

# Syllabus For: PSY 201 (crn 14476) Mind and Brain

Instructor: Eric J. Belky, Ph.D.

Office Hours: 10:00AM – 12:00 Noon, Monday, Wednesday

Email: [ejbelky@uoregon.edu](mailto:ejbelky@uoregon.edu)

Time: 8:30AM – 9:50 AM Monday, Wednesday

Location: 180 PLC (Prince Lucien Campbell)

Department Contact: 131 Straub, 346-4921

[psychweb@uoregon.edu](mailto:psychweb@uoregon.edu)

**Required Text:** *Psychological Science* by Michael S. Gazzaniga and Todd F. Heatherton (2006, 2nd Edition.) A copy of the text is on reserve at the Knight Library (available for a 2 hour checkout period).

**Goals:** The overall goal of this course is to give students a broad overview of the vast research endeavor attempting to explain how environment, genetics, and physiology interact to generate specific human behaviors. Special emphasis will be placed on research methods, biological psychology, and learning and memory.

**How to Ace This Course:** Read each assigned Chapter before class. Have a friend or lover quiz you on key terms in each chapter. Complete the self-quizzes at the end of each Chapter. If you have trouble on the quiz or concept checks, read the chapter again. Two thorough scans is all you should need.

Attend the lectures. I do not take attendance, but be advised that about 10% to 30% of the questions on each exam come from my lectures and not necessarily from the text.

**Grade Schedule:** Your grade for the course will be determined from the cumulative percentage of a total of 240 test points:

Exam #1	40 Points
Exam #2	40 Points
Exam #3	40 Points
Exam #4	40 Points
Final	40 Points
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Best 4 of 5	160 Total
Lab	40
RER/L.A.	24
Quiz/Homework	16
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Grand Total	240 Test Points

**Test Requirements:** There will be four (5) multiple choice chapter exams during the course of the semester. Each section exam will cover about one to two chapters worth of material. In addition to material presented during lecture, there may be questions referring to information presented during the labs on each exam. In addition, there will be one (1) final exam during the

Final Exam period. Only the final exam will be comprehensive. All tests will each have forty (40) points of multiple choice/short answer questions plus a few extra credit questions.

Your grade will be based on the best four (4) out of the five (5) total exams. (For calculating your grade, the final exam counts the same as any of the other five exams.) This means that your lowest exam grade will automatically be dropped. The benefit to you is that a bad hair day will not adversely affect your grade. Because of this policy I must insist on the following:

**I absolutely will not grant permission for any make-up exams. In other words, the final exam IS the make-up exam for any one missed section exam.**

On the other hand, if you know beforehand that some legitimate obligation will call you away from class on a particular test day (say jury duty, doctor's appointment, etc.), you can inform me beforehand, and I will be happy to allow you to take the exam *earlier* than scheduled. Please notify me at least the week before the scheduled exam in order to give me time to prepare the early exam.

The best 4 out of 5 exams will constitute about 67% of your grade for the class. This means that each exam is worth about 16% of your total grade points. Point-wise, each exam is worth 40 points. Note that Lab grades homework and quizzes also add 40 test points to your grade. Extra credit is also possible as described below.

**Lab Grade:** Will be assessed through Lab write-ups and lab quizzes. You may be required to complete the lab write ups or quizzes on your own time as homework after the lab period is over. The lab write ups and quizzes themselves count for 40 test points or almost 17% of your overall grade. Please note that there will likely be a few questions on your regular exams that refer to information presented in your labs. Therefore, the contribution of your lab experience toward your final grade will be somewhat higher than 17%, possibly as high as 22%.

**Homework/Quiz:** There will be a small number of homework assignments and/or quizzes worth a varying number of homework points. Homework points will be converted into 10 test points at the end of the semester. For instance, say I assign 50 points of homework and quizzes during the semester and you complete 40 of these homework points. At the end of the semester I will convert 40 / 50 homework points into 8 / 10 test points (i.e. 80% of 10 test points) for the purpose of determining your overall grade. Unlike exams, quizzes can be made up if the absence is due to a legitimate excuse like a doctor's appointment, etc., but you must bring a written statement explaining the absence.

