Course Notes – Psychology 271 Online

Course Introduction

Course Notes material are based on content provided by:

- Dr. M. Valsangkar-Smyth, Department of Psychology, Queen's University

- Graphics, figures, animations, videos from the text J.P. Pinel's *Biopsychology (8e)*, (2010), Pearson Canada, Toronto, and from the text website, http://www.mypsychlab.com

Table of Contents

How the Course Notes Work

The **Course Notes** are an important feature of your online course. They connect the different learning resources together so that you can understand the big picture of what you are learning. Each **Course Notes** contains:

- A **Table of Contents** so that you can see the Topics included

- An **Introduction to the Unit** including what you will learn about

- The **Unit Objectives** showing expectations of what you should know after completing the Unit

- The **Required Reading** for the Unit including textbook and any other resources

- A **To Do Checklist** so that you can ensure you complete all requirements of the Unit and can easily find the location of these – timelines, assignments, readings, tutorials, etc. to ensure that you don't miss anything

- Information from your instructor with explanations, points of interest, helpful hints, links to other resources, tips and lots of extras that go beyond the textbook to help you learn and understand the content so you complete the course successfully.

- A **Unit Summary** so you can review what you learned

- **Coming Next** will help you prepare for the next Unit.

We wish you success and hope that you enjoy your online experience at Queen's University!

Instructor Information

Dr. M. Valsangkar-Smyth

I received a Bachelor of Science with Honours from Queen's University and earned a doctoral degree in Psychology from the University of Alberta. I was then a Research Fellow at Dartmouth College. I have been lucky enough to work in various areas within biopsychology including neuroanatomy, neurophysiology, neuropsychology and cognitive neuroscience. My main interest lies in lateralization issues in attention and I have used case studies, traditional cognitive psychology experiments and fMRI research to investigate these processes. I have taught courses in Intro Psychology, Brain and Behaviour II, Neuropsychology and Perception in the past and am looking forward to teaching this course again!

Email: mv3@queensu.ca

If you have any questions about the course or its content, Dr. Valsangkar-Smyth will be pleased to answer them at any time over email. Please email her at mv3@queensu.ca and she will get back to you with an answer. Or, if it is a general question that you feel others in your class may also have, you can post your question to the *Questions Forum* found on the Moodle Course homepage and then the entire class will see the response.

If you would like to arrange an online virtual meeting, please email Dr. Valsangkar-Smyth and she will set up a time using Buddy Meeting.

Teaching Assistant Information

There are 2 TAs for the course whose primary responsibilities will be marking:

Charelle Dunn-Orto – 11doco@queensu.ca

Rana Pishva – rana.pishva@queensu.ca

After students have been separated into groups (after Jan. 18th) each group will have an assigned Marker who will be responsible for reviewing and marking the assignments. Any questions should be directed to your assigned Marker.

Introduction to Psychology 271 Online

PSYC 271 is a course designed to introduce you to the field of Behavioural Neuroscience. This course initially focuses on the basics of how neurons function, neuroanatomy, neurophysiology, behavioural neuroscience methods, genetics and evolution. This will be followed by an examination of the sensory and motor systems and finally, topics relevant to lateralization of function will be covered.

This course has a 2-part learning objective:

- o First, it is imperative to gain a working knowledge of basic brain terminology and functioning. This information can then be used to gain an understanding of how the brain is able to process complex information and respond accordingly.

- o Second, you will learn about theories developed to explain how the brain works and also how scientists study the brain in order to assess these theories.

What does taking this course look like?

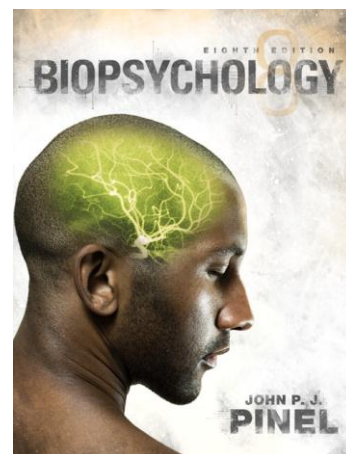Each unit is made up of a set of resources including:

- textbook readings
- unit course notes
- online videos, demonstrations or exercises from the textbook website and other websites

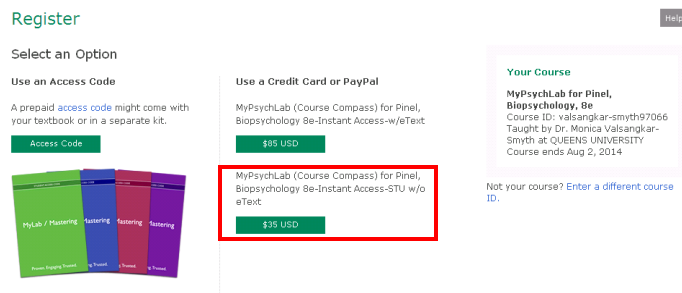# Resources

Student Purchasing Options:
Pinel, Biopsychology with NEW MyPsychLab
8th edition (2010)

Text with NEW MyPsychLab access
ISBN: 0205216951

MyPsychLab standalone access code card (includes ebook) ISBN: 020522637X

MyPsychLab standalone access code card (**without** ebook) Purchase online through https://pearsonmylabandmastering.com/ when registering

Textbook Website

Please see the Powerpoint presentation for accessing the textbook website (Moodle Course Homepage).

