

Psychology 325: Physiological Psychology
Fall 2007

Instructor: Dr. Sarah Johnson
Phone: 610-625-7013
Office: 224 PPHAC
Office Hours: Listed on Blackboard and
on my office door

When: MF 8:50-10am
Where: 235 PPHAC
Website: <http://blackboard.moravian.edu/>
Pwd: gotbrains
Email: skjohnson@moravian.edu

Main Course Objective: We will explore the physiological basis for external behaviors and internal mental processes, focusing in particular on the central nervous system. You will learn about and become more intimate with a very important tool that you use every day (or every week at least): YOUR BRAIN! [In accordance with the Americans With Disabilities Act (ADA) of 1990, no person may be discriminated against in this class for lacking the aforementioned organ. If you do not have a brain, for the purposes of class demonstrations, you may share with a fellow student or borrow one from the professor.] In addition to learning about the brain we will also learn about various methodologies used in this area of study and will discuss how to appropriately interpret findings using these methodologies.

Specific Course Objectives:

1. Discuss important theories and findings from physiological psychology, including knowing some of the important researchers in these areas, understanding the strengths and limitations of the methodologies used, and learning the locations and functions of distinct neuroanatomical regions.
2. Read and discuss original research in physiological psychology, paying particular attention to the methodologies used. Be able to communicate to others the gist of a piece of research.
3. Use electronic databases such as PsycInfo and PubMed to research a particular physiological condition.
4. Hone your own creative instincts in relation to the course material, by developing a creative project.

Textbook: *Biological Psychology*, 8th ed., by Kalat. Additional readings will be journal articles, in conjunction with written assignments, and self-selected readings, in conjunction with the poster project. Optional: *A Colorful Introduction to the Anatomy of the Human Brain*, by Pinel.

Attendance: Attending class will benefit you for multiple reasons: learning how to learn and think critically, discussion of specific memory-related tips, participation in activities designed to promote active learning and integration of info, gaining a better idea of my expectations for assignments or exams, and promoting my recognition of you as one of my students. With that said, I hold a rather liberal attendance policy for this class. You will be given **up to 3 allowed absences**, and starting with the fourth absence, your Assignments grade will be reduced by 20% for each additional class you miss. Apart from this policy, there are some days on which attendance is required (e.g., Poster day).

Lateness: A legitimate reason for being late can happen to anyone now and then, but repeated lateness is disrespectful to me and to your classmates. Come see me if you have a legitimate reason for repeated lateness or absence.

Course Evaluation: Grades will be based on written assignments, a poster project, and exams.

1. Assignments: There will be two written assignments, given in conjunction with assigned readings from journal articles, and one creative assignment. The articles for the written assignments will be available via blackboard at least two weeks prior to when the assignment is due. Information about the creative assignment will be provided in a separate handout. The written assignments will each be worth 30% of this grade and the creative assignment will be worth 40%.

2. Posters: There will be a group poster project at the end of the term. The posters will be shared during the final class period of the term, and your group will give a brief oral presentation of your poster either during that class period or during that same week at a time to-be-scheduled later. More information about the poster project will be given in a separate handout.

3. Exams: There will be three exams during the course of the semester, and a fourth (non-cumulative) exam given during finals period. For all but the second exam, the format will be a combination of multiple choice, diagram identification, short answer, and short essay. The second exam will involve oral identification of anatomical regions on a dissected sheep brain, as well as some additional short-essay questions. Exams can include questions on the assigned text chapters, handouts, and readings, even if not discussed in lecture. Study guides will be posted on Blackboard as each exam approaches and will include important terms to know for the exam as well as sample exam questions.

Missed exams: If you miss an exam and have a *legitimate, documentable* excuse, you can schedule a makeup exam. If your excuse is due to a reason that could not be foreseen, I expect you to contact me *within 3 days* after the exam. If you know in advance that you will be absent during an exam (e.g., because of travel for a sports team or an interview) then you need to let me know as soon as possible before the exam. You may not take a make-up exam if you skipped the exam without legitimate reason for absence.

Note that it is within my purview to use qualitative judgment in assigning grades for various components of the course (e.g., homework assignments, exam essays, papers, etc.).

Overall grades- breakdown:

Your final grade will be determined by the mean of six scores:

$(\text{Exam 1} + \text{Exam 2} + \text{Exam 3} + \text{Exam 4} + \text{Assignments} + \text{Poster}) \div 6$

Extra credit:

Extra credit opportunities will be made available partway through the semester. However, do come and see me at any point during the semester if you feel you could be doing better than you are. We can work together to improve your performance on exams or assignments, e.g., I can help you better understand my expectations, we can re-cover especially difficult material, or I can help you figure out better ways to prepare for certain methods of assessment.

