PHYSIOLOGICAL PSYCHOLOGY

PSYC 4352.001  Instructor: Dr. Gina A. Glanc
MWF 2:00 – 3:55 p.m.; CI 106  Office: BH 313
Summer I 2019  Phone: 825-2391
Email: gina.glanc@tamucc.edu  Office Hours: See Below

OFFICE HOURS
M-Th 1:00 – 2:00 p.m.
Other: email for appointment

COURSE DESCRIPTION

This course is an introduction to the basic physiological mechanisms that underline human behavior. Major areas will include the neural foundations of behavior, motivation and emotion, sensation and perception, and other complex behaviors and psychological disorders. The student will be expected to learn the vocabulary of topics covered and a basic understanding of the anatomy, concepts and theory of the field.

Prerequisites: PSYC 2301: General Psychology

LEARNING OBJECTIVES

- The student will be able to describe biological and psychological explanations for human and animal motivation, mental illness, and cognitive functions.
- The student will be able to list the major parts of the brain and their functions.
- The student will be able to describe and understand communication within and between nerve cells.

REQUIRED COURSE MATERIALS

In addition to the books below, you will need to have the following internet browsers to successfully complete the online quizzes/exams: Mozilla Firefox and Respondus Lockdown Browser.

Link to student study site: https://edge.sagepub.com/garrett5e


MAJOR COURSE REQUIREMENTS

EXAMS: There will be Four (4) exams given during the semester. Exams may contain a variety of multiple choice, diagrams and short answer questions, and will include material covered both in class and the readings. Each exam will be worth 100 points.

**Make-up Exams:** Attendance at exams is mandatory. In order to make up a missed exam, I need to be notified within 24 hours of the test date to make arrangements for a makeup exam. Only excused absences (with documentation) will be allowed a makeup exam. The instructor has the final decision whether or not to allow a makeup exam and reserves the right to have all makeups be essay tests. If granted, a makeup has to be taken within one week of the original exam date.**

ASSIGNMENTS: All assignments must be completed by the assigned due date. Late assignments will not be accepted, except in cases of a University Excused Absence. You may, however, turn assignments in early if you know you will be missing class on the day they will be collected.

Daily homework will be assigned from the workbook (WB). The assigned sections are listed along with the textbook reading assignment (T) for the day on the course schedule. These workbook assignments will be due on the day of the week indicated, unless otherwise specified by the instructor.

Additional homework, in-class activities, and pop quizzes covering the day’s reading and lecture material may be assigned throughout the semester, and will count toward your final course grade.

All assignments are graded and will count toward your final course grade. Although the exact number of assignments may vary, the amount toward your final grade will be 20%.

EXTRA CREDIT: There is no extra credit available for this course. This is subject to change at the instructor’s discretion.

DETERMINATION OF GRADES

Grading for the course will be based on performance on exams, quizzes, and class assignments (approximately 80% exams, 20% assignments). Each graded item will be posted on Blackboard, and an email will be sent out each time a grade is posted. Students have one week after the date a grade is posted to contest that grade.
Remember: I do not give grades, you earn them.

Letter grades will be assigned at the end of the semester as follows:
(Please note: a grading curve may be applied to exam grades and/or final grades if warranted, according to the discretion of the instructor.)

90 – 100%    A
80 – 89%      B
70 – 79%      C
60 – 69%      D
Below 60%     F

CLASSROOM POLICIES

Attendance: Class attendance is required, and missing class may directly impact your grade. In-class activities, pop quizzes, and other classroom assignments will be given throughout the semester AND CANNOT BE MADE UP, except in the case of University Excused Absences. If you miss a class, you will still be held responsible for all that transpired during that class, including any homework assignments given/collected, schedule changes made, and material covered.

Classroom Correspondence: All correspondence from the instructor will occur through Blackboard. It is your responsibility to make sure that your preferred email address is connected to the Blackboard site*, and also to check Blackboard frequently for announcements, new assignments, and other correspondence.

You can contact the TAMUCC help desk at ext. 2825 to make sure your emails from Blackboard are forwarded to your active email account*

Email
- Please consider e-mail as official correspondence.
- Efforts will be made to address your e-mail within 48 hours. If you do not receive an email within 48 hours, please send a follow-up email.
- No email correspondence on weekends.
- No email correspondence on the day before an examination or deadline.
- E-mail communications should be about class business. E-mail is not the place for summaries of lectures, discussions, readings, etc.
- Please use the subject line in a way that indicates the content of the message.
Please also use professional language and *include your full name, which class you are in, and a complete inquiry in the body of the message. Unprofessional emails will result in non-response.*

Please keep copies of e-mails that are sent and received for records purposes.

**Classroom/Professional Behavior:** Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor's ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**Academic Integrity/Plagiarism:** University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a zero on the item and/or a report made to the academic conduct committee for further penalization. **Note: If a student is suspected of cheating on an exam for any reason, the student may be asked to complete a pop quiz on the subject matter that was covered on the test in question. If the student fails this pop quiz, disciplinary action will then be taken.**

**Dropping a Class:** I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. June 21st is the last day to drop a class with the automatic grade of "W" this term.
Grade Appeals: As stated in University Procedure 13.02.99.C2.03, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.03, Student Grade Appeals. These documents are accessible online at: http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html.

