

Proposal Title: PSY 3140 – Curriculum Proposal

Proposed Change: This proposal is to change the prerequisites for this upper-level course and to revise the title and catalog description to better reflect current course activities and objectives.

Current Catalog Description:

PSY 3140 - Physiological Psychology
3 Credit Hours

The study of the physiological bases of behavior with emphasis on the functional neural systems of the brain which mediate behavior. Laboratory designed to familiarize students with basic neuroanatomy and neurophysiological techniques used in the investigation of brain functions and behavior. Fall semester.
Prerequisite: PSY 1010 or 6 hours of college biology courses, or department head approval.

Proposed Catalog Description:

PSY 3140 - Biological Psychology
3 Credit Hours

The study of the physiological bases of behavior with emphasis on the functional neural systems of the brain which mediate behavior. Course content is designed to familiarize students with basic neuroanatomy and neurophysiological techniques used in the investigation of brain functions and behavior.
Prerequisite: PSY 2020 or 6 hours of college biology courses, or department head approval.

Primary Instructor: Dr. Amanda Clark

Impact on Other Programs/Departments: None are anticipated.

PSY 3140 Syllabus, with proposed changes in [bold/italics] follows.

15-083 (J)

Physiological Psychology

Fall 2014 CRN 42362

Mondays, Wednesdays & Fridays ... 2:00 to 2:50pm ... EMCS 240

Course: PSY 3140, CRN: 42362
Title: Physiological Psychology
Credit: 3 hours
Professor: Dr. Amanda Clark, HOLT 350- H, Amanda-Clark@utc.edu
Office Hours: Mondays – 11:30 to 12:30pm and by appointment
Prerequisites: [PSY 2020 or 6 credit hours of Biology]

COURSE DESCRIPTION and OUTCOMES

FROM THE CATALOG: The study of the physiological bases of behavior with emphasis on the functional neural systems of the brain which mediate behavior. [Course content is] designed to familiarize students with basic neuroanatomy and neurophysiological techniques used in the investigation of brain functions and behavior.

Student Learning Outcomes:

- Understand how the brain processes and transmits information and how it controls behavior.
- Become familiarized with the neuroanatomy of the brain and its functional organization.
- Understand what happens when the brain does not function properly.
- Connect your own experiences with the empirical research discussed in class and in the text.

Course Requirements

In-Class Participation	8 %
Weekly Quizzes (1% per week)	12 %
Mini Lab Participation & Written Report	10 %
Topical Research Report	10 %
Assessments (20% each)	60 %
	<hr/>
	100 %

Weekly Participatory Quizzes

Each week you will complete a short quiz *online* via UTC Online. Generally, these quizzes will be available immediately following each Friday's lecture and must be completed by **midnight on following Wednesday**. Each quiz will have around 10 questions – if you do not submit your quiz answers, you will receive a 0 for that week. These low-stakes quizzes will help to ensure that you keep up with your weekly readings and that you follow along with the regular lectures.

Mini Lab Participation and Written Report

You will sign up for one Mini Lab experience. This experience will take approximately 45 to 60 minutes and will take place outside of class time. Your grade for this portion of the course will be given based on your active preparation and participation in the Mini Lab as well as a written lab report that details your observations and reactions to the experience. Your Mini Lab experience will be scheduled between October 6th and October 31st. Your lab report will be due within 2 weeks of completing the Mini Lab.

Topical Research Report

You will write a 4 to 5 page document wherein you discuss a brain-related condition or disorder. This topical research paper will be due on November 21st. This likely sounds like it's a long time before this report is due. I would caution you however that outside research will be required for this writing assignment and empirical research articles can take up to 2 weeks to receive through Lupton Library. Please consider these constraints when planning your course activities for the term.

