

## **Course Description**

An introduction to behavioural neuroscience. The course primarily focuses on the basics of neuronal operation, functional neuroanatomy, neuropharmacology, and behavioral neuroscience methods. This will be followed by an examination of input (sensory) and output (motor) systems of the brain. Finally, topics relevant to lateralization of function and language will be covered.

**Prerequisite:** PSYC 100/6.0.

## **University Operating Dates**

### **May 1**

Tuition due

### **May 7**

Classes start

### **May 11**

Last day to add courses

### **Mar 18**

Last day to drop courses without financial penalty

### **Jun 29**

Last day to change exam center

Last day to submit exam accommodation requests (if applicable)

Last day to drop courses without academic penalty

### **Jul 27**

Classes end

### **Jul 31 - Aug 3**

Exam Period

## Learning Outcomes

This course has a three-part learning objective.

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- First, you will 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.
- 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.
- Third, I hope that you gain an understanding of how many topics within Biopsychology play a role in our everyday lives.

Biopsychology is a multidisciplinary research area and our body of knowledge comes from various fields of study, including physiological psychology, neuropsychology, neurology and neuroimmunology. By combining research ideas from all of these disciplines, a more complete picture of the brain is beginning to emerge. I say beginning because the brain is truly a challenge for scientists to understand, as its ability to evolve and adapt is so great. I believe understanding the brain and its role in behaviour is the ultimate challenge for science!

## What does taking this course look like?

The first thing you should do is watch the Welcome Video! It provides an overview of the course and introduces the topics/modules we will be covering in Brain and Behaviour.

For each Module, there are a number of different sources of information to hopefully give you a strong understanding of the topic. You should first open the narrated Powerpoint presentation which provides an overview of the topic, the learning outcomes as well as some of the interesting research that will be presented. It is basically what I would say to an in-house class, on the first day of covering a new topic.

You should then read the associated textbook chapter.

Next would be the Module Course Notes which provide extra information or a different way of explaining some of the material. For example, in Module 1, while the textbook does briefly go into the history of biopsychology, the Module Notes provide more detail and some interesting anecdotes!

Also, for each Module there are videos, demonstrations and exercises from the online textbook (REVEL) and other websites. These are all designed to augment the information in the textbook and course notes. Sometimes seeing a principle in action is much easier to understand than reading a few paragraphs on it (i.e. how movement in the cochlea allows us to hear).

By using the powerpoint presentations, textbook, course notes and the multimedia, I hope it is easier to understand the (sometimes) complicated topics within Biopsychology.

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

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- 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.

## Course Materials

The following material is available from the [Queen's Campus Bookstore](#):

- *Biopsychology*, 10th Edition, by John P.J. Pinel, with accompanying REVEL access

Package Title: Biopsychology a la Carte with REVEL RVP (Looseleaf 10th edition + REVEL code for Pinel)

Edition: 10

Course Name: Brain and Behaviour I

Course Number: PSYC 271

ISBN: 9780134797168

Price: \$110 CAD

ISBN: 9780134567730 - REVEL stand alone for Pinel, 10th edition (this includes the online text and access to REVEL multimedia, quizzes, etc., but does not include a hard copy of the textbook)

Price: \$95.00 CAD

### Here's how to access the REVEL materials:

1. Go to: <https://console.pearson.com/enrollment/1qmyri>
2. Sign in to your Pearson Account or create one.

3. Follow the onscreen instructions to redeem your access code.

**Please Note:**

It is a student's choice whether to buy an older edition of the textbook, however the required textbook is the 10<sup>th</sup> edition, so if you decide to use the 9<sup>th</sup> edition, just know that you may be missing some info that could be tested on the assignments, midterm and final exam. You also won't have access to the quizzes, videos and animations found on REVEL.

**Third Party Policy**

This course makes use of [REVEL](#) for some activities. Be aware that by logging into the site, you will be leaving onQ, and accessing the [REVEL](#) website. Your independent use of that site, *beyond what is required for the course (for example, purchasing the company's products)*, is subject to Pearson Education's terms of use and privacy policy. You are encouraged to review these documents, using the link(s) below, before using the site.

