

PROFESSOR INFORMATION



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COURSE DESCRIPTION AND PURPOSE

The purpose of this course is to help students understand the facts, concepts, and principles regarding physiological events that underlie behavior.

Course Trailer: <https://youtu.be/9PBHT79ives>

COURSE OBJECTIVES

By the end of this course, students should be able to:

1. List and describe the main parts of a neuron, the nervous system, and the brain.
2. Describe the process of neurotransmission.
3. Describe the relevant neural mechanisms behind hunger, sex, sleep, and addiction.
4. Understand how biopsychology is relevant to our daily lives and social issues including obesity, transgender care, sleep deprivation, and recreational drug use.

MAJOR & CURRICULUM OBJECTIVES TARGETED

For Psychology Majors: Brain & Cognitive Science concentration / Substance Abuse concentration.

For Non-Psychology Majors: Great MCAT preparation for students in the pre-med or nursing program.

TEACHING METHODOLOGY

This is a fully online course where all of the instructional materials and activities are delivered through Blackboard, and/or other internet-based media. Much of the course is built around discussion. Therefore, please maintain a courteous and professional manner even though this is a fully online course and you might never meet your professor or your classmates in person.

IMPORTANT INFORMATION

EKU POLICIES (PLAGIARISM & ABSENCE)

For issues concerning plagiarism, please consult ECU's [Academic Integrity Policies](#). Students found guilty of an academic honesty violation will receive a 0 on the assignment in question. Violations could also result in a 0 in the course and/or a referral to the Academic Council. Academic dishonesty includes plagiarism, cheating, and co-responsibility (i.e., "anyone who knowingly assists in any form of academic dishonesty shall be considered as guilty as the student who accepts such assistance").

For excused absence/missed work, please consult ECU's [Absence Policies](#).

TECHNICAL REQUIREMENTS/SKILLS

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy, I mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Although you may use a mobile device to access materials on Blackboard, I strongly discourage you to complete any online assignment using a mobile device.

Please make sure that you have a reliable working computer and internet connection when completing any assignment online. **Missed online assignments, quizzes, or exams due to technical difficulties cannot be made up.** Most public libraries have computers that will allow you to complete the online assignments. If there is an emergency, please contact me early so that we can figure out a solution together.

ACCESSIBILITY AND ACCOMMODATION

The University strives to make all learning experiences as accessible as possible. If you are registered with the ECU Center for Student Accessibility (CSA), please obtain your accommodation letters from the CSA, present them to the course instructor, and discuss the accommodations needed. If you believe you need an accommodation and are not registered with the CSA, please contact the office in 361 Whitlock Building by email at disserv@ecu.edu or by telephone at (859) 622-2933. Upon individual request, this syllabus can be made available in an alternative format.

A student with a “disability” may be an individual with a physical or psychological impairment that substantially limits one or more major life activities, to include, but not limited to: seeing, hearing, communicating, interacting with others, learning, thinking, concentrating, sitting, standing, lifting, performing manual tasks, working. Additionally, pregnancy accompanied by a medical condition(s), which causes a similar substantial limitation, may also be considered under the Americans with Disabilities Amendments Act (ADAAA).

COURSE PREREQUISITES

PSY 240 and ENG 102 or ENG 105(B) or HON 102.

PROCTORED EXAM POLICY

There are no proctored exams for this course.

TEXTBOOK



Biopsychology (10th Edition)

John P. J. Pinel, Steven Barnes

Pearson (2017)

ISBN13: 9780135863688

This textbook is strongly recommended but not required for this course. When you log in to the Blackboard course shell, click on “Access eBook” at the top of the Course Content. **The system will allow you to access the book for 14 days before requiring you to purchase a pass.**

My suggestion is to use the free eBook starting from the first day of class but also purchase a hard copy of the older 9th edition of the textbook.

EXPECTATIONS OF THIS COURSE

This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

Students are expected to:

- **Review the information section.**
- **Introduce yourself to the class** during the first week by posting a self-introduction in the appropriate discussion forum
- **Take the syllabus quiz (in Week 1's folder)** to ensure that your computer is compatible with Blackboard
- **Interact** online with instructor/s and peers
- **Review** and follow the course calendar
- Respond to discussion boards and complete online quizzes and exams before the given deadline
- Submit assignments by the corresponding deadline.

The instructor will:

- Log in to the course at least three times per week
- Respond to discussion boards, blogs, and journal postings within two business days
- Respond to e-mails and messages within two business days
- Grade assignments within five business days of the assignment deadline

COURSE DETAILS

COURSE COMMUNICATION

Communication in this course will take place via E-MAIL.

The Email feature is an external communication tool that allows users to send emails to users enrolled within the course.

DISCUSSION FORUMS

Keep in mind that your discussion forum postings will likely be seen by other members of the course. Care should be taken when determining what to post.

