CR COLLEGE OF THE REDWOODS Syllabus for Biological Psychology (PSYCH 20)

Course Information

Semester & Year: Spring 2023
Course ID & Section #: PSYCH 20 — V4861
Instructor: Katheryn Schopp, MPhil, Cantab
Remote instruction by asynchronous lecture
Course units / Credit hours: 3.0

Instructor Contact Information:
Canvas Message – Go to the Help Icon (bottom left with a question mark) on the class homepage. This is the best method as I receive a notification and it is stored in Canvas for easy access. Please contact me through Canvas whenever possible so I can keep the course correspondence together. This helps me modify and improve my course term over term.
Instructor Email - You can also reach me at katheryn-schopp@redwoods.edu as I usually check my email daily, but responses might be slower on weekends or holidays. This works but mixes with other work activities, and responses to students are generally slower with this method.
Phone Message – Not available.
Office Hours – Individual meetings are available upon request via phone or Zoom at https://cccconfer.zoom.us/j/8796076870

Course Description: This course introduces the scientific study of the biological bases of behavior and its fundamental role in the neurosciences. It starts with the physiological, genetic, hormonal, and neurochemical mechanisms, and brain-behavior relationships. The course proceeds to address how these underly the psychological phenomena of sensation, perception, regulatory processes, emotion, learning, memory, motivation, movement, intelligence, addiction and rewards, sex and gender and psychological disorders. 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 included in the context of both invasive and non-invasive experimental research.

Prerequisites: General Psychology (Psych 1).

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 Accessibility: College of the Redwoods is committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you

might benefit from disability-related services and accommodations, please contact your instructor 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

If you are taking online classes DSPS will email approved accommodations for distance education classes to your instructor. In the case of face-to-face instruction, please present your written accommodation request to your instructor at least one week before the needed accommodation so that necessary arrangements can be made. Last minute arrangements or post-test adjustments usually cannot be accommodated.

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.3cmediasolutions.org/oei/01-Introduction-to-Online-Learning/index.html

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: Log into Canvas at [My CR Portal](#)
For help logging in to Canvas, visit [My CR Portal](#).
For help with Canvas once you're logged in, click on the Help icon on the left menu.
For tech help, email its@redwoods.edu or call 707-476-4160
Canvas online orientation workshop: [Canvas Student Orientation Course (instructure.com)](#)

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 an essay. You might find the text for this course dense if you are not already familiar with terminology used in biology, 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 that meet the other requirements for this point (1 point)
• Primary post made before the Thursday deadline (2 points), late – Friday (1 point), Sat (0 point), later than Sunday there is no credit given for the entire primary post
•Contribute material to the discussion (1 point, plus a possible 1 point of extra credit)
        There are three ways of addressing earning your contribution credit for each discussion:

- Option 1: Contribute to a topic from this week's reading or assigned videos with additional information, such as with a web search, and include a **credible** source link.
- Option 2: Provide a list of the brain structures and neurotransmitters mentioned in the reading for the week 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. You also do not have to include every neurotransmitter and brain structure mentioned in the chapter, just the ones that were most important to the topics in the chapter. These notes will assist you and your classmates in preparing for the midterm and final. For completing this option, students will receive 1 point extra credit.
- Option 3: Assist your classmates in retaining some bit of material **from the week's textbook reading** by posting tasteful (not offensive or vulgar, *see the section below on student conduct*) humor such as funny mnemonics, memes, or recorded jingles *et cetera*, relevant to the chapter material <u>**such that it assists your classmates in remembering material from the chapter**</u>. You may create these yourself or bring them in from another source but **be sure to credit your source**. Credit will only be given for humor that meets all of the above requirements.

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 by the Thursday 11:55 PM deadline **of the following week.** 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 (not offensive or 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**. 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 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 multiple-choice items based on a mix of assigned videos and assigned textbook readings. Quizzes are available, at the latest, by Mondays of the week the chapters are presented and until the deadlines on Saturdays at 11:55 PM. Quiz scores are displayed immediately, and correct answers after the Saturday 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 through 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. The quizzes are designed to encourage you to read through 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, mental illness, and brain structures 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 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.

