

PSYC 290: Physiological Psychology

Cincinnati Christian University

Department of Behavioral Sciences

Spring 2019. 3 Credit Hours. Section 01. Monday, Wednesday, and Friday. 11:00-11:50.

Professor: Nick Tomeo, Ph.D., LPC

Email: nick.tomeo@ccuniversity.edu

Phone: (513) 633-0489

COURSE DESCRIPTION:

This course serves as an introduction to the study of the biological component of behavior. Special emphasis will be placed on the function of the nervous system, sensory systems, and motor systems.

COURSE RATIONALE:

Understanding how the brain functions is a fundamental necessity for comprehending the developmental mechanisms of behavior and experience. To gain this understanding, students will explore the current body of knowledge and research in biological psychology.

COURSE OBJECTIVES:

Students will:

1. Demonstrate a basic use and understanding of the vocabulary used in discussion of the anatomy of the human brain and central nervous system.
2. Show an understanding of how the brain interacts with other systems of the human body.
3. Communicate a basic comprehension of normal and abnormal brain functioning.
4. Explain the effects of heredity and environment upon brain development and psychology.
5. Relate brain function and development to behaviors, motivations, and emotions exhibited by individuals.
6. Connect various psychological issues to brain function.

METHOD OF INSTRUCTION:

This class will follow a lecture and discussion format. Also included in the study will be emphasis and evaluation through weekly assignments, quizzes and tests. Learning will be facilitated by readings, research, artistic, and writing assignments based on academic works in the field of physiological psychology.

REQUIRED MATERIALS:

- Carter, R. (2014). *The human brain book*. New York, New York: DK.
- *Pinel, J. & Edwards, M. (2007). A colorful introduction to the anatomy of the human brain: A brain and psychology coloring book (2nd Edition)*. New York, New York: Pearson. **(This is a coloring book. Therefore, crayons or colored pencils are needed for this).**
- “Fill in the blank” class notes will be posted on Canvas to be printed and used in the classroom.
- A 3-ring binder
- Canvas and Email:

All students enrolled in this course are required to check Canvas and their email daily for the duration of the course. Course announcements, changes to the syllabus, and memos from the instructor will be distributed via Canvas and/or email. Students are responsible for all information distributed in this manner.

GRADING:

Attendance—Very important! Per the College catalog you may miss 6 classes, but after 6 absences you will fail the class. I am sensitive to illness, deaths in the family, personal emergencies--legitimate reasons to miss a class. If you do miss a class for these reasons, I will work with you, **but you must contact me by next class session** to receive my blessing. Part of your semester grade (10%) will be based on attendance.

Lateness & leaving during class—Will be noted and will also affect your grade.

Presence will be part of your grade (to be explained).

Quizzes will be given over some of the reading. Missed quizzes **cannot be made up.**

Other exams--There will be a test over material covered in January and February and a Final test. These tests will be over the reading, presentations, and class lectures & discussions

Assignments--Failure to do assignments will result in an “F” for the assignment plus a substantial grade deduction for the entire semester (per missing work). ***Late assignments will not be accepted. Excused absences may affect this policy—I am an understanding fellow, talk to me.*** A variety of relevant individual and group class activities will be assigned throughout the course.

One 10-15-minute class presentation—Each student will make an in-class

presentation based upon research of an assigned topic or a book. Presentation grades will be based on creativity, accuracy, thoughtfulness, interest level. Presentations must include: visuals and handouts. A reference page, typed, with at least five appropriate sources cited, **must** be handed in on the day of the presentation before the presentation is made. Use APA Style-6th edition for the reference list. (Older sources or simple internet sources may not be accepted.)

Presentation Rubric	
Accurate Death Physiological information (20)	_____
Interest Level (20)	_____
Quality visuals (20)	_____
Spoke when scheduled (10)	_____
Followed time limit (10)	_____
5 Quality resources (10)	_____
Extra points for creativity	_____
GRADE: _____ / 100 points	

Breakdown of semester grades:

- Attendance, etc. (10%)
- Class presentation (20%)
- Chapter quizzes, coloring, and misc. assignments (20%)
- First test (20%)
- Final Exam (30%)

Class hints & reminders:

- Read the syllabus carefully for details needed in homework. Students are responsible for knowing what is in the syllabus. Not following instructions will result in lower grades.
- Save your work!
- Students are responsible for finding out what goes on in class during absence, i.e. information, assignment changes, etc.
- The professor's excused absence policy is a privilege not a right.
- "Fill in the blank" class notes will be posted on Canvas. Print them up and bring them to each class.
- **Do not bring laptops, iPads, etc. to class.**
- Use of cell phones during class will result in **grade penalty**. No texting! Cell phones must be out of sight.
- Participation and Presence in class will be noted.
- Homework assignments will not be accepted late.
- Quizzes cannot be made up.

