

Physiological Psychology at Cuyamaca College Spring 2009

Course Syllabus for Psychology 140: Section 5776

Room: F508

Time: 6:00 p.m. – 8:50 p.m.

Days: Tuesday

Dates: See back page

Text: Biological Psychology 9th edition James W. Kalat

Instructor: Steve Weinert

Office: F510

Contact: steve.weinert@gcccd.edu or 619-660-4552

Office Hours: See web

Course Description: 3 hours lecture. Introduction to Physiological Psychology and to the biology behind behavior. **Prerequisite:** Psychology 120 or equivalent

Course Objectives: Students will be able to describe, explain, predict and learn to control behavior through biological methods. Students will be able to describe function of brain areas and their relation to the behavior of an individual.

Grading in the course. There are a total possible of 450 points during the class. Your grade is based on the percentage of the total points that you earn.

90% you receive an A

80% you receive a B

70% you receive a C

60% you receive a D

Where do I get these points?

- All points in the class are weighted equally.
- Four midterms, each worth 100 points.
- Final Exam worth 50 points.
- Each exam will be comprised of 50 multiple choice questions up to 3 short essays
- There is the possibility of extra credit article reviews for a total of 20 points.

Attendance: For successful completion of the course you must attend class. Being “on time” and regular attendance is required. If you are going to miss class for some reason make sure you e-mail the instructor. Make sure that any missed assignments can be completed. The material in this class can be difficult. It is important for you to ask questions in class to improve your comprehension and to make the instructor slow down.

Behavior Guidelines and Conduct: I like an interactive classroom, and encourage student questions. Please be respectful to all of the people in the class around you. Everybody has opinions and they define individuals. If an opinion does not agree with your personal belief, through education we can understand each other. *Through conflict there is no resolution, just a victor.* PLEASE TURN YOUR PHONES AND PAGERS TO SILENT OR VIBRATE! Please do not use text messaging during class. Phones can not be on desks or on your lap during quizzes or exams.

Students with Special needs: Students with disabilities who may need academic accommodations should notify the instructor immediately (and no later than the second week of class).

Class Calendar: Here is a breakdown of the days of the class and the topics that are going to be covered. Due to the speed of this course, please make sure to read the Chapters prior to coming to class that day. This outline may change depending on time allotment per subject.

Date	First Half	Second Half	Chapter
Tuesday, January 27, 2009	Paper work	Your Brain	1
Tuesday, February 03, 2009	Anatomy	Anatomy	4
Tuesday, February 10, 2009	Brain Quiz	Vocab	2
Tuesday, February 17, 2009	Neuron	Synapse	3
Tuesday, February 24, 2009	Exam 1	Vision	6
Tuesday, March 03, 2009	Vision	Sensation	7
Tuesday, March 10, 2009	Movement		8
Tuesday, March 17, 2009	Exam 2	SEX	10
Tuesday, March 24, 2009	Limbic System		11
Tuesday, March 31, 2009			12
Tuesday, April 07, 2009			
Tuesday, April 14, 2009	Exam 3		
Tuesday, April 21, 2009			
Tuesday, April 28, 2009	Learning and memory		13
Tuesday, May 05, 2009	Lateralization and Language		14
Tuesday, May 12, 2009	Disorders		15
Tuesday, May 19, 2009	Exam 4		
Tuesday, May 26, 2009	Comp Final		

For outlines, Class notes and other help visit <http://www.cuyamaca.net/steve.weinert>

Student Learning Outcomes:

At the end of the semester you will be able to...

- a) Describe how the general principles and tools of physiological psychology are applied to behavioral research.
- b) Identify the major anatomical structures of the brain by their function and their relative position.
- c) Break down the function of neurons and glial cells to the molecular level and describe their function.
- d) Classify the actions of neurotransmitters and receptor types and predict their effects on the postsynaptic membrane.
- e) Define proliferation, migration and differentiation during development of the human nervous system their relevance to neural plasticity.
- f) Describe the generation of motor movement from neural input.
- g) Explain and describe the actions of visual perception from the retina to the visual cortex and their response to damage.
- h) Use anatomical structures and transmitter actions to describe different levels of consciousness and attention processes.
- i) Analyze and categorize the function of different hypothalamic nuclei controlling body state regulation.
- j) Discuss the functioning of the limbic system and its role in producing emotional, attack and escape behavior.
- k) Use diagrams to demonstrate the biological basis of learning and memory.
- l) Compare and contrast the function and strengths of the left and right hemispheres in the brain.
- m) Classify different psychological disorders by describing their physiological cause and treatment.