Important Class Dates

This class will be published and open by **January 14**. 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 January 30th who have not participated. I will again be dropping students who have stopped participating on or around March 31st. We will start our first week on Sunday, January 15. Your final will be due on May 12 and the class will close on May 12 as well.

Class Schedule

Dates	Topics	Assignments
January 14	Welcome and Course Preparation	Read Syllabus, get textbook if you haven't already, Participate in Introduction Forum
Week 01 1/15-1/21	Introduction to Biological Psychology	Chapter 1 Text, Lectures/Videos, Quiz, and Discussion
Week 02 1/22-1/28	Nervous System Communication	Chapter 2 Text, Lectures/Videos, Quiz, and Discussion
Week 03 1/29-2/4	Nervous System Organization and Function	Chapter 3 Text, Lectures/Videos, Quiz, and Discussion
Week 04 2/5-2/11	Drugs and Addiction	Chapter 5 Text, Lectures/Videos, Quiz, and Discussion
Week 05 2/12-2/18	Motivation	Chapter 6 Text, Lectures/Videos, Quiz, and Discussion
Week 06 2/19-2/25	Sex and Gender	Chapter 7 Text, Lectures/Videos, Quiz, and Discussion
Week 07 2/26-3/4	Emotion and Health	Chapter 8 Text, Lectures/Videos, Quiz, and Discussion
Week 08 3/5-3/11	Midterm Exam	Midterm Exam Chapters 1-3 & 5-8
3/12-3/18	Spring Break	
Week 09 3/19-3/25	Hearing and Language	Chapter 9 Text, Lectures/Videos, Quiz, and Discussion
Week 10 3/26-4/1	Vision and Visual Processing	Chapter 10 Text, Lectures/Videos, Quiz, and Discussion

Week 11 4/2-4/8	Body Senses and Movement	Chapter 11 Text, Lectures/Videos, Quiz, and Discussion Pick topic for Research Essay, read your chosen papers
Week 12 4/9-4/15	Learning and Memory	Chapter 12 Text, Lectures/Videos, Quiz, and Discussion Write a rough draft of your Research Paper
Week 13 4/16-4/22	Intelligence and Cognitive Function Complete Research Essay	Chapter 13 Text, Lectures/Videos, Quiz, and Discussion Edit and submit Research Essay
Week 14 4/23-4/29	Psychological Disorders	Chapter 14 Text, Lectures/Videos, Quiz, and Discussion
Week 15 4/30-5/6	Sleep and Consciousness	Chapter 15 Text, Lectures/Videos, Quiz, Discussion
Week 16 5/6-5/12	Final Exam Exam Opens May 6, 10 AM	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.

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!

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 than 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."

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

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)
- [Online Tutoring Resources](#)
- 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. Historically, counseling has been available on a sliding-scale basis. 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:
  - [Library Services](#) to promote information literacy and provide organized information resources.
  - [Multicultural & Diversity Center](#)
  - [Academic Support Center](#) – offers tutoring and test proctoring for CR students.
  - [Student Tech Help](#) – provides students with assistance around a variety of tech problems.

- 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.
  - [CalWORKS](#) – assists student parents with children under the age of 18, who are receiving cash assistance (TANF), to become self-sufficient.
  - Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821
- Online Student Handbook: https://www.redwoods.edu/Portals/72/Documents/Students/CR-OnlineStudentHandbook.pdf

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 the College of the Redwood's 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: 01/14/23*
- *Martin Luther King's Birthday (all campuses closed): 01/16/23*

- *Last day to add a class: 01/20/23*
- *Last day to drop without a W and receive a refund: 01/27/23*
- *Census date: 01/30/23 or 20% into class duration*
- *Last day to petition to file P/NP option: 02/10/23*
- *Lincoln's Birthday (all campuses closed): 02/17/23*
- *President's Day (all campuses closed): 02/20/23*
- *Last day to petition to graduate or apply for certificate: 03/02/23*
- *Spring Break (no classes): 03/13/23 – 03/18/23*
- *Last day for student-initiated W (no refund): 03/31/23*
- *Last day for faculty-initiated W (no refund): 03/31/23*
- *Final examinations: 05/06/23 – 05/12/23*
- *Commencement: 05/15/23*
- *Semester ends: 05/12/23*
- *Grades available for transcript release: approximately 05/26/23*

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.