

Contact – PSYC 370 Teaching Team – Psyc370@queensu.ca

Text: Biopsychology 10th or 11th edition; eTextbook C\$67.99 for 12 months access; no restrictions on using 2nd hand copy
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INTENDED STUDENT LEARNING OUTCOMES

To complete this course, students will demonstrate their ability to:

1. Outline the primary stages of neural development in humans.
2. Summarize current perspectives on various forms of brain damage, including neurodegenerative disorders
3. Summarize current theories on the biopsychology of eating, sleeping, sexual behaviour, and drug addiction.
4. Evaluate research findings relating to the biopsychology of motivation, cognition, and emotion.

EXAMS AND GRADING

DATE	EXAM	MATERIAL COVERED	% OF FINAL MARK
February 3	Midterm Exam I	Section 1- Chapters 9, 10 (general exam format, see below)	25%
March 10	Midterm Exam II	Section 2 - Chapters 12, 13, 14 (general exam format)	25%
	Final Exam	Section 3 - Chapters 15, 17, 18 (general exam format)	25%
		Chapters 9-18 (excluding Chapters 11 & 16) (multiple choice only)	25%

General exam format: Exams will consist of fill-in-the-blank, definitions, short answer and multiple-choice questions. Short answer and fill-in-the blank questions cover material that is delivered during lectures. Any material in the text is fair game for a multiple-choice question, regardless of whether was covered in lectures or not. Thus, **YOU ARE RESPONSIBLE FOR ALL OF TEXT MATERIAL FROM THE ASSIGNED CHAPTERS.**

NOTE: **There are NO MAKEUP EXAMS FOR THE TWO MIDTERMS.** If you have an excused absence from a midterm, the weight the missed midterm will be either 1) transferred to the final exam OR 2) 10% can be transferred to the other midterm and 15% to the final (this latter option must be chosen *before* you write the final). Contact me by email to let me know your choice.

IF YOU HAVE AN EXCUSED ABSENCE FROM THE FINAL EXAM, THE DEPT. OF PSYCHOLOGY WILL BE HOLDING A MAKE-UP FINAL EXAM. PLEASE CONTACT THE UNDERGRADUATE CHAIRS OFFICE FOR FURTHER DETAILS.

OBTAINING AN EXCUSED ABSENCE FROM AN EXAM

If you are ill or facing other extenuating circumstance and cannot write one of the exams contact the Faculty of Art & Sciences portal: <http://www.queensu.ca/artsci/accommodations>. Do this prior to the exam - the faculty will notify me about your absence. You do not have to contact me, but you must register your absence at the accommodation's portal (see below for further details).

Accommodation after the fact: Once a student has written an exam, they may not subsequently be granted accommodation such as being offered a second opportunity assignment or have it count for less than originally specified in the course syllabus (reweighted).

MARKING SCHEME

Psych 370 has a “***Numbers In, Letters Out***” marking scheme: You will be given a percentage (%) grade for the 1st and 2nd midterm exams (e.g., 92% and 89%). (Midterm marks will be posted on Moodle.) A percentage grade will be calculated for the final exam (e.g., 96%), and the 3 grades will be used to determine a weighted average (e.g., $[(.25 * 92) + (.25 * 89) + (.50 * 96)]$ = a weighted average of 93.25). The final % grade will then be converted to a letter grade (e.g., 93.25% = A+; ☺).

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

<i>Grade</i>	<i>Numerical Course Average (Range)</i>
<i>A+</i>	<i>90-100</i>
<i>A</i>	<i>85-89</i>
<i>A-</i>	<i>80-84</i>
<i>B+</i>	<i>77-79</i>
<i>B</i>	<i>73-76</i>
<i>B-</i>	<i>70-72</i>
<i>C+</i>	<i>67-69</i>
<i>C</i>	<i>63-66</i>
<i>C-</i>	<i>60-62</i>
<i>D+</i>	<i>57-59</i>
<i>D</i>	<i>53-56</i>
<i>D-</i>	<i>50-52</i>
<i>F</i>	<i>49 and below</i>

