

BIOLOGICAL PSYCHOLOGY

PSYC304 – Spring 2021

Distance Learning (lectures via Zoom)

9:30-10:45AM, every Tuesday and Thursday

<https://umd.instructure.com/courses/1291855>

Instructor: Erica R. Glasper (she/her/hers)
Office: Virtual
Office Hours: 2:00-3:30PM, every Tuesday (by appointment via ELMS only)
Email: eglasper@umd.edu

Teaching Assistant: Molly Ellenberg
Office: Virtual
Office Hours: 10:00-11:30AM, every Wednesday (by appointment via ELMS only)
Email: mellenbe@umd.edu

I. Course Description

Biological Psychology is the study of behavioral neuroscience. During this lecture-based course, students will be introduced to this dynamic field, which investigates the brain, its structure and function, and the ways in which the brain drives behaviors.

II. Course Outcomes

Upon successful completion of this course, you will be able to:

1. Understand classic and current developments in the field of biological psychology.
2. Be an informed consumer of biological psychology information.
3. Have a positive effect on your own neural and mental health.

III. Recommended Text

The required text for this course is *Biology Psychology* (2018; Lambert, K.G.; Oxford University Press). Readings listed in the course schedule are *required*. You are expected to have read these materials ***prior to class***.

IV. Required Activity

Syllabus Quiz (due Friday, January 29, 2021 by 11:59p)

The syllabus quiz is designed to ensure that all course policies are understood and that students have a non-penalized experience with the LockDown Browser. Additionally, this quiz should reduce time spent during class covering course policies that are spelled out within your syllabus. You will not be able to proceed to Week 2 activities without completing the syllabus quiz.

V. Recommended Activities

Your textbook is accompanied by a [companion website](#), which provides a number of resources to help you learn the material presented throughout the course (e.g., chapter outlines, flashcards, self-assessments). While you are ***not required*** to complete any of

these activities, they may greatly increase your understanding of some of the course concepts and improve performance on assessments.

VI. Course Evaluation

Your course grade will be calculated based on the following evaluation criteria:

o **Live Session Participation (20%)**

In order to increase live session participation, daily quizzes will be administered during each session. *You will need to make sure that you login and register for each session to receive full credit for your participation.*

Quizzes may begin at any time. Should you arrive after the start of the session, you may miss a quiz question (questions will not be re-administered). Live session participation will be graded on participation (i.e., answering the questions) and your preparation and understanding (i.e., % correct). Each session is worth 20 points. *I will drop your lowest 5 scores; this should reduce concerns regarding missed participation points (e.g., absences) and/or poor performance.*

o **Video Reflections (20%)**

Each chapter of your text book begins with a “Brain Scene Investigation (BSI)” that is either a case study or a behavioral mystery that provides some “real world” context to the material we will cover in class. You will view a short video related to the BSI and submit your answer via video upload.

Your video should be no longer than 90 seconds. *I will drop your lowest score on this assignment. Therefore, if you miss an assignment, for any reason, you can rest assured that you will not be penalized. Late assignments will not be accepted.*

o **Exams (35%)**

All exams will be administered in-class during the normal class time. Each exam will be open notes and open text; however, it is highly recommended that you do not rely on flipping through your notes for the correct answer. Time will not permit this strategy.

All exams will be objective in format (e.g., multiple choice and true/false). The questions will draw upon material covered in class, material covered in the video reflection assignments, and the material covered within the pages of your required reading. LockDown Browser will be utilized. The lowest exam grade will be dropped; therefore, if you miss an exam for any reason, you can rest assured that you will not be penalized.

Exams will be administered on the following dates:

- Exam 1 – Thursday, February 18, 2021 (100 total points)
- Exam 2 – Tuesday, March 9, 2021 (100 total points)
- Exam 3 – Thursday, April 13, 2021 (100 total points)

o **Final Exam (25%; 200 total points)**

The final exam will be objective in format (i.e., multiple choice, true/false) and cumulative. The final exam will be open notes and open text; however, it is highly recommended that you do not rely on flipping through your notes for the correct answer. Time will not permit this strategy. Questions will draw upon material covered during live

sessions and material covered within the pages of your required reading assignments. LockDown Browser will be utilized.

