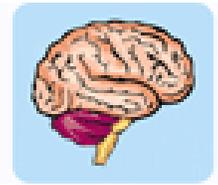




# Physiological Psychology

University of Alaska Fairbanks



## Syllabus

**PSY 335 O/2**; 3 credits  
Semester  
Class day(s) & time  
Classroom

Dani K. Sheppard, Ph.D.  
706A Gruening Bldg.  
474-6514, dani.sheppard@alaska.edu  
Office hours: TBA

TA: TBA

TA office: TBA; email: TBA@alaska.edu phone: 474-TBA  
TA office hours: TBA, and by appointment

**Prerequisites:** COMM F131X or F141X or equivalent, PSY F101; previous or concurrent enrollment in PSY F275; or permission of instructor.

**Oral intensive (O/2):** This class meets the university requirements for half of the core oral intensive requirement. In order to fully complete this core requirement, you will need to complete another course designated as O/2 or as O. If you have any questions about how this course fits into your degree requirement, please be sure to ask me. (**Oral criteria 1.c. and 5.a.**)

### Important dates:

Friday, Sept 10	Last day to drop classes for 100% refund; last day to add a class
Friday, Sept 17	Last day to drop classes (will only receive 50% refund)
Friday, Oct 15	Last day to apply for SPRING 2011 graduation ( <a href="http://www.uaf.edu/reg/grad">www.uaf.edu/reg/grad</a> )
Friday, Oct 29	Last day to withdraw with a grade of "W"
Monday, Nov 8	Spring 2011 Registration begins
<b>Wednesday, Dec 15</b>	<b>Final Exam, 10:15am-12:15pm, GRU 208</b>

### Required materials:

- 1. Texts** 1) Kalat, J. W. (2009). Biological Psychology (10th ed.). Belmont, CA: Wadsworth.  
2) American Psychological Association. (2010). Publication Manual of the American Psychological Association (6<sup>th</sup> ed.). Washington, DC: Author.
- 2. Blackboard** –You are expected to keep up with posted announcements, changes, assignments, and other postings. You can access Blackboard at <http://classes.uaf.edu>.
- 3. Email** – You are expected to access your UAF email account (xxx@alaska.edu). If this account is not your primary email account, you are expected to set it up so that all your messages are forwarded from the UAF server to your primary account. Instructions are posted in Blackboard for you.
- 4. Stapler and #2 Pencil** for scantron sheets on test days (scantron sheets will be provided)

### Recommended:

- A. Hull, E. & Dominguez, J. (2009). Study Guide for Kalat's Biological Psychology (10th ed.). Belmont, CA: Wadsworth.

**Course description and goals:** What role does our brain play in behaviors we perform every day? How is our brain involved in our thoughts and in our feelings? How do researchers investigate the answers to these questions? This course is designed to answer these questions and provide an overview of the central nervous system (CNS) involvement in development, rhythms, internal regulation, language, sexual behavior, psychological disorders, cognitive processes, sensory processes, and emotion. Students will thereby gain an understanding of how neurons function and communicate within the CNS. How this communication translates to behavior and processes that interrupt this translation (e.g. drugs, brain damage, CNS disorders) will be covered in detail. Differences due to gender and culture, as well as methods for investigating areas of biological psychology will also be explored. Successful completion of this course will provide students with a heightened awareness of the physiological processes that underlie behavior and of daily issues that directly

relate to physiological psychology as well as oral and written skills to effectively communicate this knowledge.

**Course student learning outcomes:** The activities, readings, and assignments in this course should lead to your ability to:

1. demonstrate competency in physiological and neuronal processes involved in physical and psychological phenomena;
2. demonstrate competency in multiple ways by which these processes can be altered;
3. identify and critically evaluate how topics in physiopsychology have been and are being researched;
4. identify and evaluate the interaction between biology and culture;
5. apply physiopsychological concepts and theories to everyday life and personal experiences;
6. communicate competence by presenting your knowledge in an oral presentation to a live audience; and,
7. creatively represent the anatomy of the brain.

