

**Faculty of Health**  
**Department of Psychology**  
**PSYC 2240 3.0 Section B: BIOLOGICAL BASIS OF BEHAVIOUR**  
**Thursdays/11:30am-2:30pm/Curtis Lecture Hall L**  
**Fall/2023**

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**Instructor and T.A. Information**

Instructor: Achala H. Rodrigo, Ph.D.  
Office: Behavioural Science Building (BSB) Room 217  
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Student Last Names*	A – L	M – Z
Office Hours	Appointments arranged via e-mail (in-person/Zoom)	

*\*Please note that each TA is assigned a specific group of students. Your TA is determined based on your last name. To avoid delays, please always **remember to contact your assigned TA** with questions or appointment requests.*

**Course Prerequisite(s): Course prerequisites are strictly enforced.**

- HH/PSYC 1010 6.00 (Introduction to Psychology).

**Course Credit Exclusions**

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

**Course website:** [eClass](#)

eClass will be your central access point for course materials, including the electronic textbook and related activities (i.e., Achieve). All course materials will be available on the course site on eClass, unless otherwise indicated by the instructor.

**Course Description**

This course provides an introduction to the biological determinants of behavior, drawing upon classic and cutting-edge research in neuroscience. An overview of the human nervous system and its components will be provided, as well as how it relates to sensation, perception, movement, emotion, and neurocognitive functions. Clinically relevant research and case examples will be integrated with the material throughout the course to better illustrate brain-behavior relationships in healthy states and in the context of illness and injury.

## Program Learning Outcomes

Upon completion of this course, students should be able to:

1. Demonstrate a foundational understanding of the human nervous system.
2. Demonstrate broad knowledge of biological determinants of behaviour.
3. Describe and evaluate current theory and research in biological psychology.
4. Understand and interpret principles of biological psychology in everyday life.

## Required Text

- Kolb, Wishaw, & Teskey. (2023). *Introduction to Brain and Behavior* (7<sup>th</sup> edition)

The electronic version of the textbook and access to the accompanying Achieve platform will be available via Day1Digital. The bookstore will carry the loose-leaf version of the printed textbook, which can be purchased as an add-on at an additional (nominal) fee.

A few copies of the textbook will also be made available for short-term loan through the library.

eClass will serve as the primary hub through which students can access their e-textbook and the Achieve learning platform (which contains the LearningCurve assignments).

## Course Structure

This is primarily a lecture-based course, but students will also be required to complete interactive online activities. Videos, podcasts, and/or internet resources may be used by the instructor to facilitate learning and in-class discussion. Short breaks will be provided over the course of the 3-hour lecture, as determined by the instructor.

All course communication will take place through eClass. This includes posting of all course information, access to the textbook/electronic resources, and any necessary changes or announcements. Therefore, please monitor eClass regularly. (Please note that, in the unlikely scenario where eClass is unavailable, the instructor or TAs will communicate via email.)

A portion of class activities will take place through Achieve – the textbook publisher’s (MacMillan’s) online learning platform that is associated with the required course textbook.

You are encouraged to email their TAs and/or visit the TAs during their office hours for any and all course related questions. TAs will be your primary resource for working through course challenges. Students may also contact the instructor by e-mail with questions or to schedule a meeting. Please note that email responses may take at least two business days.

## Course Requirements and Assessment

Assessment	Date of Evaluation	Weighting
Mid-Term Exam 1	October 5th	30%
Mid-Term Exam 2	November 9th	30%
LearningCurve Assignments	(Please see lecture schedule and deadlines below)	10%
Final Exam	TBD (during final exam period)	30%
<b>Total</b>		<b>100%</b>

Exams grades will consist of approximately 80% multiple choice questions and 20% short-answer questions. Mid-term exams and the final exam are weighted equally and are non-cumulative. Exam questions will incorporate textbook material as well as material that is discussed in class. Therefore, **regular attendance will be important for excelling in this course.**

### **Mid-Term Exam 1 – 30%**

Chapters 2-6 will be covered, as well as any additional materials presented in lectures 2a-4 (Week 2-4). The exam will be in class for 2.5 hours.

### **Mid-Term Exam 2 – 30%**

Chapters 7-11 will be covered, as well as any additional materials presented in lectures 5a-7 (Week 7-9). The exam will be in class for 2.5 hours.

### **Final Exam – 30%**

Chapters 12-16 will be covered, as well as any additional materials presented in lectures 8a-10 (Week 11-13). The final exam will be held during the scheduled exam period (December 7-20, 2023). Date, time, and location of the final exam TBD.

### **LearningCurve Assignments – 10%**

*LearningCurve* assignments are designed to be a fun, interactive learning tool with an adaptive quiz component. The goal is to help students self-evaluate their knowledge and achieve a richer and more in-depth learning experience.