The final exam will be administered on Friday, May 14, 2021 (8:00AM – 10:00AM).

VII. Specific Course-Related Policies

Live-Session Norms

- o **Familiarize yourself with Zoom.** Zoom is a web conferencing service that has been made available for the University of Maryland community to hold this course. If you are unfamiliar with the technology, please read this [student guide](#).
- o **Mute your microphone.** To help keep background noise to a minimum when entering our live session, please make sure you mute your microphone when you are not speaking.
- o **Position your camera properly.** If you feel comfortable keeping your camera on during a live session, which I highly encourage you to do, please position your camera so that your face is unobstructed.
- o **Limit distractions.** We will move rather quickly in this course, so please limit (to the best extent possible) any distractions that may interfere with your ability to focus during the live sessions.

Grading

- o The following grading scheme will apply: A+: 98.0-100%; A: 93.0-97.9%; A-: 90.0-92.9%; B+: 87.0-89.90%; B: 83.0-86.9%; B-: 80.0-82.9%; C+: 77.0-79.9%; C: 73.0-76.9%; C-: 70.0-72.9%; D+: 67.0-69.9%; D: 63.0-66.9%; D-: 60.0-62.9%; F: 0-59.9%.
- o Grades will not be rounded up. If you earn a 97.9%, you have earned an A in the course. Incomplete grades, which are awarded at the end of the semester, will not be given based on unsatisfactory performance.
- o Students who are performing poorly should be mindful of the deadline to drop a course without (February 5, 2021) and with (April 9, 2021) a “W”. You are encouraged to consult with me well in advance of these deadlines should you find yourself not performing as expected.
- o All assignments will be graded within one (1) week of submission. If you would like to discuss or review any assignments, you must make this request within two (2) weeks of receiving your grade.

Names/Pronouns and Self Identifications

- o The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit <https://lgbt.umd.edu/rainbow-terrapin-network-transsteps> to learn more.
- o Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and disability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do

my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

Reporting Racism and Other Forms of Hate and Bias

- o If you experience racism or other forms of bias or hate in this class, or any psychology course, we encourage you to do at least one of the following:
 - o Please report the experience to the instructor or teaching assistant
 - o Report to the Department of Psychology's Diversity and Inclusion Committee [using this link](#) (reports can be made anonymously).
- o Report all incidents of hate and bias to the Office of Diversity and Inclusion at <https://www.diversity.umd.edu/hbrp/>.

Inclusive Learning Environments

Students will be invited to share their thoughts in class and a diversity of opinions is welcome. Respectful communication is expected, even when expressing differing perspectives. Supporting one's statements with research findings is encouraged. In accordance with free speech statutes, speech that contains threats of violence is prohibited.

Statement of Basic Needs

"Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in this course, is encouraged to use the resources listed below for support."

- Fostering Terp Success: <https://umd.edu/fostering-terp-success>
- UMD Campus Pantry: <http://campuspantry.umd.edu/>
- UMD Student Crisis Fund: <http://www.crisisfund.umd.edu/>
- Counseling Center: <http://www.counseling.umd.edu/CS/>

VIII. Standard Course Related Policies

You are personally responsible for making yourself aware of the relevant course and University policies. For policies on academic integrity, code of student conduct, sexual misconduct, non-discrimination, accessibility, attendance, absences, missed assignments, student rights regarding undergraduate courses, official UMD communication, mid-term grades, complaints about course final grades, copyright and intellectual property, final exams and course evaluations, and other related campus resources, please visit <http://www.ugst.umd.edu/courserelatedpolicies.html> or <https://gradschool.umd.edu>.

IX. Course Evaluation

Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Feedback is confidential and important. CourseEvalUM will open for Spring semester courses in early May 2021. Go [here](#) to complete your evaluations.