### **Psychology department student learning outcomes:**

- Outcome #1, part a – Critical thought & proficiency in scientific foundation of psychology: Critical evaluation of research  
Outcome #3 – Proficiency in basic technical writing skills  
Outcome #5 – Knowledge of diverse perspectives

**Instructional methods:** This course will include three hours of class time with instructor per week, containing lecture, quizzes, activities, guided discussion, videos, peer instruction, oral presentations, and small group work. Outside of class (4-6 hours per week), students will be engaged with Blackboard, assigned readings, literary research, creative manipulation of food, oral presentation preparation, and writing.

<b>Evaluation:</b>	<u>pts</u>	<u>%</u>
Participation	100	20
Critical eval discussion	50	10
Final presentation	100	20 <b>(Oral = 30% total; criteria 1.a.)</b>
BYOB	50	10
Tests (50 pts each)	<u>200</u>	40
Total	500	

An A = 450 pts and above// B = 400-449 pts// C = 350-399 pts// D = 300-349 pts// F = 299 pts and below

*An incomplete grade (I) for the course will be assigned ONLY if three conditions have been met: (1) you have completed 75% of course work with a grade of "C" or better; (2) documented evidence is submitted to substantiate the fact that course completion was prevented (e.g. medical or family emergency); and (3) student and instructor agree on terms of completion.*

### **General grading policies and expectations**

- \* You are expected to attend and participate in all classes. An absence at any time does not relieve you of *your* responsibility for obtaining from a classmate material covered in class, assignments, changes, or adhering to announced deadlines.
- \* You are responsible for keeping up with emails to your UAF account as well as announcements, assignments, discussions, and activities in Blackboard.
- \* Final grades are based upon total points accumulated. There will be no curving or rounding at any time.
- \* Subjective assessment will be based on your "participation" in the course – examples include attendance, preparation, quality of work handed in, depth of thought, creativity, progress of test scores, use of resources outside the classroom (writing center, Blackboard, my office hours, library, internet, etc), participation in classroom discussion (engage, lead, listen, inquire, challenge, respect, etc), engagement in/commitment to course, initiative, frequency/timeliness of assignments, amount of extra credit attempted.
- \* All assignments must be handed in during class-time; no emailed assignments will be accepted.
- \* Assignments are due on the dates indicated by 11:50am; anything received after that time will be considered late and deducted one letter grade. Late work will be penalized one letter grade for every day late after that.
- \* Rubric for oral presentations is included at the end of the syllabus and on Blackboard.

### **Participation (100 pts)**

- \* You will have the opportunity to acquire at least 110 participation points; only a maximum of 100 pts will be counted toward your final participation grade.
- \* Points accumulate based on your (1) CONTENT acquisition, (2 & 3) ability to APPLY and PROCESS the concepts and theories, and (4) attendance and participation in the CLASSROOM.

(1) **CONTENT** acquisition:

At least once per week, a mini-quiz will be administered. Mini-quizzes may be at the very beginning, in the middle of, or at the end of a class period. They will count 3-5 points each and will cover material from the previous or current lecture and/or assigned readings for that particular day. These quizzes will not be returned to you. Since you have 10 points of buffer and plenty of extra credit opportunities, *questions will not be repeated and no make-ups will be given for any reason, including excused absences or arriving late to class.*

(2) **APPLICATION** of concepts and theories:

(a) (25 pts maximum) Apply the information you learn to everyday life. From each of 5 different chapters or lectures (your choice), choose one theory or concept from that chapter and provide an example of how it is portrayed in a news article, news report, movie scene, personal experience, etc. Each description is worth up to 5 points (score depends on quality, thoughtfulness, and effort). These will be returned to you with feedback. You may turn in as many as you like (the top 5 grades will count), BUT no more than one concept will be accepted in any particular week, and none will be accepted after 11:50am Friday Dec 3.

\* Format – Typed, ~½ page ea, see Blackboard/Course Documents for examples:

(i) identify the theory or concept and the associated chapter or lecture;

(ii) briefly define/describe the theory or concept (underline or bold the concept);

(iii) provide an example of how it is portrayed in a personal experience (e.g., a news article, news report, book, movie scene, interaction with others, witness to an event, etc); and,

(iv) describe your reaction to or reflection of the experience.

(b) Other homework to meet this purpose may be assigned in class during the semester. Participation points and due dates for these activities will vary.

(3) **PROCESSING** the material:

(a) You will turn in brief essays that will be assigned in class during the semester. These assignments will address topics such as current research and role of culture. Points and due dates for these activities will vary.

