



**San José State University**  
**Department of Psychology**  
**PSYC 30-02,**  
**Psychobiology (27866), Spring 2024**

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<b>Instructor:</b>	Jill Citron, PhD
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<b>Phone Number:</b>	(408) 924-5606 – <i>Messages Only</i>
<b>Drop-In Hours:</b>	Monday & Thursday, 11:00 pm – 11:50 pm, and by appointment.
<b>Office Location:</b>	DMH 352
<b>Class Days/Time:</b>	Tuesday & Thursday, 1:30 pm – 2:45 pm
<b>Classroom Location:</b>	Washington Square Hall, room 109
<b>Prerequisites:</b>	Either: Bio 021 or Bio 065 You must <b>complete</b> the prerequisites classes before taking this course.

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### **CANVAS and MYSJSU Messaging**

Copies of some course materials such as the syllabus, major assignment handouts, etc. may be found on Canvas. Messages to the class may be sent through Canvas or MYSJSU.

### **Course Description**

Biological Psychology is a major subdivision of psychology, the systematic study of behavior and mental processes. Biopsychology tries to understand the biological basis for brain and behavior. This discipline involves examining many aspects of human functioning, through the mechanisms of evolution, genetic, neural and hormonal influences on normal and abnormal behavior. The goal of this class is to pursue a greater understanding of brain and behavior from the smallest unit of the human nervous system, brain structures and interconnections with the nervous, endocrine, and immune systems.

### **Communication with Instructor**

Use email, office hours, or class time to ask questions. I respond to email M-F 9:00-5:00. Please allow 1-2 days for a response. When emailing, include a relevant title and our course number (30). If you have extensive questions about an assignment or class work, please come to office hours, or contact me to set up a Zoom appointment.

## **Course Goals and Learning Outcomes (CLO)**

PSYC 30 Introduction to Psychobiology explores the biological basis of cognition and behavior. This course examines the structural and functional components of the nervous systems, from the cellular level to the system level, and will consider how information from the internal and external environment can direct and influence adaptive behavior.

### Course Learning Outcomes (CLOs)

Upon successful completion of this course, Psych 30 students will be able to:

CLO1 – *Students will be able to* –identify, describe, and communicate the major concepts related to basic neuroanatomy, neurophysiology and psychopharmacology. *Assessment for this will be in Hypothesis #1, Infographic #1, and Section Test #1.*

CLO2 – *Students will be able to* –describe, and communicate the major transduction mechanisms, neuroanatomical pathways and theoretical perspectives associated with vision and nonvisual sensory systems, motivational systems and learning processes. *Assessment for this CLO will be conducted in Section Test #2, Infographic #, and Hypothesis assignments.*

CLO3 – *Students will be able to* –identify, describe, and communicate experimental approaches and associated empirical findings for various methodological approaches in biopsychology. *Assessment for this CLO will be conducted primarily in Section Tests #1 and #2, and Hypothesis assignments.*

CLO4 – *Students will be able to* – think critically and creatively about biopsychological approaches to address issues related to behavioral and mental health processes. *This CLO will be assessed by Hypothesis assignments and Hallmark Study participation.*

CLO5 – *Students will be able to* – apply biopsychological principles to individual, interpersonal and group behavioral and mental health issues. *This will be assessed by Hallmark Study participation.*

### Program Learning Outcomes (PLO)

Upon successful completion of the psychology major requirements...

PLO1 – Knowledge Base of Psychology – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

PLO2 – Research Methods in Psychology – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

PLO3 – Critical Thinking Skills in Psychology – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

PLO4 – Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

PLO5 – Values in Psychology – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

Goals for this course fall into three categories. Learning outcomes for the first part of the course are a general

understanding of the philosophical issues driving much of contemporary neuroscience research, an understanding of mechanisms during brain development, and students are expected to develop a firm hold on biological foundational knowledge as it relates to the central nervous systems. The second category will provide students with a detailed understanding of the sensory systems. The final section of the course, students will gain an understanding of how neural systems contribute to various behaviors ranging from motivation to learning.

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**It is strongly recommended** that students use the Chrome Web Browser when working in Canvas. Using Chrome will decrease the number of glitches and errors you experience, as Canvas was developed using the Chrome.

In addition, update your Canvas setting to receive messages from this course, as announcements are sent out on a regular basis.

