

SUPPLEMENTARY MATERIAL 1

PSY 415 Brain and Behavior
Syllabus: Spring, 2021
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Textbook: “Foundations of Behavioral Neuroscience” by Neil R. Carlson, 9th edition

The Inclusive Classroom:

Stonehill College strives to create a welcoming and brave space for students, faculty, and staff by honoring the inherent dignity of each individual. Stonehill College acknowledges that our community represents various cultural and religious experiences, beliefs, and perspectives. We all benefit from a diverse living and learning environment, and the sharing of differences in ideas, experiences, and beliefs help us shape our own perspectives. Course content and campus discussions will heighten your awareness to these differences.

There are many resources for anyone seeking support or have questions about diversity and inclusion at Stonehill. If you'd like more information on how to get connected to resources, the Office of Intercultural Affairs is a good first stop: Location: Duffy 149, Phone: 508-565-1409, Email: diversity@stonehill.edu.

If you are a witness to or experience an act of bias at Stonehill, you may submit a bias incident report online or on the Stonehill App. If you would like to learn more on bias incident prevention and response, or submit a report, please visit: <http://www.stonehill.edu/offices-services/intercultural-affairs/bias-response-protocol/>

A personal note from your professor... If you ever have a concern about my behavior or that of another student in the class, please feel free to approach me in person, by email, or with an anonymous note under my door... whatever it takes so that I can continue to work on creating an inclusive classroom environment. Thank you!

Resources for Mental Health and Well-being

Your mental health is very important. We all experience emotional distress and personal difficulties as a normal part of life. Sometimes, these struggles can interfere with our day-to-day functioning. As your instructor, I want to support your well-being and success and encourage you to reach out if you are having difficulty with this course. However, as I am not qualified to serve as your counselor, I want to share resources available should you be experiencing mental health distress and/or personal difficulties. Stonehill College Counseling Services offers free and confidential mental health services that are not connected to your academic record in anyway. For more information please visit the Counseling Services website at: www.stonehill.edu/offices-services/counseling-services.

Counseling Services, located in the Chapel of Mary building, is open Monday-Friday 8:30 am-4:30 pm. To schedule an intake appointment or to inquire about “urgent” appointment availability, please call (508) 565-1331 or stop by the front desk.

Additional resources for you or one of your peers:

- In the event of an emergency, call SCPD at (508) 565-5555 if on campus or 9-1-1 if off campus

- 24/7 National Suicide Prevention Lifeline: 1-800-273-8255
- 24/7 Crisis Text Line: Text “START” to 741-741 · www.ulifeline.org A web resource on college mental health, including online screening.

As stated in the college’s mission “Stonehill aims to empower each of its members to challenge and support one another and to embrace our human solidarity,…”

Office of Accessibility Resources (OAR):

Stonehill College is committed to providing a welcoming, supportive and inclusive environment for students with disabilities. The Office of Accessibility Resources (OAR) provides a point of coordination, resources and support for students with disabilities and the campus community. If you anticipate or experience physical or academic barriers based on disability, please let me know so that we can discuss options. You are also welcome to contact OAR to begin this conversation or to establish reasonable accommodations for this or other courses. OAR is located within the Academic Services & Advising Suite in Duffy 104. For additional information please call (508) 565-1306 or email:

accessibility-resources@stonehill.edu.

COVID 19, Social Distancing and Class:

First, the wearing of a mask will be required by everyone in class. Second, Room 236 holds approximately 24 students under normal circumstances. We have 2 remote learners. Of the approximately remaining 22 students, I think the judicious thing to do is to follow a **Hyflex model** of teaching whereby half the class (~11 students reports) to class on Mondays, and the other half of the class reports to class on Wednesdays. For the students who will report in class on Mondays, they will watch the following lesson on a prerecorded penopto video in place of the Wednesday class. The other half of the class will watch a penopto video on Mondays, then report to class on Wednesdays. Note: My TA, Celina Stansky, and I will both help via zoom meetings if you do not understand the material on the penopto videos. The teaching assistant will run regular study sessions remotely, which you are encouraged to utilize. Remote learners will have access to penopto videos for all of the classes and will be able to meet via zoom with myself and the TA to review.

