

Psychology 222: Clinical Neuroscience Spring 2007

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E-mail	Kenneth.Carter@emory.edu or Ken carter (in learnlink)		

Textbooks



An introduction to chemistry for biology students

George Stackman ISBN 0-8053-957-7

28.00 from Amazon.com



Clinical Neuroscience

Lambert and Kinsley ISBN 0-7167-5227-1
59.00 from amazon.com



Human Brain Coloring Book
isbn 0064603067 (not required)

INTERNET RESOURCES:

Resources for class on Blackboard (bb) (classes.emory.edu)

COURSE DESCRIPTION

The purpose of the course is to introduce you to the field of psychology. A goal of the class is to emphasize the development of critical thinking skills and to prepare you to be a cautious and analytical consumer of information that proclaims to be scientific or based on research.

COURSE OBJECTIVES AND LEARNING OUTCOMES

In accordance with the National Guidelines and Suggested Learning Outcomes for the Undergraduate Psychology Major (APA 2001) this course is designed to help develop and improve your critical thinking skills. You should leave this course with cognitive tools that can provide you with specific strategies for inquiry and well reasoned thought.

COURSE OBJECTIVES *(What you will learn if you successfully complete this course)*

STUDENT LEARNING OUTCOMES *(What you will be able to do you successfully complete this course)*

REQUIREMENTS/EVALUATION:

There are three regularly scheduled Exams.

TESTS. There will be 100 points on each of the 3 exams. The test items will be taken primarily from class material, but you can expect some test questions on reading material, films, or any class activity. If you feel that the answer you chose for a test question is better than the correct answer, submit your case in WRITING to me (after a 24 hour “cool down” period). You will have until the next exam to turn in these written explanations. You may not, however, contest questions from Test 3

ATTENDANCE. You are expected to attend every class. If you do miss class, you are responsible for the information (including announcements) presented each day. If you miss a class, please be prepared to get the information from another class member. There are times when you will have extra credit activities during class, if you miss class, you may not “make up” these assignments.

PILL PROJECT. On the first days of class you will receive a photograph of a Pill. Your final project for the semester will be to present (in a short 5-8 minute powerpoint) information about your medication including the mechanism of action, any adverse effects, and why this medication is unique. The slides that accompany your presentation will be due before Thanksgiving break. Presentations will start on the Tuesday following Thanksgiving. Your presentation will be graded on your ability to communicate the information well (pronunciation counts).

EVALUATION:

The final grade will be based on the total points you receive on your three exams (300 points) and your iC points (30). for a total of 330 points. Here is a chart with the minimum percentage of points required for each. For example, if you wanted to earn an A (who doesn't) you'll need to earn a minimum of $330 \times .93 = 307$ points. You can keep track of your grade on Bb

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F
%	93.00	90.00	87.00	83.00	80.00	77.00	73.00	70.00	67.00	63.00	62<

EXAM CALENDAR

Subject to change

Date	Exam #	Topics	Modules/Topics
February 14	Exam 1	What is Psychology Research Methods Biological Psychology Consciousness Myers Briggs Intelligence Human Emotion	Module 2 Research Strategies: How Psychologists Ask and Answer Questions Module 3. Neural and Hormonal Systems Module 4 The Brain Module 17 Waking and Sleeping Rhythms Module 18 Hypnosis Module 37 Theories of Emotion Module 38 Experienced and Expressed Emotion Module 30 Introduction to Intelligence Module 31 Assessing Intelligence
March 28th	Exam 2	Psychological Disorders Treatments Memory	Module 23-27 Memory Module 45 Introduction to Psychological Disorders Module 46 Anxiety Disorders Module 47 Dissociative and Personality Disorders Module 48 Mood Disorders Module 49 Schizophrenia Module 50 The psychological Therapies Module 51 Evaluating Psychotherapies Module 52 The Biomedical Therapies
During Finals	Exam 3	Personality Theories Child Development Learning Theory Human Development	Module 41 Historic Perspectives: Psychoanalytic and Humanistic Module 42 Contemporary Research: The trait Perspective Module 7 Prenatal Development and the Newborn Module 8 Infancy and Childhood Module 9 Adolescence Module 10 Adulthood and Reflections on Developmental Issues Module 20 Classical Conditioning Module 21 Operant Conditioning

EMAIL POLICY

EMAIL (*I reserve the right not to answer emails that do not follow this policy.*)

For most of us, sending and receiving email is simple and fun. We use it to communicate with friends and family in an informal manner. But while we may be unguarded in our tone when we email friends, a professional tone should be maintained when communicating with your professors. Many professors receive up to 100 emails a day and email has become the primary and preferred way of contacting professors. If you follow these simple guidelines you will communicate and you will shine. Use it improperly, however, and you might accidentally communicate immaturity. Apply the following guidelines to your emails:

1. Use a meaningful subject header for your email—one that is appropriate to the topic. Emails with these headers get attention first
2. Always be professional and business-like in your correspondence
3. Be sure to proofread and spell-check your email before sending it.
4. Don't ask questions you can easily find yourself like "When is the next test" or "When is the paper due?" You might consider the 'crossing the quad' rule. If you wouldn't cross the quad to ask me this question why email it to me?

Statement of Academic Integrity

Academic integrity includes a commitment to not engage in or tolerate acts of falsification, misrepresentation or deception. Violation of academic integrity in this course includes plagiarizing (submitting the work of another person as your own) and tampering with the work of another student. All students are expected to act with civility, personal integrity; respect other students' dignity, rights and property; and help create and maintain an environment in which all can succeed through the fruits of their own efforts. An environment of academic integrity is requisite to respect for self and others and a civil community.

All work done in this class is subject to the Oxford College Honor Code. Work produced through academic misconduct (e.g., cheating on exams, plagiarism) will be dealt with according to the policies of the Honor Code and will result *in a failing grade for the entire course*. Unless I tell you otherwise, all work in the course should be done on your own. Please note that exams may not be removed from the exam room or copied at any time. Cheating is a very serious matter and will not be taken lightly. The College imposes serious penalties for breaches of academic honesty and all cases of suspected breaches of honesty will be reported. Please <http://www.emory.edu/OXFORD/CampusLife/honor.html> for more details on the honor code.