Quizzes are always unannounced because I usually use these as a gauge of attendance and an attendance motivator. The plus side is that I usually grade these very leniently.

**Research Participation Requirement:** All students enrolled in Psychology 201 and 202, and in Linguistics 290 and 396 and sometimes other specified courses (e.g., Linguistics 100, Psychology 303), are required to have some experience with empirical research.

There are two ways to fulfill the research participation requirement:

**1. The Happy Way:** Become a subject in on-going studies being conducted here at the University of Oregon. In case you are worried, fear not. These studies are all designed to assess normal behavior rather than your physical state or medical condition. None involve drugs, painful, or psychologically disturbing stimuli. Rather, they are designed to be interesting and possibly fun for the subject (or at the very least informative). Many will be simple surveys of the subject's attitudes on a particular topic. Other studies may ask you to interact with a group of people or a computer and then fill out a questionnaire. Still others may record your accuracy and response times as you solve puzzles or remember facts. The following web page gives complete information on how to apply for participation in on-going research:

<http://psychweb.uoregon.edu/undergrad/humansubjects.htm>

Students must complete 4.5 hours of research participation to complete the requirement. Students who fail to complete the research participation requirement will receive an incomplete grade for the course. Students may complete the incomplete by completing this requirement in subsequent terms.

In addition to determining whether or not you get a complete or incomplete for the course, research participation also contributes somewhat toward your grade in the form of Research Experience Reports or RERs. In order to encourage you to understand the researchers' topics and hypotheses, you will need to complete an RER electronically on Blackboard after participating in 2 of the studies you do. Each RER is worth 5% (12 test Points) toward your grade. Please note that you only need to complete two RERs even though you may be required to participate in more than two studies to complete your 4.5 hour participation requirement. These RERs are due on the last day of regular classes for the term.

**2: The Unhappy Way:** Students who do not wish to take part in on-going research may complete one of more written assignments to fulfill the requirement. Hopefully students will find this assignment interesting too. The reason why I call it the "unhappy way" is that you will probably spend a lot more time writing the papers than if you actually participated in research (I know I'll spend more time grading the damn things!) For each paper, you will be asked to review a recent scholarly article describing original psychological research. Here is exactly how I would like to complete this assignment:

A. Go to the library and look for a research article from a scholarly psychological journal. The library should have dozens to choose from: Here are just a few possibilities:

American (Canadian) Journal of Psychology  
Psychological Science  
Journal of Experimental Psychology (General, Memory and Cognition, Human Perception and Performance, Social, etc.)  
Journal of Experimental Social Psychology  
Memory and Cognition  
Perception and Psychophysics

These are also two good sources if the article pertains to the brain or the biology of behavior:

Nature

Science

Neuroscience, Psychiatry, or Neurology journals are usually good sources too.

Any journal with “Brain” in the title

However, glossy magazines (lots of advertisements) are NOT allowed:

Psychology Today

Scientific American

- B. Find an article you like. It doesn't have to be a topic discussed in class, but it does have to be psychology. Short is OK (for you and me). The article must be more recent than December, 2006. The article must be original research: That is, the article must describe the results of one or more experiments or studies conducted by the authors and reported for the first time in that journal. In other words, don't use a review article or a news column describing someone else's findings.
- C. Photocopy the article. Bring the photocopied article to me for my OK to use it.
- D. Answer some questions about the article (see attached page). Type your answers. I do not accept hand-written assignments. Answers should be complete sentences or whole paragraphs. **Use your own words.** Do not lift whole sentences from the article (this is plagiarism) unless you specifically reference each and every quote. The attached page describes exactly what is required. Make sure your full name and class section is on the document.
- E. Hand in the typed responses as well as the photocopied article to me anytime before the last class period (November 28).

Students must complete two of these papers to fulfill the 4.5 hour research participation requirement (2.3 hours per paper). Like the RERs these papers also count 5% (12 test points) each toward your final grade. As stated earlier, students who fail to complete the research participation requirement will receive an incomplete grade for the course. Late papers are not accepted. Students cannot make up an incomplete by writing papers. They must actually participate in research studies to make up an incomplete.

