

University of the Incarnate Word Course Syllabus/Outline

Course: PSYC 2380 – Biology and Behavior

Term: Fall II, 2017

Instructor: Veronica Ordaz Collazo, PhD

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UIW Course Description

Overview of the biological origins of behavior postulating that all emotion, thought processes and behaviors are grounded in biology. Prerequisite: PSYC 1301

Course Overview:

This course examines issues such as sensation, movement, emotion, learning, memory, sleep, consciousness, and abnormal behavior from a biopsychological perspective. Functional neuroanatomy and physiology are highlighted with special attention given to the relationship between the brain, its functioning and selected behavioral disorders including: affective disorders, addictions, eating disorders, anxiety disorders, chronic stress, and sleep problems. Traditional and current research, theories, and controversies are also incorporated into the study of biopsychology.

The required software for this course is Microsoft Office Professional 2003, 2007 or 2010. If you do not have this loaded on your computer, you can purchase an education discounted copy from UIW. **The software can also be purchased at the UIW Business Office for \$10 per copy. Call 210-829-6099 or eapbo@uiwtx.edu.**

You must be a member of an academic institution to qualify for purchase. The products offered on this storefront are not for the general public. You will be requested to provide proof of academic affiliation prior to your product shipping in order to take advantage of these special offers. Delivery of this software takes several weeks. Ordering after the course starts will place you behind in your assignments.

The term “week” used in the syllabus/outline refers to the span of seven days from Monday to Sunday. All assignments (quizzes and discussion) are due before 5:00 pm (Central Time) on Sunday of the week indicated on the course outline. The only exception to this rule is the assignments for Week Eight which are described in the attached **Calendar**. The final exam is due on Friday by 5:00 pm (CST) on the final day of the term, December 8, 2017.

Required Course Materials:

- MS Office Professional 2010 (or earlier version)
- Computer with basic system requirements (Pentium or higher system and 28.8 or higher speed modem connection)
- Microsoft Office XP or higher on a Windows operating system or comparable Mac system, and
- Internet Service Provider (ISP)

Learning Outcomes:

Upon completion of the course, the successful learner will demonstrate the following competencies:

- One: Identify the basic concepts and major theoretical perspectives of biopsychology and critically analyze current research pertinent to the field
- Two: Apply knowledge of brain structure and function, including neuroanatomy, neurophysiology, and neuro-chemistry
- Three: Discuss the research, principles, application and theories of biopsychology and be able to describe key methods used in biopsychology

- Four: Articulate the relationship between evolution and behavior
- Five: Interpret the relationship between the brain, its functioning and specific cognitive, behavioral and psychiatric disorders
- Six: Illustrate knowledge of the sensory and motor systems and the biopsychology of motivation
- Seven: Evaluate the research methods employed by psychologists when investigating issues relevant to the field of biopsychology
- Eight: Demonstrate appropriate use of technology

Topic Outline: For specific readings, assignments and due dates, see the course calendar

Week One: Biopsychology as a neuroscience

This unit will introduce the major theoretical perspectives on biopsychology; basic research methods, terminology and concepts; the divisions of biopsychology; and the value of research with animals and the ethical issues concerning their care.

Week Two: Evolution, genetics and experience; nervous system and research methods

This unit will examine the relationship between human evolution and behavior; genetics; anatomy of the nervous system; and research methods. The systems and structures that make up the nervous system are presented. Specifics of neural activity and how neurons conduct and transmit electrochemical signals are highlighted.

Week Three: Sensory and motor systems

This learning unit investigates the ways in which sensory organs detect changes in the environment and how the brain interprets neural signals from these organs. Mechanisms of vision, hearing, touch, smell and taste are examined.

Week Four: Development of the nervous system; brain damage and neuroplasticity; learning, memory and amnesia

Phases of neurodevelopment, the effects of early experience, disorders of neurodevelopment and brain damage are presented. The unit will also examine how the brain processes and stores information. The effects of various forms of amnesia including Alzheimer's disease, concussion, and Korsakoff's syndrome are presented.

