SYLLABUS

PSYC 4613 Physiological Psychology
Spring 2016

Instructor: Dr. Tommy L. Woods
Section # and CRN: P01 20117
Office Location: Don Clark Bldg. Room #230
Office Phone: 936-261-5267
Email Address: tlwoods@pvamu.edu
Office Hours: MW: 3:00 PM – 5:00 PM; TR: 8:00 AM – Noon
Mode of Instruction: Face To Face

Course Location: New Science Bldg. Room 122 (Possible Location Change)
Class Days & Times: Mondays, Wednesdays, and Fridays, 1:00 PM – 1:50 PM
Catalog Description: This course presents a foundation for the understanding of basic physiological principles underlying human behavior and mental processes.

Prerequisites: General Psychology
Co-requisites: None


Student Learning Outcomes:

<table>
<thead>
<tr>
<th>Upon successful completion of this course, students will be able to:</th>
<th>Program Learning Outcome #</th>
<th>Core Curriculum Outcome Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Reflect on a variety of major issues and theories in physiological psychology.</td>
<td></td>
<td>Critical Thinking</td>
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<tr>
<td>2 Understand the nature of basic physioanatomical and biochemical substrates that give rise to human behavior.</td>
<td></td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>3 Discuss the interrelatedness of the aforementioned substrates in normal and certain clinical populations.</td>
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<td>Communication</td>
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<td>4 Understand the scientific method and how it applies to research in physiological psychology.</td>
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<td>Empirical and Quantitative Skills</td>
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<tr>
<td>5 Understand human behavior and mental life from a more comprehensive perspective.</td>
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<td>Social Responsibility</td>
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Major Course Requirements

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Exams – Objective tests designed to measure knowledge of presented course material.

Brief Literature Review – Designed to assess knowledge of specific course-related material.

The grade for this course will be based on three objectively-formatted fifty question examinations. Each question will be worth two points for a total possible score of one hundred points per exam. All exam scores will be rounded up from .5. Also, students will derive a brief literature review of 2 to 3 pages based on one of the two instructor-provided topics listed below. The instructor will discuss specific approaches to the topics in class so as to facilitate student success with the brief literature review assignment.

Instructor Provided Topics:

- Basic Morphology and Dynamics of the Cerebral Cortex
- Basic Morphology and Dynamics of the Brain Stem

The literature review must be typed, double-spaced, and submitted in-person to the instructor on or before Friday, February 12, 2016. APA format is required. Students not familiar with APA format will need to approach the instructor for assistance as soon as possible. This assignment will be worth 100 points, and will be based on content accuracy as well as punctuation, spelling, syntax, and word usage. Should students experience difficulty with any aspect of grammar as they engage the brief literature review assignment, such students should seek out the guidance and support of the instructor. The grade for the literature review will be assessed using the following rubric:

- Content Accuracy 60%
- APA Formatting 20%
- Punctuation, Spelling, Syntax, and Word Usage 20%

Each student’s score on the three exams and on the brief literature review will be added, and the resulting number divided by four. The scale appearing below will be used to determine scores on all four evaluation procedures as well as the grade for the course.

Grading Criteria and Conversion:

A = 100-90%
B = 89-80%
C = 79-70%
D = 69-60%
F = 59% or below

Important Note: The instructor reserves the right to administer a written examination in place of an objectively-formatted exam at any time throughout the semester. If a written exam(s) is given, it will be composed of four (4) essay questions worth twenty-five (25) points each, and the following rubric will be used in scoring any and all written responses:

- General Correctness of Content 50%
- Detailed Correctness of Content 25%
- Punctuation, Spelling, Word Usage, Syntax 25%
Method of Determining Final Course Grade

<table>
<thead>
<tr>
<th>Course Grade Requirement</th>
<th>Value</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Exam I</td>
<td>100</td>
<td>100</td>
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<tr>
<td>2) Exam II</td>
<td>100</td>
<td>100</td>
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<tr>
<td>3) Exam III</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>4) Brief Literature Review</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>400</strong></td>
<td><strong>400</strong></td>
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</tbody>
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Detailed Description of Major Assignments:

**Exam I: Physiological Psychology**
The Influence of Mental Philosophy and Perceptual Physiology on the Emergence of Biological Psychology; A Brief Review: Afferent and Efferent Pathways and the Morphology and Dynamics of Neurons and Neuroglia; Blood-Brain Barrier; The Nourishment of Vertebrate Neurons; The Nerve Impulse; Communication Within the Body: Synapses and Hormones; Neurotransmitters, Hormones, and Neuromodulators; A Brief Discussion of Some Major Neurotransmitters; Structure of the Nervous System; A Discussion of Various Principle Structures of the CNS – Morphology and Dynamics; Four Major Stages in the Development of Neurons; Effects of Experience on Dendratic Branching; Factors Associated with Brain Development; Scanning Techniques

