

Syllabus for Biological Psychology (PSYCH 20)

Course Description: This course introduces the scientific study of the biological bases of behavior and its fundamental role in the neurosciences. Physiological, hormonal, and neurochemical mechanisms, and brain-behavior relationships underlying the psychological phenomena of sensation, perception, regulatory processes, emotion, learning, memory, and psychological disorders will be addressed. The course also notes historical scientific contributions and current research principles for studying brain-behavior relationships and mental processes. Ethical standards for human and animal research are discussed in the context of both invasive and non-invasive experimental research. **Prerequisites:** General Psychology (Psych 1). The English Composition course (ENGL1A) is not required but is recommended for college-level reading and writing skills. This course demands a high level of language comprehension and composition. The topics covered in this course are complex and will likely require the acquisition of new vocabulary.

Course Learning Outcomes:

1. Analyze how biological processes affect human mind and behavior.
2. Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of biological psychology.
3. Analyze and/or apply biopsychological research in writing.

Required Text: Garrett, B. & Hough, G. Brain and Behavior: An Introduction to Behavioral Neuroscience (6th edition), 2022. Sage Publishing. (ISBN: 978-1-5443-7348-5) Please have access to the text by the first week of class as assignments begin immediately and are due by the end of the week.

Student Readiness: Are you ready for online classes? Please take about 15 minutes to review what it means to take an online class by watching the Introduction to Online Learning presentation at: <https://apps.3cm mediasolutions.org/oei/01-Introduction-to-Online-Learning/index.html>

Student Accessibility: College of the Redwoods is committed to making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test (*for this course that is in the first week of class*) so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact me or Disability Services and Programs for Students (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1st floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

Login instructions for Canvas:

1. Open your web browser and go to <https://redwoods.instructure.com>
2. Your Username is the same as your **WebAdvisor User ID** (e.g., flast123 – firstinitial + lastname + last 3 digits of your student ID number.) Your initial password is your 6-digit birthdate (mmddyy).
3. Once logged in, on top left-hand side of the screen you should see a drop down menu of your Courses.

Canvas Help: There are Canvas instructions and additional help with preparation for taking an online course at College of the Redwoods at: <https://www.redwoods.edu/online> . If you need additional assistance, please visit <https://www.redwoods.edu/sts> or contact Student Technical Support at (707) 476-4225 or tech-helpline@Redwoods.edu.

Computer Skills: Online courses require adequate computer skills. You should be able to navigate the course website, open and download files, use a word processor with either Microsoft word (.docx) or be able to convert files to portable document format (.pdf), and submit files to the class website. It is your responsibility to meet the technological demands of the course.

Computer Requirements:

Internet Access: Broadband services from cable, DSL, or satellite providers as there are required multimedia assignments. You need to have reliable access to the internet at least two times a week for 16 weeks. Anticipate problems with your computer and internet access (including power outages) by not waiting until the last minute to submit assignments. It is your responsibility to meet the class deadlines.

Computers: You should plan on doing most of your work (especially exams and assignments) from a reasonably recent model notebook or desktop computer (Mac or PC). *Do NOT participate in this class solely from a portable device.*

Portable Devices: You can use recent model portable devices (such as Android or iOS phones & tablets) for some things in this class. If you do decide to use your portable device for some of your class work, use the free Canvas app (called “Canvas by Instructure”) available in iTunes (for iOS) and the Google Play Store (for Android). Do not try to connect to Canvas using a web browser on a portable device. Your experience with Canvas will be a lot better using the app.

Browsers - You will need to use the most recent version of standard browsers to best access the course and activities. Do not use Internet Explorer as it does not work properly with Canvas.

Student Commitment: Your commitment will require at least as much time as you dedicate to a traditional class. A typical three credit hour class will require about nine hours per week of your time. You will need to carefully read textbook chapters and watch online video lectures and assigned videos, participate in online discussions, complete weekly quizzes, and submit written exams and essay. You might find the text for this course dense if you are not already familiar with terminology used in biology and neuroscience, so please make sure you schedule enough time to study. Conscientiousness, organizational skills, attention to details, self-discipline, and college-level reading and writing are critical for success.

Instructor Commitment: I dedicate as much (but usually) more time to this class compared to a traditional class. I will access the class website regularly (usually daily) and respond to posted questions and messages within 48 hours, although my response time might be longer over holidays. Additionally, I read every discussion forum post and occasionally participate. There is also regular instructor-based communication with weekly announcements, lecture videos, and evaluative feedback to each of your discussion posts/exam answers.