This will be a weekly activity (beginning in Week 2) that is required to be completed after the class. *LearningCurve* assignments for each chapter will become available the day of the lecture, and they can be completed until the day of the respective exam. After the deadline, while the *LearningCurves* will still be accessible to be used as a study tool, they will no longer count towards your final grade. For example, *LearningCurve* assignments for Chapter 2 will become available on September 14, 2023, and you have until October 5, 2023 (the day of Mid-Term Test 1) to complete them in order to make them count towards your final grade. After October 5<sup>th</sup>, while Chapter 2 *Learning curves* will remain accessible, they will no longer count towards your final grade.

A total of 38 LearningCurve assignments will become available as we progress through the weekly lectures. Students are required to complete at least **20 of the 38** LearningCurve assignments (students may choose to skip up to 18). Each completed LearningCurve activity will be awarded 0.5 marks (for a total of 10% of the final grade, when 20 LearningCurve assignments are completed by their respective deadlines). Given that up to 18 LearningCurve assignments can be missed without penalty, there will be **no make-up opportunities** if fewer than 20 LearningCurve assignments are completed by the respective deadlines.

### **Missed Mid-Term Exams**

For any missed exam, students **MUST** complete the following online form **within 48 hours** of the missed exam. which will be received and reviewed in the Psychology undergraduate office. At this time, due to COVID-19 an Attending Physician's Statement (APS) is not required, however, a reason for missing an exam in the course must be provided.

Link to the online form: [HH PSYC: Missed Tests/Exams Form](#)

Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for the missed component.

Make-up Exams: Once the above form has been completed within the aforementioned timeframe, students will be provided with information regarding a make-up exam for the missed test. Scheduling of the make-up test sessions will be determined by the instructor and TAs, and they will take place outside of regularly scheduled course hours (as soon as possible following the originally scheduled exam date). Please note that the make-up exam will be similar in structure to the original exam, but not in content.

Missed make-up: For each mid-term test, up to two make-up test sessions will be scheduled. If a student is unable to attend one of the make-up test sessions for a missed exam, then the student will take a modified re-weighted exam during the next available exam session that will also consist of content covered by the missed exam. So, one of the following three scenarios are possible:

*1. Only missed Mid-Term Exam 1 and its make-ups:*

- Modified Mid-Term 2 Exam will be re-weighted to 60% of the final grade.
- Modified Mid-Term 2 Exam will cover content from Weeks 2 – 4 and Weeks 7 – 9.

*2. Missed both Mid-Term Exam 1 and 2, as well as their make-ups:*

- Modified Final Exam will be re-weighted to 90% of the final grade.
- Modified Final Exam will cover content from Weeks 2 – 4, Weeks 7 – 9, and Weeks 11 – 13.

3. *Only missed Mid-Term Exam 2, and its make-ups:*

- Modified Final Exam will be re-weighted to 60% of the final grade.
- Modified Final Exam will cover content from Weeks 7 – 9, and Weeks 11 – 13.

The *modified exams* will also consist of the same number of questions as the original versions of the exams. Please note, however, that **these re-weighted exams will require more preparation** as they make up a bigger portion of your final grade and are cumulative (as previously noted). Therefore, whenever possible, students are highly encouraged to attend the originally scheduled exam or one of its make-up sessions.

### **Missed LearningCurves**

As previously mentioned, given that up to 18 LearningCurve assignments can be missed without penalty, there will be no make-ups for this activity.

### **Missed Final Exam:**

If the final exam is missed, you must formally request deferred standing. The deadline to submit this form is **no later than one week after the missed final examination**. To apply for deferred standing, please follow the instructions outlined by the university: [Deferred Standing \(Final Exams and Assignments\) | My Academic Record | York University](#)

### **Class Format and Attendance Policy**

Classes will be conducted in person on **Thursdays from 11:30AM to 2:30PM in Curtis Lecture Hall L**. While there is no formal attendance policy, please note that regular attendance will be important for excelling in this course.

### **Grading as per Senate Policy**

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests\* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 89, B+ = 75 to 79, etc.)

For a full description of York grading system see the York University Undergraduate Calendar – [Grading Scheme for 2023-24](#)

## Add/Drop Deadlines

For a list of all important dates please refer to [Undergraduate Fall/Winter 2023-2024 Important Dates](#)

	Fall (Term F)	Year (Term Y)	Winter (Term W)
Last date to add a course <b>without permission</b> of instructor (also see Financial Deadlines)	September 20	September 20	January 22
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	September 28	September 28	January 31
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	November 8	February 8	March 11
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	November 9 – December 5	February 9- April 8	March 12- April 8

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are **different**, be sure to read the information carefully so that you understand the differences between the sessional dates below and the [Refund Tables](#).

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system.

After that date, you must contact the professor/department offering the course to arrange permission.

