Conceptual Framework: Guiding Principles (DEPOSITS)

(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.


Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.


REQUIRED TEXTBOOKS & BODY PARTS

ISBN: 978-1-4129-8168-2 NEW MSRP: $105.00


Also the book website: [http://www.sagepub.com/garrett3e/study/](http://www.sagepub.com/garrett3e/study/)

You will also be required to buy a brain and eyeball for dissection. We will do these in groups of 2 students so you can split the cost. The brain and eyeball are $14 for both the eye and brain. These can be purchased at the Psychology Dept front desk. The Psychology dept. will supply all dissection tools, goggles, gloves, etc.
COURSE DESCRIPTION

Prerequisite: PSYC 3600 with a C or better. An introduction to the structure and function of the human nervous system and its relation to behavior.

LEARNING OUTCOMES FOR VSU’S CORE CURRICULUM

All learning outcomes in the major continue to build upon those in VSU’s Core Curriculum listed at http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml.

COURSE OBJECTIVES (CO):

1. Students will use the scientific method as a primary basis for engaging in critical thinking and evaluating multiple sources of information.
2. Students will review empirical studies of psychology, analyze, and synthesize their research findings and draw appropriate inferences.
3. Students will use appropriately the technical language of the science of psychology in oral and written communication.
4. Students will use appropriate computer technology to complete relevant assignments.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

I. SIX (6) Exams worth 100 points each. Regular exams are 50 questions all multiple choice.

II. Lab Work (40 pts):
   1. Microscope Lab: 10 points
   2. Brain Dissection and Drawings: 10 points each day (20 points total)
   3. Eye dissection and drawings: 10 points

III. Six (6) article quizzes. 10 points each. (60 pts). All the articles can be downloaded from Blazeview. These quizzes will be over the article assigned for that week. The articles are usually very current ones that cover some of the groundbreaking research in the field of neuroscience related to the current chapter we are covering. The quizzes will be taken during first 10 minutes of class only. So if you are late you will only have whatever time is left to take it. The quiz dates are listed in the syllabus so do not miss class. Quizzes cannot be made up during the semester if missed. If you miss one, then on the last day of class I will have another quiz you may take to replace the one you scored the lowest on or missed. Only one quiz can be made up in this way.

Extra Credit: There will some opportunities throughout the semester for extra credit ranging from in-class projects to signing up and participating in experiments or going to special topic seminars, etc. Each event is worth 3 points for a maximum of 12 points.

Make up tests: Make up tests will be given for true emergencies only or participation in university sponsored events such as athletics. You must bring in a doctor’s note or similar if you are ill. If a close relative dies you must bring in a copy of the funeral notice. Calling or emailing me an hour before the test is not sufficient. Not being able to get off from work is not a valid excuse. Further, I have the option of giving an all essay and short answer make up exam instead of the standard multiple choice test. So do not miss the tests!

Hints to do well in this class:
This class will be heavily based on pictures, diagrams and short clips of patients or neural functioning. PowerPoint will be used as a tool to discuss and understand anatomy and neural functioning. It is NOT meant
as a replacement for your book. To do well in this class you absolutely must read the book. Just studying my few notes will not be enough. If you have not had many biology and/or chemistry classes this material will be very difficult for you and will take extra study time. Be sure you have this amount of time to dedicate to the class. Waiting the night before to read all the material before the test will lead to very little retention and a very poor test grade.

**Testing Protocol:** I have noticed that cell phone use during tests has become a significant problem. Due to this, for all tests and quizzes cell phones are to be turned off and put away (this means not in your lap). All hats of any kind will also be removed. During the test you must keep both hands on the desk at all times. You will get three warnings to remove your hands from below the desk, after the third warning your test will be taken away and you will receive a zero.

**COURSE EVALUATION**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Points</th>
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<tbody>
<tr>
<td>A</td>
<td>700-630 (90%)</td>
</tr>
<tr>
<td>B</td>
<td>629-560 (80%)</td>
</tr>
<tr>
<td>C</td>
<td>559-490 (70%)</td>
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<tr>
<td>D</td>
<td>489-420 (60%)</td>
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<td>F</td>
<td>419-0</td>
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**Important:** Lab work (Dissections and microscope) can only be made up in extreme emergencies and they MUST be completed within TWO WEEKS of when it was scheduled to be done. You cannot wait until the end of semester and then decide to do them once you realize how adversely it is affecting your grade. Once again, dissections CANNOT be made up or taken during finals week so do not even ask.

**ATTENDANCE POLICY**

Attendance will be taken throughout the semester. I explain biological mechanisms and give lots of examples in class that make learning the neural systems much easier. In past classes it has been very evident by the exam grades those that attend class and those that do not.

**PROFESSIONALISM**

**Portable Electronic Devices (Texting):** During class all electronic devices will be turned off and put away. This includes cell phones, text devices, MP3 players, PDA’s, laptops, etc. The consequences of using a cell phone during class will be:

1. If I notice you texting or playing with your phone or any electronic device repeatedly during class you will be asked to leave. This has become a significant disturbance in class. If you cannot adhere to this class policy then I recommend that you drop the class now.
2. I will write your name down on my “Do not write a letter of recommendation for” list. So if you continue texting throughout the class, don’t even bother asking me for a reference letter in the future.

**DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM**

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are
responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members’ syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml). The consequences for acts of academic dishonesty in the Dewar College of Education are:

**FIRST OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (http://www.valdosta.edu/coe/studentsinfo.shtml).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).

**SECOND OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml). According to the Academic Honesty Policies and Procedures document, “after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”

**ACCESSIBILITY STATEMENT**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

**STUDENT OPINION OF INSTRUCTION**

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks
after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.