Week Five: Biopsychology of hunger, eating and health; hormones and sex

Theoretical perspectives and research on hunger, obesity, and anorexia nervosa are investigated. The psychological mechanisms and behaviors necessary for finding and ingesting food and water are examined as well as the condition of obesity and anorexia. Sexual differentiation of the human brain and behavior is covered.

Week Six: Sleep, drug addiction and brain reward circuits

The psychological and biological phenomenon of sleep and its disorders is presented. Physiological and behavioral descriptions of sleep, stages of sleep, dreaming, biological clocks associated with sleep, insomnia and narcolepsy are examined. This unit investigates the common features of drug addiction and current research on the mechanisms of addiction.

Week Seven: Biopsychology of emotion, stress and health

This unit explores emotional expression and theories of emotion and the relationship between stress and health in humans.

Week Eight: Biopsychology of psychiatric disorders

The biopsychology of psychiatric disorders, including brain schizophrenia and affective and anxiety disorders, is explored.

Required Text:

Pinel, J. (2014). *Biopsychology*. (9th Ed). Boston, MA: Pearson Education, Inc.

Supplemental Resources:

Pinel, J.P., & Edwards, M. (2008). *The anatomy of the human brain* (2nd ed.). Boston, MA: Allyn & Bacon

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Beatty, J. (2001). *The human brain. Essentials of neuroscience behavior*. Thousand Oaks, CA: Sage.

Brown, R.T., & Sawyer, M.G. (1998). *Medications for school-aged children*. New York, NY: Guilford Press.

Carlson, N.R. (2007). *Physiology of behavior* (9th ed.). Boston, MA: Allyn & Bacon.

Diamond, M.C., Scheibel, A.B. & Elson, I.M. (1985). *The human brain coloring book*. Oakville, CA: Harper Perennial.

Jubilan, B.M. (1998). *Annual editions: Biopsychology 98/99*. Guilford, CT: Dashkin/McGraw-Hill.

Kalat, J.W. (1995). *Biological psychology* (5th ed.). Pacific Grove, CA: Brooks/Cole.

Kandel, E.R., Schwartz, J.H., & Jessell, T.M. (2001). *Essentials of neural science and behavior*. Norwalk, CT: Appleton & Lange.

Rosenzweig, M.R., Leiman, A.I., Breedlove, S.M., & Watson, N.V. (1999). *Biological psychology: An introduction to Behavioral, cognitive and clinical neuroscience* (2nd ed.). Sunderland, MA: Sinauer Associates.

Journals:

Adolescence

American Sociological Review

American Psychologist

Archives of Pediatric and Adolescent Medicine

Clinical Child Psychology and Adolescent Medicine

Developmental Psychology

Developmental Psychobiology

Journal of Abnormal Psychology

Journal of Clinical Psychology

Journal of Consulting and Clinical Psychology

Journal of Learning Disabilities

Psychonomic Bulletin and Review

Websites:

<http://www.apa.org>

<http://www.psych.com>

<http://www.nimh.nih.gov/home.html>

<http://www.med.harvard.edu/AANLIB/home.html>

<http://www.neurosurgery.mgh.harvard.edu/other2.html>

<http://www.netanatomy.com/>

In order for you to be successful in this course, it is necessary for you to utilize outside materials and examples in your discussions and other assignments to support your positions. The UIW Library houses excellent resources to assist you. The UIW Library can be accessed from your home computer using a service called EZProxy. When you click on a UIW Library database or e-journal from an off-campus location, you will be prompted for your UIW username (email name) and password. EZProxy verifies your credentials and allows access to the resources until the research session ends. The

Distance Learning Librarian is Erin Cassity who can be reached at cassity@uiwtx.edu. She can assist you with questions related to scholarly research of peer-reviewed journals as required in this course.