(b) You will participate in Blackboard Discussions regarding topics presented by your classmates. You will make at least two substantive contributions to 8 discussions. Criteria for evaluation of your contribution will be discussed in class. Each set of contributions is worth 5 pts. (40 pts)

(4) **CLASSROOM** participation: Activities in class will vary throughout the semester. They will pertain to the current chapter. You are expected to be prepared for class each day and ready to participate in these activities. Hence, it is imperative that you have reading assignments completed PRIOR to attending each class period. Participation points for these activities will vary. Again, since you have 10 points of buffer and plenty of extra credit opportunities, *no make-up opportunities for in-class activities will be provided for any reason, including excused absences or arriving late to class.*

\* Two assignments (worth 5 points each toward participation) will NOT be announced in class:

(1) Print one page from the Blackboard site for this class (just so I know you were able to access the site), write your name in lower left corner of the print-out, then fold it in half, and turn it in to me no later than Sept 24; and,

(2) Stop by my office *during office hours* any time between now and Oct 29 (the earlier – the better!), introduce yourself, tell me why you are taking the class and what topic interests and/or confuses you the most. If your schedule does not allow you to come during office hours, you may try to schedule a time with me at least 24 hours in advance.

### Critical Evaluation Discussion (50 pts) (Oral criteria 1.b.)

- \* You will lead a discussion in class on recent published research in the field of biopsychology during the weeks of Oct 4-Oct 22. You will need to sign up for a date by Sept 24.
- \* You will choose a Hot Topic in the field. Find four sources that address the research on this topic, at least 2 of which are deemed credible. Get creative in where you look (printed media, podcasts, blogs, photo essays, videos, etc).
- \* Prepare a brief presentation of what you found. Address the following in your presentation: how the topic relates to biopsychology, why the topic caught your attention, similarities and discrepancies across the 4 sources, three red flags or sources of concern (see list of questions posted in Blackboard that are commonly used to critically evaluate research), and two questions to ask of your audience (provocative questions about the topic that would get them thinking and spark a discussion).
- \* Prior to presenting, secure a classmate to capture the post-presentation discussion.
- \* After the discussion, submit one question to me within 24 hours for me to post on Blackboard Discussion Board.
- \* Presentation criteria: 5 to 5:30 minutes of presentation plus 3-5 minutes of guided discussion, organized with a clear introduction-body-conclusion, includes a segment of one source (e.g., audio clip from podcast), meets oral competency criteria and represents a level of expertise on this topic (see rubric posted in Blackboard). You are not required to use power point for this presentation, but you must present some form of visual media. **(Oral criteria 1.d. & 1.e.)**
- \* You will receive feedback from me and from your classmates on your presentation. Grading rubric is included at the end of this syllabus and posted in blackboard for you.

### Final Presentation (100 pts) (Oral criteria 1.b.)

- \* Keeping the same topic addressed in your critical evaluation discussion, pull more resources together into a presentation on the status of the research on this topic. Presentations will occur between Nov 15-Dec 1. You will need to sign up for a date by Oct 27.
- \* Your resource list now includes your original 4 sources, post-presentation discussion, Blackboard discussion, lectures, and course readings. You will need to now find 2 primary sources (original research journal articles) on your topic.
- \* Prepare a 8-10 min presentation that summarizes the current thinking on this topic, considering your own views, scientific views, and the lay public's views.
- \* Presentation criteria: formal power point presentation format with a clear introduction-body-conclusion; time-frame must include an opportunity at some point for your audience to ask questions; appropriate attire; and meets oral competency criteria and represents a level of expertise on this topic (see rubric posted in Blackboard). **(Oral criteria 1.c. & 1.d. & 1.e.)**
- \* You are expected to incorporate peer and instructor feedback from your first presentation as well as feedback from staff at the UAF Speaking Center. **(Oral criteria 1.b.)** Grading rubric is included at the end of this syllabus and posted in blackboard for you.