**Note:** clearing your cache may help if you have trouble logging into the site.

### Accessing Course Canvas site

To access the Canvas site go to <http://www.sjsu.edu/at/ec/canvas/> and click on “Log in to Canvas”

**Username** = *SJSU 9-digit ID*

**Password** = *your current SJSUOne password*

For additional information or help with logging in:

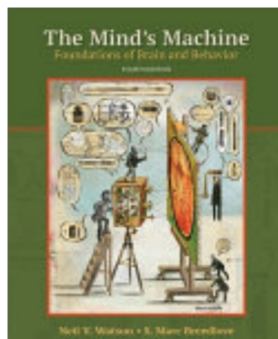
**Canvas Student Tutorial:** <http://www.sjsu.edu/at/ec/canvas/>

### Required Textbook

Watson, N.V and Breedlove, S.M. (2020). Minds Machine (4th edition). Oxford University Press.

ISBN: 1605359734,9781605359731

Biopsychology Newslink: <https://biopsychology.com/news/index.php?book=MM>



ISBN-13: 978-0197542811. ISBN-10: 0197542816. There are other ways of accessing the textbook, looseleaf, e-book, rental, etc. If you are having a difficult time finding an affordable option, access the 3rd edition We will be relying on the textbook to provide an overview of each topic (lots of reading), so I encourage you to choose the format that is best for you. I will be teaching from the 4th edition, so if you are using the 3rd edition, you will need to connect with class members for questions about page numbers.

### Library Liaison

The SJSU library has a librarian who specializes in psychology (and other social sciences), and this librarian can serve as an extremely valuable resource for helping you to develop research ideas and locating appropriate research materials. The library also has an abundance of resources for doing psychology research: Christa Bailey, 408-808-2422, [christa.bailey@sjsu.edu](mailto:christa.bailey@sjsu.edu), <http://libguides.sjsu.edu/psychology>

## Classroom Protocol

As a member of this class, you are part of a community. Students are expected to maintain a level of professional and courteous behavior. You are **required** to put your cell phone and other distractors away before the beginning of class. We will be respectful of our class members and expect the same respect in return. Do not have side conversations, make unrelated comments in class. You may not realize that your actions are distracting for those around you. Students that do not abide by these policies (after being alerted to their behavior) will be asked to leave the class. This class is the size of a small village, so we will all need to work together.

## Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's catalog, <https://catalog.sjsu.edu/>, policy section. The Late Drop Policy is available at <https://www.sjsu.edu/aars/policies/latedrops/policy/>. Please be aware that there are changes due to COVID-19 SIP. Information about the latest changes and new is available at the Advising Hub at <https://www.sjsu.edu/advising/>. This semester the last day to add a class or drop a class without a "W" is February 19th.

## Attendance

This is an in-person class. Students are expected to attend all meetings as you are responsible for material discussed and your active participation in class benefits all class members.

*According to University Policy F15-12, "Students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein and active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class. Attendance is the responsibility of the student. Participation may be used as a criterion for grading when the parameters and their evaluation are clearly defined in the course syllabus and the percentage of the overall grade is stated."*

## Assignments and Grading Policy

During this course, you will be required to participate in class and to complete various assignments, two infographic exercises, three examinations (two tests and a final exam), Hypothesis assignments, classroom activities, and presentation on hallmark research studies that changed the course of biopsychology. SJSU classes are designed such that to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

*Anticipate that your grades in Canvas will continue to change throughout the semester. Do not contact me at the end of the semester asking if I will round up your grade. I want all my students to succeed and will always round grades up (not down) when it is possible.*

## Definition of a Credit Hour

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course. As an example, the expectation of work for a 3-credit course is 150 minutes of direct faculty instruction and six-hours of out-of-class student work each week. Please review the following sources and policies, as well:

- University Syllabus Policy S16-9 at <http://www.sjsu.edu/senate/docs/S16-9.pdf>

- Office of Graduate and Undergraduate Programs' Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>

## **Make-up Exams and Late Assignments**

Please check your schedule to ensure that you have no conflicts with due dates. Let me know if you need an extension. Contact me as early in the semester as possible so that we can create an alternative plan.

### **Academic integrity**

Academic integrity is essential to the mission of San Jose State University. Familiarize yourself with the SJSU Academic Integrity Policy <https://www.sjsu.edu/senate/docs/F15-7.pdf>. When practiced, academic integrity ensures that students are fairly graded. A reminder about academic integrity and Chat GPT: All cases of academic misconduct will be referred to the Office of Student Conduct. Academic Misconduct includes (but is not necessarily limited to) using ideas, words, images, or content in any other media that you did not create and presenting that content as if you were the creator.