Internet Research/Article Review: Students will be expected to read scholarly journals, websites or magazine articles about a current topic/event concerning material covered each week and share that posting in the discussion area. The review should include an analysis of the article and its connection to the concepts of the class. A direct link to the referenced article without direction to a database or browser is required. Failure to provide a direct link constitutes an incomplete assignment which will adversely affect your grade. At least two responses to another learner's post on each discussion question are required each week.

For assistance with APA style reflecting the 6th edition: American Psychological Association: <http://www.apastyle.org>.

Writing Center

Online Writing Center:

The University of the Incarnate Word (UIW) Online Writing Center (OWC) was created to provide writing assistance to the students in the Extended Academic Program. In addition to resources regarding writing skills and formatting that you can download from the website, the OWC provides access to writing tutoring. The tutors will answer questions regarding your writing, talk with you about strategies you can use to improve your writing and offer specific help with planning or revising your papers. For more information, take a look at the website: <http://www.uiw.edu/owc/>.

Requirements and Expectations:

Please plan to read the ANNOUNCEMENTS area two to three times each week. Each week may start with a general announcement. If I have anything additional to share, I will post it there. You are expected to review your Cardinal mail account frequently for correspondence and/or feedback from the instructor. Failure to do so can have an adverse impact on your assignments and grade.

Make sure to read this COURSE OUTLINE carefully. It has answers to many of your questions. Print it for future reference and refer to it often for weekly assignment due dates. You are responsible for knowing what it contains – especially all deadlines indicated within it.

In order to send me your assignments each week, you will go into the GRADEBOOK, find the Assignment area and use the Drop Box to send your attachments for that week's work. After I grade them, grades will automatically be posted in the GRADEBOOK area. When the grade is entered, you will receive my feedback on the content and composition. Please read my weekly feedback at "My Grades" as it is designed to improve the quality of your assignment. Failure to do so will have an adverse impact on your grade.

How Course Fits Within Curriculum:

Satisfies the requirements for courses in the psychology curriculum.

Assessment of Each Outcome:

- A. Weekly reading assignments
- B. Quizzes to demonstrate knowledge of units covered.
- C. Midterm and final examinations that demonstrate competency of the course material.
- D. Discussion questions that demonstrate the ability to apply the concepts.

The Online Learning Environment:

Learning via an online course generates exceptional opportunities for students to develop personally and intellectually. However, it requires discipline because it is not open-ended. There is a beginning and an ending date for each course and established deadlines for reading, written assignments and online discussion. Narrative discussion is required and students are invited to ask questions or raise discussion points at any time. All discussion and person-to-person

interaction will be done through Blackboard to maintain the integrity of the learning process. Questions or comments regarding grades or other matters of a personal nature should be sent directly to me at vcollazo@uiwtx.edu.

UIW is committed to open and insightful dialogue. UIW recognizes that diversity has many manifestations including diversity of thought, opinion, and values. Students are expected to be respectful of that diversity and therefore refrain from inappropriate commentary. Friendly and welcoming language should be used. Never post harassing, threatening or embarrassing comments. If you disagree with someone, respond to the content, not the person. There is great opportunity for learning in such situations if you are open to it. Remember, “talking” online is not the same as talking on the telephone or in person. People normally use verbal expression, intonation, vision, and body language to get a point across face-to-face. Please take this lack of visual contact into consideration when posting online.

The instructor will delete posts that are deemed inappropriate.

Students should adhere to conventions of online etiquette that include courtesy to all users and editing for spelling and grammar. Your written assignments and remarks in discussion areas reflect your facility to convey your thoughts in writing. All posts within the discussion forum as well as written assignments should be written at the university level. You are required to use proper grammar, spelling and syntax. **Texting style, emojis and emoticons are inappropriate.**

Class week: A class week is defined as a period of time between Monday and Sunday. The discussion questions posted each week are mandatory and failure to participate will place the non-participant at risk for failing this course. **The discussion questions will be posted at 11:59 pm on Sunday and the week ends at 5:00 pm on Sunday.**

STUDY OBJECTIVES & EXPECTATIONS:

The approach in this course is based on textbook study, homework assignments, and meeting cooperative learning requirements. Learning objectives are spelled-out at the beginning of each week, referenced throughout the week, and summarized at the end of each week in the form of questions.

