

Psychology 261, Fall 2012
Physiological Psychology

Class Time: Tuesdays & Thursdays, 11:30 – 12:50

Location: AL 113

Instructor: Candice Jensen

Office: PAS 2248

Office Hours: Mondays and Wednesdays, 16:00 – 17:00, and by appointment.

Email: cjensen@uwaterloo.ca

Required Text:

Carlson, N.R. (2013). *Physiology of Behavior*, 11th Edition, Pearson.

Note: This is a customized textbook package for the University of Waterloo (2nd Custom edition). It is based off the newest edition of Carlson, *Physiology of Behavior*, 11th Edition. The package includes a custom printed text, access to the full online electronic version of the text, and access to the textbook companion site, *MyPsychLab*. The custom printed text does not include all of the chapters of the 11th edition. Rather, it only includes those chapters we will cover in this course. This lowers the price of the text.

Teaching Assistants:

Name	e-mail	Office	Office Hours
Jackey Lee	th2lee@uwaterloo.ca	PAS 2248	Wed 13:00 – 14:00
Jeffrey Wammes	jwammes@uwaterloo.ca	PAS 4227	Mon 11:00 – 12:00

Course Description:

The goal of this course is to introduce you to the scientific study of the brain and how it is involved in cognition and behavior. Throughout the course we will discuss a variety of methods used for studying the relation between the brain, cognition and behavior. Topics that will be covered include neural function, neuroanatomy, psychopharmacology, the senses (e.g., vision), memory, sleep, and various disorders. The studies discussed will include both classic work, as well as current cutting-edge research.

I would like to highlight that it is important that you attend lectures and study the textbook. Although there will be some overlap between lectures and text, there will be material that does not overlap. You are responsible for all of the material covered in class and in the assigned readings. I would also highly encourage you to use the learning resources (e.g., practice quizzes, online learning tools) available on the online text companion site: *MyPsychLab*.

Evaluation:

Four (4) Tests	(25% each)*	100%
Participation in Experiments	Bonus Marks	4%

Tests: The purpose of the four tests is to assess your understanding of the material in the course. **The Four Tests will not be cumulative.** Each test will be 70 minutes in length and will be based on the material presented in the both the **textbook** and in **lectures**. Each test will contain multiple choice, fill-in-the-blank, short answer questions, and or/diagram questions. All tests will be written in the regular classroom during class time.

***Weighting of the term tests:** The final term test will be worth 25%. The first three tests will be given differential weighting, with the highest grade worth 30%, the middle worth 25%, and the lowest worth 20%. This should help offset (at least, partially) the effects of having a “bad day” on one of the term tests. **Important:** *Out of fairness to other students, the instructor cannot offer any further changes in either the weighting of tests, or additional work for extra credit.*

Make-up Tests: Tests can only be rescheduled in the case of an illness (or other medical problem), circumstances of serious distress due to a family emergency or personal crisis, or (in extreme cases for those who commute), adverse weather on the day of the test. Once the test has been completed, poor performance due to the above circumstances cannot be used as a basis for adjusting the student’s final course mark.

A rewrite session will be scheduled for each test to accommodate those students who were unable to take the test at the regularly scheduled time, and can provide valid documentation. Scheduled rewrite sessions will be posted on LEARN; please email the TAs to confirm that you will be attending the rewrite session. All students who missed the originally scheduled term test are expected to attend the rewrite session. Exceptions will be granted only if additional documentation is provided covering the date of the rewrite. **Important:** *Tests administered during the rewrite sessions may have different questions and/or be in a different format than tests administered in class.*

Participation in Experiments: Student participants may earn up to 4 **bonus** percentage points towards their final mark in Psychology 261 by participating in Cognitive Psychology and Cognitive Neuroscience studies conducted by students and faculty in the Department of Psychology. **See attached guidelines for participation in psychology research for more details.**

E-Mail Communication:

If you would like to contact either the course instructor or the teaching assistants, please use the e-mail addresses provided on the syllabus. Moreover, please send all e-mails from your UW e-mail address. Although we will be checking LEARN email correspondence from time-to-time, the best way to contact the instructor and the teaching assistants is to use the e-mail addresses above. Students are responsible for checking e-mails that are sent to their official UW e-mail address. Check your e-mail regularly for important and time sensitive messages.

UW D2L (Desire 2 Learn):

I will be using UW D2L to **post lecture notes, grades, and the course syllabus. Course announcements, and answers to frequently asked questions will also be posted on UW D2L.** Make sure you check your UW D2L account regularly to stay on top of the material in the course and any announcements.

