

PSYC 370 Fall2020 Syllabus

Course Description

This course examines the relationship between brain and behaviour. The first part of the course examines topics relevant to brain plasticity, including neurodevelopment, brain damage and learning and memory; followed by a section on the biopsychology of motivation that covers the neural mechanisms of eating, addiction, sexual behaviour and sleep. The final section deals with disorders of cognition and emotion, including stress and psychiatric disorders.

Psychology 370 is a course designed to continue your exploration of the field of Biopsychology. It primarily focuses on the underlying neural mechanisms of some of the most interesting and complex human behaviours. From how the brain develops, to our basic motivations, to how catastrophically the brain can fail us, this course delves into many different aspects of brain and behaviour.

Queen's University's Department of Psychology has a long history of impressive research in the field of biopsychology. From labs looking at neuroendocrinology and the neurobiology of anxiety to investigating cognition in psychological disorders, many researchers in the Department are tackling important biopsychological questions through different techniques and perspectives, and more information can be found on the [Department of Psychology website](#).

University Operating Dates

Sep 30

Tuition due

Sep 8

Classes start

Sep 21

Last day to add courses

Nov 2

Last day to drop courses without financial penalty

Nov 2

Last day to drop without academic penalty

Nov 7

Last day to submit exam accommodation requests (if applicable)

Dec 7

Classes end

Dec 10-23

Exam Period

Learning Outcomes

Build upon the key principles of biopsychology presented in PSYC 271, with a focus on higher cognitive processing.

Gain an understanding of the complexity of brain and behaviour interactions and how both nature and nurture play important roles.

Learn to critically evaluate new research in the field of biopsychology.

Course Materials

Textbook

Available from the [Queen's Campus Bookstore](#):

Biopsychology, 10th Edition, by John P.J. Pinel, ISBN 9780134567730. That is for the stand alone access code that includes REVEL and eText. As per Pearson's digital first campaign, there will be no physical copies in the bookstore.

I often have students asking whether the 9th edition or the 8th edition of the textbook will be okay to use. There is a lot of new research in this latest edition, as well as the REVEL multimedia, so it is really up to individual students whether they choose to use an older version, knowing they will be missing out on some information that could be tested on the midterm or final exam. Some students have also asked about using the 10th edition without REVEL access. Again, I think it is beneficial to have access to the multimedia and quizzes but it is up to the individual student.

This course uses a Pearson digital product which contains resources used throughout the semester. The required link below is unique to this course. Here is how to register:

Here's how to access the REVEL materials:

1. Go to <https://console.pearson.com/enrollment/wqgloe>
2. Sign in to your Pearson Account or create one. If you already had access to REVEL (from PSYC 271) when you go to the new REVEL invitation link for PSYC370, you will simply be added to the new REVEL course without being prompted for another access code as long as you use the same username and password as you did for PSYC271.
3. Follow the onscreen instructions to redeem your access code. Choose your course under 'My Courses' and choose an access option. It is recommended that you purchase an access code from your campus bookstore for redemption here. Queen's Campus Bookstore is a non-profit organization, and provides the best value to students. Purchasing instant access in REVEL may result in extra fees associated with currency exchange. There is also a free trial if you are waiting for financial aid.

To complete the readings, assignments, and course activities, students can expect to spend, on average, about 12 - 18 hours per week on the course.

Weighting of Assessments

Icebreaker
2.5%
Midterm
15%
Presentation
20%
Essay
12.5%
Final Proctored Exam
50%

Assessments and Activities Description

Course Icebreaker

To start off the course, all students will be required to submit an answer to an Icebreaker question. It will be only worth 2.5% of the total grade and based on participation/submission

Students must also complete one written essay assignment. The assignment consists of 1 long-answer/essay question from Module 8 and it is worth 12.5% of your final grade. For more details on this Essay Assignment, please look under the Timeline or the link below.

Final Exam

The 3-hour final exam will be written during the Exam Period (see Timeline). It will consist of 100 Multiple Choice Questions, covering the entire course and is worth 50% of your final grade. For more details on the Final Exam, please look under the Timeline or the link below.

Please note that the final exam in this course will use remote proctoring provided by a third-party, cloud-based service that enables the completion of a proctored exam or test from an off-campus location, through onQ. This online proctoring solution was chosen as part of the approach to maintain-ing academic integrity in online assessment. Precise details about how tgo qvgr tqevtkpi "y kndg"wgf "kp"vj ku"eqwtug"ecp"dg"hwpf "kp"vj g"oi gwkp "Uctvgf"y kj "Tgo qvgr" Rtqevtkpi ö"eqpvgpv"o qf wrg"kp"qpS 0

When writing tests/exams using remote proctoring, you are connecting to the third-party service. S wggpø"j cu"eqpf wvgr "c"r tkxce{ "cpf "ugewtkv{ "tgxky "qh"vj g"ugt xkæg"cpf "j cu"gpvgtgf "kpvc" binding agreement with terms that address the appropriate collection, use and disclosur.03 Tm0.0C-5(re)7(Q1re)

You should then read the associated textbook chapter.

Next would be the Module Course Notes which provide extra information or a different way of explaining some of the material. The **Course Notes** are an important feature of your online course, but for PSYC 370 are quite brief. Especially for those students who took PSYC 271 with me, these notes are quite different! Basically, they introduce the topic, detail the objectives,

Grading

Academic Integrity

The following statement on academic integrity builds on a definition approved by Senate and is designed to make students aware of the importance of the concept and the potential consequences of departing from the core values of academic integrity. It is highly recommended that this statement be included on all course syllabi. Instructors may also consider including this statement with each assignment.

Some of the fundamental values of academic integrity; [honesty, trust, fairness, respect, responsibility and courage](#). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the [Senate Report on Principles and Priorities](#)).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see [Academic Regulation 1](#)), on the [Arts and Science website](#), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community. Departures from academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