This course is eight weeks long. We cannot possibly cover all aspects of this course in that short period of time. You will do most of your work off-line, but you will be expected to access the website area at least five out of the seven days per week to submit work, retrieve assignments, read lectures, and participate in posted group discussion. **Participation and timely submission of assignments are critical to your successful completion of this class and will have a major bearing on your final grade.** Let me be clear that this does not mean you will not pass the course if you are on less than five days, but it makes it harder for you to complete the course because you will spend more time when you are on less often.

Finally, you cannot learn scientific theories unless you understand the impetus of the theory or concept. There will be weekly discussion questions and quizzes. Discussion and quizzes will be based around the concepts discussed during the week.

Professionalism:

Your assignments reflect your abilities to articulate your thoughts in writing. Be mindful of your spelling, presentation and organizational skills when writing in discussion and completing your assignments. You are expected to write at a university level and not as informal conversation. I teach this course as a social science class and your work will be graded using that standard. Your discussion questions and literature review should be done in a professional manner, as if you were asked by your peers to provide consultation on a patient.

SECTIONS OF THE COURSE

Announcements:

Each week or as needed, assignments may be posted. They reflect the mechanics of the course so we are all on the same page for that week. I will also post special announcements that may come from UIW.

Lectures:

At the beginning of each week (Monday), there will be objectives posted in the WEEKLY LESSONS section. It will be on the subject(s) we are studying for that week. Class notes will contain supportive videos.

COURSE EVALUATION:

Your final grade in this course will be based on weekly quizzes, two exams (mid-term and final) and your participation in the weekly discussion questions. **Students should email me from their Cardinal Mail account acknowledging they have read and understood the course outline before 11:59 pm on the Friday of Week One.** For our purposes, the week will begin on Monday and end on Sunday at 5:00 pm CST. The weekly folders will not be available after 5:00 pm on Sunday.

Discussion Questions (30% of Final grade): Participation is essential. It is one of the ways I measure your understanding of the concepts. Each week, you will be given two question sets or subjects to discuss. Your responses to the discussion question will be meaningful **(minimum of 250 words/ two paragraphs, to include an introduction and conclusion).** In addition, you must respond to at least two other learners on each question. Failure to respond to at least two of your peers will have an adverse effect on your grade. Peer responses should be substantive (minimum of 200 words). **Points will be deducted if the word total is less than what the course outlines prescribe and if at least two peer responses are not submitted.** Providing one sentence responses to my questions, answering the discussion questions after the assignment deadline, and/or answering at the week's start and not returning to the discussion board will earn you minimal points. The discussion board is intended to ask questions, debate a theory's merit, and challenge one another's ideas in an effort to learn from one another. **While responses to the instructor are appreciated, they do not count as peer responses.**

You should respond to the week's discussion questions promptly and check one another's responses to generate discussion. I expect you to discuss and debate with your fellow students, not simply answer my discussion questions. You should visit the course a minimum of every 48 hours. **Discussion question answers must be submitted no later than 11:59 pm CST on Wednesday** to give all students an opportunity to respond. **DQ answers posted after Wednesday will incur a deduction of 20 percent for each question.** You must respond to other students' original postings no later than 5:00 pm on Sunday except for the final week. Peer responses during the final week are due by 5:00 pm on Friday. However, to enhance discussion, you are encouraged to respond to other students well before the Sunday deadline. I strongly encourage the use of outside materials and examples in our discussions. Prompt posting of your initial response by Wednesday will provide everyone the opportunity to respond and it gives us time to fully explore the topic.

Discussion does not mean just answering the question. It means taking part in the give-and-take of communications to learn different points of view. If you submit all of your discussion contribution towards the end of the week, you will only get half of the allotted points. Let me remind you, discussion is 30% of your final grade, failure to respond to discussion **WILL** have a serious impact on your grade and success in passing the course. In Week Eight, responses to the discussion questions are due by 11:59 pm on Tuesday and your final comments in the discussion thread should be submitted by 5:00 pm (CST) on Friday.