Class Discussions (130 points): Each week has a discussion based on a video prompt. You will receive up to a maximum of 10 points for postings and responses to other peoples' postings (see scoring below). This is an important and required part of the class. The discussion forum is accessed in Modules at the class website. The lowest score will be dropped for your final grade.

Primary Post -- 6 points possible --Your primary post must:

- Identify and react analytically to specific video content, not a summary (1 point)
- Relate and apply topic to your own personal experience (1 point)
- Posts must have college writing quality including good grammar, spelling, and be sufficiently long enough to be a quality response to the prompt. A 300-word minimum length is recommended, but this point will not be deducted for shorter posts of good quality (1 point)
- Primary Post before the Thursday deadline (2 points), late Friday (1 point) or Sat/Sun (0 point), later than the Sunday after the modeling opening (no credit given for the entire Primary Post)
- Unless otherwise specified for a particular assignment, there are three ways of addressing earning your contribution credit for each discussion:

Option 1: Assist your classmates in retaining some bit of material from the week's textbook reading by posting tasteful (non-offensive, non-vulgar, *see the section below on student conduct*) humor such a memes or written jokes, funny mnemonics or recorded jingles *et cetera*, relevant to the chapter material such that it makes the content memorable. You may create these yourself or bring them in from another source, but be sure to credit your source. (1 point, plus 1 point extra credit for the tasteful creative effort/creative finds)

Option 2: Provide a list of the brain structures and neurotransmitters mentioned in the reading for the week, their abbreviations, and brief description of what the chapter mentioned they do. You do not have to elaborate on the functions. Just a few words each is fine. Within this option within the Primary Post ONLY you need not write complete sentences (1 point, and the most comprehensive list submitted for the week will earn one point extra credit as well—if the list was generated by a reading group, all members of the group will receive 1 point extra credit, but all group members must include that they were part of the reading group in their posts)

Option 3: Contribute to a topic from this week's reading or assigned videos (not including the discussion video here) with additional information; a web search and include a credible source link. (1 point)

Classmate Reply Posts -- 4 points possible – Each of your two reply posts must:

- React thoughtfully to the content of a classmate's primary post. Focus your reply on your classmate's post, not on your personal experiences. The point of these responses is to show me you've read at least some of the responses, and hopefully to generate discussion that will further help you consolidate the material in your memory. Your responses to the discussions are due at the Thursday 11:59 PM deadline *of the week following the discussion's module opening* (except for finals week, when you will have two response posts due on a Friday- make this response posts earlier if the timing will be difficult for you). For example, if a module with a discussion opens on a Sunday, September 11, the Primary Posts will be due Thursday September 15. Please consider making your first response posts by Sunday September 18, but your final response posts will not be due until Thursday September 22nd. Reviewing and responding to posts a little later will interleave the material and help you with the process of consolidation by giving you some opportunity for review. Late response posts will receive no credit. (1 point for each of two replies)
- Meet the 100-word minimum length and college writing quality OR include posting tasteful (non-offensive, non-vulgar, *see the section below on student conduct*) humor such a memes or written jokes, funny mnemonics or even recorded jingles **that expand on your course mates' posts** such that it makes course content memorable. You may create these yourself or bring them in from another source, but be sure to credit the original source. (1 point for each of two replies)

Additionally, disclosure of sensitive personal information in forums or assignments is completely voluntary and should be done responsibly, so I encourage you to exercise caution when doing so. While the discussions are not open to the public, the community is not very large, and I cannot guarantee the privacy of what you share. Please contact me with any concerns.

Chapter Quizzes (195 points): Chapter quizzes consist of 15 timed multiple-choice items based on a mix of assigned videos and assigned textbook readings. Quizzes are available beginning Mondays the week the chapters are presented and until the deadlines on Sundays at 11:59 pm. Quiz scores are displayed immediately, and correct answers after the Sunday deadline for one week.

Cramming is not an effective learning technique, and this course is already very information heavy. For this reason, all quizzes are open book and open resource and have no time limit for completion-- *so long as they are completed before the due date*. However, quizzes **MAY ONLY BE TAKEN ONCE**. You may complete the quiz as you read though the chapter, but **MAKE SURE THAT YOUR BROWSER WINDOW OR TAB DOES NOT CLOSE**, that you have good internet access, and that your device is functioning well. Your lowest quiz grade will drop, so if you have a problem on once quiz, you are covered. The quizzes are designed to encourage you to read though the entire chapter. *The lowest quiz score will be dropped for your final grade.*

Exams (70 points): Each of the two exams consists of short essay questions based on the readings and lecture videos. Study guides will be provided. Exams are not proctored. The midterm and final are designed to help you review some of the major concepts from the course.

