

Course Description

This course examines the relationship between brain and behaviour. The first part of the course

Exam Period

What you should know:

- Bookmark <https://console.pearson.com> to easily access your materials.
- Pearson recommends using the latest version of Chrome, Firefox, or Safari with this digital product.

One of the important changes to this newest edition of the textbook is that embedded within the text are a number of videos and simulations. So, as you are reading through a particular section in the physical copy of the text, you may come across a video that will need be accessed through REVEL. If you are using the online text, then you are already in REVEL and can just click on the video. Please note, you will need to make sure pop-ups are allowed in order for the multimedia to work properly.

If you have problems accessing REVEL or trouble viewing the videos/simulations on the site, **please** contact the REVEL website administrators directly through the help button, rather than emailing myself or the TAs. They have the ability to address your issues much better than we do, and so we will always redirect your questions back to them.

REVEL Chapter Quizzes

REVEL includes a number of chapter quizzes which can be used as a study tool and provide practice with multiple-choice questions. These quizzes are for practice only and do not contribute to your grade in the course. Please note, however, that those multiple-choice quizzes may be easier than those on the Midterm, and only have 4 choices rather than 5 choices. To

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 only. This assignment is designed both for you to think about biopsychology as a discipline and for the marking team and fellow students to get to know you. More details on the icebreaker can be accessed through the [Timeline](#) or the link below.

[Icebreaker Forum](#)

Midterm

The second evaluation for the course will be an online multiple choice midterm. It will consist of 30 questions and be worth 15% of the final grade. The midterm will cover Modules 1,2, 3 and 4. Further details on the midterm can be accessed through the [Timeline](#) or the link below.

[Midterm Information](#)

Group Presentation

Biopsychology is a rapidly developing field which takes advantage of converging operations. Every day, new and impactful studies are published that are providing important information about brain damage-its etiology, diagnosis and treatment. For this assessment, each student will be assigned a neurological disease/cause of brain damage to present to the other students in their group. This will be done using a voice-over powerpoint presentation. After the presentations have been uploaded, group members will comment and ask/answer questions about the information presented. In total, this group project will be worth 20% of your final grade (15% for

the presentation and 5% for the comments). For more details on this Group Presentation, please look under the Timeline or the link below.

[Group Presentation Assignment](#)

Essay Assignment

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.

[Essay Assignment Description](#)

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.

[Final Exam Information](#)

PLEASE NOTE: You must PASS the final exam in order to pass the course.

How to Approach the Material

PLEASE NOTE: In order to schedule the assessments evenly across the term, the chapters of the textbook will not be covered in sequential order. Please see the Course Timeline for more details.

The first thing you should do is watch the Welcome Video! It provides an overview of the course and introduces the topics/modules we will be covering in Brain and Behaviour.

For each Module, there are a number of different sources of information to hopefully give you a strong understanding of the topic. You should first open the narrated Powerpoint presentation which provides an overview of the topic, the learning outcomes as well as some of the interesting research that will be presented. It is basically what I would say to an in-house class, on the first day of covering a new topic.

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, attempt to place the topic in the larger research area and highlight some interesting research in the area that is not covered in the textbook.

Also, for each Module there are videos, demonstrations and exercises from the online textbook (REVEL) and other websites. These are all designed to augment the information in the textbook and course notes. Sometimes seeing a principle in action is much easier to understand than reading a few paragraphs on it (i.e. how movement in the cochlea allows us to hear).

Current journal articles – these can be accessed through e-reserves through the Module Notes or E-Reserves link at the right of the Homepage. For examination purposes, I will not be asking specific details about these experiments but you should know the hypothesis, general experimental design and conclusions.

By using the powerpoint presentations, textbook, course notes and the multimedia, I hope it is easier to understand the (sometimes) complicated topics within Biopsychology,

As this is a third-year course, you are expected to bring with you a certain level of knowledge about the brain and its behaviour. You may choose to review some basic neuroanatomy and neurophysiology (found in Chapters 3 and 4 of the textbook) before starting to work on the course material.

Throughout the course, as well as the online textbook (REVEL) and other websites, I will provide you with a range of resources to help you understand the course material.

A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

Contacting the Teaching Team

The teaching team contact information is located on the Homepage of the course (see “[Teaching Team](#)”) and we are here to help, however before emailing the instructional team, students need to check the syllabus, the timeline, and course announcements to look for the answer to their question. If a student contacts the teaching team with a question th4(s)-1(9a)4(c)eir

Course Feedback

At various points during the course, students may be asked to take part in a variety of feedback activities (such as questionnaires and exit tickets).

This feedback

Accessibility/Accommodations

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities.

The [Senate Policy for Accommodations for Students with Disabilities](#)

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 at Queen's. Given the seriousness of these matters, actions which contravene the regulation on 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

Media Player

- Flash (latest version)

Adobe Reader

- Latest Version

STUDENTS STUDYING OR TRAVELLING ABROAD

If you plan to travel, we strongly recommend that you confirm Internet availability in your host country prior to departure. In the past, students in other countries have been blocked from accessing certain websites relevant to their courses, as well as onQ. It is the responsibility of all students to book travel around course work, as we cannot change the format or timing on assessments or assignments as a result of travel plans.