.g., structure and function of the central nervous system)
- **methodologies** employed in the field of biological psychology
- **motivational and emotional aspects of behavior** (e.g., psychopharmacology and drug abuse, stress and health)
- **complex behaviors** (e.g., learning and memory, psychopathology, neuropsychological disorders)

Course Goals

This course will give students opportunities to refine:

- **critical thinking skills** via problem solving, critical reading, in-class writing, and group discussions
- **presentation and collaborative skills** via group learning and presentation opportunities
- **application skills** via in-class discussion and reflective writing

CONTACT INFORMATION

Professor: Dr. Gretchen Hanson Gotthard

Office: New Science 325

Phone: 484-664-3422

Email: gretchengotthard@muhlenberg.edu

[Email is the best way to reach me.]

Schedule a meeting: Click [HERE](#)

[Appointment times are updated weekly.]

By the end of the semester students should:

- Know the major terminology and use it in conversation and writing.
- Explain behavior from a reductionistic perspective, while retaining an appreciation for the limits of such explanations.
- Identify various structures in the mammalian nervous system and relate those structures to function.
- Understand the physiological correlates of pathology, while maintaining a humane appreciation for the individuals suffering from those disorders.
- Apply information from class to themselves, other classes, and the world around them.

Requirements of the Course

EXAMS

There will be two exams during the semester, plus a cumulative final. Exams will consist of a variety of question types - short answer, diagram identification, essay, multiple choice, and matching. Questions will be based on material discussed in class, study questions, and readings. Cumulative questions for the final exam will come directly from the first two exams. Exams will be worth 75 points each, except the final, which will be worth 100 points (**250 points total**).

CASE STUDY DISCUSSION

Students will work in groups of two or three to lead the class discussion on one neuropsychological condition. Your Case Study Discussion should include current research on your topic and should not simply be a lecture to the class. You may use PowerPoint for key points, but should have at least one activity for the class to participate in that helps to illustrate and/or reinforce key aspects of your case. A handout further describing the Case Study Discussion is posted on Canvas. This assignment will be worth **40 points**.

REFLECTION PAPERS

Students will complete **eight reflection papers** (one for each chapter that we discuss in class). These papers will give students opportunities to make connections between class material and current events outside the Muhlenbubble. This will be accomplished by finding a current, reputable source (e.g., news article, video, movie/TV show, etc.) that relates to *anything* we have discussed in class and then write about those connections. Each reflection paper should be approximately ½ to 1 page in length (single-spaced) and should be submitted on Canvas by the due date (see Schedule below for deadlines). Be sure to include a link to your source in your paper, if possible. Each reflection paper will be worth up to 5 points (**40 points total**).

LEARNING OUTSIDE THE CLASSROOM (LOC)

All students in PSY classes are required to complete an LOC requirement. The LOC for this class requires participating in two research studies. **Please start by reading the [LOC page on the Psych Student Center website](#)**. If you do not want to participate in research, you may complete an alternate assignment (see Dr. Gotthard for details about the alternate assignment).

Studies will be posted on the Psychology Department SONA System. **Read the [SONA Sign-Up Instructions](#) carefully and create an account during the first week of classes**. Visit the [SONA site](#) frequently to see when studies are available and to sign up.

NOTE: You are NOT required to fill out LOC forms (they are for PSY 101 students only). LOC will be worth **10 points total** (5 points/study).

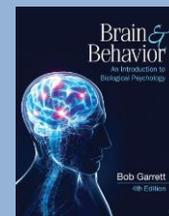
REQUIRED READING

Garrett, B. (2015).

Brain and Behavior
(4th ed.).

Los Angeles: Sage.

ISBN: 978-1-4522-6095-2



Graded Assignments

ASSIGNMENT	POINTS
Exam 1	75
Exam 2	75
Final Exam	100
Case Study Discussion	40
Reflection Papers	40
LOC	10
TOTAL	340

Accommodations

If you have a documented disability, please let me know what I can do to facilitate your learning in this class. Students requiring special accommodations for this course must first contact the Office for Disability Services (Director: **Pamela Moschini, Ext. 3825**). Provide me with the appropriate documentation and I will make every effort to meet your needs.

AN IMPORTANT NOTE ABOUT GRADING:

A grade of “C” is indicative of average work in this class. If you want to earn a grade in the A-range (exceptional) or B-range (very good), then you need to be prepared to work hard and produce stellar work. Based on my past experiences teaching this class, students who earn better than average grades come to class consistently and are actively engaged, earn solid grades on their exams, produce work that is well-thought-out and that involves a high level of intellectual sophistication, and consistently offer comments during class that enrich the discussion.

Grade	%	Grade	%	Grade	%	Grade	%
A	94-100	B+	87-89	C+	77-79	D+	67-69
A-	90-93	B	84-86	C	74-76	D	63-66
		B-	80-83	C-	70-73	F	0-62



The Fine Print

Be an active participant

Being an active participant in this class means that you will:

- **Come to every scheduled class.** While I do not take attendance, it is obvious, in a class of 25, when students are not in class.
- **Consistently contribute to class activities and discussions.** There will be multiple opportunities during every class to participate – please come prepared to contribute.
- **Turn in graded and non-graded work on time.** See ‘Turn in all assignments on time’ section below for important information.

