Course Syllabus for Physiological Psychology

Professor: James R. Moyer, Jr., Ph.D.  
Office: Garland Hall 208  
Office hrs: MW from 1-2 p.m. (or by appointment)  
Office ph: x5883  
Email: jmoyer@uwm.edu

Semester: Fall 2019  
Meeting Time: MW 12:00 – 12:50 p.m.  
Meeting Place: LAP N103  
Psych Listing: 254–402 lecture

SEE PAGES 8, 9, & 10 for LECTURES/EXAMS, DISCUSSION, & ONLINE QUIZ SCHEDULES

Course Description

This course provides students with exposure to the nervous system and how it governs various behaviors. The course will also cover some relevant anatomical, behavioral, psychological, cellular, imaging, and neurophysiological approaches used to study animal and human behavior. Upon completion of the course, the student will have a solid foundation (see topics on page 8) regarding nervous system function and the biological basis of behavior upon which to build in more advanced courses of study.

Teaching Assistants and Office Hours

Graduate students Kana Kimura and Brendan Natwora will be your Teaching Assistants for this course. They will attend lectures and lead the weekly Discussion Sessions. Their contact information and office hours are indicated below:

<table>
<thead>
<tr>
<th>TA Name</th>
<th>email</th>
<th>Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kana Kimura</td>
<td><a href="mailto:kkimura@uwm.edu">kkimura@uwm.edu</a></td>
<td>Thursdays 3-5PM (Golda Meir Library Grind Coffee area)</td>
</tr>
<tr>
<td>Brendan Natwora</td>
<td><a href="mailto:bnatwora@uwm.edu">bnatwora@uwm.edu</a></td>
<td>Thurs 10AM-12PM (Golda Meir Library Grind Coffee area)</td>
</tr>
</tbody>
</table>

Please feel free to visit your TA during office hours (no appointment is needed!) if you have any questions, would like additional review of the material, are having difficulties, or would just like to touch base. You may also email your TA to schedule an appointment if you are unable to attend their posted office hours. In conjunction with my office hours immediately after class, there are 6-hr worth of helpful available to you each week from me or the TAs (which doesn’t include any additional 2-hr review sessions that I may schedule throughout the semester).

Relevant Course Materials

This course uses a D2L website (see page 10 of this syllabus for information on gaining access to the website). Lecture notes will be posted on the course D2L website (as downloadable PowerPoint files). Every student is expected to have access to a computer that is able to open and handle any of the following file types: PowerPoint (.ppt), Word (.doc), and Adobe Acrobat (.pdf). If not, you will need to use one of the computer labs on campus to download, view, and/or print your lecture notes and other materials. In addition, you should check the D2L course homepage for important announcements and other important information (including taking of online quizzes, see below). Note regarding NEWS postings on the course homepage – announcements will accumulate as the semester progresses (older ones move down the list), so you may need to click “Show All News Items” at the bottom right of the page to view all of them.

The recommended text is Kalat, James W. (2019). Biological Psychology, 13th Ed, Cengage, Boston, MA. The text is an excellent resource and is available via UWM eCampus bookstore as well from the publisher: https://www.cengagebrain.com/shop/ISBN/9781337743174. Please NOTE that an older version of the book is fine, as are other online resources, such as Khan Academy. The book comes bundled with MindTap, which may be a helpful resource, though it is not required. I will also place a few texts on reserve in the library, which you may use to read up on various topics.
Lecture Style and Expectations

There is no replacement for preparation and this is also true in college. Students are expected to prepare for each class in advance by reading and studying the posted lecture notes prior to class. It is very likely that I will only pick or highlight a few topics to cover in class and then open a portion of the class time to questions and discussion. In other words, even though I may, for example, post 25 slides for a particular lecture, I will likely only “lecture” on a subset of the posted material – most likely what I deem to be the most challenging material. I will generally start with an overview and take it from there. This means that I will try to keep to the lecture schedule (see page 8 of the syllabus). Some of you may find this to be challenging, but if you prepare in advance, I believe you will get much more out of the class than if you merely show up unprepared. I also recommend bringing a printout of your lecture notes or your laptop with you to class so you can take notes as needed.