Instructor designed assessments: You will have six quizzes (20% of grade), a mid-term (25% of grade-- chapters 1-3 and 5-11) and a final exam (25% of grade--chapters 12-18). **The final exam must be completed by 5:00 pm on Friday, the last day of the term.** Each exam contains multiple choice questions. You will have 30 minutes to complete each weekly quiz and 60 minutes to complete the mid-term exam and the final exam. **Additionally, you are to access the exam only once. Accessing the exam more than once results in a grade of zero. Do not backspace as that will close the quiz. Do not access another window as that will close the quiz.**

I will not accept any exams that arrive in my mailbox after the final day of the course unless prior arrangements have been made well in advance of this date.

Grades

• Discussion questions	30 %
• Six Quizzes	20 %
• Mid-term Exam	25 %
• Final Exam	25 %
Total:	100 %

Grading Scale:

A	93 – 100	B-	80-82	D+	67-69
A-	90 – 92	C+	77-79	D	63-66
B+	87 – 89	C	70-76	D-	60-62
B	83 – 86	There is no C-		F	< 60

A and A- indicates a superior grasp of the subject matter of the course, initiative and originality in attacking problems, and ability to relate knowledge to new situations.

B+, B, and B- indicates better than average grasp of the subject matter of the course and ability to apply principles with intelligence.

C+ and C indicates an acceptable grasp of the essentials of the course.

D+, D, and D- indicates less than average performance in the course.

F indicates failure to master the minimum essentials of the course. The course must be repeated.

Class week: For our purposes, the **class week will run from Monday to Sunday**. All assignments for a given week must be completed during these days and submitted by 5:00 pm (CST) on Sunday unless designated otherwise .

Late penalty: **Any initial responses to Discussion Questions submitted after Wednesday will incur a 20% penalty.**

A University of the Incarnate Word Extended Academics Program psychology course requires a time commitment of at least seven to nine hours per week in order to complete all reading and related assignments. Please take the time to become familiar with all of the requirements for this course. Lack of familiarity with various instructions or assignments is not an acceptable excuse for late submissions.

UIW Academic Integrity Policy:

The University of the Incarnate Word is strongly committed to the nurturing of academic excellence. The university expects its students to pursue and maintain truth, honesty, and personal integrity in their academic work. Academic dishonesty, in any form, constitutes a serious threat to the freedoms which define an academic community. Any student who is found dishonest can be given zero points for that assignment, failure of the course, or expulsion from the program. The following definitions and guidelines have therefore been established to secure the maintenance of academic integrity at Incarnate Word (*see pages 88-90 of the UIW Student Handbook*).

- Cheating on tests, examinations, or other class or laboratory work.
- Plagiarism (appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit).
- Counterfeit Work – including turning in as one's own work which was created, researched, or produced by someone else.
- Falsification of Academic Records – knowingly and improperly changing grades on transcripts, grade sheets, electronic data sheets, class reports, projects, or other academically related documents.
- Unauthorized Reuse of Work – the turning in of the same work to more than one class without consent of the instructor involved constitutes academic dishonesty.

- Theft – unauthorized use or circulation of tests or answer sheets specifically prepared for a given course and as yet not used or publicly released by the instructor of a course, or theft of completed tests.
- Collusion – involvement in collusion--unauthorized collaboration with another to violate a provision of the Code of Academic Integrity.
- Facilitating Academic Dishonesty – intentionally or knowingly helping or attempting to help another to violate a provision of the Academic Integrity Policy of the University.

For details on what constitutes academic dishonesty and its consequences, please go to the following web address:
<http://www.uiw.edu/ugcat01-03/05.html#grades>.