**Extra Credit:** There will often be a few extra credit questions added to exams. In addition to this, students may complete one library assignment strictly for extra credit. This library assignment will be worth from 1 to 6 test points. Students must OK this assignment with me at least one week prior to the end of the regular term.

**Academic Honesty:** Exams are all closed book, no notes. In addition, students must follow these university guidelines when submitting assignments:

"All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. For the consequences of academic dishonesty, refer to the Schedule of Classes published quarterly. Violations will be taken seriously and are noted on student disciplinary records. Additionally, the following specific requirements will be expected in this class: (enter specific requirements). If you are in doubt regarding the requirements, please consult with the instructor before you complete any requirement of the course."

Suspected incidents of cheating will be dealt with according to university guidelines found at the following location:

[http://www.uoregon.edu/~stl/programs/student\\_judi\\_affairs/academic-dishonesty.htm](http://www.uoregon.edu/~stl/programs/student_judi_affairs/academic-dishonesty.htm)

It is the official policy of the University of Oregon that all acts of alleged academic dishonesty by students be reported to the Director of Student Conduct and Community Standards in the Office of Student Life (346-1141). These guidelines allow the Instructor to assign a failing grade for the assignment or even a course grade of F to students found guilty of cheating on an exam. The Instructor may waive this right if the student agrees to complete a remedial assignment, as sanctioned by the University of Oregon.

**Learning accommodations:** Instructors will accommodate students with documented disabilities and will comply with individualized instructions provided by Disabilities Services. However, students must take the initiative in discussing arrangements with the instructor in the first week of class and providing documentation as soon as it is available. Students without a documented disability who are experiencing learning difficulties are encouraged to consult Disabilities Services (164 Oregon Hall; 346-1155). Without documentation, special accommodations are not guaranteed and are to be made at the discretion of the instructor.

Disability Services

Voice: 541-346-1155

TTY: 541-346-1083

Email: [disabsrv@uoregon.edu](mailto:disabsrv@uoregon.edu)

Web: <http://ds.uoregon.edu/>

**Students for whom English is a Second Language:** If you are a non-native English speaker and think you may have trouble in this course due of language difficulties, please see the instructor as soon as possible to make special arrangements.

## **Tentative Schedule:** (subject to change)

September 24, 26	Chapter 2: Experiments and Correlational Studies
October 1, 3	Chapter 3: Neurons and Neurotransmitters Chapters 4 and 5: Anatomy and Physiology of Nervous System
October 8, 10	Chapter 5, Vision <b>Exam #1, October 8</b>
October 15, 17	Chapter 5, Vision, Hearing, Speech, Other Senses
October 22, 24	Chapter 5, Hearing, Speech, Other Senses <b>Exam #2, October 24</b>
October 29, 31	Chapter 5: Touch, Pain: Ramachandran Video
November 5, 7	Chapters 4 and 5: Frontal Lobe Thinking and Personality Functions
November 12, 14	Chapter 6: Classical and Operant Conditioning <b>Exam #3, November 12</b>
November 19 November 21	Chapter 7: Memory and Attention Thanksgiving (No Class)
November 26, 28	Chapter 7: Memory and Attention <b>Exam #4 November 28</b>
Final Exam: 10:15 AM Thursday, December 6.	

## **Psychology 201    Library Assignment    Dr. Belky**

Refer to your journal article to answer the following questions. Please type your answers on a separate sheet.

1. What was the general purpose of this study?
2. What specific questions were the authors trying to answer? In other words, what had previous research left open or failed to find? (One paragraph). This information is typically stated in the introduction.
3. Does the article describe an experiment or descriptive/correlational research? If this article describes an experiment, what is the independent variable? What is the dependent variable? If the article describes correlational research, which variables were determined to be correlated? (Brief whole sentence answers).
4. Briefly describe the basic method used. Paraphrase and sum up, don't quote, and don't get bogged down in details. Focus on how this method will lead to the results the researchers are hoping to find. (One paragraph)
5. What did these authors find? (This could be different than what they expected to find.) (One paragraph). This is typically stated in the results section. Refer to specific charts and graphs showing these results.
6. What did the authors conclude? In other words, how do their findings relate to a theory about how brain structure/function relates to human behaviors? (One paragraph).