Copying content that you have not created—either directly or in a modified form—without properly acknowledging the creator qualifies as academic misconduct, as does utilizing unauthorized digital tools such as artificial intelligence to create content. An assignment that is found to have been plagiarized or to have used unauthorized tools will automatically receive a zero and you will not be given an opportunity to repeat the assignment for a passing grade. Depending on the severity of the case, academic misconduct may result in a failing grade in the course. If you are unsure or have questions, please do not hesitate to reach out to me.

*A simple guide to follow, if more than four words are taken from another source, it must be cited.*

All students must use Turn-It-In to ensure the academic integrity of your writing.

### **GRADING INFORMATION AND MAJOR ASSIGNMENTS:**

Your final grade will be based on the number of points that you earn during the semester. The following table provides a breakdown of the points that you can earn during the semester.

Assignment	How Many?	Points Per Assignment	Total Points	Approximate % of Final Grade
Chapter Quizzes	12	10	110	38%
Hypothes.is	1	15	15	5%
Discussion	1	15	15	5%
Infographic	3	5	15	5%
Hallmark Study	1	20	20	8%
Name Coach	1	5	5	1%
Midterm	2	40	80	25%
Final Exam	1	40	40	13%
Total:			300	100%

## Grading Scale:

Percent	Grade
100 – 94	A
93-90	A-
89 – 87	B+
86-84	B
83-80	B-
79 – 77	C+
76-74	C
73-70	C-
69-67	D+
66 – 64	D
63 -60	D-
59 or below	F

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**University Policies:** Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>.

### Assignment Descriptions:

**Infographic:** In these assignments, you will be using Canva to design an infographic demonstrating your understanding of the structures and functional steps of three different systems. Your task is to create an image that highlights the parts of the system.

**Quizzes:** There will be chapter quizzes with ten multiple-choice questions each. You will have 30 minutes to complete the quiz and two attempts with the higher score being recorded. Your lowest quiz grade will be dropped.

**Name Coach:** Name Coach functions as a recording and playback platform, allowing students and instructors within a course to effortlessly record and share the correct pronunciation of their names. This feature enables all members of the course to listen and learn the accurate way to pronounce each other's names. Details instructions are provided in Canvas.

**Hypothes.is Assignment:** The assignment is a collaborative annotation activity aimed at developing critical analytic skills when reading scientific literature. You will identify one statement in the article that you agree with. This is done by highlighting the portion of text and writing a concise statement explaining what you agree with and why. Finally, identify a question that you have about the content. Again, Highlight this portion of the text. In the annotation note, state your question. Alternately, you might decide to respond to a query from one of your peers instead. If you decide to answer a question, you may do so by responding directly in the question thread. Directions on using the Hypothes.is App are included in the assignment instructions.

**Neuralink Discussion:** This discussion will require you to do background reading and analysis before engaging in discussion with your peers. Together we will explore the neuroscience, research process, and ethics of Elon Musk's Neuralink!

## Student Resources

### **Student Computer Resources –**

Computer labs and other technological resources for students can be found in various places on campus:

- For information regarding the loan of laptops, tablets, and other computer materials; <https://library.sjsu.edu/student-computing-services/student-computing-services> • For IT Support visit - <https://www.sjsu.edu/it/support/service-desk/index.php>
- For a list of software available to all SJSU students visit - <https://library.sjsu.edu/student-computingservices/software-available>

### **ACCESS Success Center**

The Academic Counseling Center for Excellence in Social Sciences (ACCESS) Success Center “provides general education advising for undergraduate students majoring or intending to major in any of the departments in The College of Social Sciences.” Visit their webpage for more information and to schedule an online appointment, <https://www.sjsu.edu/education/studentsuccesscenter/advising-and-tutoring.php>.