Students are expected to attend lectures, but attendance will not be taken. You will be held responsible for material in the posted lecture notes as well as any material I present or discuss in class. Please note in lecture I may discuss material not included in your D2L lecture notes. Thus, if you do not attend lecture, you may miss valuable information. Please also note that in lecture some of the material will be taken from sources outside the textbook (sometimes current literature not yet in textbooks), however, for each of the lectures listed below on page 8, I also indicate a book chapter that contains content most closely corresponding with some portion of the lecture material. While my exam questions will come from the lectures (things I actually say in class) and the lecture notes (the slides I post on D2L), you are encouraged to use additional sources (e.g., a version of the Kalat text, other similar text, online resources like Khan Academy) to help you master the material covered in class.

General Educational Requirements (GER) Learning Outcomes

This course meets the UWM General Educational Requirements in the division of the natural sciences. All natural science courses have the following learning outcome:

1. Students will be able to understand and apply the major concepts of behavioral neuroscience, including its breadth and its relationship to other disciplines. In addition, students will be able to explain and illustrate how the nervous system governs behavior, and the relationships between experiments, models, and theories.

Students will obtain basic knowledge of the nervous system and how it governs behavior. In addition, this course addresses the following learning outcome - students will be able to critically evaluate and apply alternative theoretical frameworks that have been used to offer meaningful explanations of behavior. Moreover, students will be able to critically evaluate theories and experiments explaining biological bases of behavior, and understand the body of knowledge across the biological psychology field.

GER Assessment

To achieve these outcomes, which are closely related, students will read their textbook which covers topics related to biological bases of behavior, including but not limited to: major issues, research methods, nerve cells and impulses, synapses, genetics, evolution, development, vision, sensory systems, movement, learning and memory, cognitive function, and psychological disorders. They will also be exposed to these topics in lecture and in discussions. Students will become proficient in identifying and evaluating theories related to biological bases of behavior. Achievement of these outcomes will be measured, in part, by multiple-choice quizzes, a midterm, and a final exam. In addition, the final exam will also contain 10 general multiple-choice questions related to biological psychology, which will be administered each semester.

UW Shared Learning Goals for Students

1. Knowledge of Human Cultures and the Natural World including breadth of knowledge and the ability to think beyond one’s discipline, major, or area of concentration. This knowledge can be gained through the study of the arts, humanities, languages, sciences, and social sciences.
2. Critical and Creative Thinking Skills including inquiry, problem solving, and higher-order qualitative and quantitative reasoning.

**Assessment of UW Shared Learning Goals**

Each student will be assigned to a Discussion session (or a group if online course). An assignment designed to enhance and assess critical thinking will be due at the end of the semester. Students’ presentations in a designated Discussion session (or D2L Discussion posts if online course) will be used to evaluate their skills in critical and creative thinking, the accomplishment of which is one of the UW System’s Shared Learning Goals for all students. Specifically, students will pick one of the approved topics, present on the topic (5 min each) in the Discussion, and turn in a two-page written summary on the topic of the presentation. Each student’s presentation and written summary will be assessed utilizing the Critical Thinking Value Rubric published by the Association of American Colleges and Universities (AACU), which is reproduced below (see also http://www.aacu.org/value/rubrics/CriticalThinking.cfm). Each post will first be categorized as primarily involving explanation of issues, utilization of evidence, identifying the influence of context and assumption, explication of the student’s position, or drawing a conclusion and related outcomes. The post will then be awarded 0 – 4 points based on the criteria specified for Capstone (4 points), Milestone (2 or 3 points), or Benchmark (1) levels of performance. Posts that do not meet the benchmark level for at least one of the domains will be assigned 0 points.