Retrieval practice, such as this, will better help you remember the material. Our text goes into the processes behind this in chapter 12.

Research Essay (25 points): This will be a brief research essay (2-3 pgs) on any biological psychology topic. Information will be available at the modules link in Canvas. All research assignments will be submitted electronically using Canvas - with auto routing to Turnitin.com for plagiarism review.

Study Suggestions:

I highly recommend that you space reading the textbook chapter out throughout the week. If you are not already a little familiar with the vocabulary for biology and neuroscience this text will feel like a lot of information coming at you quick! Reading the chapters in a couple of chunks over a couple of days will help, especially if you have time to glance back at any high points that you have previously highlighted from the reading.

The text has a habit of presenting new vocabulary terms (especially related to brain areas) with their abbreviation and then proceeding with only using the abbreviation later in the chapter. In my opinion, this is not a good practice for students unfamiliar with these terms. I recommend that you make a note (handwritten if you can manage it, since research supports handwritten notes are better retained) of these new terms, and their abbreviations as you go through the reading. You will then have these notes to refer to when the abbreviations come up later in the chapter and you won't have to scan back through the chapter to find the full name of the term.

I have provided an optional study tool from the publisher in the modules to help with learning the vocabulary from the text. Usage of this study tool is optional, but it might help to go through the vocabulary terms before you begin reading the chapter, and again afterwards if you found the chapter challenging.

To help your fellow students with retrieval practice to better remember information from this course, you might consider establishing reading groups—reading the text together on Zoom. This multi-modal input (auditory and visual) can help, as well as having a time set for reading, and supporting one another with comprehension of the text.

Important Class Dates

This class will be published and open by **August 20**. Please read the Syllabus and participate in the Introduction discussion forum. Although the Introduction discussion is not graded, I will use your participation in that forum to determine if you have attended class at least once prior to the College of the Redwoods Census date. I will be dropping students from the course on or shortly after September 2nd who have not participated. I will again be dropping students who have stopped participating on or around October 28th. We will start our first week on Sunday, August 21. Your final paper will be due on December 16 and the class will close on December 17.

Class Schedule

Dates	Topics	Assignments
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August 20	Welcome and Course Preparation	Read Syllabus, get textbook if you haven't already, Participate in Introduction Forum
Week 01 August 21-27	Introduction to Biological Psychology	Chapter 1 Text, Lectures/Videos, Quiz, and Discussion
Week 02 August 28-September 3	Nervous System Communication	Chapter 2 Text, Lectures/Videos, Quiz, and Discussion
Week 03 September 4-10	Nervous System Organization and Function	Chapter 3 Text, Lectures/Videos, Quiz, and Discussion
Week 04 September 11-17	Drugs and Addiction	Chapter 5 Text, Lectures/Videos, Quiz, and Discussion
Week 05 September 18-24	Motivation	Chapter 6 Text, Lectures/Videos, Quiz, and Discussion
Week 06 September 25- October 1	Sex and Gender	Chapter 7 Text, Lectures/Videos, Quiz, and Discussion
Week 07 October 2-8	Emotion and Health	Chapter 8 Text, Lectures/Videos, Quiz, and Discussion
Week 08 October 9-15	Midterm Exam	Midterm Exam Chapters 1-3 & 5-8
Week 09 October 16-22	Hearing and Language	Chapter 9 Text, Lectures/Videos, Quiz, and Discussion
Week 10 October 23-29	Vision and Visual Processing	Chapter 10 Text, Lectures/Videos, Quiz, and Discussion
Week 11 October 30-November 5	Body Senses and Movement	Chapter 11 Text, Lectures/Videos, Quiz, and Discussion Pick topic for Research Essay, read your chosen papers
Week 12 November 6-12	Learning and Memory	Chapter 12 Text, Lectures/Videos, Quiz, and Discussion Write a rough draft of your Research Paper
Week 13 November 13-19	Intelligence and Cognitive Function Complete Research Essay	Chapter 13 Text, Lectures/Videos, Quiz, and Discussion Edit and submit Research Essay

November 20-26	Thanksgiving Break	Relax
Week 14 November 27- December 3	Psychological Disorders	Chapter 14 Text, Lectures/Videos, Quiz, and Discussion
Week 15 December 4-10	Sleep and Consciousness	Chapter 15 Text, Lectures/Videos, Quiz, Discuss& Essay
Week 16 December 10-16	Final Exam Exam Opens Dec 10	Final Exam Chapters 9-15

Grade Distribution: A=93% and above, A-=90-92%, B+=88-89%, B=83-87, B-=80-82%, C+=78-79%, C=65-77%, D=60-64%, F=59% and below

Student Code of Conduct: Please familiarize yourself with the Student Code of Conduct (AP 5500). It requires you to do your own work. All essays, postings, and exams must be completed by you without assistance. Do not use any source except the textbook or instructor’s lectures in your writing/postings without proper citation. In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student’s status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee.