Lecture Topics*:**Topic**

Introduction/ History
 Structure and Function of Cells of the Nervous System
 Structure of the Nervous System
 Psychopharmacology
 Methods and Strategies of Research
 Vision
 Audition, the Body Senses and the Chemical Senses
 Control of Movement
 Sleep and Biological Rhythms
 Learning and Memory
 Neurological Disorders
 Affective Disorders
 Anxiety and Stress Disorders
 Drug Abuse

Text Module

Chapter 1
 Chapter 2
 Chapter 3
 Chapter 4
 Chapter 5
 Chapter 6
 Chapter 7
 Chapter 8
 Chapter 9
 Chapter 10
 Chapter 11
 E-Text Chapter 16
 E-Text Chapter 17
 E-Text Chapter 18

***Note that the lecture topics will not necessarily be covered in this order. Moreover, some topics will be covered in more depth than others. Please see the tentative course schedule posted on UW D2L.**

IMPORTANT DATES:**Tests:**

Term Test 1: Thursday, Oct 4th (Chapters 1 – 3)
Term Test 2: Tuesday, Oct 23rd (Chapters 4, 5, 9, 18)
Term Test 3: Tuesday, Nov 13th (Chapters 6 – 8)
Term Test 4: Thursday, Nov 29th (Chapters 10, 11, 16, 17)

Academic Calendar:

Last day to drop, no penalty: Friday, September 28th
 Last day to drop, receive a WD: Friday, November 16th

Policy Regarding Illness:

Students who are requesting accommodation for course requirements (*assignments/midterm tests, final exams, etc.*) due to illness should do the following:

- seek medical treatment as soon as possible and obtain a completed UW Verification of Illness Form:
- http://www.healthservices.uwaterloo.ca/Health_Services/verification.html
- submit that form to the instructor within 48 hours.
- (preferably) inform the instructor by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming.

In the case of a missed final exam, the instructor and student will negotiate an extension for the final exam which will typically be written as soon as possible, but no later than the next offering of the course.

In the case of a missed assignment deadline or midterm test, the instructor will either:

- waive the course component and re-weight remaining term work as he/she deems fit according to circumstances and the goals of the course, or
- provide an extension.

In the case of bereavement, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required.

Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.

The Official Version of the Course Outline:

If there is a discrepancy between the hard copy outline (*i.e., if students were provided with a hard copy at the first class*) and the outline posted on D2L, the outline on D2L will be deemed the official version. Outlines on D2L may change as instructors develop a course, but they become final as of the first class meeting for the term.

Students with Disabilities:

The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

Concerns About the Course or Instructor (Informal Stage):

We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Affairs (Dr. Colin Ellard) is available for consultation and to mediate a resolution between the student and instructor. Dr. Ellard's contact information is as follows:

Email: cellard@uwaterloo.ca Ph: 519-888- 4567 ext 36852

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. See Policy 70 and 71 below for further details.

Academic Integrity, Academic Offenses, Grievance, and Appeals:

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, <http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>.

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>.

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, <http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>.

Academic Integrity website (Arts):

http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Academic Integrity Office (uWaterloo): <http://uwaterloo.ca/academicintegrity/>

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Research Experience Marks Information and Guidelines

Experiential learning is considered an integral part of the undergraduate program in Psychology. Research participation is one example of this, article review is another. A number of undergraduate courses have been expanded to include opportunities for Psychology students to earn grades while gaining research experience.

Since experiential learning is highly valued in the Department of Psychology, students may earn a **"bonus" grade of up to 4%** in this course through research experience. Course work will make up 100% of the final mark and a "bonus" of up to 4% may be earned and will be added to the final grade if/as needed to bring your final grade up to 100%.

The two options for earning research experience grades (participation in research and article review) are described below. Students may complete any combination of these options to earn research experience grades.

Option 1: Participation in Psychology Research

Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in lab and/or online (web-based) studies conducted by students and faculty in the Department of Psychology. Participation enables students to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience. Please be assured that all Psychology studies have undergone prior ethics review and clearance through the Office of Research Ethics.

Educational focus of participation in research

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables
- Expected results
- References for at least two related research articles
- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study
- Contact information for the Director of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which s/he participated.

Participation in LAB studies is worth 0.5 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies is worth .25 credits for each 15-minutes of participation. Researchers will record student's participation and will advise the course instructor of the total credits earned by each student at the end of the term.

How to participate?

Study scheduling, participation and grade assignment is managed using the SONA online system. All students enrolled in this course have been set up with a SONA account. You must get started early in the term.

For instructions on how to log in to your SONA account and for a list of important dates and deadlines please, as soon as possible go to:

<http://www.arts.uwaterloo.ca/~regadmin/regparticipant/sonainfo/#SonaSignUp>

**** Please do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website.****

More information about the REG program is available at:

<http://www.arts.uwaterloo.ca/~regadmin/regparticipant/>

Option 2: Article Review as an alternative to participation in research

Students are not required to participate in research, and not all students wish to do so. As an alternative, students may opt to gain research experience by writing short reviews (1½ to 2 pages) of research articles relevant to the course. The course instructor will specify a suitable source of articles for this course (i.e., scientific journals, newspapers, magazines, other printed media). *You must contact your TA to get approval for the article you have chosen before writing the review.* Each review article counts as one percentage point. To receive credit, you must follow specific guidelines. The article review must:

- **Be submitted before the last lecture. Late submissions will NOT be accepted under ANY circumstances.**
- Be typed
- Fully identify the title, author(s), source and date of the article. A copy of the article must be attached.
- Identify the psychological concepts in the article and indicate the pages in the textbook that are applicable. Critically evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc. Provide examples whenever possible.
- Clearly evaluate the application or treatment of those concepts in the article.
- Keep a copy of your review in the unlikely event we misplace the original