<http://www.pearsoncanada.ca/pearson-canada-at-a-glance/legal/privacy-statement>

**Suggested Time Commitment**

Students can expect to spend approximately 15-18 hours a week in study/practice and online activity for this course.

**Weighting of Assessments**

Icebreaker  
2.5%  
Midterm  
15%  
Group Discussion Forum  
17.5%  
Assignment  
15%  
Final Proctored Exam  
50%

See [timeline](#) for due dates. Please note that all times are in Kingston local time.

## **Assessments and Activities Description**

### **Course Icebreaker**

To start off the course, all students will be required to submit an answer to an Icebreaker question based on the information found in Module 1. It will be only worth 2.5% of the total grade and based on participation/submission only. This assignment is designed both for you to think about biopsychology as a discipline and for the marking team to get to know you. More details on the icebreaker can be accessed through the Icebreaker Link on the Timeline.

### **Midterm**

The second evaluation for the course will be an online multiple choice midterm. It will consist of 30 questions and be worth 15% of the final grade. The midterm will cover Modules 2, 3 and 4. Further details on the midterm can be accessed through the Midterm Link on the Timeline

### **Group Discussion/Report**

Each student will be required to participate in a Group Discussion based on the information in Module 5. This assignment consists of a few different parts: uploading an original post onto a discussion forum, reading other group members' posts and then posting comments on the forum. This will hopefully result in some lively discussion/debate. In total, this group project will be worth 17.5% of your final grade (10% for the original post and 7.5% for the comments). For more details on this Group Discussion Assignment, please look under the Group Discussion Link on the Timeline.

### **Assignment**

Students must also complete one written assignment. The assignment consists of 3 long-answer/essay questions about Modules 6, 7, and 8, with each question covering one Module. Each question will be marked out of 10 and for each of these questions, I would expect a 1-2 page (double-spaced) answer. Please be as clear and concise as possible and remember to explain or define scientific terms (cannot assume the reader knows all of them). While the assignment will be marked out of 30 marks, it is worth 15% of your final grade). For more details on this Assignment, please click on the Assignment Link on the Timeline.

### **Final Proctored Exam**

The 3-hour final exam will be written during the Exam Period (July 26-29). It will consist of 100 Multiple Choice Questions, covering the entire course and is worth 50% of your final grade. More information about the Final Exam can be found through the Link on the Timeline.

**PLEASE NOTE: You must PASS the final exam in order to pass the course.**

Once the exam schedule has been finalized the exam date will be posted on your SOLUS account. Students living in the Kingston area will write their final exam on Queen's campus. Students writing off campus will receive an email to their Queen's email account with full details

of date/time/location of their exam. Please note: off campus exams will be held on the same day as Kingston exams, but the start time may vary slightly due to the requirements of the off-campus exam centre.

When you registered for the course, you indicated the exam centre location. If you do not remember the exam location you chose, or if you wish to change your exam location, please email: [cds@queensu.ca](mailto:cds@queensu.ca) or call 613-533-3322. The [deadline for changing your exam centre](#) can be found on the Queen's Arts & Science Online website. You must request the change prior to this deadline or you will be subject to a non-refundable administrative fee of \$100.00 per exam.

### **Location and Timing of Final Examinations**

As noted in Academic Regulation 8.2.1, “the final examination in any class offered in a term or session (including Summer Term) must be written on the campus on which it was taken, at the end of the appropriate term or session at the time scheduled by the Examinations Office.” The exam period is listed in the key dates prior to the start of the academic year in the Faculty of Arts and Science Academic Calendar and on the Office of the University Registrar’s webpage. Students should delay finalizing any travel plans until after the examination schedule has been posted. Exams will not be moved or deferred to accommodate employment, travel /holiday plans or flight reservations.

### **Grading**

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

### **Contacting the Teaching Team**

The teaching team contact information is located on the Homepage of the course (see “Teaching Team”).

For general questions about the course, please post to the Questions discussion forum, (a link to this Forum can be found under the HELP tab at the top of the homepage). Feel free to help answer your peers’ questions on this forum. Most questions are answered within 24 hours.