INSTRUCTOR

Name: Blaine L. Browne
Office Number: Psychology Building 2113
Telephone Number: 229-293-6318
Email Address: blbrowne@valdosta.edu
Office Hours: MWF 10:00-11:00, MW 1:00-4:00, R 1:00-3:00, and by appointment
<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Wednesday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-13</td>
<td>PRE-TEST &amp; Syllabus</td>
<td>Chapter 1 &amp; Chemistry</td>
<td>Read the Chemistry Review Handout on Blazeview it will be on test</td>
</tr>
<tr>
<td>1-20</td>
<td>No Class MLK Day</td>
<td>Ch 2 Cell Biology &amp; Neurons</td>
<td>Microscope Lab</td>
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<td><em>Quiz: Article 1 Chemistry</em></td>
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<tr>
<td>1-27</td>
<td>Ch 2 Cell Biology &amp; Neurons</td>
<td>Ch 2 Cell Biology &amp; Neurons</td>
<td>Ch 2 Cell Biology &amp; Neurons</td>
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<td><em>Quiz: Article 2. Hidden Brains Glia</em></td>
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</tr>
<tr>
<td>2-3</td>
<td>Ch 2 Cell Biology &amp; Neurons</td>
<td>Neuron REVIEW Handout</td>
<td>Test1: Ch 1-2</td>
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<tr>
<td>2-10</td>
<td>Ch 3 Neuroanatomy</td>
<td>Brain Dissections Lab</td>
<td>Brain Dissections Lab</td>
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<tr>
<td>2-17</td>
<td>Ch 3 Neuroanatomy</td>
<td>Ch 3 Neuroanatomy</td>
<td>Ch 3 Neuroanatomy &amp; Review Worksheet here</td>
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<tr>
<td>2-24</td>
<td>Test2: Ch 3</td>
<td>Ch 5: Drugs</td>
<td>Ch 5: Drugs</td>
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<tr>
<td>3-3</td>
<td>Ch 5: Drugs</td>
<td>Ch 8: Emotions</td>
<td>Ch 8: Emotions</td>
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<tr>
<td>3-10</td>
<td>Ch 8: Emotions</td>
<td>Ch 8: Emotions &amp; Review</td>
<td>Test 3 (Ch 5, 8)</td>
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<td><em>Quiz: Article 3: No Pain (CIPA) (2012)</em></td>
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<td>3-17</td>
<td>SPRING BREAK WEEK</td>
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<tr>
<td>3-24</td>
<td>Ch 9 Hearing &amp; Language</td>
<td>Ch 9 Hearing &amp; Language</td>
<td>Ch 9 Hearing &amp; Language</td>
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<td><em>Article 4: Lang Article</em></td>
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<tr>
<td>3-31</td>
<td>Ch 9 Hearing &amp; Language</td>
<td>Test 4 (Ch 9 and articles)</td>
<td>Ch 10 Vision</td>
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<td><em>Quiz: Article 5: Blindsight 2010</em></td>
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<tr>
<td>4-7</td>
<td>Ch 10 Vision</td>
<td>Eye Dissection Lab</td>
<td>Ch 10 Vision</td>
</tr>
<tr>
<td>4-14</td>
<td>Ch 10 Vision</td>
<td>Ch 10 Vision &amp; Review Worksheet</td>
<td>Test 5 (Ch 10 and article)</td>
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<tr>
<td>4-21</td>
<td>Ch 12 Neuroscience of L&amp;M</td>
<td>Ch 12 Neuroscience of L&amp;M</td>
<td>Ch 12 Neuroscience of L&amp;M</td>
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<td>4-28</td>
<td>Ch 12 Neuroscience of L&amp;M</td>
<td>Ch 14 Psych Disorders</td>
<td>Ch 14 Psych Disorders</td>
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<td><em>Quiz: Article 6. Memory Article</em></td>
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<td>5-5</td>
<td>Monday: POST TEST &amp; Review</td>
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<td>Final: Test 6 (Ch 12 &amp; 14) is on Thursday, May 8, 2014 @ 8AM</td>
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<td><em>Quiz: Article 7. Faulty circuits.</em></td>
<td><em>Final test grades along with course grades will be posted on Blazeview at 9am on Monday May 12th</em></td>
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<td>(If you missed one this will make it up. Otherwise it will replace your lowest quiz score.)</td>
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Syllabus Acknowledgment
Physiological psychology (PSYCH 4100)
Blaine Browne

I acknowledge by signing below that I have received the syllabus for the above-mentioned course. I have reviewed the syllabus and understand the objectives of this course. I understand, farther, how my performance will be evaluated and how my final grade will be determined.

I have been informed that if I am enrolled in four (4) or more 4000 level psychology classes this semester my chances for successfully completing this class (PSYCH 4100) with a C or better is very poor. I understand that I need at least (70%) of the points to earn a C and if I do not meet this criteria then I will not pass the class with a ‘C’. To clarify, 69% of the points would be a D and not a C. Keep this in mind as we progress through the semester.

Please note that if you do not pass the first three tests you will probably not pass the class. Please do not delude yourself or use any magical thinking here. Take an honest assessment of your standing at midterm to decide whether to drop the class or not.

Also, at the end of the semester, I agree not to go to Dr. Browne’s office or email him begging for points that I did not earn.

I understand grades will be posted on Monday at 9am after finals week and not any earlier. I also promise to not email, call, or hang out in front of Browne’s office all week begging to know my grade. If this will be a problem for you then I suggest dropping this class now. ______ (Initial)

I am aware of my instructor’s office location and hours and understand how to contact him via email for help with and/or clarification of course content or procedures.

Student Signature ___________________________ Date ___________________________

Name ___________________________ Email address ___________________________

Specific Area of interest in Psychology ___________________________
Career Goals? ___________________________

Tear off and sign and turn in

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