### BYOB - Bring Your Own Brain (50 pts)

- \* You will work in a group of 3-6 to design and create an edible, neuroanatomically-correct version of the human brain to share with everyone on the last day of class.
- \* It may represent any angle or cross-section of the brain.
- \* I will provide the drinks, cups, plates, napkins, and forks. If your project requires anything other than those, you will need to provide it (bowls, serving utensil, carving knife, etc).
- \* Scoring will reflect the *thought, creativity, accuracy of design, and effort* put into the assignment

### Tests (200 pts)

- \* 5 non-comprehensive tests worth 50 points each will cover material from the text, readings, and lectures. You may drop the grade from one test. Hence, make-up test opportunities will not be available.
- \* NOTE CARD: For in-class tests, you can bring with you a 3x5 card with handwritten notes on ONE side (NOTE: anything larger will be taken away prior to test time)
- \* Each test may contain a variety of testing styles (e.g. multiple choice, true/false, matching, fill in the blank, short answer, essay, take-home, etc).
- \* Many questions will require you to USE the information you have learned.

### Important notes and expectations:

- \* My primary goal is to support your success in this course. I am NOT a mind-reader. Take advantage of my very lonely and under-utilized open-door office hours!! I'm happy to talk with you about content, lectures, tests, study strategies, and anything else you may need!!!
- \* The syllabus is subject to change. The progression of every course is dependent upon the unique dynamic between a class and instructor. Should anything in the syllabus need revision, your input will be

considered. You will be notified in writing (in class and on Blackboard) of any modifications.

- \* Lectures will not always align with reading assignments. Opportunities for guest speakers and unforeseen schedule changes may impact topic of daily lecture. Unless notified in writing and posted on Blackboard, your reading assignments will continue to remain as scheduled in the course calendar.
- \* You may have the opportunity to attend seminars, and we may have guest lecturers. It is expected that you show the speakers the utmost respect: arriving early, staying the entire time, ensuring electronics are silenced, and remaining quiet during the presentation.
- \* Missing both of the 1<sup>st</sup> two tests or attending less than 50% of the class periods (as accounted by quiz scores) by the withdrawal deadline will result in a faculty-initiated withdrawal from the course.
- \* The use of personal electronic devices (cell phones, texting, laptops) is not permitted in the classroom. Activity on any device is very distracting to other students. Please ensure they are silenced.
- \* Each of your in-class tests will BEGIN at the beginning of class time. It is essential that you be there at the start of the test to hear any announcements relating to the test and assignments. Showing up late is disrespectful of, disruptive for, and unfair to the students who do show up on time and puts you at risk for missing important information.
- \* Please consider the effects your actions have on others in the class (arriving late, loud crunching, rustling with bags & coats, speaking up too much, not respecting others perspectives, whispering while someone else is talking, etc). If you continue to engage in overly disruptive activity, you will be asked to leave the class or could be withdrawn from the course.
- \* NEVER assume your email or phone message has been received until you receive confirmation from me!!!! Technology has a way of gobbling up assignments and messages. It is YOUR responsibility to make sure an instructor gets the message/assignment, not the responsibility of TECHNOLOGY. If it is an important message you want read or heard, YOU make sure it has reached its final destination.  
*\*\*My personal policy is that if you have not heard back from me within 1-2 business days, then I didn't get it. Resend!*
- \* Take care to avoid the paranormal exponential increase in computer crashes, jump drive malfunctions, cross-platform format changes, writing center closures, and printer failures around the time things are due! These are not acceptable excuses for late assignments. PLAN AHEAD and have a back-up plan. Know the hours for Writing Center and Computer Labs.
- \* All assignments should be STAPLED, proof-read, and turned in on clean pages with no spiral-notebook-frillies (i.e. take pride in the final product you turn in).

**Honor and Conduct:** All UAF students must abide by academic integrity standards and behavioral conduct as outlined in the UAF Student Code of Conduct. You can find an outline of the Code either online at [http://www.uaf.edu/catalog/catalog\\_10-11/pdf/04\\_Academics.pdf](http://www.uaf.edu/catalog/catalog_10-11/pdf/04_Academics.pdf), or on pages 49-50 of the current 2010-2011 UAF Catalog. Any activity not pursuant to the Code, including behavior that is disruptive to the class and learning environment of other students, will result in a faculty-initiated withdrawal from the course.

**Speaking Center:** The UAF Speaking Center is staffed for your support. They are located on the 5<sup>th</sup> floor of Gruening (three right turns off the elevators). See flyer from first day of class (and posted on Blackboard) for more information on the services provided. You are required to visit the Center at least once during this semester for assistance on your oral presentations.

