

PSY 330: Foundations of Behavioral Neuroscience

Course Syllabus, Section 05, Fall 2024

Course Information

Course Title: Foundations of Behavioral Neuroscience

Course Code: PSY 330 04

Credits: 3

Prerequisites: PSY 101

Course Format: Traditional (face-to-face)

Class Schedule: Tuesdays and Thursdays, 01:00 PM - 02:15 PM

Location: Mackinac Hall (MAK), Room D2227

Instructor Information

Instructor: Dr. Paolo Campus

Office: 2115 Au Sable Hall

Office Hours: Tuesdays and Thursdays, 10:00 AM - 11:00 AM; 04:00 PM – 05:00 PM (or by appointment)

Email: campusp@gvsu.edu

Phone: (616) 331-2421

Zoom: [Personal Meeting ID](#) (use this link for personal meetings)

How to contact me: The best way to contact me is via e-mail. I will do my best to reply within 24 hours to e-mails received during business hours (Monday-Thursday, 9:00 a.m. - 5:00 p.m.). I will be in limited contact during weekends, and I won't be able to reply until the following Monday. For urgent communication, make sure to write "URGENT" in the subject line of the e-mail, and I will do my best to reply as soon as possible.

Course Description

This course introduces the field of behavioral neuroscience, the branch of neuroscience that focuses on the neurobiological and psychophysiological basis of behavior. Over the course of the semester, we will embark on a journey to uncover the endlessly fascinating mysteries of the brain. From the biological basis of behavior to the physiological processes that shape our memories, emotions, and identities, we will cover a wide range of thought-provoking topics to explore the complexities of the human mind. Whether you are new to the field of neuroscience or not, I encourage you to approach this course with an open mind, intellectual curiosity, and with the willingness to challenge your preconceptions on what it means to be human.

The topics will be divided into four learning modules:

- **MODULE 1: The Nervous System.** In this module, we will explore the biological basis of behavior, including how neurons communicate with each other, and how drugs and neurotransmitters act in the brain. We will discuss the differences between the central and peripheral nervous systems, we will learn to identify the main regions of the brain and discuss their primary functions.
- **MODULE 2: Sensation & Perception.** In this module will discuss how sensory information is received and processed by the nervous system and how the brain affects our conscious experience of the world. During Module 2 we will also discuss the theories and neural correlates of consciousness, the subjective experience of ourselves and of the external world. We will focus on sleep, a state of consciousness characterized by reduced awareness and decreased sensory responsiveness. We will explore the different stages of sleep and discuss the most common sleep disorders along with their treatments.
- **MODULE 3: Cognition, Emotion, and Motivation.** In this module we will discuss the neurobiological bases of fundamental cognitive processes such as learning, memory, and language. We will also explore the brain processes underlying the

expression and regulation of emotional responses (e.g., fear, anger, etc.) and motivated behaviors (e.g., hunger & satiation, sexual behaviors, etc.).

- **MODULE 4: Disorders of the Brain.** In the last module we will discuss some of the most common disorders of the brain, including neurological disorders (e.g., brain tumors, seizures, cardiovascular, developmental, and neurodegenerative disorders) and mental disorders (e.g., depression, anxiety, schizophrenia, etc.). We will discuss and reflect upon the current approaches to the diagnosis & categorization of mental illnesses and learn the most common pharmacological and non-pharmacological strategies to treat them.

Course Objectives

By the end of this course, you will:

- Understand the basic anatomy and physiology of the nervous system.
- Understand and describe how neurons communicate with each other
- Understand the role of neurotransmitters and how psychotropic drugs affect their functioning.
- Familiarize with the current research methodologies used in behavioral neuroscience and understand their pros and cons.
- Describe the brain mechanisms behind sensory perception, motor functions, and other complex behaviors.
- Familiarize with the neurobiological basis of learning, memory, emotion, and motivation.
- Develop a critical understanding of the different types of brain disorders, recognize their main symptoms, and familiarize with the pros and cons of the currently available treatments.

Materials

- Internet Access: All course materials/contents, including, readings, lecture slides, articles, study guides, announcements, exams, and grades, will be posted on the course Blackboard page, available at <https://lms.gvsu.edu/>.
- Computer/Tablet/Smartphone: Blackboard runs on Windows, Linux, iOS, Android, or any other electronic device with an up-to-date web browser.
- PDF Reader: Some material in this course may be presented in PDFs. To view these materials, you will need a [PDF reader](#).
- Word Processor: You will need a word processing software (e.g., Microsoft Office, Google Docs, etc.) to complete some course assignments. [Office 365](#) is available for free for personal computers/devices for qualifying GVSU students.