**Discussion Sessions**

Everyone must be signed up for 1 of the 6 possible Discussion Sessions. **Beginning on Monday, September 9, these discussion sessions** will meet once a week as follows:

<table>
<thead>
<tr>
<th>Session</th>
<th>Day</th>
<th>Time</th>
<th>Room</th>
<th>Name of TA</th>
</tr>
</thead>
<tbody>
<tr>
<td>602</td>
<td>M</td>
<td>9 a.m. – 9:50 a.m.</td>
<td>GAR B17</td>
<td>Kana Kimura</td>
</tr>
<tr>
<td>603</td>
<td>M</td>
<td>11 a.m. – 11:50 a.m.</td>
<td>GAR B17</td>
<td>Brendan Natwora</td>
</tr>
<tr>
<td>604</td>
<td>M</td>
<td>1 p.m. – 1:50 p.m.</td>
<td>GAR B17</td>
<td>Kana Kimura</td>
</tr>
<tr>
<td>605</td>
<td>W</td>
<td>8 a.m. – 8:50 a.m.</td>
<td>GAR B17</td>
<td>Brendan Natwora</td>
</tr>
<tr>
<td>607</td>
<td>W</td>
<td>11 a.m. – 11:50 a.m.</td>
<td>GAR B17</td>
<td>Kana Kimura</td>
</tr>
<tr>
<td>608</td>
<td>W</td>
<td>1 p.m. – 1:50 p.m.</td>
<td>GAR B17</td>
<td>Brendan Natwora</td>
</tr>
</tbody>
</table>

Discussion sessions will focus primarily on review and expanding upon material covered in the lectures. It serves as a forum for you to review and discuss lecture material in a smaller group setting. They may also cover material that you are expected to already know or that I don’t mention or that I only gloss over in lecture (e.g., cranial nerves; major parts of the mammalian cell).

Please note that due to space limitations you MUST attend the Discussion Session in which you are enrolled (attendance will be taken). It is your responsibility to attend your assigned discussion session. If you happen to miss your assigned discussion session for any reason, you should attend another discussion session. However, admission will be at the discretion of the TA and the class size (absolute max is 30). Note: as of Saturday, August 31, here are the enrollments in the various discussion sessions: 602 (27), 603 (28), 604 (27), 605 (18), 607 (29), & 608 (27). Please communicate with your TA immediately if you miss your discussion session, so you can arrange to attend one of the other 5 available discussion sessions. It is your responsibility to make sure your attendance is counted (also in order to get full attendance you should not arrive late or leave early).

**Exams and Determination of Final Grade**

Your overall grade will be determined by combining your scores from a MIDTERM EXAM (20%), Discussion Session ATTENDANCE (10%), Discussion Session DEBATE (5%), weekly online QUIZZES (40%), and the FINAL EXAM (25%).
Midterm Exam (20%). There will be a midterm exam (multiple-choice, true-false, matching questions) scheduled during the semester (see Schedule of Lecture Topics on page 8). The exam will contain ~50 questions. Your overall score on this exam will count towards 20% of your grade. I will also schedule multiple 2-hr review sessions throughout the semester. The review dates, times, and locations are posted on D2L and visible on the Schedule of Lecture Topics on page 8. Please note that while it is my intention to provide multiple review opportunities outside our normal class time, these dates or times are subject to change in the event of an unexpected scheduling conflict.

Weekly Discussion Session Attendance (10%). You are expected to attend the weekly discussion sessions. Page 9 of the syllabus lists the schedule for weekly discussion sessions. If you can’t make your scheduled discussion, you are expected to attend one of the other 5 available sessions (with TA approval). In this case you should contact the TA(s) to verify that there is space available (alternately, you may show up and hope that there is space in the class). Contact your TA if you have any questions regarding discussion sessions. Since you are receiving credit for discussion attendance, it is required that you arrive on time and be present and actively engaged in the session. PLEASE NOTE: your TA will take attendance, but if you are late or you leave early, you may not receive credit for attendance – should a situation arise where you might be late or need to leave early, you are strongly encouraged to discuss the specific situation with your TA as soon as possible. Also, it is your responsibility to sign the attendance sheet.

Discussion Session Debate (5%). To help you critically think about the course material, each student will be required to participate in a debate at the end of the semester. This will be a team activity, which will require you to organize, plan, and present an in-depth discussion of your assigned topic. Discussion sessions will be randomly assigned to teams the week of September 23, and each team will then be assigned a topic (the week of September 30). Members of each team will be required to submit a detailed argument in support of their assigned topic (due by November 18). Beginning the week of December 2, each team will be required to orally present their topic. Your TA will provide details on how the debates will be organized and graded. Your overall debate grade will be based upon both the submitted written document (70%) and the oral presentation (30%).