Please use your Queen’s email for inquires that are more personal in nature, or for issues such as academic accommodations, marking, or concerns of a personal nature. If you need to have a more detailed conversation, please schedule a virtual office meeting with your instructor.

### **Course Feedback**

At various points during the course, students will be asked to take part in a variety of feedback activities (such as questionnaires and exit tickets).

This feedback enables the team to make any adjustments necessary to improve the online learning environment. Additional student feedback will be sought throughout the course. All surveys are anonymous, and directly related to activities, assessments, and other course material.

### **Netiquette**

In any course you often communicate with your peers and teaching team through electronic communication. You are expected to use the utmost respect in your dealings with your colleagues or when participating in activities, discussions and online communication.

Here is a list of netiquette guidelines. Please read them carefully and use them to guide your communication in this course and beyond.

1. Make a personal commitment to learn about, understand, and support your peers.
2. Assume the best of others and expect the best of them.
3. Acknowledge the impact of oppression on the lives of other people and make sure your writing is respectful and inclusive.
4. Recognize and value the experiences, abilities, and knowledge each person brings.
5. Pay close attention to what your peers write before you response. Think through and re-read your writings before you post or send them to others.
6. It's ok to disagree with ideas, but do not make personal attacks.
7. Be open to be challenged or confronted on your ideas and challenge others with the intent of facilitating growth. Do not demean or embarrass others.
8. Encourage others to develop and share their ideas.

## **Queen's Email**

The university communicates with students via Queen's email. Please check your email regularly to ensure you do not miss important information related to your course.

## **Copyright**

The material on this website is copyrighted and is for the sole use of students registered in PSYC 271. The material on this website may be downloaded for a registered student's personal use, but shall not be distributed or disseminated to anyone other than students registered in PSYC 271. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate's Academic Integrity Policy Statement.

## **Accessibility/Accommodations**

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities.

If you are a student with a disability and think you may require accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) as early as possible. For more information, including important deadlines, please visit the [QSAS website](#).

Students with course accommodations submit their form to the 'Accommodations' dropbox on the home page. We will send you any information about the accommodation (such as alternative exam rooms) through the dropbox.



## **Academic Considerations for Students in Extenuating Circumstances**

The [Senate Policy on Academic Consideration for Students in Extenuating Circumstances](#) was approved in April, 2017. Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements. The Faculty of Arts and Science has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances, which can be found at: <http://www.queensu.ca/artsci/accommodations>

## **Academic Integrity**

Academic integrity is constituted by the [six core fundamental values](#) of honesty, trust, fairness, respect, responsibility, and courage.

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.

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](#)), on the [Arts and Science website](#), 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.

Unfortunately, over the last few years, I have personally seen an increase in departures from academic integrity especially with online courses, so I would like to emphasize that it is really important to follow instructions carefully and if you are unsure about the integrity of something that you have seen through an email or Facebook group, please contact me directly.

One additional note regarding test banks:

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted. Any student found to be doing this may be considered to have a Departure from Academic Integrity.

## **Computer Requirements**

### **Microsoft Windows Client**

Vista/Windows 7/Windows 8

Intel Core 2 Duo processor

2GB RAM

Soundcard with speakers and microphone or preferably a headset

Webcam

### **Mac Client**

OS X 10.8 or higher

Intel i5 processor

2 GB RAM

Internal, USB or external iSight microphone or preferably a headset

Webcam

### **Supported Browsers**

Firefox (latest version)

Safari (latest version on 64-bit Intel processors only)

### **Internet Connection**

Wired high speed access: Cable or better

(wifi is not recommended)

### **Java**

Latest version

### **Media Player**

Flash (latest version)

### **Adobe Reader**

Latest Version

## **Students Studying or Travelling Abroad**

If you plan to travel, we strongly recommend that you confirm Internet availability in your host country prior to departure. In the past, students in other countries have been blocked from accessing certain websites relevant to their courses, as well as onQ. It is the responsibility of all students to book travel around course work, as we cannot change the format or timing on assessments or assignments as a result of travel plans.