Evaluation and Grading

Grades will be determined by your scores on three types of assessment:

1. **Exams** (240 points, or 60% of the final grade). The course will have a total of four exams (three midterm and one final). Each exam consists of 60 multiple choices or fill in the blank questions. The exams will be available on Blackboard, at least seven days prior to the due date. You can take the exam anytime during this window. Once you start, the exam can't be stopped and resumed, and must be completed within 70 minutes. During each exam, you may access slides, study guides, class notes, and the Blackboard page of the course. Use these resources sparingly: because of the time constraints, you won't be able to look up every answer. Therefore, the best strategy for doing well is reading the material in advance.
2. **Discussion Board Assignments** (70 points, or 17.5% of the final grade). Every week I will post one or more discussion board questions exploring some of the concepts discussed in class over the course of the week. You will have to choose one of the available discussions and write a 100 words response. The purpose of this assignment is to encourage class attendance and stimulate critical thinking applied

to the neuroscience concepts covered in class. While your subjective perspective on a given topic will be welcomed and appreciated, do not base your answers solely on your personal opinion. Make sure to explain your answers referring to concepts and/or theories discussed in class. If necessary, provide empirical evidence to support your claims, and cite any referenced source. Always keep in mind that the Discussion Board is not an informal chat room. Your contribution should be thoughtful, considerate, professional, and respectful of others' opinions/beliefs. There will be a total of 14 discussion board assignments. Each discussion is worth 5 points, for a total of 70 points available (17.5% of the final grade).

3. **Literature Review** (90 points, or 22.5% of the final grade). The purpose of this assignment is to introduce students to reading and criticizing research papers and to stimulate the development of critical thinking skills and independent learning strategies. Students will choose a topic of interest related to any of the topics covered in class and will have to find and read a literature of ~3 peer-reviewed journal articles that cover a specific aspect of a current area of investigation and write a mini review (1500 words max). The mini review should: 1) give a concise and clear summary of the state-of-the-art of the literature, 2) discuss strength and limitations of the current studies and, 3) highlight knowledge gaps and potential future developments in the field. The mini review should follow the APA style.

You can find below a breakdown of the points assigned and a brief description of the assessments. Further instructions, including due dates, grading rubrics, and specific guidelines will be provided on the Blackboard page of the course.

Final grades will be determined at the end of the semester by calculating the total points accumulated. Grading cutoff is as follows:

Class Policies

GVSU Email and Course Communications. Students are responsible for all communications sent via Blackboard or via their GVSU email accounts. GVSU student email can be accessed by visiting: mail.gvsu.edu and Blackboard at: mybb.gvsu.edu.

Assignments and Assessments. Each student is required to complete all learning activities by the due date deadline, as indicated in Blackboard. All assignments, graded discussions, quizzes, exams etc. are submitted electronically to Blackboard. There are several available computer labs (gvsu.edu/it/lab-hours-66.htm) available for you to complete course work.

Late/make-up policy. No late or make-up assignments or exams will be permitted. Students who do not complete requirements on schedule due to personal illness, accidents, family affliction, official university activities or religious holidays must provide documentation of the circumstances. I recognize there may be other special circumstances and students should reach out to me as soon as possible if this is the case. Extensions or late assignments will be accepted at my discretion.

Participation. A large part of the learning in this course comes not only from reading, but also from participating in class activities. Therefore, it is to your benefit to take advantage of these learning opportunities. While I will not formally mark student attendance, it is strongly recommended that you attend all classes to succeed in this course. In class we will cover some topics that are not discussed in the textbook, and some quiz and exam questions may refer to material only covered in class. You are responsible for material, announcements, and learning activities covered in class. If you miss a lecture, I recommend you obtain notes from at least two different classmates. In case of illness and/or special circumstances, please talk to me. I want everyone to be successful in the class and will support you to help that happen, but I do expect regular attendance in class and participation with course material throughout the semester. Please come to all classes ready to engage as an active learner in class discussions and activities. Please treat everyone in the classroom with respect. Please limit electronic devices to classroom needs unless absolutely necessary. If conflicts for the class occur, please communicate

with me as soon as possible. See the university's attendance policy in the online catalog for more information.

Accommodations. Students requiring accommodations should contact the instructor and accessibility services.

University Policies

Last Day to Drop. The last day to drop with a "W" is November 8. Students must initiate drop through Registrar (gvsu.edu/registrar/course-withdrawals-6.htm).

Student Code of Conduct. Standards of conduct are established in order to generate an atmosphere in which the goals and objectives of the institution can flourish. Individual rights can only be ensured with acceptance of individual and group responsibilities and respect for the rights of others. Individuals attending GVSU automatically place themselves under the applicable rules and regulations of the institution.

Academic Integrity. All course assignments, learning activities, and assessments, are to be authored and completed individually, by the student themselves. Failure to be able to correctly cite, explain and defend your submissions is an indication that it is not your work. While assisting another student in learning is part of the academic process, completing the assigned work as a team or group effort (with the exception of group projects as assigned by the instructor) is not allowed and will be considered Academic Dishonesty. No Academic Dishonesty will be tolerated, and such activity may result in failure of a specific assignment, an entire course, or, if flagrant, dismissal from Grand Valley. Compliance shall include compliance with the following specific rules:

1. No student shall knowingly, without authorization, procure, provide, or accept any materials which contain questions or answers to any examination or assignment.