**Disability Services:** The Office of Disability Services at UAF implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. I will work with the Office of Disabilities Services (203 Whitaker, 474-7043) to provide reasonable accommodation to students with documented disabilities. Please make arrangements with me within the first few weeks of classes. If you have any questions about the services available for individuals with documented disabilities, I would be happy to answer them.

**Support Services:** Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening, 474-5314. You are encouraged to use this resource to meet writing expectations. In addition, Student Support Services are available at UAF. Services include: 1) free tutorial services; 2) small study groups; 3) academic advising, mentoring, and personal support; 4) direct financial assistance to qualified Pell Grant recipients; 5) use of laptop computers, labs, and other technology resources; and 6) cultural and social engagement. The office is located at 508 Gruening Building, and the phone number is 474-6844. You may also obtain additional information about support services at: <http://www.uaf.edu/sssp/index.html>

**Extra Credit:** You may gain up to a maximum of 20 points extra credit through several means:

(1) by turning in a 1-2 page reaction to a current article relevant to the class. The article may be from the newspaper, a magazine, the internet, a scientific journal, etc. The article needs to have been published within the last year and must be at least 2 pages long (except newspaper articles); questions of relevance and length should be directed toward me. Your reaction must include insight on your part, not merely a paraphrasing or summary of the article. It must include a description of which chapter and/or concept in the text the article is relevant to and how. You are to turn in both your reaction and a copy of the article. The reaction paper guidelines include: 2 pages max, typed, 12 pt font, 1" margins, double-spaced, and reference to source and date of article. Each paper is worth **up to 5** points each (depending on quality of writing and depth of thought);

(2) by reviewing a video, radio or TV program that is relevant to the class. The program must be at least 30 minutes in length; questions of relevance and length should be directed toward me. You are required to write a brief summary of and reaction to the program. Your reaction must include insight on your part, not merely a paraphrasing or summary of the program. It must include a description of which chapter and/or concept in the text the program is relevant to and how. The reaction paper guidelines include: 2 pages max, typed, 12 pt font, 1" margins, double-spaced, and reference information for the program. Each paper is worth **up to 5** points each (depending on quality of writing and depth of thought);

(3) by attending course-relevant seminars that are offered on or off campus throughout this semester. Some opportunities will be announced in class, some will be posted in Blackboard, or you can bring them to my attention if you find out about some I have not announced. You are required to write a brief, 1-paragraph summary of and thoughtful reaction to the presentation. The reaction paper guidelines include: 2 pages, typed, 12 pt font, 1" margins, double-spaced, and reference info about the seminar. These are worth **up to 10** points each (depending on quality of writing and depth of thought) and are due within 2 weeks of the seminar (see note on expectations on previous page);

(4) by turning in a list of videos, movies, or books that are relevant to this class. For each item, you must write a 2-3 line BRIEF description of which course concept(s) is(are) represented. Be sure to include any reference information (e.g. the library call number, title, author, production studio, director, etc). Each item is worth 1 point; you may obtain credit for up to 5 of them;

(5) by doing extra Concept Uses (described above under Participation). They can be turned in at the same time as other Concept Uses being turned in to count toward the Participation requirement. Be SURE to indicate which one is meant for extra credit. You may obtain extra credit for up to 3 of them; and,

(6) by creating a word game or puzzle associated with multiple chapters in the text. This assignment is worth up to 10 points (based on quality of content and presentation, creativity, etc). I have examples in my office if you are interested in pursuing this option.

(7) other opportunities that may arise during the semester. It is your responsibility to attend class regularly and keep up with announcements in Blackboard to take advantage of these opportunities and stay informed.