Active engagement in class is a key factor in learning, and therefore, your participation in this course will play an important role in grades. **Failure to participate (as defined above) will result in a lower grade in this class (by as much as one letter grade).** Bottom line: Come to class prepared and be an active participant!

Turn in all assignments on time

Be sure to *plan accordingly* so that you are prepared to turn in all assignments on time and take exams as scheduled. LOC and reflection papers will not be accepted past the deadline. Missed exams will result in a zero. Students may make up missed exams, if they provide documentation to support their absence.

Leave your cell phone and laptop at home

The use of electronic devices during class is not permitted (including cell phones, laptops, and tablets). It is disruptive when students interact with cell phones or laptops during class.

Furthermore, it is clear from research that:

- **Performance drops significantly when students attempt to multitask with electronic devices during class** [click [HERE](#) for more info].
- **Taking notes by hand has been shown to produce better understanding and retention than typing notes verbatim on a laptop** [click [HERE](#) for more info].

Therefore, to enhance learning for all students in this class, electronic devices should be left at home. Students who use a phone or laptop during class will be asked to put it away; if this happens repeatedly, they will be asked to leave. *If you have a documented disability that requires use of a laptop, please let me know, and I will be happy to make accommodations.*

Show academic integrity in your work

All tests and written assignments in this class are pledged work under the Academic Integrity Code (click [HERE](#) for AIC description). I encourage you to study with other students in class and to discuss class materials with other students. However, your tests and written assignments should be your work alone.

Students found to be breaking the AIC will receive a zero on the assignment or exam, and depending on the circumstances, will receive a failing grade for the class. If you have any questions or concerns about how the AIC applies to work in this class, I will be happy to discuss this with you.

Schedule

Please be prepared to be *flexible* – this is an approximate guide. Material may be added or deleted throughout the semester, as time permits. If changes are made, they will be announced in class and/or via email/Canvas as soon as possible.

DATE	DAY	TOPICS/READINGS	ASSIGNMENTS
Jan 17	Wed	Introduction to the Course	
Jan 22	Mon	Jess Denke: Library Research Overview What is Biological Psychology?	CH 1 [use Study Questions to guide your reading]
Jan 24	Wed	Communication Within the Nervous System	CH 2 [use Study Questions to guide your reading]
Jan 29	Mon	Communication Within the Nervous System	Reflection Paper #1 Due (CH 1) [on Canvas by midnight]
Jan 31	Wed	Organization and Functions of the Nervous System	CH 3 [use Study Questions to guide your reading]
Feb 5	Mon	Organization and Functions of the Nervous System	Reflection Paper #2 Due (CH 2) [on Canvas by midnight]
Feb 7	Wed	Organization and Functions of the Nervous System	
Feb 12	Mon	Methods and Ethics of Research	CH 4 [use Study Questions to guide your reading]
Feb 14	Wed	Methods and Ethics of Research	Reflection Paper #3 Due (CH 3) [on Canvas by midnight]
Feb 19	Mon		EXAM #1 [CH 1, 2, 3, 4]
Feb 21	Wed	Drugs, Addiction & Reward	CH 5 [use Study Questions to guide your reading]

Feb 26	Mon	Drugs, Addiction & Reward	Reflection Paper #4 Due (CH 4) [on Canvas by midnight]
Feb 28	Wed	Drugs, Addiction & Reward	
Mar 5	Mon	Spring Break: No Class	
Mar 7	Wed	Spring Break: No Class	
Mar 12	Mon	Learning & Memory	CH 12 [use Study Questions to guide your reading]
Mar 14	Wed	Learning & Memory	Reflection Paper #5 Due (CH 5) [on Canvas by midnight]
Mar 19	Mon	Learning & Memory	
Mar 21	Wed	Emotion & Health	CH 8 [use Study Questions to guide your reading]
Mar 26	Mon	Emotion & Health	Reflection Paper #6 Due (CH 12) [on Canvas by midnight]
Mar 28	Wed	Psychological Disorders	CH 14 [use Study Questions to guide your reading]
Apr 2	Mon	Easter Break: No Class	
Apr 4	Wed	Psychological Disorders	Reflection Paper #7 Due (CH 8) [on Canvas by midnight]
Apr 9	Mon	Psychological Disorders	
Apr 11	Wed		EXAM #2 [CH 5, 8, 12, 14]
Apr 16	Mon	CASE #1: The Man Who Mistook His Wife for a Hat CASE #2: The Disembodied Lady	
Apr 18	Wed	CASE #3: The Man Who Fell Out of Bed CASE #4: Eyes Right	Reflection Paper #8 Due (CH 14) [on Canvas by midnight]

Apr 23	Mon	CASE #5: The President's Speech CASE #6: Phantoms	
Apr 25	Wed	CASE #7: Witty Ticky Ray CASE #8: Reminiscence	
Apr 30	Mon	CASE #9: The Dog Beneath the Skin CASE #10: Murder	LOC Due (via SONA)
May 2	Wed	CASE #11: A Walking Grove CASE #12: The Autistic Artist Course Wrap-Up	
Finals Week			Final Exam: Case Studies, plus cumulative questions