Course Drop Procedure

<http://adulthood.uiw.edu/course-drop-procedure>

The decision to drop a course can greatly impact students' success in meeting their educational goals. Reaching out to an academic advisor will assist you in making the best decision for your enrollment. Advisors are available to meet with you in person at our [Learning Centers](#), by phone and connect with you via mail. If you are unsure of your assigned advisor, please login to your Degree Works audit tool within the [MyWord portal](#) and click on the "Advisor Name" listed within the "Student View" section or you may contact them through our general student email at eapadvising@uiwtx.edu or by calling 210-702-2402 to be directed to your advisor. Students must communicate with their advisor to begin the drop process. Deadlines for drops are noted on the [Registration](#) page in the Drop/Withdrawal Policy.

Disability Accommodations:

The University of the Incarnate Word is committed to providing a supportive, challenging, diverse and integrated environment for all students. In accordance with Section 504 of the Rehabilitation Act – Subpart E, Title III of the Americans with Disabilities Act (ADA), and Title III of the ADA Amendments Act of 2008 (ADAAA), the University ensures accessibility to its programs, services and activities for qualified students with documented disabilities. To qualify for services, the student must provide Student Disability Services with the appropriate documentation of his or her disability at the time services and/or accommodations are requested.

Pregnancy Accommodations: Under the Department of Education's (DOE) regulations implementing Title IX of the Education Amendments of 1972, the University does not discriminate against any student on the basis of pregnancy or pregnancy related conditions.

To request reasonable accommodations for disability, temporary disability (e.g., injury, surgery) or pregnancy, please contact:

Student Disability Services
 4301 Broadway CPO 286
 Administration Building – Suite 105
 San Antonio, TX 78209
 (210) 829-3997
 (210) 829-6078
www.uiw.edu/sds

Title IX Information

The University of Incarnate Word is committed to providing an environment that emphasizes the dignity and worth of every member of its community and that is free from sexual misconduct, including sex-based discrimination; sexual harassment; sexual assault; sexual exploitation; stalking; relationship violence (including domestic and dating violence), and retaliation. The University of the Incarnate Word is committed to addressing and working towards preventing crimes of sexual violence. The university encourages the prompt reporting of any incidents. For more information, or to report an incident, please visit www.uiw.edu/titleix.

Course Schedule

The table below shows the weekly assignments. **The term “week” used in the syllabus/outline refers to the span of seven days from Monday to Sunday. All assignments are due no later than 5:00 pm CST on Sunday of the week indicated on the course outline.** At the end of each assignment, you will see a number inside the parenthesis. This is the Alternative Learning Equivalencies for this course. It is an expectation for the minimum amount of time (hours) you will spend on each topic each week. Its primary purpose is for accreditation standards we must maintain in each courses.

Fall II 2017 PSYC 2380 Course Schedule

SESSION	DATE	TOPICS	READINGS	ASSIGNMENTS
Week 1	10/16-10/22	Biopsychology as a Neuroscience	Ch. 1	<ul style="list-style-type: none"> Week’s original post on Week One Objectives, Course Outline, obtain access to UIW library, reading assignment, autobiography and general discussion (2.0) Take part in Week One discussion Question (#1) (1.5) Take Part in Week One discussion question (#2) (1.5) Initial response due by 11:59 pm on Wednesday (.5) Quiz 1 (.5)
Week 2	10/23-10/29	Evolution, Genetics, and Experience, Anatomy of the Nervous System & Research Methods of Biopsychology	Ch. 2, 3, & 5	<ul style="list-style-type: none"> Week’s original post on week Two Objectives, reading assignment and general discussion (2.0) Take part in Week Two discussion question (#1) (1.5) Take Part in Week Two discussion question(#2) (1.5) Initial response due by 11:59 pm on Wednesday (.5) Quiz 2 (.5)
Week 3	10/30-11/5	The visual system, Mechanism of Perception: Hearing, Touch, Smell, & Taste The Sensorimotor System	Ch. 6, 7 & 8	<ul style="list-style-type: none"> Week’s original post on Week Three Objectives, reading assignment and general discussion (2.0) Take part in Week Three discussion question (#1) (1.5) Take Part in Week Three discussion question(#2) (1.5) Initial response due by 11:59 pm on Wednesday (.5) Quiz 3 (.5)
Week 4	11/6-11/12	Development of the Nervous System	Ch. 9, 10, & 11	<ul style="list-style-type: none"> Week’s original post on Chapter Four Objectives, reading assignment and general discussion (2.0) Take part in Week Four discussion question (#1) (1.5)