### **Accessible Education Center (AEC)**

Ability Redefined - Please reach out to me as soon as possible in the beginning of the semester, for any support. “If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with AEC to establish a record of their disability.” [Academic Senate Policy F06-2 \[pdf\]](#)

### **SJSU Peer Connections**

Peer Connections website “offers free mentoring, tutoring, and supplemental instruction services for students at SJSU. Peer Educators are students just like you; they understand the triumphs and challenges of being a student at San José State University.” If you have questions about services, contact the Peer Connections at 408-924-2587 or email at [peerconnections@sjsu.edu](mailto:peerconnections@sjsu.edu), or visit their webpage for more information, <https://peerconnections.sjsu.edu/programs/tutoring/index.html>

**SJSU Writing Center**– Check for different ways to access these services during the COVID-19 SIP.

The SJSU Writing Center “offers a variety of resources to help students become better writers, and all of our services are free for SJSU students.” If you have questions about services, call the Writing Center at 408.924.2308 or email us at [writingcenter@sjsu.edu](mailto:writingcenter@sjsu.edu), or visit their webpage to make an online appointment <https://www.sjsu.edu/writingcenter/>

### **SJSU Counseling and Psychological Services (CAPS)**

SJSU Counseling and Psychological Services invites “all students to come into Counseling and Psychological Services, located at the Student Wellness Center, room 300B, for any support.

*If you have questions about services, contact CAPS at (408) 924-5910 or email at [counseling.services@sjsu.edu](mailto:counseling.services@sjsu.edu) or visit their webpage, <https://www.sjsu.edu/counseling/>*

## **Major Assignments**

Below is a tentative list of important course events. Instructions for each assignment is available on Canvas.

### **Name Coach**

Due: Tuesday, January 30<sup>th</sup>

### **Infographic #1**

Due: Tuesday, February 13<sup>th</sup>

### **Section Test #1**

Date: Tuesday, February 27<sup>th</sup>

Chapters: Chapters 1-4

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### **Infographic #2**

Due: Tuesday, March 12<sup>th</sup>

### **Discussion on Neuralink**

Use February 29<sup>th</sup> (no class) to complete assignment.

Due: Tuesday, March 5<sup>th</sup>

### **Section Test #2**

Date: Tuesday, March 26<sup>th</sup>

Chapters: Chapters 5-7

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### **Hypothes.is**

Due: Thursday, April 11<sup>th</sup>

### **Infographic #3**

Due: Tuesday, April 16<sup>th</sup>

### **Hallmark Studies**

Due: Thursday, May 2<sup>nd</sup>

Comments Due: Thursday, May 9<sup>th</sup>

### **Section Test #3**

Date: Friday, May 17, 12:15 pm – 2:30 pm

Chapters 8-12



## COURSE SCHEDULE

Note: This schedule is subject to modification (with fair warning) as the instructor deems necessary.

Week	Date	Topics	Reading Before Class	Assignment
	R- 1/25	Course Introduction & Syllabus	Get the textbook!	
<b>1</b>	T- 1/30 R- 2/1	Structure and Function: Neuroanatomy and Research Methods	Chapter 1	Name Coach Due: 1/10
<b>2</b>	T- 2/06 R- 2/08	Neurophysiology	Chapter 2	
<b>3</b>	T- 2/13 R- 2/15	The Chemistry of Behavior	Chapter 3	Infographic #1 Due
<b>4</b>	T- 2/20 R- 2/22	Development of the Brain	Chapter 4	
<b>5</b>	T-2/27 R-2/29	<b>Section Test #1</b>  No Class	Chapters 1-4	
<b>6</b>	T-3/05 R-3/07	The Sensorimotor System	Chapter 5	Discussion Due
<b>7</b>	T-3/12 R-3/14	Hearing Balance Taste & Smell	Chapter 6	Infographic #2 Due
<b>8</b>	T-3/19 R-3/21	Vision	Chapters 7	
<b>9</b>	T-3/26 R-3/28	<b>Section Test #2</b>	Chapters 5-7	
		SPRING BREAK 4/1 – 4/5		Have Fun!
<b>11</b>	T- 4/09 R- 4/11	Hormones and Sex	Chapter 8	Hypothesis Due
<b>12</b>	T-4/16 R-4/18	Homeostasis: Active Regulation of the Internal Environment	Chapter 9	Infographic #3 Due
<b>13</b>	T- 4/23 R- 4/25	Biological Rhythms and Sleep	Chapter 10	

<b>14</b>	T-4/30	Emotions, Aggression, and Stress	Chapter 11	
	R-5/02	Psychopathology	Chapter 12	Hallmark Due
<b>15</b>	T-5/07			Hallmark
	R-5/09	Last Class		Comments Due
<b>Final</b>	Friday 5/17		<b>12:15 pm - 2:30 pm</b> <b>Section #3 Test</b>	<b>In Class</b>