The Course ID is **valsangkar-smyth99583**.

The textbook website has online videos, simulations and review quizzes which can be found on the homepage under **'Study Plans and Course Content'** and **'The Brain'**.

Schedule of topics

Below is a general time guideline (1 week or 1.5 weeks), but some modules may take you less time to work through than other modules.

Unit	Topic	Readings from Pinel's Biopsychology
Unit 1 (1 week)	Biopsychology as a Neuroscience	Ch. 1
Unit 2 (1week)	Evolution, Genetics and Experience	Ch. 2
Unit 3 (1 week)	Anatomy of the Nervous System	Ch. 3

Unit 4 (1 week)	Neural Conduction and Synaptic Transmission	Ch. 4
Unit 5 (1 week)	The Research Methods of Biopsychology	Ch. 5
Unit 6 (1.5 weeks)	The Visual System	Ch. 6
Unit 7 (1.5 weeks)	Mechanisms of Perception	Ch. 7
Unit 8 (1.5 weeks)	The Sensorimotor System	Ch. 8
Unit 9 (1.5 weeks)	Lateralization, Language and the Split Brain	Ch. 16

Course Mark Breakdown

Component	% of final mark
Assignments: Includes Group Discussion and Individual Report (2 @ 10% each)	20%
Midterm	20%
Final exam	60%
	100%

Assignments:

After the January 18th 2013 deadline for adding/dropping the course, students will be assigned to a Group (Letters A-X). There will be 5 students per group.

Over the course of the term, you will be responsible for submitting 2 group web assignments/reports. For each question, you are required to contribute to a Group Discussion Forum (worth 3%). Then, after the forum has been closed, you are required to submit an Individual Report summarizing your own contribution as well as the group discussion (worth 7%).

Please look under the Assignment Icon on the Moodle course homepage for more
information regarding the assignments.

Midterm (covering Units 1,2,3,4,5):

There will be an **open-book written Midterm** that will consist of 5 short-answer questions. It
will be posted online on **12:00 Noon February 28th** and must be submitted within 72 hours (by
12:00 Noon March 3rd)   Sample midterm questions can be found under the **Exams Icon** on the
Moodle course website and more details regarding midterm submission will be added closer to
the date of the midterm. This midterm is worth 20% of your overall mark.

PLEASE NOTE: If you require special accommodations for the midterm/final exam, please
contact the instructor within the first 2 weeks of the course.

Final Exam:

The 3-hour final exam will be written during the Exam Period (April 11-27). It will consist of
120 Multiple Choice Questions, covering the entire course and is worth 60% of your final grade.

Please Note: You must PASS the final exam in order to pass the course.

All components of this course will receive numerical percentage marks. The final grade you
receive for the course will be derived by converting your numerical course average to a letter
grade according to Queen's Official Grade Conversion Scale:

Queen's Official Grade Conversion Scale

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
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

Important Course Dates

Evaluation	Component	Due Date
Assignment 1-Neuroanatomy	Group Discussion Forum	Jan. 30th 12:00 Noon
	Individual Report	Feb. 3rd 12:00 Noon
Midterm	Posted	Feb. 28th 12:00 Noon
	Due	March 3rd 12:00 Noon
Assignment 2-Perception	Group Discussion Forum	March 13th 12:00 Noon
	Individual Report	March 17th 12:00 Noon
Final Exam		April 11-27 (date TBD)

Academic Integrity

Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities http://www.queensu.ca/secretariat/policies/senateandtrustees/principlespriorities.html).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 http://www.queensu.ca/artsci/academic-calendars/2011-2012-calendar/academic-regulations/regulation-1), on the Arts and Science website (see http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity), 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 the university.

A few comments on how to approach the material

Throughout the course, as well as the textbook, four major themes are repeated and should be kept in mind when studying the material.

- **Thinking creatively** or thinking in productive, unconventional ways is the cornerstone of science and there are many research examples of this principle in Biopsychology.

- Much of what we have learned about the brain has come from various patient populations, so this course also has strong **clinical implications** that highlight the interplay between brain dysfunction and biopsychology.

- There is also an important **evolutionary perspective** that must be considered in biopsychological research, especially with comparative studies.

- Finally, the principles of **neuroplasticity** will be introduced: that the brain is a 'plastic' organ that grows and responds to an individual's genes and environment.

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