SECTION 1 - BRAIN PLASTICITY			
WEEK 1	Monday, Jan 6	Course Orientation	
	Tuesday, Jan 7	Development of the Nervous System <ul style="list-style-type: none"> Prenatal neurodevelopment 	Chapter 9
	Thursday, Jan 9	Development of the Nervous System <ul style="list-style-type: none"> Postnatal development 	Chapter 9
WEEK 2	Monday, Jan 13	Development of the Nervous System <ul style="list-style-type: none"> Disorders of neurodevelopment: Fetal Alcohol Syndrome 	Chapter 9
	Tuesday, Jan 14	Development of the Nervous System <ul style="list-style-type: none"> Disorders of neurodevelopment: Autism 	Chapter 9
	Thursday, Jan 16	Brain Damage and Neuroplasticity <ul style="list-style-type: none"> Causes of brain damage 	Chapter 10
WEEK 3	Monday, Jan 20	Brain Damage and Neuroplasticity <ul style="list-style-type: none"> Rehabilitation and recovery – Part 1 	Chapter 10
	Tuesday, Jan 21	Brain Damage and Neuroplasticity <ul style="list-style-type: none"> Rehabilitation and recovery – Part 2 	Chapter 10
	Thursday, Jan 23	Brain Damage and Neuroplasticity <ul style="list-style-type: none"> Neurological diseases: Epilepsy 	Chapter 10
WEEK 4	Monday, Jan 27	Brain Damage and Neuroplasticity <ul style="list-style-type: none"> Neurodegenerative diseases: Parkinson's disease 	Chapter 10
	Tuesday, Jan 28	Brain Damage and Neuroplasticity <ul style="list-style-type: none"> Neurodegenerative: Alzheimer's 	Chapter 10
	Thursday, Jan 30	Brain Damage and Neuroplasticity <ul style="list-style-type: none"> Neurodegenerative: Huntington's 	Chapter 10
WEEK 5	Monday, Feb 3	MIDTERM EXAM 1 -BRAIN PLASTICITY	Chapters 9/10

SECTION 2 – MOTIVATED BEHAVIOURS			
WEEK 5	Tuesday, Feb 4	Hunger, Eating, and Health: <ul style="list-style-type: none"> Digestion, energy storage, and energy utilization 	Chapter 12
	Thursday, Feb 6	Hunger, Eating, and Health: <ul style="list-style-type: none"> Neural regulation of hunger and satiety 	Chapter 12
WEEK 6	Monday, Feb 10	Hunger, Eating, and Health: <ul style="list-style-type: none"> Understanding obesity 	Chapter 12
	Tuesday, Feb 11	Hunger, Eating, and Health: <ul style="list-style-type: none"> Eating disorders: anorexia 	Chapter 12
	Thursday, Feb 13	Hormones and Sex <ul style="list-style-type: none"> The neuroendocrine system 	Chapter 13:
(Feb 17 – 21) – FAMILY DAY & READING WEEK			
WEEK 7	Monday, Feb 24	Hormones and Sex <ul style="list-style-type: none"> Hormones and sexual development 	Chapter 13
	Tuesday, Feb 25	Hormones and Sex <ul style="list-style-type: none"> Neural regulation of sexual behavior 	Chapter 13
	Thursday, Feb 27	Sleep, Dreaming, and Circadian Rhythms: <ul style="list-style-type: none"> Sleep and learning and memory 	Chapter 14
WEEK 8	Monday, March 3	Sleep, Dreaming, and Circadian Rhythms: <ul style="list-style-type: none"> The circadian clock 	Chapter 14
	Tuesday, March 4	Sleep, Dreaming, and Circadian Rhythms: <ul style="list-style-type: none"> Sleep and the glymphatic system 	Chapter 14
	Thursday, March 6	Sleep, Dreaming, and Circadian Rhythms: <ul style="list-style-type: none"> Sleep disorders 	Chapter 14
WEEK 9	Monday, March 10	MIDTERM EXAM II – MOTIVATED BEHAVIOURS	Chapters 12/13/14