ACADEMIC ADVISING

The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.

Disabilities Accommodations: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

ACADEMIC SUCCESS COUNSELING & RESOURCES

http://counseling.tamucc.edu//academic%20success%20skills%20counseling.html

Our counselors can help you to better understand factors which may be interfering with your academic success and then work with you to develop an individualized academic success plan. We also have academic success resource materials to assist you. Visit the Counseling Center to make an appointment. Some of the issues that our counselors can help with are listed below.

Personal, Academic and Career Achievement Skills

- Improve Study Skills (effectively taking notes, reading, and studying)
- Management of Test Anxiety
- Stress Management
- Time Management
STATEMENT OF ACADEMIC CONTINUITY

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Tentative Schedule of Classes:

*Notes:

1. T = reading assigned from the textbook; WB = sections assigned from the workbook

2. This Syllabus is subject to change or adjustment at the instructor's discretion according to class needs. In the event of a syllabus change, a new, revised syllabus will be provided to all students.

3. This Syllabus is designed to help students understand as clearly as possible what is expected of them. Students should direct all questions regarding the course and/or syllabus to the instructor or teaching assistant.

4. Lectures and classroom activities are designed with the assumption that the reading has been completed before the class indicated.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week One</strong></td>
<td><strong>PART 1: THE BASIC EQUIPMENT</strong></td>
<td></td>
</tr>
<tr>
<td>6/3</td>
<td>Welcome to Class The Brain's Role in Behavior</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>6/4</td>
<td>How we study the Brain Nature vs. Nurture</td>
<td>T:Chapter 2, 3 WB:3.1, 3.3 - 3.6</td>
</tr>
<tr>
<td>6/5</td>
<td>Neurons Chemical Transmission The Brain</td>
<td>T:Chapter 2, 3 WB: 1.1 - 1.2, 2.2 - 2.3, 5.1, 7.2, 7.6</td>
</tr>
<tr>
<td>6/6</td>
<td>Nervous System Development Studying the Brain</td>
<td>T:Ch 4 WB:5.4, 6.1 - 6.2, 4.2, 4.6</td>
</tr>
<tr>
<td><strong>Week Two</strong></td>
<td><strong>PART 2: WHAT MAKES US GO</strong></td>
<td></td>
</tr>
<tr>
<td>6/10</td>
<td>Test 1</td>
<td>Chapter 1-4</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignments</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>6/11</td>
<td>Psychoactive Drugs, Drug Dependence</td>
<td>T:Chapter 5 WB:11.3, 8.7</td>
</tr>
<tr>
<td>6/12</td>
<td>Homeostasis, Hunger, Eating Disorders</td>
<td>T:Chapter 6 WB:11.1, 11.2</td>
</tr>
<tr>
<td>6/13</td>
<td>Sexual Motivation, Gender Differences</td>
<td>T:Chapter 7 WB:11.7</td>
</tr>
<tr>
<td><strong>Week Three</strong></td>
<td><strong>PART 3: INTERACTING WITH THE WORLD</strong></td>
<td></td>
</tr>
<tr>
<td>6/17</td>
<td>Autonomic Involvement, Stress, Immunity and health</td>
<td>T:Chapter 8 WB: 7.7, 11.4</td>
</tr>
<tr>
<td>6/18</td>
<td>Test 2</td>
<td>Chapters 5-8</td>
</tr>
<tr>
<td>6/19</td>
<td>Sensation and Perception, Vision, Hearing, &amp; Body senses</td>
<td>T:Chapter 9, WB:8.3, 8.4, 12.1</td>
</tr>
<tr>
<td>6/20</td>
<td>Sensation and Perception (cont), Brain Structures of Language</td>
<td>T:Chapter 10, WB:8.1-8.2</td>
</tr>
<tr>
<td><strong>Week Four</strong></td>
<td><strong>PART 4: COMPLEX BEHAVIOR</strong></td>
<td></td>
</tr>
<tr>
<td>6/24</td>
<td>Movement, Pain Relief</td>
<td>T:Chapter 11 WB: 8.6, 9.1-9.2, 9.5-9.6</td>
</tr>
<tr>
<td>6/25</td>
<td>Test 3</td>
<td>Chapter 9-11</td>
</tr>
<tr>
<td>6/26</td>
<td>How Memories are Made, Where Memories are Stored</td>
<td>T:Chapter 12 WB:10.1</td>
</tr>
<tr>
<td>6/27</td>
<td>Learning Disorders, Brain Structures of Intelligence, Nature vs. Nurture</td>
<td>T:Chapter 13 WB:12.4-12.5</td>
</tr>
<tr>
<td><strong>Week Five</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7/1</td>
<td>Schizophrenia, Affective Disorders, Anxiety Disorders</td>
<td>T:Chapter 14</td>
</tr>
<tr>
<td>7/2</td>
<td>Sleep and Dreaming, Brain Structures of Sleep, Sleep Disorders</td>
<td>T:Chapter 15 WB:11.5-11.6</td>
</tr>
<tr>
<td>7/3</td>
<td>Review Day</td>
<td></td>
</tr>
<tr>
<td>7/5</td>
<td>Test 4 (Ch 10-14)</td>
<td></td>
</tr>
</tbody>
</table>