Discussion Forum Expectations:

- Basic requirements:
 1. Your original post should be least 200 words, with clear a clear thesis statement and supporting points, unless specifically instructed to follow another format.
 2. Besides making your own post, **you are required to respond to at least one other classmates' posts**. When you reply to your classmates' posts, never just say that you like the post or dislike the post but rather explain WHAT you like about a post and WHY you like it.
- Each discussion post is worth 10 points. Please see the rubric below for my grading criteria:

Criteria	Points
Thesis	2
Two supporting points	4
Thoughtful responses to two other posts	2
Originality and creativity of the post	2
Total	10

Sample Discussion Post:

I strongly believe that good discussion posts in an online class promotes critical thinking and student engagement. [2 points--thesis]

One of the problems with online courses is that students often do not have the opportunity to interact with each other. More often than not, students in an online course tend to be "lone wolves" that go through the course on their own without learning much about their classmates or other people's opinions. The presence of discussions facilitate students' interaction even in a virtual environment (Poole, 2000). [2 points--supporting point 1]

While discussion posts are important, they do not promote critical thinking and engagement if they are superficial and not well articulated. The purpose of a discussion post is to argue one's opinion essentially. It should therefore have an argumentative form, with a thesis statement and supporting points. A well-written and well formatted argument with credible sources has the power to change the reader's perspectives (Murphy, Long, Holleran & Esterly, 2003). [2 points--supporting point 2]

It is thus clear that well written online discussion posts are effective means of stimulating inter-personal interaction and peer persuasion. It is my hope that meaningful interaction among students would naturally promote student engagement in this course. [2 points--original concluding thoughts]

Word count without references: 186

References:

Murphy, P. K., Long, J. F., Holleran, T. A., & Esterly, E. (2003). Persuasion online or on paper: a new take on an old issue. *Learning and Instruction, 13*(5), 511-532.

Poole, D. M. (2000). Student participation in a discussion-oriented online course: A case study. *Journal of research on computing in education, 33*(2), 162-177.

**Two additional points are awarded for your reply to your classmates' posts.*

QUIZZES

There are quizzes throughout the course and there is usually a quiz after every section in the book. There will be lecture videos for each section but **you are REQUIRED to read the book on your own** and be responsible for the content presented in the textbook.

Please be aware of the deadlines and settings for the various quizzes. The quizzes allow unlimited attempts but the scores are averaged across the attempts.

EXAMS

There are only two exams in this course including the midterm and final exam.

FINAL PROJECT

There is a final project in this course. There are four topics that you could choose from. The final project is designed to help you connect the information you learned in this course to real-life problems. The final project is also a way for me to encourage you to engage in community service. I believe that the community service experience would allow you to better understand the materials in this course and also allow you to build a better resume. The community service component is voluntary and will allow you the chance to earn bonus points; it is not required that you participate in community service.

The final project is really the culminating experience of this course and I strongly encourage you to approach this project with a “resume-building” attitude.

BLACKBOARD COLLABORATE

Blackboard Collaborate is an online meeting room where you can interact with your professor and fellow students by sharing screens, sharing files, chatting, broadcasting live audio, and taking part in other interactive online activities. We will be utilizing this tool to conduct meetings. Meeting times will be announced directly on Blackboard.

Requirements for using Blackboard Collaborate:

1. Disable any window pop-up blocker.
2. [Adobe Flash Player](#) is required to successfully run your Blackboard Collaborate meeting.
3. Use of a combination **headset and microphone** with USB connection is recommended to ensure quality sound and reduce technical difficulties

Reference [Blackboard Collaborate \(Tutorials & Help\)](#) to learn about the tool, how to access your meeting rooms and recordings.

GRADING

Course Requirements	Weight
Quizzes	25%
Discussions	25%
Midterm Exam	15%
Final Exam	15%
Final Project	20%
Total	100%

Letter Grade	Range
A	90-100
B	80-89.99
C	70-79.99
D	60-69.99
F	Below 60

COURSE SCHEDULE

Due Date	Topic	Reading Assignments	Quiz	Discussion
12/08	Introduction	Course Syllabus Final Project	Syllabus Quiz	Self-Introduction
12/11	Conceptual Foundations; Anatomy of the Nervous System	1, 2.1, 3.0-3.4	1, 1.2, 2.1, 2.2, 2.3	Coolidge Effect, Material or Immaterial
12/16	Anatomy of the Brain; Neural Conduction & Synaptic Transmission I	3.5, 3.6, 4.0-4.4	3.1, 3.2, 3.3, 4.1, 4.2, 4.3	Triune Brain Theory & Analogy for Action Potential
12/23	Neural Conduction & Synaptic Transmission II; Development of The Nervous System	4.5-4.7, Chapter 9	5.1, 5.2, 6.1, 6.2, 6.3	Artificial Intelligence & Autism
12/23	Review & Midterm Exam		Exam will be available from 12/27 until 12/31	
01/30	Hunger & Eating I & II	12.0-12.4, 12.5-12.7	8.1, 8.2, 8.3, 9.1, 9.2 & 9.3	Obesity & Anorexia
01/06	Hormones & Sex; Sleep I	13.3-13.7, 14.0-14.3	10.1, 10.2, 10.3, 11.1, 11.2 & 11.3	Transgender & Sleep I
01/13	Sleep II & Addiction	14.4-14.8, 15.0-15.2, 15.4-15.5	12.1, 12.2, 12.3, 13.1, 13.2, 13.3	Sleep II & Marijuana
01/15	Final Presentation Due			
01/15	Final Exam		Exam will be open from 1/13 through 1/15	