Join URL: <https://stonehill.zoom.us/j/99341937804?pwd=U3VvQWl2Sll5L2QxSEFma3h0Y2sxUT09>

Passcode: 6i580b

Resources for Academic Support

The Center for Writing and Academic Achievement (CWAA) is an inclusive space where students can discover confidence both inside and outside the classroom. From professional and peer tutoring to subject labs and academic skills, our services cover all academic disciplines at no additional cost. We tutor over (25) individual subjects in addition to peer writing and academic coaching in all subjects.

The CWAA also manages the Writing Fellows Program and is located in MacPháidín Library, Room 314. Students can visit the CWAA website to view schedules or TutorTrac to make appointments.

What are the objectives of this course? The overall objective is to present a body of knowledge relating behavioral processes to biological mechanisms and, in the process, to:

1. Impart a fundamental understanding of the structure and function of the nervous system.

2. Impart an appreciation and understanding of the techniques used in relating biological and behavioral processes.
3. 3. Provide sufficient background to allow you to read the current literature in behavioral neuroscience with a degree of confidence which you did not have before taking this course. This will include learning the “language” utilized by neuroscientists.
3. 4. For those of you who intend to apply to graduate school or professional schools, this course will prepare you for advanced coursework and research opportunities in areas related to the biological basis of behavior.

What is the basic format of this course? Lecture with active student participation. Lectures are not intended to duplicate textbook material. In my view, a lecture serves several purposes. One purpose is to compliment, supplement and clarify some of the more difficult material found in your textbook. A second purpose is to present important material that your textbook fails to cover. A third purpose of my lectures is to bring this material to life in a way that your textbook cannot.

Although I will lecture in class, this does *not* mean that students are expected to play a passive role. This material is intellectually challenging. I encourage you to ask questions and participate.

What about class attendance, punctuality and courtesy? I will take attendance and you will be held responsible for in-class material. Material from past classes will not be repeated nor will I give notes for missed classes. My Teaching Assistant will not give out notes for missed classes either. If you miss class for any reason, it is your responsibility to contact students from class and ask for the notes. I expect you to attend and participate in class. Please do not arrive late as it is disruptive and distracts other students.

What is my policy on taking make-up exams? I will announce the date of an upcoming exam about two weeks in advance. I expect all students to take the exams on the targeted exam date. In general, there are only two valid excuses for missing an exam: 1) A documented serious illness or injury. Serious illness means that you are sick enough to be hospitalized, quarantined or ordered to stay in bed by a physician 2) Death in the immediate family (e.g., parents, siblings, etc.). If you have a valid excuse, then I will give you a make-up exam when you are recovered.

Grading:

Unless otherwise specified, standard grading will be followed. Standard grading will be employed:
A 93.3-100%; A- 90.0-93.2%; B+ 86.7-89.9%; B 83.3-86.6%; B- 80.0-83.2%; C+ 76.7-79.9%;
C 73.3-76.6%; C- 70.0-73.2%; D+ 66.7-69.9% D 60.0-66.6%; F less than 60.0%.

How will my grade be determined in this class? Your letter grade will be based primarily on four exams, which will each be worth 25% of your grade. Although exams are generally not cumulative, the material in this course does build on an understanding of material from previous units. The final exam will have a few review questions, but it will be primarily from the last unit of material. I do offer students the option to write an additional research paper which can sometimes improve a student's grade in the class. If you choose to write this paper, then the paper will be worth 20% of your grade, and the exams will each be worth 20% of your grade. Note that the research paper is a major commitment that requires that you prepare and submit an initial outline for your paper, and rough drafts of your paper. You should plan to meet with the instructor several times to review the progress you are making on the paper. Preparing a paper in the last 2-3 weeks of class will not improve your grade. Specific directions for the preparation of this paper will be provided in a separate document.

Note: Students may **not** take pictures of exams. Any instance of picture taking of an exam (whether it has been graded or not) will result in that student receiving a **0% (F)** for that exam.

Attendance, Class Participation and Classroom Behavior: I reserve the right to increase or decrease your final average typically by 2-3% based on your attendance, being on time and quality of participation in class. In terms of participation, I look for quality, not quantity. There are some inappropriate behaviors that may affect your grade adversely if those behaviors occur frequently: 1) chronic socializing during class 2) texting, watching you tube videos or otherwise engaging in social media during class time 3) recurrent lateness or absences from class 4) general disruptive or impolite behavior

What is the format for the exams?