2. No student shall, without authorization, complete, in part or in total, any examination or assignment for another person.
3. No student shall, without authorization, allow any examination or assignment to be completed, in part or in total, by another person.
4. No student shall knowingly plagiarize or copy the work of another person and submit it as his or her own.
5. No student shall submit work that has been previously graded or is being submitted concurrently to more than one course without authorization from the instructor(s) of the class(es) to which the student wishes to submit it.

For further information see the Student Code, and the consequences include penalties established by GVSU's Academic Integrity policy

(<https://www.gvsu.edu/conduct/academic-integrity-14.htm>).

Plagiarism. Any ideas or material taken from another source for either written or oral presentation must be fully acknowledged. Offering the work of someone else as one's own is plagiarism. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches, or the writing of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment is also considered plagiarism. Any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism. Such activity may result in failure of a specific assignment, an entire course, or, if flagrant, dismissal from Grand Valley. For further information see the Student Code.

AI Policy Statement. [by David A. Joyner @davidjoyner@fediscience.org] We treat AI-based assistance, such as ChatGPT and Copilot, the same way we treat collaboration with other people: you are welcome to talk about your ideas and work with other people, both inside and outside the class, as well as with AI-based assistants. However, all work you submit must be your own. You should never include in your assignment anything that was not written directly by you without proper citation (including quotation marks and in-line

citation for direct quotes). Including anything you did not write in your assignment without proper citation will be treated as an academic misconduct case. If you are unsure where the line is between collaborating with AI and copying from AI, we recommend the following:

1. Never hit “Copy” within your conversation with an AI assistant. You can copy your own work into your conversation, but do not copy anything from the conversation back into your assignment. Instead, use your interaction with the AI assistant as a learning experience, then let your assignment reflect your improved understanding.
2. Do not have your assignment and the AI agent open at the same time. Similar to above, use your conversation with the AI as a learning experience, then close the interaction down, open your assignment, and let your assignment reflect your revised knowledge. This includes avoiding using AI directly integrated into your composition environment: just as you should not let a classmate write content directly into your submission, so also avoid using tools that directly add content to your submission.

Campus Emergencies. In case of fire, immediately proceed to the nearest exit during a fire alarm. Use a staircase, not an elevator. To sign up for campus emergency alerts and to access more information, please visit the GVSU Emergency website (<https://www.gvsu.edu/emergency>).

Learning Resources. See the “Help & Support” section of Blackboard for help with using Blackboard; a link to the Blackboard Student Mobile App and Blackboard IM; GVSU computer lab hours and locations; GVSU IT Help Desk (<https://www.gvsu.edu/it/helpdesk/>); accessibility and Disability Support Resources (<https://www.gvsu.edu/dsr/>).

Writing Center. The Fred Meijer Center for Writing, with locations at the Allendale and Pew/Downtown Grand Rapids campuses, is available to assist you with writing for any of your classes. Writing consultants, who are fellow GVSU students, are trained to help you

with all stages of your writing process, from brainstorming to organizing to editing your papers. Simply bring a draft of your paper, the assignment sheet, and your questions/concerns to any of the Center's locations. Also, through your Gmail account, you have access to online consultations through Google Docs. The Center's services are free, and you can drop in and work with a consultant or make an appointment, either through our website or by calling the Center (331-2922). For more information about our services and locations, please visit the Writing Center website.

Psych Friends. If you feel you could use some extra help/guidance/support in any academic domain or for your well-being, please consider scheduling an appointment with a mentor through Psych Friends. Psych Friends mentors are upper-level undergraduate peer mentors who are trained to provide support in many areas including: effective study and time management techniques, exam preparation and reflection skills, comprehension of the psychology and behavioral neuroscience major requirements, tips for engaging in the field, strategies for education continuation, methods for maintaining physical and mental health. Schedule an appointment here: <https://www.gvsu.edu/navigate> and Questions? Email psychfriends@gvsu.edu

Disability Support Resources. If you need accommodations because of a learning, physical, or other disability, please contact your instructor and Disability Support Resources (<https://www.gvsu.edu/dsr/>). Furthermore, if you have a physical disability and think you will need assistance evacuating this classroom and/or building in an emergency situation, please make me aware so I can develop a plan to assist you. Assistive technology computers are available in many GVSU computer labs (<https://www.gvsu.edu/dsr/accessible-computer-labs-68.htm>). Also, Blackboard has a commitment to accessibility statement (blackboard.com/accessibility.aspx) providing information about accessibility in all of their products.

Mental health. Mental health concerns, including overwhelming stress, excessive worry, difficulty participating in daily activities, and changes in mood, appetite, or sleep patterns can interfere with your academic performance. College student surveys report that roughly

1 out of 3 students screen positive for a current mental health concern (Healthy Minds Study). GVSU values your health and wellness and provides services to support your mental health. If you would like mental health support or are concerned for another member of our campus community, reach out to the University Counseling Center for free resources, self-help options, and services. Also, visit Campus Recreation & Wellness for additional health and wellness programming.

Changes to the Syllabus. The instructor reserves the right to change the contents of this syllabus. Students will be given notice of relevant changes in class, through a Blackboard announcement, or through GVSU e-mail.

This course is subject to the GVSU policies listed at <http://www.gvsu.edu/coursepolicies/>.