**Exam II: Physiological Psychology**
The Vulnerable, Developing Brain; Causes of Brain Damage; How Strokes Kill Neurons; Neuroplasticity, Regrowth of Axons, and Sprouting; Denervation and Disuse Supersensitivity; Reorganized Sensory Representations; Axonal Projection and Sensory-Perception; The Effects of Age and the Kennard Principle; Therapy; Spinal Cord and Cranial Nerves; Organization and Functioning of the Peripheral Nervous System; How Drugs Affect Neurotransmitters and Synapses; Synapses, Reinforcement, and Drug Use; Common Illicit Drugs; Common Psychotropic Medications

**Exam III: Physiological Psychology**
Vision, Audition, and the Somatosenses; Gustation, Tactualy, and Olfaction; Major Neurocognitive Disorder Due to Alzheimer’s Disease; Major Neurocognitive Disorder Due to Parkinson’s Disease; Major Neurocognitive Disorder Due to Huntington’s Disease; Characteristics of Brain Pathology

**Brief Literature Review:** (Please see above)

Course Procedures or Additional Instructor Policies

**Taskstream** – Taskstream is a tool that Prairie View A&M University uses for assessment purposes. One of your assignments may be considered an "artifact," an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

Exam Policy

1. Students must make every effort to take all examinations on time and as scheduled. **It should be noted that examination dates may very well change.** Any such change in an examination date will be announced in lecture as the instructor concludes development of the material that is to appear on the forthcoming given exam. Typically, no makeup examinations will be allowed except under documented emergencies and absence due to official school business (See Student Handbook). However, all requests to take a makeup exam(s) will be heard and carefully considered.
2. **Students arriving on time to take an examination will have one hour in which to do so.** Students arriving late to take an examination will have the remainder of the aforementioned hour in which to complete an exam.

3. There will be absolutely **no talking during an examination**. The instructor reserves the right to collect a student's exam who is found talking and deduct ten (10) points from that student's exam score for infraction of the "no talking during an examination" policy.

4. **Students may not return to their seats once scantrons and tests have been submitted to the instructor and proceed to access any electronic device whatsoever.** All electronic devices must be kept out of sight and remain so until the student has exited the room in which the exam is being conducted. The instructor reserves the right to collect a student's exam who is found with a media device in sight, and deduct ten (10) points from a student’s exam score.

5. **Students may not return to their seats after having submitted scantrons and exams and proceed to access notes, textbooks, or other study materials while the examination is in progress,** or ten (10) points will be deducted from that student's exam score.

6. All students are to submit their scantrons directly to the instructor upon completion of the exam. **Actual examinations are to be neatly stacked** in an instructor-designated area near the lectern upon their completion.

7. All items, with the obvious exception of a scantron, pencil, and eraser, must be placed on a vacant seat next to the examinee or on the floor just next to the examinee while the test in progress. This includes bookbags, purses, umbrellas, keys, beverages, etc. Infraction of this policy will result in a ten (10) point deduction from a student’s exam score.

8. **Students must ask for the instructor’s permission to leave the test situation in order to go to the restroom or for any reason while an examination is in progress.** In such an event, students are required to temporarily submit to the instructor their examination, scantron, and all media devices for safekeeping. **These items will be immediately returned once the student re-enters the test situation.** All students will be timed in terms of when they leave and return to the test situation. Departure and return times will be entered by the instructor on the student’s scantron.

9. **Students are required to keep their eyes on their own work during an examination.** If, in the instructor’s best judgment, a student is caught cheating off of another student, or on his/her own, that student’s exam will be collected immediately and a score of zero (0) will be assigned.

10. Students are encouraged to speak with the instructor during office hours should a question arise regarding an actual test item(s). **The instructor will not address any exam item or any aspect of exam content as the test proceeds.**

**Extra Credit Policy** – No extra credit will be given.

**General Policy**
1. Students must make every effort to attend all lectures and remain for the duration of each lecture.
2. **All cell phones and media devices must remain on silent mode and out of sight during lecture.**
3. The following issue will not be considered for make-up examination simply as a matter of course:
   - Child care problem
   - Transportation problem
   - Mix-up on exam date
   - Psychosocial stressors

3. Students must make every effort to be on time for evaluation and lecture.
4. **Open textbooks are not encouraged during lecture.**
5. No sleeping or excessive, unrelated talking during lecture.
6. Gentlemen must remove hats during lecture.
7. Disrespectful and/or disruptive behavior of any sort will not be tolerated during lecture.
8. Erasure mistakes on scantrons will not be adjusted

Media Device Policy
Let it be known that, effective immediately, all cell phones must remain on silent mode during lecture and earphones removed. Additionally, no cell phones, earphones or other media devices may be held or placed on tables or desks as lecture proceeds. Media devices may not be placed on the lap during lecture. These devices must be kept out of sight at all times. Should a media device become audible in any way, or should a student be asked to stop interacting with a media device in any way, or remove earphones, or place an electronic device out of sight, ten (10) points will be deducted from that student’s previous examination, or from the first examination at time of grading, each time an infraction occurs. Electronic devices may not be charged during lecture for any reason. Recording of lecture material is allowed, however; recording equipment must be placed on or near the lectern prior to the start of lecture. The use of cell phones and other electronic equipment during lecture, aside from laptops and notebooks for the purpose of note taking, is rude, disrespectful and, most importantly, disruptive of the learning environment. Again, you are to refrain from the use of cell phones and other media devices unrelated to course objectives as lecture proceeds. Note that “lecture” is defined as the entirety of designated time that class meets. Additionally, after having submitted an examination, students may not return to their seats and proceed to access textbooks, notes or other materials as long as the examination is in progress upon pain of the aforementioned penalty. Your full cooperation in these matters is expected. This policy will be strictly enforced.

