



IMPERIAL VALLEY COLLEGE

## Basic Course Information

Semester:	Fall 2024	Instructor Name:	Nicole Rodiles
Course Title & #:	Psy 200/Bio. Psy.	Email:	<a href="mailto:nicole.rodiles@imperial.edu">nicole.rodiles@imperial.edu</a>
CRN #:	10311	Webpage (optional):	
Classroom:	ONLINE	Office #:	203G
Class Dates:	ONLINE	Office Hours:	<b>Wed:11-12:00pm - ONLINE</b> <b>Tue: 11:10-12:10pm</b>
Class Days:		Office Phone #:	760-355-6142
Class Times:		Emergency Contact:	760-791-4915
Units:	3	Class Format/Modality:	ONLINE

## Course Description

*An exploration of the biological basis of human behavior. The development, structure and functions of the nervous system is thoroughly examined to provide insight into its complex relationship with human behavior, thought, and feelings. The history of neuroscience and methods of scientific inquiry are reviewed. (CSU, UC)*

## Course Prerequisite(s) and/or Corequisite(s)

Not Applicable

## Student Learning Outcomes

*Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:*

*Describe the action potential and how communication takes place between neurons. (ILO1, ILO2, ILO3)*

*Critique current research in biopsychology including the ethical methodology and safeguards used in animal and human studies.(ILO1, ILO2, ILO3, ILO4, ILO5)*

*Demonstrate an understanding of psychological theory regarding the relationship between physiology; cognition and emotion. (ILO1, ILO2, ILO3)*

*Identify the biological and endocrine based causes of neurological and mental disorders. (ILO1, ILO2, ILO3, ILO4)*

## Course Objectives

*Upon satisfactory completion of the course, students will be able to:*

- 1. outline major events in the history of neuroscience and describe related advances in experimental methodology.*
- 2. list and describe the functions of the structures and organelles of the neuron and discuss synaptic transmission.*
- 3. identify the functional organization of the human nervous system and the structures which make up the functional subsystems including the role of neuroendocrine systems.*
- 4. summarize the development of the vertebrate nervous system throughout the lifespan and identify problems that may result from delayed or impaired development.*
- 5. identify and describe sensory structures and processes and discuss how the nervous system initiates and controls movement.*
- 6. explain the physical regulation of homeostasis and discuss the effect of homeostatic drives on human behavior.*
- 7. discuss circadian and other cyclical rhythms of the brain and resultant effects on human behavior.*
- 8. describe the biological controls of emotions and explain the significance of emotions in human behavior and cognitive processes.*
- 9. list and describe the major diseases of the nervous system and explain modern views on the bio/psycho/social nature of mental disorders.*
- 10. relate current research findings on the biologic elements of human learning and memory.*
- 11. explain scientific approaches used in methodologies for the study of brain-behavior relationships while being able to provide concrete examples of noninvasive vs. invasive research using current ethical principles and methods for the study of both humans and animals including research safe-guards and the peer review process in science.*



## Textbooks & Other Resources or Links

### Textbook (s) and Supplements

1. Kalat, J.W. (2024). *Biological Psychology (14th/e)*. Belmont, CA Wadsworth. ISBN: 978-0-3577-9812-6

## Course Requirements and Instructional Methods

### Core Content:

- This course will consist of a combination of lectures, assigned readings, classroom/group work, individual projects and performance on quizzes and exams.

**Participation.** You will be expected to demonstrate an understanding of the assigned reading by actively participating in class discussions.

### Out-of-class

- **Assignments that apply psychological theory discussed in the classroom and text to self and real-world settings. For example, students will be given scenarios like being the manager of a shoe store or a teacher and then be required to use the behavioral theories to modify behavior.**

### Reading and Writing

- **Reading assignments include assigned text readings; current articles and/or sources from the internet. Students give written and/or verbal critical analysis of the readings. Written assignments include reflective responses, sharing the students' viewpoints and opinions in regard to the major theories of cognition. An APA style literature review will be completed in regard to a topic of the students' choosing.**
- **Chapter Outlines/Quizzes.** For each chapter of your text, unless otherwise noted, you will be asked to produce a typed outline. This outline should include the main points of each chapter. Each class period that we start a new chapter, I will be giving a quiz on that chapter in class. You will be allowed to use your chapter outline while taking the quiz. Thus, it is up to you to produce a detailed outline of the chapter that will assist you in taking the quiz. After you take the quiz, we will grade the quiz in class and I will give you points for both the outline and the quiz. Since I will be throwing out the one lowest score for quizzes, **no make-up quizzes will be given.** Each outline will be worth 20 points. Each quiz will be worth 20 points.
- **Exams.** Four (4) exams will be given. Exams could consist of multiple choice, fill in the blank, short



answer and essay questions from the class material. No make-up exams will be given unless you have called me **PRIOR** to the exam and let me know you will not be able to take the exam. If you contact me prior to the exam, you will have one week to make-up the exam. Each exam will be worth 100 points.

### Course Grading Based on Course Objectives

90-100% =A	Exams	4@ 100 pts.	400 pts.
80-89 = B %	Thought Papers	3@ 25 pts.	100 pts.
70-79 = C %	Discussions	6 @ 20 pts.	120 pts
60-69 = D %			
0-59 = F %			
	Quizzes	12@ 20 pts.	240 pts.
	Participation		25 pts.
		<b>TOTAL:</b>	<b>885 pts.</b>

### Academic Honesty (Artificial Intelligence -AI)

IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools as a replacement for your own thinking, writing, or quantitative reasoning goes against both our mission and academic honesty policy and will be considered academic dishonesty, or plagiarism unless you have been instructed to do so by your instructor. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to reach out to their instructors for clarification.

## Attendance

### **Attendance:**

What does it mean to “attend” an online class?