Assignment, Test, and Quiz Schedule

January

23 First Class--*"Introducing the most amazing thing ever created."*

25 Bring to class:

- "Fill in the blank" note pages to class with a 3 ring binder
- Text books with Crayons or colored pencils
- Syllabus

Students who bring the above to class will receive an "A" for their first grade.

30 "Mind, Brain, Soul" paper due (bring typed-hard copy to class and post paper on Canvas too.)

February

6 *Carter (1)*: Read pp 1-49 and turn in a list of 30 fascinating facts gained from the reading (Post facts on Canvas)

8 *Pinel (1)*: Read and Color 2.1 & 2.2
Do Review 2.2 & 2.3

13 *Carter (2)*: Read **Brain Anatomy & The Individual Brain** and post a list of 30 fascinating facts gained from the reading (Post on Canvas)

15 *Pinel (2)*: Read and Color 5.1, 5.2, 5.3, 5.4, 5.5, 5.6
Do Review 5.2 and 5.3

20 *Carter (3)*: Read **The Senses, Movement and Control** and post a list of fascinating facts gained from the reading (Post on Canvas)

22 *Pinel (3)*: Read and Color 6.4, 6.5, 7.7, 7.8, 11.3, 11.4, 11.7

27 **Test** (material covered in January and February)

March

6 *Carter (4)*: Read **Emotions and Feelings & The Social Brain** (quiz)

8 *Pinel (4)*: Read and Color and do all in Chapter 10 with review 10.2, 10.3, & do 12.1, 12.2, 12.3, 12.4, 12.5
Do Review 12.2, 12.3

Spring Break: March 9-17

- 27 *Carter (5)*: Read **Thinking & Consciousness** (quiz)
- 29 *Pinel (5)*: Read, Color and do 9.5 & 9.6; do all of Chapter 11 & review 11.2, 11.3

April

- 3 *Carter (6)*: Read **Memory** (quiz)
- 10 *Carter (7)*: Read **Language and Communication** (quiz)
- 12 *Pinel*: Completed Coloring book turn-in for extra credit
- 17 *Carter (8)*: Read **Development and Aging & Diseases and Disorders** (quiz)
- 22 Review
- 24 Test
- 26 Presentations
- 29 Presentations

May

- 1 Presentations
- 3 Presentations
- 6 Presentations
- 8 Presentation
- 10 Presentations
- 30 **Final exam week: Presentations**

IMPORTANT NOTES for further clarification

Late Assignments: Unless otherwise noted, assignments are due at the beginning of class. Out of respect for the hard work that everyone puts into the

course, **late assignments will NOT be accepted** unless there is a *serious* personal, medical or family emergency (e.g., hospitalization, death in the family) that can be substantiated with documentation. In the rare event that a late assignment is accepted, there will be a deduction of one letter grade each day it is late. It is understandable that unexpected life events occur, but this policy is to encourage the development of positive professional behavior. Therefore, please plan accordingly to complete assignments on time as **regular life stressors or technology failures will not be accepted as reasons to submit work late**. I invite you to talk with me about any challenges you face in completing your assignments.

Christian Component: As we strive to provide a biblically-based approach to counseling and psychology, we expect you to evaluate all readings and discussions from a Christian perspective and work to integrate biblical truth into your life, thought, and work. We also expect honesty is to be demonstrated in all aspects of this course.

Student Conduct During discussions and experiential activities, everyone is expected to be respectful of themselves and others. Keep in mind that it may not be appropriate to disclose your own psychological struggles to the class. If you become distressed about any material/discussions, please talk with me and/or make an appointment to see a counselor.

Accommodations:

Students who require academic accommodations due to a documented physical, psychological, or learning disability may request assistance from the Student Services Department. Students are encouraged to complete this process within the first two weeks of the semester. The Student Services Department is located on the upper level of Presidents Hall. You may also contact the office by phone at 244-8150.

Academic Dishonesty: Cheating, plagiarism, and all other forms of academic dishonesty will NOT be tolerated. All incidents of academic dishonesty will be dealt with in accordance to university regulations (see CCU student handbook), which will include failure of class and additional action by the Committee on Academic Integrity.

Flexibility Clause: This syllabus is NOT a binding contract. The dates of lectures, exams, projects, etc. may be revised as the term progresses. All modifications to the syllabus will be announced in class and/or via Canvas.