You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

You may [withdraw from a course](#) using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as 'W'. The withdrawal will not affect your grade point average or count towards the credits required for your degree.

## Electronic Device Policy

Electronic devices (e.g., tablets, laptops) are permitted during class time for course-related purposes. Please be responsible when using your devices so as to not disrupt the learning experience of others. The use of any device (e.g., smart watch, mobile phone, calculator) is prohibited during examinations (unless authorized by the instructor prior to the exam).

## **Academic Integrity for Students**

York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

It is recommended that you review Academic Integrity by completing the [Academic Integrity Tutorial](#) and [Academic Honesty Quiz](#)

## **Test Banks**

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as “Cheating in an attempt to gain an improper advantage in an academic evaluation” (article 2.1.1 from the Senate Policy) and/or “encouraging, enabling or causing others” (article 2.1.10 from the Senate Policy) to cheat.

## **Academic Accommodation for Students with Disabilities**

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The university encourages students with disabilities to register with **Student Accessibility Services (SAS)** to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary. Please let the course instructor know as early as possible in the term if you anticipate requiring academic accommodation so that you can discuss how to consider your accommodation needs within the context of this course. For more information, please see <https://accessibility.students.yorku.ca>

## **Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities**

1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.

All students are expected to satisfy the essential learning outcomes of courses. Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. For further information please refer to: [York University Academic Accommodation for Students with Disabilities Policy](#).

## Course Materials Copyright Information

These course materials are designed for use as part of the PSYC2240 course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement](#).

## Calumet and Stong Colleges' Student Success Programming

[Calumet](#) and [Stong](#) Colleges aim to support the success of Faculty of Health students through a variety of **free programs** throughout their university career:

- [Orientation](#) helps new students transition into university, discover campus resources, and establish social and academic networks.
- [Peer Mentoring](#) connects well-trained upper-year students with first year and transfer students to help them transition into university.
- [Course Representative Program](#) aims to build the leadership skills of its Course Reps while contributing to the academic success and resourcefulness of students in core program classes.
- [Peer-Assisted Study Session \(P.A.S.S.\)](#) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are known to be historically challenging.
- [Peer Tutoring](#) offers one-on-one academic support by trained Peer Tutors.
- Calumet and Stong Colleges also support students' [Health & Wellness](#), [leadership and professional skills development](#), [student/community engagement and wellbeing](#), [career exploration](#), [Indigenous Circle](#), [awards and recognition](#), and [provide opportunities to students to work or volunteer](#).
- Please connect with your Course Director about any specific academic resources for this class.
- For additional resources/information about our student success programs, please consult our websites ([Calumet College](#); [Stong College](#)), email [scchelp@yorku.ca](mailto:scchelp@yorku.ca), and/or follow us on Instagram ([Calumet College](#); [Stong College](#)), Facebook ([Calumet College](#); [Stong College](#)) and [LinkedIn](#)
- Are you receiving our weekly email (Calumet and Stong Colleges - Upcoming evens)? If not, please check your Inbox and Junk folders. If you do not find our weekly emails, then please add your 'preferred email' to your Passport York personal profile. If you need support, please contact [ccscadm@yorku.ca](mailto:ccscadm@yorku.ca), and request to be added to the listerv.



## Lecture Schedule and Deadlines

07-Sep	Week 1	Course overview Introductory Lecture	(Ch 1)
14-Sep	Week 2	Lecture 2a Lecture 2b	Ch 2 Ch 3
21-Sep	Week 3	Lecture 3a Lecture 3b	Ch 4 Ch 5
28-Sep	Week 4	Lecture 4 Review (Lecture 2a - Lecture 4)	Ch 6 Ch 2 - Ch 6
05-Oct	Week 5	Mid-Term Exam 1 <b>**LearningCurves for Ch2 - Ch6 due!**</b>	Ch 2 - Ch 6
12-Oct	Week 6	Reading week <b>(No Class)</b>	
19-Oct	Week 7	Lecture 5a Lecture 5b	Ch 7 Ch 8
26-Oct	Week 6	Lecture 6a Lecture 6b	Ch 9 Ch 10
02-Nov	Week 9	Lecture 7 Review (Lecture 5a - Lecture 7)	Ch 11 Ch 7 - Ch 11
09-Nov	Week 10	Mid-Term Exam 2 <b>**LearningCurves for Ch 7 - Ch 11 due!**</b>	Ch 7 - Ch 11
16-Nov	Week 11	Lecture 8a Lecture 8b	Ch 12 Ch 13
23-Nov	Week 12	Lecture 9a Lecture 9b	Ch 14 Ch 15
30-Nov	Week 13	Lecture 10 Review (Lecture 8a - Lecture 10)	Ch 16 Ch 12 - Ch 16
05-Dec		<b>**LearningCurves for Ch 12 - Ch 16 due!**</b>	
TBD		Final Exam	Ch 12- Ch 16