		Brain Damage and Neuroplasticity Learning, Memory, and Amnesia		<ul style="list-style-type: none"> • Take Part in Week Four discussion question(#2) (1.5) • Initial response due by 11:59 pm on Wednesday (.5) • Mid-term Exam (1)
Week 5	11/13-11/19	Hunger, Eating, and Health Hormones and Sex	Ch. 12, 13	<ul style="list-style-type: none"> • Week's original post on Week Five Objectives, reading assignment and general discussion (2.0) • Take part in Week Five discussion question (#1) (1.5) • Take Part in Week Five discussion question(#2) (1.5) • Initial response due by 11:59 pm on Wednesday (.5) • Quiz 5 (.5)
Week 6	11/20-11/26	Sleep, Dreaming, and Circadian Rhythms Drug Addiction and Brain Reward Circuits	Ch. 14 & 15	<ul style="list-style-type: none"> • Week's original post on Week Six Objectives, reading assignment and general discussion (2.0) • Take part in Week Six discussion question (#1) (1.5) • Take Part in Week Six discussion question(#2) (1.5) • Initial response due by 11:59 pm on Wednesday (.5) • Quiz 6 (.5)
Week 7	11/27-12/3	Biopsychology of Emotion, Stress, and Health	Ch. 17	<ul style="list-style-type: none"> • Week's original post on Week Seven Objectives, reading assignment, and general discussion (2.0) • Take part in Week Seven discussion question (#1) (1.5) • Take Part in Week Seven discussion question(#2) (1.5) • Initial response due by 11:59 pm on Wednesday (.5) • Quiz 7 (.5)
Week 8	12/4-12/8	Biopsychology of Psychiatric Disorders	Ch. 18	<ul style="list-style-type: none"> • Week's original post on Week Eight Objectives and general discussion (2.0) • Take part in Week Eight discussion question (#1) (1.5) • Take Part in Week Eight discussion question(#2) (1.5) • Initial response due by 11:59 pm on Tuesday (.5)

				<ul style="list-style-type: none"> Final exam (1) (Exam must be completed by Friday, December 8, at 5:00 pm (CST). Late exams will not be accepted.
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Grading Rubric

Qualities & Criteria	Poor (0-80)	Good (80-90)	Excellent (90-100)
Format/Layout <ul style="list-style-type: none"> Presentation of the text Structuring of text Follows requirements of font and style <i>(Weight 10%)</i>	Follows poorly the requirements related to format and layout.	Follows, for the most part, all the requirements related to format and layout. Some requirements are not followed.	Closely follows all the requirements related to format and layout.
Content/Information <ul style="list-style-type: none"> All elements of the topics are addressed The information is technically sound Information based on careful research Coherence of information <i>(Weight 65%)</i>	The essay is not objective and addresses poorly the issues referred in the proposed topic. The provided information is not necessary or not sufficient to discuss these issues.	The essay is objective and for the most part addresses with an in depth analysis most of the issues referred in the proposed topic. The provided information is, for the most part, necessary and sufficient to discuss these issues.	The essay is objective and addresses with an in depth analysis all the issues referred in the proposed topic. The provided information is necessary and sufficient to discuss these issues.
Quality of Writing <ul style="list-style-type: none"> Clarity of sentences and paragraphs No errors and spelling, grammar and use of English Organization and coherence of ideas <i>(Weight 15%)</i>	The essay is not well written, and contains many spelling errors, and/or grammar errors and/or use of English errors. The essay is badly organized, lacks clarity and/or does not present ideas in a coherent way.	The essay is well written for the most part, without spelling, grammar or use of English errors. The essay is for the most part well organized, clear and presents ideas in a coherent way.	The essay is well written from start to finish, without spelling, grammar or use of English errors. The essay is well organized, clear and presents ideas in a coherent way.
References and use of references <ul style="list-style-type: none"> Scholarly level of references How effective the references are used in the essay Soundness of references APA style in reference list and for citations 	Most of the references used are not important, and/or are not of good/scholarly quality. References are not effectively used, and/or correctly cited and/or correctly listed in the reference list according to APA style.	Most of the references used are important, and are of good/scholarly quality. The references are effectively used, correctly cited and correctly listed in the reference list according to APA style.	All the references used are important, and are of good/scholarly quality. The references are effectively used, correctly cited and correctly listed in the reference list according to APA style.