The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Student participation that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: failure to adhere to instructor’s directions; unwarranted interruptions; vulgar or obscene language; racist, sexist, or other forms of prejudice, physically or verbally abusive behavior and; personal intimidation. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. Simply put, please follow the guiding principles of kindness and empathy in your communication, especially discussion postings.

I ask that you are even more courteous and respectful online that you would be in-class. This is because we will not have your body language and tone to interpret your meaning in an online format, so please do your best to phrase responses in a respectful and clear way. Remember that this is a diverse environment, and everyone is “required to engage in responsible social conduct that reflects credit upon the CR Community and to model good citizenship.”

Additionally, cheating, collusion, abuse of resource materials, computer misuse, fabrication or falsification, multiple submissions, complicity in academic misconduct, and/ or bearing false witness will not be tolerated. Violations will be dealt with according to the procedures and

sanctions proscribed by the College of the Redwoods. Students caught plagiarizing or cheating on exams will receive an “F” on the assignment and possibly for the course. **Bottom line: DON’T (lie, cheat, steal, embellish, gossip, hurt anyone) plagiarize or copy; DO cite your sources; if you are confused or would like assistance, just ask!**

Academic Support and Resources: Many online and campus resources are available to support your success as a student.

- CR-Online (Comprehensive information for online students)
- Library Articles & Databases
- Counseling offers assistance to students in need of professional counseling services such as crisis counseling. Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges Health & Wellness website. Wellness Central is a free online health and wellness resource that is available 24/7 in your space at your pace. Students seeking to request a counseling appointment for academic advising or general counseling can email counseling@redwoods.edu.
- Learning Resource Center includes the following resources for students
- Academic Support Center for instructional support, tutoring, learning resources, and proctored exams. Includes the Math Lab & Drop-in Writing Center
- Library Services to promote information literacy and provide organized information resources.
- Multicultural & Diversity Center
- Special programs are also available for eligible students include
- Extended Opportunity Programs & Services (EOPS) provides services to eligible income disadvantaged students including: textbook award, career academic and personal counseling, school supplies, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in Eureka or in Del Norte
- The Veteran’s Resource Center supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.

Regular Contact: The instructor will initiate regular effective contact and maintain substantive interaction by including elements such as timely (within one week, excepting holidays) and substantive feedback using a scoring rubric on course assignments including discussion forums and access to correct answers on weekly quizzes. Instructor-prepared materials (videos and/or lectures) are used to create a virtual equivalent of face-to-face classes.

Setting Your Preferred Name in Canvas: Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact Admissions & Records to request a change to

your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. This does not change your legal name in our records. See the Student Information Update form.

Student Access for Online Classes

Students will have access to this course that complies with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and College of the Redwoods policies. Course materials will include a text equivalent for all non-text elements; videos will include closed captioning, images will include alt-tags, hyperlinks will use descriptive/meaningful phrases instead of URLs and audio files will include transcripts. All text will be formatted for use with screen readers and all course materials will be understandable without the use of color.

Students who discover access issues with this class should contact the instructor.

Admissions deadlines & enrollment policies:

- Classes begin: August 20
- Last day to add a class: August 26
- Last day to drop without a W and receive a refund (minus student services fees): Sept 2
- Labor Day (all campuses closed): Sept 5
- Census date (or 20% into class duration): Sept 6
- Last day to file P/NP (only courses where this is an option): Sept 16
- Last day to Petition to graduate and petition for certificate: Oct 27
- Last day for student-initiated W (no refund): October 28
- Last day for faculty-initiated W (no refund): October 28
- Veteran's Day (all campuses closed): Nov 11
- Thanksgiving/Fall Break (no classes): Nov 21-25
- Final examinations: Dec 10- 16
- Semester ends: Dec 16
- Grades due in WebAdvisor from Instructor: Dec 23
- Approximate dates grades available for transcript release: Jan 6, 2023

While I make every effort to follow the standards and schedule of this syllabus there may be times when changes are necessary.

If you post about child or elder abuse, I will likely be obligated to report to County Protective Services. Please contact me with any concerns or questions.