Attendance is critical to student success and for IVC to use federal aid funds. Acceptable indications of attendance are:

- Student submission of an academic assignment
- Student submission of an exam
- Student participation in an instructor-led Zoom conference
- Documented student interaction with class postings, such as an interactive tutorial or computer-assisted instruction via modules
- A posting by the student showing the student's participation in an assignment created by the instructor
- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters
- An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course.

Logging onto Canvas alone is NOT adequate to demonstrate academic attendance by the student.

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as ‘excused’ absences.

### **Policies:**



- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

## Other Course Information

### Online Etiquette:

How do I show academic honesty and integrity in an online “classroom”?

- KEEP YOUR PASSWORDS CONFIDENTIAL.
- You have a unique password to access online software like Canvas. Never allow someone else to log-in to your account.
- COMPLETE YOUR OWN COURSEWORK.
- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others’ opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

When you register for an online class and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exams, and will do so without the assistance of others (unless directed by the instructor).



---

Examples of Academic Dishonesty that can occur in an online environment:

- Copying from others on a quiz, test, examination, or assignment;
- Allowing someone else to copy your answers on a quiz, test, exam, or assignment;
- Having someone else take an exam or quiz for you;
- Conferring with others during a test or quiz (if the instructor didn't explicitly say it was a group project, then he/ she expects you to do the work without conferring with others);
  
- Buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as your own;
  
- Excessive revising or editing by others that substantially alters your final work;
  
- Sharing information that allows other students an advantage on an exam (such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class);
  
- Taking and using the words, work, or ideas of others and presenting any of these as your own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional.

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.
- Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other



---

misconduct. Acts of cheating include, but are not limited to, the following:

- (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment;
- (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

## Student Resources

### Student Success

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **[Canvas Support](https://www.imperial.edu/courses-and-programs/distance-education/for-students/canvas/)**. <https://www.imperial.edu/courses-and-programs/distance-education/for-students/canvas/>  
The Canvas Support Site provides a variety of support channels available to students 24 hours per day.
- **[Learning Services](#)**. There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **[Library Services](#)**. There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

### DSPS

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services](#) (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

### Counseling/Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **[Student Health Center](#)**. A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care





IMPERIAL VALLEY COLLEGE

---

for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.

- [Mental Health Counseling Services](#). Short-term individual, couples, family, and group therapy are provided to currently enrolled students. Contact the IVC [Mental Health Counseling Services](#) at 760-355-6196 in Room 2109 for more information.

## Students Rights

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

### **VETERAN'S CENTER**

The mission of the IVC Military and Veteran Success Center is to provide a holistic approach to serving military/ veteran students in three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie. The Center also serves as a central hub that connects military/veteran students, as well as their families, to campus and community resources. The goal is to ensure a seamless transition from military to civilian life. When campus reopens, the Center is in Building 600 (Office 624), telephone 760-355-6141.

### **EXTENDED OPPORTUNITY PROGRAM and SERVICES (EOPS)**

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, book grants, transportation assistance, individualized counseling, tutoring, and community referrals to eligible students. Our staff is available to assist and support students in navigating personal, psychological, academic, and/ or career- related issues through empathy, cultural-competence, and a commitment to equity and social justice. Also under the umbrella of EOPS is the CARE (Cooperative Agency Resources for Education) Program, designed to serve single parents and assist with addressing issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program. For additional information about the EOPS or CARE Programs please contact our Program Office 760.335-6407 and/or visit our Program website [www.imperial.edu/students/eops](http://www.imperial.edu/students/eops) for eligibility criteria and application procedures. We look forward to serving you!



## **STUDENT EQUITY PROGRAM**

The Student Equity & Achievement Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. SEA addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, LGBTQIA+, Veterans, foster youth, homelessness, and formerly incarcerated students. The SEA Program also houses IVC's Homeless Liaison, Foster Youth Liaison, Formerly Incarcerated Liaison, and Military Affiliated Liaison, who provide direct services and referrals to students in need. SEA strives to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to enrollment, education, degree and certificate completion, and the ability to transfer to a university. SEA also provides outreach at local Imperial County high schools to ensure graduating seniors are successfully matriculated into the college and have a strong support system. Please visit us online for assistance at <https://imperial.edu/students/student-equity-and-achievement/> or call us at 760-355-6465 or when campus reopens, visit Building 401.

What if I cannot afford food, books, or need other help?

We have many resources that are available to you. Please tell us what you need by submitting your request(s) here: <https://imperial.edu/students/student-equity-and-achievement/>

## Anticipated Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 8/12	Introduction to class Chapter 1	
Week 2 8/19	Chapter 1 Continued Chapter 2	
Week 3 8/26	Chapter 2 Continued Chapter 3	
Week 4 9/2	Chapter 3 Continued <b>Exam 1</b> Thought Paper 1	Chapters 1-3
Week 5 9/9	Chapter 4	
Week 6 9/16	Chapter 5	
Week 7 9/23	Chapter 5 Continued	
Week 8 9/30	Chapter 6 Exam 2 Thought Paper 2	Chapters 4-6
Week 9 10/7	Chapter 7	



<b>Date or Week</b>	<b>Activity, Assignment, and/or Topic</b>	<b>Pages/ Due Dates/Tests</b>
Week 10 10/14	Chapter 7 Continued	
Week 11 10/21	Chapter 8	
Week 12 10/28	Chapter 10 Exam 3	Chapters 7,8 &10
Week 13 11/4	Chapter 11	
Week 14 11/11	Chapter 11 Continued	
Week 15 11/18	Enjoy your Fall Break! Happy Thanksgiving!	
Fall Break 11/25	Chapter 14	
Week 16 12/2	Final	Chapters 11 & 14

**\*\*\*Subject to change without prior notice\*\*\***