**\*\*\*No more than one extra credit assignment will be accepted in ANY particular week.**

**\*\*\*No extra credit will be accepted after 11:50am Friday December 3. If you wish to earn extra credit points, for your own sake: DON'T WAIT UNTIL THE END OF THE SEMESTER!!**

# PSY 335 – Oral Presentation Rubric

\_\_\_ **Length**

Start: \_\_\_\_\_

Stop: \_\_\_\_\_

**Name:**

Topic:

Date of presentation:

\_\_\_ **Content** – addresses criteria of assignment

**Comments:**

\_\_\_ **Delivery**

## PRESENTATION

\_\_\_ Format: intro-body-conclusion

\_\_\_ Visual aids: method & items used:

\_\_\_ Organization

\_\_\_ Flow

\_\_\_ Captivating/intriguing

\_\_\_ Creativity

\_\_\_ Professional (spelling, errors)

\_\_\_ Choice of resources

## PRESENTER

\_\_\_ Attire

\_\_\_ Poise

\_\_\_ Clarity

\_\_\_ Management of questions

\_\_\_ Command of knowledge

\_\_\_ Command of presentation/environment

\_\_\_ Eye contact/connection with audience

\_\_\_ Movement

\_\_\_ **Use of feedback** – changes and improvements over last presentation

\_\_\_ **Peer feedback**

\_\_\_ number completed

\_\_\_ thoughtful & constructive feedback:    none        somewhat        mostly        all

<b>TOTAL</b>
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## **BASIC GUIDELINES FOR MY GRADING OF PAPERS**

**An “A” grade** indicates originality, independent work/thought, a thorough mastery of the subject, and completion of more work than is required; it is an honor grade ([http://www.uaf.edu/catalog/catalog\\_11-12/academics/regs1.html#Grading\\_System](http://www.uaf.edu/catalog/catalog_11-12/academics/regs1.html#Grading_System)). “Excellent” 90%-100%

“A” work demonstrates creative thinking—the writer has gone beyond the scope of the assignment and made it his/her own in some way (e.g., by showing some unusual insight or coming to a conclusion that is novel). This work would show understanding, application, analysis, synthesis, and would be at the level of critical evaluation. An “A” product clearly shows that the student has discovered something through the act of producing it. Mechanically, the “A” product is nearly perfect; it shows few, if any, errors in grammar and usage. The language is developed and mature; the paragraphs and sections are connected; and sources are correctly documented. A high level of excellence is maintained throughout the assignment.

**A “B” grade** indicates outstanding ability above the average level of performance (ibid, UAF Catalog). “Good” 80%-89.9%

“B” work shows some creativity and independent thought, but less successfully than in an “A” product. Lacks some content and depth, as well as the force, presence, gravitas, verve, panache, wit, strength, confidence, etc. of the “A” product...tries, but just does not quite pull it off. The assignment is still, however, quite a good job. It shows good work and effort. It is scholarly in mode but, in the end, dutiful and pedestrian. It is a swell effort and a successful one, it’s just that its success is not raging or quality trails through the assignment. Mechanically, grammatically, structurally it is fine with perhaps a few errors.

**A “C” grade** indicates a satisfactory or average level of performance (ibid, UAF Catalog). “Adequate, ok” 70%-79.9%

The “C” product fulfills the assignment, but with little creativity and original thought. It displays factual, interpretive, or conceptual inconsistencies. Contains a general main idea (from which it sometimes veers far), but is shallow and lackluster, lacking depth and content, usually reflecting too much regurgitation of the material. Structurally, it is not good: paragraphs are weakly unified, ideas are undeveloped and unsupported. Mechanically it also is suffering with clumsy sentences, imprecise words, awkwardness and errors too frequent to ignore. Generally, this paper shows work and thought, just not very much of either. There is not much joy here, not much sense that the student has learned, understood, and/or appreciated the material, or is eager to show it.

**A “D” grade** is the lowest passing grade, indicating below-average quality and/or performance (ibid, UAF Catalog). 60%-69.9%

A “D” assignment is simplistic and superficial. It does not fulfill the assignment, but is enough to “pass.” It is too much off the topic, is missing several components, and/or is too short. The level of writing is poor with serious and numerous errors. It states and summarizes rather than analyzing. It is typically an entire regurgitation of facts. It may also be characterized as “borrowing” of other peoples work which may be accidental but which borders on plagiarism.

**An “F” grade** indicates failure (ibid, UAF Catalog). 59.9% and below

An “F” product is inadequate for the assignment. It may be too short (e.g., half of the required length or less), or not been submitted. Mechanical errors interfere to such a degree that the reader cannot tell what the writer is saying. It may be that the paper is blatantly plagiarized. It is also possible that the original question or intent of assignment was not addressed.

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Much of the above was drawn from colleagues, UAF Catalog, and <http://writing.fsu.edu/fyw/tguide>