X. Course Schedule

Week	Date	Class	Topic	Chapter	Required Reading	Deliverable(s)
1	26 - Jan (Tu)	1	Introductions and Course Overview		Syllabus and Course Website	Introduction Discussion Board; Syllabus Quiz
			<u>MODULE 1: THE BRAIN IN CONTEXT</u>			
	28 - Jan (Th)	2	Introduction to Biological Psychology (I)	1	pp: 3-14	Brain Scene Investigation 1 (<i>David Blaine</i>)
	2 - Feb (Tu)	3	Introduction to Biological Psychology (II)		pp: 15-28	
2			<u>MODULE 2: THE NERVOUS SYSTEM: ESSENTIAL COMPONENTS</u>			
	4 - Feb (Th)	4	The Nervous System: Structure & Function (I)	2	pp: 31-45	
3	9 - Feb (Tu)	5	The Nervous System: Structure & Function (II)		3	pp: 46-60
	11 - Feb (Th)	6	Cells & Circuits (I)	pp: 63-84		
4	16 - Feb (Tu)	7	Cells & Circuits (II)	1-3	pp: 63-84	
	18 - Feb (Th)	8	EXAM ONE			
5	23 - Feb (Tu)	9	Neurochemistry, Neuropsychopharmacology, & Drug Addiction (I)	4	pp: 89-116	Brain Scene Investigation 2 (<i>Nic and David Scheff</i>)
	25 - Feb (Th)	10	Neurochemistry, Neuropsychopharmacology, & Drug Addiction (II)		pp: 89-116	
6	2 - Mar (Tu)	11	Evolving Brains: Neural Development, Neuroplasticity, & Neurochemical Intervention (I)	5	pp: 121-147	Brain Scene Investigation 3 (<i>Marc Baskett</i>)
	4 - Mar (Th)	12	Evolving Brains: Neural Development, Neuroplasticity, & Neurochemical Intervention (II)		pp: 121-147	
7	9 - Mar (Tu)	13	EXAM TWO			
			<u>MODULE 3: THE NERVOUS SYSTEM: ESSENTIAL FUNCTIONS</u>			
	11 - Mar	14	Sensation, Perception, & Adaptation	6	pp: 151-182	

	(Th)		(I)			
8	16 - Mar (Tu)		SPRING BREAK			
	18 - Mar (Th)		SPRING BREAK			
9	23 - Mar (Tu)	15	Sensation, Perception, & Adaptation (II)		pp: 151-182	Brain Scene Investigation 4 (Daniel Kish)
	25 - Mar (Th)	16	Movement (I)	7	pp: 187-212	
10	30 - Mar (Tu)	17	Movement (II)		pp: 187-212	
	1 - Apr (Th)	18	Maintenance & Motivation (I)	8	pp: 217-244	
11	6 - Apr (Tu)	19	Maintenance & Motivation (II)		pp: 217-244	Brain Scene Investigation 5 (Ken Parks)
	8 - Apr (Th)	20	Sleep, Wakefulness, & Conscious Awareness	9	pp: 249-277	
12	13 - Apr (Tu)	21	EXAM THREE			
			<u>MODULE 4: NEUROBIOLOGY IN ACTION</u>			
	15 - Apr (Th)	22	Emotional Expression & Regulation (I)	10	pp: 281-305	
13	20 - Apr (Tu)	23	Emotional Expression & Regulation (II)		pp: 281-305	
	22 - Apr (Th)	24	Affiliative & Reproductive Strategies (I)	11	pp: 309-335	
14	27 - Apr (Tu)	25	Affiliative & Reproductive Strategies (II)		pp: 309-335	
	29 - Apr (Th)	26	Learning, Memory, & Decision Making (I)	12	pp: 339-361	
15	4 - May (Tu)	27	Learning, Memory, & Decision Making (II)		pp: 339-361	Brain Scene Investigation 6 (Clive Wearing)
	6 - May (Th)	28	Mental Illness (I)	13	pp: 373-401	
16	11 - May (Tu)	29	Mental Illness (II)		pp: 373-401	
	14 - May (Th)		Final Exam (8-10AM)			