Assessments

There will be three assessments, each worth 20% – one held in class on September 19th another on October 17th and the other to be held on December 1st. These assessments will be largely *non-cumulative* (i.e., once material has been covered on one test, it will not be examined again). Assessments will consist of both multiple-choice questions and short answer questions. There will not be any essay questions on the assessments. Please be sure to arrive at class on time before a test (ideally, a little early) and bring a couple of soft-lead pencils with you. Answer every question on the assessment even if you have to guess (there is no penalty for guessing). *NOTE:* These assessments are very difficult to reschedule, so rescheduling and/or re-weighting will **ONLY** be done for an individual in the event of a legitimate problem, which requires documentation from the Dean of Students (e.g., a doctor's note).

Course Resources

Required Textbook:

- Kalat, J. W. (2013). *Biological Psychology (11th edition)*. Belmont, California: Wadsworth. ISBN: 9781111831004

Course Website:

You can find the course website on UTC Online (<http://bb4.utc.edu>). At this site you will find each week's PowerPoint slides, additional reading material when appropriate, your weekly quizzes and other helpful information. This is also where your grades will be posted following each test.

Communication

To enhance student services, the University uses your UTC email address for all communications. Please check your UTC email on a regular basis. If you have problems with accessing your UTC email account, contact the Call Center at 423/425-4000.

Accommodation Statement

Attention: If you are a student with a disability (e.g. physical, learning, psychiatric vision, hearing etc) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 435-4006 or come by the office, 102 Frist Hall.

Counseling Center Statement

If you find that personal problems, career indecision, study and time management difficulties, etc are adversely affecting your successful progress at UTC, please contact the Counseling and Career Planning Center at 425-4438 or <http://www.utc.edu/Administration/CounselingAndCareerPlanning/>

Honor Code Pledge

I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to insure that the Honor Code is upheld by others and the I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

CLASS EXPECTATIONS

- Avoid being disruptive or disrespectful to your classmates.
 - Be on time for class and don't leave early.
 - Refrain from talking in class. This disturbs the people around you and is inconsiderate.
 - Please be generous with your class participation.
 - Turn off all electronic devices before the start of class – this includes cell phones.
 - Use computers in class for only class-related activities. Checking email, playing games, chatting on Facebook etc... is distracting for you and the students sitting behind and around you. Using your laptop for these activities will not be allowed.
- My commitment to you:
 - I am interested in your success here at UTCI. If you are experiencing difficulty I am happy to work with you in developing strategies for improving. I cannot however, adjust test scores after the test has been taken. So please see me soon and see me often if you are encountering difficulty!
 - I design each lecture to compliment, but not repeat, the text. I also purposely design class activities to further your learning of the material. So, *ask questions & participate in class – Learning is easier when you are actively involved!*

COURSE SCHEDULE

There are *two sources of material* for the course: the textbook and the lectures. The lectures will focus on specific topics and are not meant to provide coverage of all material in the text. Lectures will elaborate and build upon (not duplicate) the text material. It is recommended that you attend class and complete the readings beforehand. A schedule of lectures and related readings is found below:

<i>Date</i>	<i>Topic</i>	<i>Chapter</i>
August 18, 20, 22	Introduction to the Class & The Major Issues	1
August 25, 27, 29 September 1 September 3 & 5	Nerve Cells Labor Day – No Class Nerve Impulses	2
September 8, 10, 12	Synapses and Drugs	3
September 15, 17	The Nervous System	4
September 19	ASSESSMENT ONE	
September 22, 24, 26, 29 October 1, 3	The Nervous System	5
October 6, 8, 10	Vision	6
October 13, 15	Other Sensory Systems: Audition	7
October 17	ASSESSMENT TWO	
October 20	Fall Break – No Class	
October 22, 24	Movement	8
October 27	Wakefulness and Sleep	9
October 29, 31 November 3	The Biology of Learning and Memory	13
November 5, 7, 10, 12, 14	Cognitive Functions	14
November 17, 19, 21, 24	Mood Disorders and Schizophrenia	15
November 26, 28	Thanksgiving Holidays – No Class	
December 1	ASSESSMENT THREE	