SECTION 3 – REWARD, ADDICTION, EMOTION AND PSYCHOPATHOLOGY			
WEEK 9	Tuesday, March 11	Drug Addiction and the Brain's Reward Circuits <ul style="list-style-type: none"> Principles of drug action, tolerance and withdrawal 	Chapter 15
	Thursday, March 13	Drug Addiction and the Brain's Reward Circuits <ul style="list-style-type: none"> Biopsychological theories of addiction 	Chapter 15
WEEK 10	Monday, March 17	Drug Addiction and the Brain's Reward Circuits <ul style="list-style-type: none"> Chronic drug abuse-induced changes in brain 	Chapter 15
	Tuesday, March 18	Biopsychology of Emotion, Stress, and Health: <ul style="list-style-type: none"> The stress response; Stress and the hippocampus 	Chapter 17
	Thursday, March 20	Biopsychology of Emotion, Stress, and Health: <ul style="list-style-type: none"> Individual differences in sensitivity to stress 	Chapter 17
WEEK 11	Monday, March 24	Biopsychology of Emotion, Stress, and Health: <ul style="list-style-type: none"> Fear conditioning and the amygdala 	Chapter 17
	Tuesday, March 25	Biopsychology of Emotion, Stress, and Health: <ul style="list-style-type: none"> Emotions and facial expression Fear and the human amygdala 	Chapter 17
	Thursday, March 27	Biopsychology of Psychiatric Disorders: <ul style="list-style-type: none"> Neurobiology of depression – part 1 	Chapter 18
WEEK 12	Monday, March 31	Biopsychology of Psychiatric Disorders: <ul style="list-style-type: none"> Neurobiology of depression – part 2 	Chapter 18
	Tuesday, April 1	Biopsychology of Psychiatric Disorders: <ul style="list-style-type: none"> Schizophrenia: Part 1- neurodevelopmental theory 	Chapter 18
	Thursday, April 3	Biopsychology of Psychiatric Disorders: <ul style="list-style-type: none"> Schizophrenia: Part 2 - dopaminergic theory 	Chapter 18

Queen's Policy Statement on Academic Integrity

Queen's University is dedicated to creating a scholarly community free to explore a range of ideas, to build and advance knowledge, and to share the ideas and knowledge that emerge from a range of intellectual pursuits. Queen's students, faculty, administrators and staff therefore all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility and by the quality of courage. These values and qualities 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.

The following statements from "The Fundamental Values of Academic Integrity" (2nd edition), developed by the International Center for Academic Integrity (ICAI), contextualize these values and qualities:

1. **Honesty** Academic communities of integrity advance the quest for truth and knowledge through intellectual and personal honesty in learning, teaching, research, and service.
2. **Trust** Academic communities of integrity both foster and rely upon climates of mutual trust. Climates of trust encourage and support the free exchange of ideas which in turn allows scholarly inquiry to reach its fullest potential.
3. **Fairness** Academic communities of integrity establish clear and transparent expectations, standards, and practices to support fairness in the interactions of students, faculty, and administrators.
4. **Respect** Academic communities of integrity value the interactive, cooperative, participatory nature of learning. They honor, value, and consider diverse opinions and ideas.
5. **Responsibility** Academic communities of integrity rest upon foundations of personal accountability coupled with the willingness of individuals and groups to lead by example, uphold mutually agreed-upon standards, and take action when they encounter wrongdoing.
6. **Courage** To develop and sustain communities of integrity, it takes more than simply believing in the fundamental values. Translating the values from talking points into action -- standing up for them in the face of pressure and adversity — requires determination, commitment, and courage.

Students are responsible for familiarizing themselves with and adhering to the Senate [regulations](#) concerning academic integrity, along with [Faculty or School](#) specific information. Departures from academic integrity include, but are not limited to, plagiarism, use of unauthorized materials, facilitation, forgery and falsification. Actions which contravene the regulation on academic integrity carry sanctions that can range from a warning, to loss of grades on an assignment, to failure of a course, to requirement to withdraw from the university.

Queen's [Student Academic Success Services](#) (SASS) offers a self-directed, online academic integrity module which we encourage all students to take which will help with:

- Understanding the nature of the academic integrity departure
- Understanding the expectations of and role of sources in scholarly writing
- Integrating sources into your writing (paraphrasing, quoting, summarizing)
- Understanding when and how to cite your sources
- Managing your time effectively to avoid the need for shortcuts
- Taking effective notes to ensure accuracy of source material and correct attribution

COPYRIGHT OF COURSE MATERIAL

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor's course materials or to provide an instructor's course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor's express consent. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.



Let us acknowledge that Queen's University occupies traditional Anishinaabe and Haudenosaunee territory. To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory's significance for the Indigenous Peoples who lived, and continue to live, upon it and whose practices and spiritualities are tied to the land and continue to develop in relationship to the territory and its other inhabitants today. Indigenous communities in Kingston/Katarokwi continue to reflect the area's Anishinaabe and Haudenosaunee roots. There is also a significant Métis community and First Peoples from other Nations across Turtle Island present here today. To read more about the history of the land, see the [Queen's Encyclopedia](#) and to learn more about land acknowledgements, see the [Office of Indigenous Initiatives](#).