Quizzes (40%). There will be 13 open-book, open-notes quizzes available for you to take online at your convenience during each week, beginning on September 9. Page 10 of the syllabus lists the schedule for taking online quizzes. Each quiz will be worth 12 points. Note: you will have 15 minutes to complete each quiz, AND THE QUIZZES ARE TIMED SO DON’T SUBMIT THEM LATE. If a quiz is submitted late, a grade of zero “0” will be automatically assigned. These quizzes are designed to serve two purposes: (1) they will give you an assessment of your knowledge of the material and (2) since you are taking quizzes each week, they should help you stay on top of the material, thus minimizing the possibility of falling behind. Although the quizzes are open notes/book, I strongly recommend that you study first and take the quiz only after studying your notes (e.g., don’t just try to do well by looking up every answer without studying). This way you will be able to both identify gaps in your knowledge while also getting the best possible quiz grade. There will be NO make-ups for quizzes (if you fail to take a quiz within the designated dates, you will receive a grade of zero “0” for that quiz). Should you encounter a technical glitch (e.g., computer crash, D2L freezes, etc…) while taking a quiz, contact me immediately by email. Please do not forget to take the quizzes (forgetfulness is not a valid excuse), it is your responsibility to remember to take the online quizzes and you may do so from home, from the university library or computer labs, or from any other remote location. It is also your responsibility to take the online quizzes from a computer connected to a reliable high-speed internet connection. Lastly, I recommend you schedule a time during the week to take the quizzes – don’t wait until Sunday night.

Make-up exam. There will be no rescheduling of the midterm exam during the semester. Should a student fail to take the midterm exam during the semester, that student will receive a zero “0” as a grade for the exam. However, at the end of the semester a single make-up exam will be offered for students who
missed the exam with a valid excuse (you must communicate with me or your TA and present your valid excuse at least 2 weeks prior to the make-up exam). If a student who misses the midterm and takes the make-up, the score on the make-up will replace the zero from the missed exam. The make-up exam will be held on the study day from **9:00–9:50AM on Friday, December 13 in MER 131**. NOTE: THIS MAKE-UP CANNOT BE USED TO REPLACE A POOR PERFORMANCE ON THE MIDTERM EXAM.

**Final exam (25%).** There will be a cumulative final exam at the end of the semester. Any student who does not take the final (**Friday, December 20 from 12:30–2:30PM in LAP N103**) will fail the course. **There will be a 2 hour review session prior to the final (Thursday, December 12 from 5:00–7:00PM in MER 131; see D2L for updates and room locations for all reviews).** Your final grade for the course will be based on your final average according to the following grading scale: A = 93-100%; A- = 90-92%; B+ = 87-89%; B = 83-86%; B- = 80-82%; C+ = 77-79%; C = 73-76%; C- = 70-72%; D+ = 67-69%; D = 63-66%; D- = 60-62%; F = 0-59%. Please see the Fall 2019 final exam schedule at [http://uwm.edu/onestop/enrolling/finding-classes/final-exam-schedule/](http://uwm.edu/onestop/enrolling/finding-classes/final-exam-schedule/) for final exam dates and times for all of your other courses. All students are responsible for selecting courses that do NOT have conflicting final exam dates.

**Curving of exams.** I will not curve any of the quizzes or exams. However, for both the midterm and the final, I will provide some extra credit questions. Thus, it is possible for a student to exceed a score of 100% on each exam.

