

# COURSE SYLLABUS

**COURSE:** Survey of Physiological Psychology, PSYCH 461  
**SEMESTER:** Spring 2010  
**CREDIT:** 3; 3 hours lecture weekly  
**LECTURE:** TR, 1:50-3:05; Room: White Hall 110  
**INSTRUCTOR:** Dr. Larry D. Corpus  
**OFFICE:** White Hall 202  
**OFFICE HOURS:** TR, 11:00-11:50 or by appointment  
**PHONE:** Department:(304) 876-5241; Cell: (620) 255-3802  
**E-mails:** [llcorpus@shepherd.edu](mailto:llcorpus@shepherd.edu); [insectman1986@yahoo.com](mailto:insectman1986@yahoo.com)  
**TEXT (required):** Kalat, J. W. 2009. Biological Psychology. Wadsworth Cengage Learning.CA.549 pp.  
**LECTURE OUTLINES:** Photocopied lecture outlines available via email or handouts.

## CATALOG DESCRIPTION:

**Biopsychology.** This course involves a study of structure and function of the nervous system. Students will gain an appreciation for the biological basis of everyday behaviors and an understanding of the physiological correlates of many types of psychological pathology. Prerequisite: PSYC 101.

## COURSE OBJECTIVES:

This class is designed to introduce students to the principles and concepts of biology as they are related to physiological psychology and study the structure and function of the human nervous system as they relate to normal and abnormal functioning of the brain and human behavior.

## STUDENT EVALUATION:

Class grades will be based upon several evaluation tools, including: 1) lecture exams; 2) review questions; 3) writing assignments; and 3) article analyses. Details of these assignments will be discussed during class.

<b>Point Summary:</b>	4 lecture exams X 100	=	400 points
	4 reviews X 20	=	80
	Article analysis	=	<u>100</u>
	Total Possible Points	=	600

## GRADING SCALE:

A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = 60% and below.

## GRADE ASSIGNMENT PHILOSOPHY:

Final grades in this class are not exclusively objective, based ONLY upon an accumulation of points and straight percentage. There is some subjectivity involved as well. Patterns of absences, late attendance, surly attitude, nonparticipation, and late assignments are just a few of the reasons one may not achieve an expected grade. Think of this class as an employment opportunity, and job evaluation is being based on a variety of measures – not just showing up for work when the need arises or one's existence as a warm body.

**ABSENCES:**

According to the Student Code of Conduct (Shepherd University Catalog, p. 29), “*The intent of the University is to facilitate student development in habits of study, application, self-control, integrity, honesty, and ethical standards by which to live and work.*” Excessive absences, for whatever reason, excused or unexcused, are going to ultimately affect student performance in this class. Therefore I do not make distinctions; I simply keep roll and the more absences, the worse the student performance. As a reference, PSYCH 461 meets about 29 times; 20% would be 6 absences which is 3 weeks of class. Please keep absences to a minimum, whatever the reason(s).

**EXAM and ASSIGNMENT MAKE-UP:**

A student absence does not constitute an emergency for the instructor. No late assignments will be accepted. All exams and assignments have a scheduled date at which they will be given or due. Any changes in those dates will be provided to students in advance. Any individual conflicts caused by such changes will be dealt with on a case by case basis. If students know they will be absent the day of a scheduled exam, make arrangements to take the exam early. Only one of the first four exams may be made up; the final is excluded. Make-up exams will consist of long essay exclusively, no aids will be allowed, and will be given in the testing center at the instructor’s discretion.

**REVIEW QUESTIONS:**

There are five sets of review questions, one set for each lecture exam. Prior to each lecture exam, each student is required to hand in his/her answers to each set of review questions. Each student will answer and produce hard copies of his/her own reviews. If students work on reviews as a group, inform the instructor as to who is working together. The instructor will “sign off” on these, and return them. Each set of reviews will be worth 20 points. *Please Note:* If any of the review questions are not answered, the student will receive no credit for them. Incomplete reviews will be noted with an asterisk (\*). Students get one chance at correcting incomplete reviews; subsequent incompletes will result in loss of points. Review questions are due prior to each exam; late questions will not be accepted. Review questions are usually answered by attending lectures and reading the textbook. Lecture exam questions will be derived from the review questions. You are encouraged to discuss these questions among each other. Some of the review questions may not be discussed in class, but because all of them will come from reading the textbook chapters and attending lectures, students are responsible for answering all of them. There are no instructor-led review sessions.