(Revised 01/11/16)  
Dr. Tommy L. Woods

Semester Calendar

All lectures as well as exam dates are approximately planned and subject to change.

Please note that the calendar is provided to structure your reading of the text throughout the course. However, lecture content will vary significantly at times.

Week One: 1/20, 22
Chapter 1: The Major Issues

Week Two: 1/25, 27, 29
General Student Assembly is from 10 AM - Noon – Class will meet on 1/27 at 1 PM as scheduled.  
(continued)

Week Three: 2/1, 3, 5
Chapter 2: Nerve Cells and Nerve Impulses

Week Four: 2/8, 10, 12
2/8: Brief Literature Review Due  
(continued)

Week Five: 2/15, 17, 19
Chapter 3: Synapses

Week Six: 2/22, 24, 26
EXAM I
Week Seven:  
2/29, 3/2, 4  

Chapter 4: Anatomy of the Nervous System  

Week Eight:  
3/7, 9, 11  

(continued)  

Week Nine:  
3/14, 16, 18  

SPRING BREAK – No Class for the Week  

Week Ten:  
3/21, 23, 25  

Chapter 5: Development and Plasticity of the Brain  
3/25: Easter Holiday  

Week Eleven:  
3/28, 30, 4/1  

(continued)  
3/30: Class may not meet due to Founders Day/Honors Convocation  

Week Twelve:  
4/4, 6, 8  

Chapter 6: Vision  
EXAM II  

Week Thirteen:  
4/11, 13, 15  

Chapter 7: Other Sensory Systems  

Week Fourteen:  
4/18, 20, 22  

Chapter 10: Internal Regulation  

Week Fifteen:  
4/25, 27, 29  

Closing Remarks: A Biopsychosocial Perspective  

Week Sixteen:  
5/2, 4, 6  

EXAM III will be held on 5/2 if at all possible.  

Please note that examination reviews must be earned, as a class, through meaningful participation and adherence to general and exam policies as stipulated in the General Policy and Exam Policy sections of this syllabus. Overall attitude toward course material and toward the process of higher education itself will be taken into account in the decision to review prior to each examination. The decision to review remains entirely under the discretion of the instructor.  

**Instructor Responsibilities**  

- Prepare assignments, discussions, and lectures.  
- Facilitate an effective learning environment.  
- Evaluate and provide prompt feedback on exams.  

**Student Responsibilities**  

- Attend class and participate in class discussions.  
- Read assigned chapters prior to lecture.  
- Complete all evaluation procedures.  
- Ask for help when there is a question or problem.  
- Keep your copy of this syllabus.  

Rigorous discussion of the concepts, theories, methods, and ideas presented in this course is expected. Interaction with the instructor and with peers is essential to the learning process.
“NO RECEPTION WITHOUT REACTION – NO IMPRESSION WITHOUT CORRELATIVE EXPRESSION.”

William James 1892

Student Support and Success

John B. Coleman Library
The library and its partners have as their mission "to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service" and to support the University's core values of "access and quality, diversity, leadership, relevance, and social responsibility" through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty.

Center for Academic Support
The Center for Academic Support (CAS) offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Tutoring Center is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library

COMPASS
The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library

Writing Center
The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Location: Hilliard Hall 121

University Rules and Procedures

Disability statement (See Student Handbook):
Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Academic misconduct (See Student Handbook):
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of academic dishonesty:
1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.

2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.

3. Fabrication: use of invented information or falsified research.

4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as
one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

**Nonacademic misconduct (See Student Handbook)**
The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

**Sexual misconduct (See Student Handbook):**
Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

**Attendance Policy**
Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class.

**Student Academic Appeals Process**
Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

**TECHNICAL CONSIDERATIONS**

**Minimum Recommended Hardware and Software:**
- Intel PC or Laptop with Windows 7; Mac with OS X; Smartphone or iPad/Tablet with Wi-Fi
- High speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15” monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, Internet Explorer or Firefox

**Note:** Be sure to enable Java & pop-ups

**Participants should have a basic proficiency of the following computer skills:**
- Sending and receiving email
- A working knowledge of the Internet
- Proficiency in Microsoft Word (or a program convertible to Word)
- Proficiency in the Acrobat PDF Reader
- Basic knowledge of Windows or Mac O.S.

**Netiquette (online etiquette):**
Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated.

**Technical Support:**
Students should go to [https://mypassword.pvamu.edu/](https://mypassword.pvamu.edu/) if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Office of Distance Learning at 936-261-3283
**Communication Expectations and Standards:**

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

**Discussion Requirement:**

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be accomplish by the use of the discussion board. The exact use of discussion will be determined by the instructor.

*It is strongly suggested* that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.