**Extra Credit (see also next session for instructions on using SONA system to sign up)**

Students may receive extra credit points (which are applied to your final exam score) for verified participation as a subject in projects sponsored by the Department of Psychology here at UWM. You will be awarded 1 point for each hour of an experiment in which you participate (you may not participate in the same experiment twice). The maximum number of extra credit points allowed for any one student is 10, and extra credit points will be added onto your final exam percent score. Thus it is possible to raise your Final Exam Score by one letter grade (e.g., from 85% to 95%).
Research Participation for Extra Credit (using SONA system)

Opportunities for research participation for extra credit can be found on the Psychology Department SONA website – see the top link on the department SONA webpage, which can be found by going to, or clicking on, the following link: https://uwm.edu/psychology/undergraduate/participate-sona/. **Note: the last day for participation is 5:00PM on Friday, December 13** (study day). All credits earned must be assigned to the course for which you want extra credit by 5PM on Saturday, December 14. See SONA FAQ on website for how to reassign credits from one course to another (e.g., if you are registered for more than one course offering extra credit this semester).

If you participated in previous semesters you may already have an account. If your account no longer exists or you need to establish a new account, follow these steps:

1. Log onto the SONA website: http://uwmilwaukee.sona-systems.com/
2. Click on “Request Account”
3. Enter all of the requested information – **MAKE SURE YOUR EMAIL ADDRESS IS CORRECT. Your userID should be your ePanther email address, not your student ID#.**
4. When you receive your password via email, log into your account and change your password.

The first time you log in you will be asked to do a brief prescreening survey (approximately 25 questions). Researchers may invite you to participate in their studies based on your responses to the prescreen questions. You may choose whether or not you wish to participate in these studies.

Once you have logged on to the website you will see a list of studies. If a study interests you and “Time slots available” is stated to the left of the study title, you can view available sessions and sign up for those sessions by clicking on the study title and then on View Time Slots at the bottom of the study description page. You will receive a reminder email prior to your session.

**It is very important to remember that when you sign up for a session you are making a commitment to show up for that appointment.** If you need to cancel you may do so via the SONA website prior to the session. Studies vary in how much advance notice they need of cancellation (most are 24 hours) – please take note of this when you sign up. **If you do not show up for a session you will lose the opportunity to earn one percent of extra credit.** If you fail to show for a second session you will again lose the opportunity to earn a second percentage of extra credit and you will no longer have the opportunity to sign up for research studies to earn extra credit for your course(s). You can make up the extra credit points you lost by completing an alternative extra credit option (see Alternative to Research Participation study on Sonata). The alternative option involves reading an empirical paper related to the course for which you wish to receive extra credit and writing a summary of the article.

If you have questions please contact SONA Subject Pool Coordinator, Dr. Ryan Shorey, shorey@uwm.edu.

Also, unrelated to SONA, for PSYCH 254, **1 pt of extra credit will be awarded to each student with perfect discussion session attendance** (see page 9 for discussion session schedule). **Should you have perfect attendance, your maximum extra credit is still 10. Please Note: It is NOT the responsibility of the instructor or your TA to provide research opportunities or information about research projects, and the instructor reserves the right to eliminate or modify the extra credit policy.**

Getting Help and Instructor Availability

To do well in this course, it is important that you keep up with your studies. **Please come to each class having already reviewed the lecture notes for that class. Do not fall behind.** Be sure to study the course material each day – studying each day is much more effective than cramming for an exam. You should be able to work through the material yourself and be able to explain it to others (not just recognize terms or concepts when you see them, but be able to generate the material from memory). Use the outlines that precede each lecture as a guide. This will help you to compartmentalize the lectures by topic (e.g., background lecture, parts of brain, etc…). I will be available during my scheduled office hours (see top of first page). Please do not hesitate to come in to my office for a visit to discuss any issues pertinent to your academic success. **If you are struggling in the class, don’t wait until after you’ve taken exams or numerous quizzes to come for help.** One mistake students often make is waiting until later in the semester before coming to me to discuss their performance in the class, which limits my ability to help.

Tutoring & Supplemental Instruction

Resources are available (free of charge) to help students succeed in their courses. The Student Success Center (SSC) at UWM provides tutoring for many large enrollment 100- and 200-level courses. Students can make weekly
appointments with a tutor or utilize the center’s walk-in services. Their main center is located in Bolton Hall Room 120 (229-2779). You can also register online or at the center website, which is http://www4.uwm.edu/pass.