(Weight 10%)			
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Overriding criterion: Originality and authenticity. If the essay is identified as not being original, and/or not done by the student, the instructor has the right to grade the paper as an F.

If paper does not meet length requirement, instructor has the right and will deduct additional points proportionate to the length of the work submitted.

ALTERNATIVE INSTRUCTIONAL EQUIVALENT (AIE)

Course Number and Section: PSYC 2380 V5

Semester: UIW Online Fall II, 2017 Course Title: Biology and Behavior

Instructor: Veronica Ordaz Collazo, Ph.D.

SESSION	Alternative Instructional Equivalent (AIE) for Activity	Estimated hours
Week 1	<ul style="list-style-type: none"> Week One objectives, course outline, obtain access to UIW library, media links, class notes and reading assignments (2.0) Take part in Week One discussion question (#1) (1.5) Take Part in Week One discussion question(#2) (1.5) Initial response to discussion questions (.5) Quiz 1 (.5) 	6
Week 2	<ul style="list-style-type: none"> Week Two objectives, media links, class notes and reading assignment (2.0) Take part in Week Two discussion question (#1) (1.5) Take Part in Week Two discussion question(#2) (1.5) Initial response to discussion questions (.5) Quiz 2 (.5) 	6
Week 3	<ul style="list-style-type: none"> Week Three objectives, media links, class notes and reading assignment (2.0) Take part in Week Three discussion question (#1) (1.5) Take Part in Week Three discussion question(#2) (1.5) Initial response to discussion questions (.5) Quiz 3 (.5) 	6
Week 4	<ul style="list-style-type: none"> Week Four objectives, media links, class notes and reading assignment (2.0) Take part in Week Four discussion question (#1) (1.5) Take Part in Week Four discussion question(#2) (1.5) Initial response to discussion questions (.5) Mid-term exam (1) 	6.5
Week 5	<ul style="list-style-type: none"> Week Five objectives , media links, class notes and reading assignments (2.0) Take part in Week Five discussion question (#1) (1.5) Take Part in Week Five discussion question (#2) (1.5) Initial response to discussion questions (.5) Quiz 5 (.5) 	6
Week 6	<ul style="list-style-type: none"> Week Six objectives, media links, class notes and reading assignments (2.0) Take part in Week Six discussion question (#1) (1.5) Take Part in Week Six discussion question(#2) (1.5) Initial response to discussion questions (.5) Quiz 6 (.5) 	6
Week 7	<ul style="list-style-type: none"> Week Seven objectives, media links, class notes and reading assignment (2.0) Take part in Week Seven discussion question (#1) (1.5) Take Part in Week Seven discussion question(#2) (1.5) Initial response to discussion questions (.5) Quiz 7 (.5) 	6
Week 8	<ul style="list-style-type: none"> Week Eight objectives, media links, class notes and reading assignments (2) Take part in Week Eight General Discussion Question (#1) (1.5) Take Part in Week Eight General Discussion Question(#2) (1.5) Initial response to discussion questions (.5) Final exam (1) (Exam must be completed by Friday at 5:00 pm CST). Late exams will not be accepted. 	6.5
Total		49