**ALTERNATIVE LEARNING OPPORTUNITIES (ALOs):**

During the semester, there may be opportunities to acquire additional points that will aid an individual student’s final grade. Each ALO will be worth only a few points, the amount at the instructor’s discretion and based upon the overall total available points for the class. The purpose of ALOs is *not* to advance *any* student over another by an entire grade, but to advance those individuals who find themselves at grade “borderlines”, i.e. with a “D” at 68.5%. ALOs are *not* an entitlement, so do not expect the instructor to produce them for any one or group because he/she/they are going to fail without them. If a student cannot “make it” to or “do” the ALO because of other commitments, then ALOs are not in that student’s future. ALOs are *not* a replacement of the *required* assignments, exams, and quizzes of the class. Generally, ALOs will be campus or community lectures, films, or programs to which the student has verified attendance and completed a summary, or an article of current applicability to the class out of a

journal, magazine, book, or the Internet. Submission of ALOs will be computer-generated, grammatically and punctuation correct, and hard-copied. No ALO is acceptable via email.

**ELECTRONIC DEVICES:**

**Cell Phones, iPods, PDAs, etc.** – Cell phones and similar electronic devices are unnecessary in this class. They are a distraction to student concentration and instructor presentation. Turn them off and place them out of your reach on the floor or in a book bag. They are not to be in your hand or on the desk during lecture or lab. They may not be used as calculators or timing devices either.

**Computers** – Computers are allowed on the desk top, but those using them must sit in the front row, and they must be used at the time for the class listed on this syllabus.

**Calculators** – If calculators are necessary in this class, purchase an inexpensive, non-screen, nonprogrammable type and keep it with you when attending the class, especially if there is a lab component. Cell phones and computers will not be allowed to perform calculations during exams, quizzes, or laboratories.

**Survey of Physiological Psychology - PSYCH 461**  
**Lecture Schedule – Spring 2010**  
**White Hall 110 – TR, 1:50-3:05**

Jan	T	12	Syllabus; Class Expectations; Student Information Sheet
	TH	14	Course Focus; Appropriate Terminology; Characteristics of Life
	M	18	<b>NO CLASSES</b>
	T	19	Primer of Chemistry; Basic Human Genetics [Chapter 1: 1-25]
	TH	21	Primer of Evolutionary Theory [Chapter 1: 1-25]
	T	26	Nervous System Anatomy [Chapter 4: 83-121]
	TH	28	Nervous System Anatomy [Chapter 4: 83-121]
Feb	T	2	Nerve Cells and Synapses [Chapter 2: 27-47]; Nerve Impulses Chapter 4: 83-121]
	TH	4	Endocrine System and Hormones (Lecture Outlines)
	T	9	<b>EXAM 1</b>
	TH	11	Brain Development [Chapter 5: 123-149]
	T	16	Behavioral Plasticity [Chapter 5: 123-149]
	TH	18	Photoreception (Vision) [Chapter 6: 151-187]
	T	23	Photoreception (Vision) [Chapter 6: 151-187]
	TH	25	Mechanoreception [Chapter 7: 189-198]; Chemoreception [Chapter 7: 189-198]
Mar	T	2	Chemoreception [Chapter 7: 189-198]
	TH	4	Movement [Chapter 8: 225-257]
	T	9	<b>EXAM 2</b>
	TH	11	Movement [Chapter 8: 225-257]
	M-F	15-19	NO CLASSES – Spring Break
	T	23	Internal Regulation [Chapter 10: 289-314]
	TH	25	Internal Regulation [Chapter 10: 289-314]
	T	30	Reproductive Behavior [Chapter 11: 317-340]
Apr	TH	1	<b>EXAM 3</b> (Chapters 8 and 10)
	F	2	NO CLASSES
	T	6	Reproductive Behavior [Chapter 11: 317-340]
	TH	8	Learning and Memory [Chapter 13: 373-400]
	T	13	Learning and Memory [Chapter 13: 373-400]
	TH	15	Cognitive Function [Chapter 14: 403-434]
	T	20	Cognitive Function [Chapter 14: 403-434]
	TH-F	22-23	NO CLASS ( <i>if no snow days</i> )
	T	27	Mood Disorders [Chapter 15: 437-46]
	TH	29	Mood Disorders [Chapter 15: 437-46]
May	T	4	<b>FINAL EXAM</b> (3-5 PM)