Supplemental Instruction (SI) is also provided by the SSC. The SI leader attends class and conducts review sessions each week. In these sessions you will work together often in small groups to review the course content, better prepare for class, and study for the exams. The SI Leader for Psychology 254 is Sophia Salas (sasalas@uwm.edu). Her SI review sessions will be held in BOL 120 on the following days and times: Mon 11AM–12PM; Wed 1–2PM; Thurs 1–2PM; Fri 12–1PM (this information will also be posted on D2L). In addition, she will also have walk-in hours in NWQ Room 1932 from 2–3PM on Thursdays throughout the semester.

Academic Conduct

The University of Wisconsin-Milwaukee has strict rules governing academic misconduct. Cheating or helping another student cheat on an exam will not be tolerated. Any student caught cheating during any exam may be subject to receiving a “zero” for their grade on that particular exam (and possibly risk removal from the course, or other sanction). Before exams, you may be asked to show your UWM ID, so make sure you have one and don’t forget it.

Information about procedures that are followed when a student is suspected of academic misconduct can be found here: http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/

Also, please be respectful of your peers during lectures and discussion sessions by not talking on the phone, listening to music, watching or playing videos or video games, talking with another student, or engaging in any other disruptive behavior. Students engaged in disruptive behavior will be asked to leave the lecture or discussion (and will not receive attendance credit for that day).

Special Arrangements

If you have a documented disability and need special accommodations to meet any of the requirements of this course, please contact me as soon as possible. Accessibility Resource Center (Mitchell 112, http://uwm.edu/arc/, phone: 414-229-6287) can assist you through this process.

Psychology Department Policies

Information on Psychology Department policies on participation by students with disabilities, accommodation for religious observances, academic conduct, complaint procedures, grade appeal procedures, and other standing policies (e.g., sexual harassment, incompletes) is readily available in the main office of the Department of Psychology in Garland Hall Room 224. Students can also consult http://www4.uwm.edu/secu/news_events/upload/Syllabus-Links.pdf for additional information.

Statement of time investment by the average student

On average, students should expect to spend ~48 hours per credit per semester on in-class activities and activities outside of the classroom (i.e., approx. 144 hours for a 3-credit course).

1. In Lectures/exams: 1 hr x 26 (24 lectures + 1 exams) = 25 hours
2. Final exam & prep: 2 hrs x 4 (3 sessions + 1 final exam) = 8 hours
3. In Discussion: hr x 12 discussions = 12 hours
4. Prep & Taking Quizzes: 1 hr x 12 quizzes = 12 hours
5. Reading/Studyng Course Materials: 3 hrs per lecture x 24 lectures = 72 hours
6. Working on Debate Topic: 1 hr/week x 15 weeks = 15 hours

Total estimate is 144 hours

Please note that this is merely a guide, and you are graded on your performance in the class NOT on the amount of time you spend on the material.
Schedule of Lecture Topics and Suggested Readings\textsuperscript{i,ii}

09/04 – Lec 01. Introduction and overview. Studying Brain and Behavior (Intro & parts of Chpt 12 & 13)
09/09 – Lec 02. CNS I. The Meninges, Ventricles, and Spinal Cord (Chapter 3)
09/11 – Lec 03. CNS II. The Brain–Telencephalon, Mesencephalon, Rhombencephalon (Chapter 3)
09/16 – Lec 04. PNS. Divisions of the Peripheral Nervous System, Cranial and Spinal Nerves (Chapter 3)
09/18 – Lec 05. Cells of the Nervous System: Neurons and Glia (Chapter 1)
09/23 – Lec 06. Synapses and Neuronal Membrane Properties (Chapters 1 & 2)
09/25 – Lec 06 continued. Synapses and Neuronal Membrane Properties (Chapters 1 & 2)
09/26 – 5:00-7:00PM “REVIEW SESSION #1” (MER 131)
09/30 – Lec 07. Receptors and Ion Channels (Chapter 2)
10/02 – Lec 08. Neurotransmitter Systems I. Acetylcholine, Monoamines (Chapter 2)
10/07 – Lec 08 continued. Neurotransmitter Systems I. Acetylcholine, Monoamines (Chapter 2)
10/09 – Lec 09. Neurotransmitter Systems II. Monoamines, Amino Acids, and Others (Chapter 2)
10/14 – Lec 10. Development and Plasticity of the Nervous System (Chapter 4)
10/16 – Lec 11. Muscles and Spinal Reflexes (Chapter 7)