Each exam will contain a variety of types of questions (eg, fill-ins, matching, labeling of brain structures and functions, short-answer questions, identifications/definitions, brief essays). My goal in preparing examinations is to test your understanding of important concepts, and your ability to reason logically from the material. While memorization of certain factual information is necessary, it is *not* sufficient. When a student obtains a genuine and deep understanding of a subject, that student tends to retain the important facts along the way anyhow. On short answer and essay questions, your answer must address each question specifically. Irrelevant material will not improve the answer to any question.

Academic Honor Code and Integrity Policy

My expectation is that you will adhere to the **Stonehill Academic Honor Code and Academic Integrity Policy** found in the 2019-2020 Hillbook under Academic Policies and Procedures. A violation of Stonehill's Academic Integrity Policy may, at my discretion, result in an F (0%) on a test or an assignment, or in brazen cases, an F for the entire course.

Certainly, it should go without saying that cheating on an exam will not be tolerated and will result in an F (0%) on that exam. There are a few additional rules for how you should behave on the day for an exam: No ear plugs, no computer wrist watches or smart watches, no going to the bathroom during a test (empty your bladder before the exam), no food or drink in the classroom.

Cell Phone Policy

Each cell phone is to be turned to silent mode during class time and remain out of sight throughout the entire duration of the class.

During exam periods each cell phone must be in silent mode and remain visible with the screen side down on the desk. Absolutely no use of the cell phone (i.e., checking its screen) is permitted from the time an exam is handed out until it has been turned in to be graded.

What do course grades indicate? (Hillbook definition):

Grade	Definition	Quality Point Credit Hours
A	Excellent , work that is of the highest standard showing distinction	4.00
A-		3.70
B+	Good , work that is of high quality	3.30
B		3.00
B-	Satisfactory , work that fulfills requirements of quality and quantity and meets acceptable standards for graduation	2.70
C+		2.30
C		2.00
C-	Passing , work that falls below graduation standard, yet is deserving of credit.	1.70
D+		1.30
D		1.00
F	Failure , work undeserving of credit	0.00

***Schedule of Lecture Topics and Textbook Reading Assignments**

What is biopsychology? Where did our ideas about the brain and behavior originate?	Ch. 1
Lateralization, language, and the split-brain	Ch. 13
Deep Dive into Diversity (week of Feb. 8-12)	
Overview of the major structures in the brain and associated functions	Chapt. 3
What cells make up the nervous system?	Ch. 2
How do neurons send and receive signals? Conduction & synaptic transmission	Ch. 2
UNIT 1 EXAM	
The major neurotransmitters and neuromodulators	Ch. 2 & 4
How do drugs influence synaptic transmission?	Ch. 4
Neurotransmitters, drugs and mental disorders:	
Schizophrenia	
Affective Disorders	Ch. 15
Reinforcement: Discovery of electrical self-stimulation of brain	Ch. 12 (pp. 315-317)
Drug addiction and the brain's reinforcement circuitry	Ch. 16 (pp. 428-442)
UNIT 2 EXAM	
The Autonomic Nervous Systems	Ch. 3 (pp. 70-73)
Stress and the HPA axis	Ch. 16 (pp. 422-428)
The Somatic Nervous Systems	
Somatic Sensory Systems:	Ch. 6 & 7
Somatic Motor systems	
Clinical disorders of the motor systems	Ch. 14 (pp. 374-384)
(ALS, Parkinson's Disease, Huntington's Disease, Multiple Sclerosis)	
UNIT 3 EXAM	
Sleep (and wake), dreaming and circadian rhythms	Ch. 8
Learning and Memory	Ch. 12
Alzheimer's disease	Ch. 14 (pp. 379-482)
Emotion	Ch. 10
FINAL EXAM	

Additional Notes:

*While I intend to stick to the schedule of topics above, the schedule may require some modification as the semester unfolds.

Neuroscience majors in particular should also read **Chapter 5** on Methods and Strategy of Research. It would be good if everyone read it. The methods and techniques used by behavioral neuroscientists will be discussed throughout the entire course, so Chapter 5 applies to all four units.