Plagiarism and cheating:

Any work that you turn in for this class must be entirely your own work. Any sources used must be properly documented, and I will ask you not to use any direct quotes in assignments or papers. For more information on plagiarism and cheating, refer to the Student Handbook and the following website regarding academic responsibility at Moravian College: <http://www.moravian.edu/studentLife/handbook/academic2.htm>. As this site clearly explains, the consequences for cheating or plagiarism can range from failing the assignment to receiving an F for the final course grade to expulsion, depending on the severity of the case and prior history of offenses.

Although I am not generally opposed to your discussing assignments with fellow students from the class, all of the work you submit to me must be entirely your own, except where explicitly noted that collaboration is allowed or expected. For the group poster project, you are, of course, expected to work somewhat collaboratively, and you will have the opportunity to clarify the division of work for that project.

I will spend class time discussing ways to avoid plagiarizing, but apart from this it is your responsibility to come see me if you have any questions about your use of sources or when/in what way it is okay to collaborate with other students in the class.

Disabilities: The Americans with Disabilities Act (ADA) provides for some accommodations to be made for students with certain disabilities. If you have such a disability and are willing to disclose it, you may take advantage of such accommodations. In order to do so, you are required to meet with Mrs. Laurie Roth in the Office of Learning Services (for learning disabilities and/or ADD/ADHD) or Dr. Ronald Kline in the Counseling Center (for all other disabilities). Accommodations cannot be offered until I have received authorization from one of these centers based on documentation of your disability. You should also consider taking advantage of the Learning Services Office if you are having difficulty academically in this (or any other) class. The office is located at 1307 Main St. (phone: 610-861-1510).

It is your obligation to come and see me if you have any questions or concerns about class in general or about your performance in this class. I am always willing and happy to meet with students!

Class Schedule (This schedule is tentative. I reserve the right to make announced changes.):

Week:	Class topic/activities:	Text Chs/Assignments:
1	Aug 27 M Introduction and course overview	
	Aug 31 F Major issues in physiological psychology	Ch. 1 (pp. 1-8, 20-24)
2	Sept 3 M NO CLASS – Labor Day	
	Sept 7 F Nerve cells & the action potential	Ch. 2
3	Sept 10 M Nerve cells cont'd	
	Sept 14 F Nerve cells cont'd	
4	Sept 17 M Neurotransmitters & synaptic transmission	Ch. 3
	Sept 21 F Neurotransmitters cont'd	
5	Sept 24 M Exam 1	
	Sept 28 F Nervous system anatomy – Sheep brain lab	Ch. 4
6	Oct 1 M Lab cont'd	
	Oct 5 F Lab cont'd	
7	Oct 8 M NO CLASS – Fall Break	
	Oct 12 F Neuroscience methods	
8	Oct 15 M Exam 2: Neuroanatomy &	
	Oct 19 F Methods (with oral component)	
9	Oct 22 M Nervous system development & plasticity	Ch. 5
	Oct 26 F Vision	Ch. 6
10	Oct 29 M Vision cont'd	Face module articles
	Nov 2 F Vision cont'd	<i>Assignment 1</i>
11	Nov 5 M Hearing	Ch. 7 (pp. 187-193)
	Nov 9 F Hearing cont'd	Articles on cochlear implants

Week:	Class topic/activities:	Text Chs/Assignments:
12		
Nov 12 M	Exam 3	
Nov 16 F	Class choice: Sleep, Internal regulation, or Emotion	Ch. 9, 10, or 12
13		
Nov 19 M	Class choice cont'd	
Nov 23 F	NO CLASS – Thanksgiving Break	
14		
Nov 26 M	Class choice cont'd; Share creative assign'ts	<i>Creative assignments</i>
Nov 30 F	Memory	Ch. 13
15		
Dec 3 M	Memory cont'd	
Dec 7 F	Memory cont'd (Clive Wearing videos)	<i>Assignment 2</i>
16		
Dec 10 M	Posters	
Finals Wk	Exam 4 (schedule TBA)	

Exam 1 – Chs. 1-3 (Ch. 1, pp. 1-8, 20-24 only)

Exam 2 (part oral, part written) – Ch. 4

Exam 3 – Chs. 5-7 (Ch .7, pp. 187-193 only); assigned readings for Assignment 1

Exam 4 – Ch. 13 & class-choice chapter; assigned readings for Assignment 2; Posters

Unless otherwise noted, I will use the following scale for calculating grades:

Letter	Score	Grade range
A	100	95-100
A-	92	90-94
B+	88	87-89
B	85	83-86
B-	81	80-82
C+	78	77-79
C	75	73-76
C-	71	70-72
D+	68	67-69
D	65	63-66
D-	61	60-62
F	0	0-59