10/21 – No Discussion this week – Society for Neuroscience Conference. \textbf{TAKE QUIZ #7 THIS WEEK!}
10/21 – No lecture – Society for Neuroscience Conference.
10/23 – Lec 12. Control of Movement by the Brain (Chapter 7)
10/24 – 5:00-7:00PM “REVIEW SESSION FOR MIDTERM EXAM” (MER 131)

10/28 – MIDTERM EXAM (Lectures 1-12)
10/30 – Lec 13. The Visual System I. Sensory Receptors, the Eye, the Retina, Blindspot (Chapter 5)
11/04 – Lec 14. The Visual System II. Visual Transmission, Color Theory, Disorders (Chapter 5)
11/06 – Lec 15. The Visual System III. Cerebrum & Visual Processing, Visual Disorders (Chapter 5)
11/11 – Lec 16. The Somatosensory System I. Stimuli, Afferent Fibers & Pathways (Chapter 6)
11/13 – Lec 17. The Somatosensory System II. Processing of Pain (Chapter 6)
11/18 – Lec 18. Cognitive Processes I. Working Memory and Consolidation (Chapter 12)
11/20 – Lec 19. Cognitive Processes II. Long Term Memory and Brain Damage (Chapter 12)
11/21 – 5:00-7:00PM “REVIEW SESSION #2” (MER 131)
11/27 – No Lecture (Thanksgiving Break) – \textbf{No Discussion or Quiz this Week!!!}
12/02 – Lec 21. Emotions I. Theories of Emotion and Negative Emotions (Chapter 11)
12/04 – Lec 22. Emotions II. Positive Emotions, Reward, and Addiction (Chapters 11 & 14)
12/09 – Lec 23. Stress and the Nervous System (Chapter 11)
12/11 – Lec 24. Disordered Behaviors (Chapter 14)
12/12 – 5:00-7:00PM “REVIEW SESSION FOR FINAL EXAM” (MER 131)
12/13 – MAKE-UP EXAM (9:00 – 9:50 a.m., MER 131)

12/20 – CUMULATIVE FINAL EXAM (12:30 – 2:30 p.m., LAP N103; THE ENTIRE COURSE)

\textsuperscript{i} We will likely stick to this schedule, but in some cases, the exact dates when one or more topics are actually covered in lecture are subject to change should I choose to spend more time to cover certain topics.

\textsuperscript{ii} Note also that I list a chapter from your text that most corresponds to the indicated lecture topic. Note that you only need to read the material that corresponds to topics covered in the lecture or on the ppt slides. Reading from the text, while not required, may help to round out your understanding of a topic, and is thus recommended.
Schedule of Weekly Discussion Session Meetings

09/04 – No discussion sessions this week (Labor Day & first week of classes)

09/09 – Discussion Session 1

09/16 – Discussion Session 2

09/23 – Discussion Session 3 (Debate Teams created)

09/30 – Discussion Session 4 (Debate Team topics assigned)

10/07 – Discussion Session 5

10/14 – Discussion Session 6

10/21 – No discussion sessions this week (Society for Neuroscience Conference)

10/28 – Discussion Session 7

11/04 – Discussion Session 8

11/11 – Discussion Session 9

11/18 – Discussion Session 10

11/25 – No discussion sessions this week (Thanksgiving Recess)

12/02 – Discussion Session 11 (Debate Team Oral Arguments Presented)

12/09 – Discussion Session 12 (Debate Team Oral Arguments Presented)
### Schedule of Weekly Online Quizzes

**NOTE: QUIZZES ARE TIMED! PLEASE STUDY YOUR NOTES BEFORE TAKING EACH QUIZ!**

<table>
<thead>
<tr>
<th>Date</th>
<th>Quiz #</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/04</td>
<td>No quiz</td>
</tr>
<tr>
<td>09/04</td>
<td>this week (Labor Day &amp; first week of classes)</td>
</tr>
<tr>
<td>09/09</td>
<td>Quiz #1</td>
</tr>
<tr>
<td>09/16</td>
<td>Quiz #2</td>
</tr>
<tr>
<td>09/23</td>
<td>Quiz #3</td>
</tr>
<tr>
<td>09/30</td>
<td>Quiz #4</td>
</tr>
<tr>
<td>10/07</td>
<td>Quiz #5</td>
</tr>
<tr>
<td>10/14</td>
<td>Quiz #6</td>
</tr>
<tr>
<td>10/21</td>
<td>Quiz #7</td>
</tr>
<tr>
<td>10/28</td>
<td>Quiz #8</td>
</tr>
<tr>
<td>11/04</td>
<td>Quiz #9</td>
</tr>
<tr>
<td>11/11</td>
<td>Quiz #10</td>
</tr>
<tr>
<td>11/18</td>
<td>Quiz #11</td>
</tr>
<tr>
<td>11/25</td>
<td>No quiz</td>
</tr>
<tr>
<td>11/25</td>
<td>this week (Thanksgiving Break)</td>
</tr>
<tr>
<td>12/02</td>
<td>Quiz #12</td>
</tr>
<tr>
<td>12/09</td>
<td>Quiz #13</td>
</tr>
</tbody>
</table>

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iii Note all quizzes are available for the entire week beginning at 8 a.m. of the Monday indicated until 7 a.m. the following Monday (make sure it’s submitted by 6:59 a.m.). Thus you will have 7 days to take each online quiz. Each quiz will consist of approximately 12 questions and you will have ~15 minutes to complete each quiz. There will be no make-up quizzes, so please remember to take them by the deadline each week!
Using UW-Milwaukee Desire2Learn (D2L) Course Web Sites

Certain lecture materials, announcements, and the weekly online quizzes for Physiological Psychology 254 are available on a Desire2Learn (D2L) course web site. You may see these materials there anytime you wish, using a standard Web browser.

**Recommended browsers:** A complete and up-to-date list of recommended browsers and settings can always be found at: [http://kb.wisc.edu/helpdesk/page.php?id=3210](http://kb.wisc.edu/helpdesk/page.php?id=3210) Please contact the UWM Help Desk, as described at the bottom of this page, with any questions about these requirements.

**To find and browse the D2L course web site:**

1. Go directly to the D2L **Landing** page at [http://D2L.uwm.edu](http://D2L.uwm.edu).

2. On the D2L **Landing** page, choose the button labeled [UWM ePanther].

3. On the next page, type in your ePanther **Username** (your ePanther campus email, but without the “@uwm.edu”) and **Password** (the same password you use for PantherLink and PAWS). Then hit [Login].
   - You may bookmark the D2L.UWM.edu landing page, if you wish.
   - To prevent failed log-ins, please DO NOT BOOKMARK the UWM ePanther login page.

4. On the D2L **MyHome** screen, find the area called **My Courses**. You’ll see your active courses here, arranged by Semester, with the newest semester at the top.

5. Click any course title to see the Course Home page. Click [Content] in the navigation bar to begin exploring the site.

6. If you have any difficulty getting into the course web site, please close down your web browser completely and open it up again. Then try logging on again, using the instructions above. If you do not know your ePanther username or password, please get help as indicated below.

7. When you are finished looking around your D2L course sites, always click on [Logout]. This is especially important if you are in a computer lab. Otherwise, the next person who uses the machine will be using your D2L account!

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**What to do if you have problems with Desire2Learn (D2L)**

If you have difficulties with D2L, including problems with your login (e.g., you forgot your password, or if you just can’t get on), please contact the UWM Help Desk. You may do one of the following:

- Report the problem via online web form at [GetTechHelp.uwm.edu](http://GetTechHelp.uwm.edu)
- Call the UWM Help Desk at 414-229-4040 if you are in Metro Milwaukee.
- Go to Bolton 225 (this lab is not open all day or on weekends – call 414-229-4040 for specific hours)
- From outside the 414 or 262 area codes, but from within the USA, call the UWM Help Desk at 1-877-381-3459.