



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Year: 2025

Course Prefix: PSY

Course and Section #: 2710-X02

Course Title: Introduction to Brain and Behavior

Credits: 3

Course Description

Introduces neuroanatomy and neurophysiology. Includes how neurons communicate to coordinate various functions and behaviors. Addresses research methods used to study the brain and the nervous-system mechanisms to control functions and behaviors.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Dr. Maddy Peterson

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Explain a basic understanding of neuroanatomy and neurophysiology.
 2. Summarize what is currently known about the nervous-system mechanisms that underlie behavior.
 3. Apply scientific methods that are used to produce knowledge about the nervous system mechanisms that underlie behavior.
 4. Define general capabilities of the brain.
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Course Materials and Texts

“An Introduction to Brain and Behavior” 7th edition by Kolb, Wishaw, & Teskey.

Course Requirements

Course Assignments, Assessments, and Grading Policy

- Quizzes (8 Quizzes x 10 Points): There will be a quiz associated with each module. The questions for the quiz will be based on the learning outcomes for the module. Students may take each quiz twice. The final score will be the highest of the attempts. Each quiz attempt will pull a randomized subset of questions from a question bank.
- Activities (9 Activities x 25 Points): There will be one or more activities assigned for each module. The activities will give you an opportunity to test your knowledge with more application than the quizzes alone. Unlike quizzes, you will have unlimited attempts on the activities.
- Peer-Generated Assessments (7 PGAS x 20 Points): Peer-generated assessments are group assignments, where you will create and submit novel questions that specifically address the learning outcomes of each module.
- Article Summaries (2 Summaries x 20 Points): You will be required to find and cite, then later summarize primary research scientific articles from a peer-reviewed journal.
- Module Exams (6 Exams x 50 Points): Each exam will consist of a mix of question formats, and will assess the learning outcomes from each module.
- Final Exam (78 Points): The final exam will be a comprehensive exam and will assess learning outcomes from all modules. The exam will be open for students during final's week on the dates provided in the course schedule. A grade of less than 50% will result in a failing grade for the class regardless of other performance in the course.

Final grades will be assigned as follows:

A = 94-100	B- = 80-82	D+ = 67-69
A- = 90-93	C+ = 77-79	D = 63-66
B+ = 87-89	C = 73-76	D- = 60-62
B = 83-86	C- = 70-72	E = 0-59

Required or Recommended Reading Assignments

All required readings are listed with the modules below.

General Description of the Subject Matter of Each Lecture or Discussion

1. Module 1
 - a. Required reading: Chapter 1 (p. 1-14 only) and the syllabus
 - b. Topic: Introduction to the Course
2. Module 2
 - a. Required reading: Chapter 2
 - b. Topic: Overview of the Nervous System
3. Module 3
 - a. Required reading: Chapter 3
 - b. Topic: Cells of the Nervous System
4. Module 4
 - a. Required reading: Chapter 4
 - b. Topic: Electrical Signals of Cells
5. Module 5
 - a. Required reading: Chapter 5
 - b. Topic: Synaptic Transmission
6. Module 6
 - a. Required reading: Chapter 6
 - b. Topic: Psychopharmacology and Hormones

7. Module 7
 - a. Required reading: Chapter 7
 - b. Topic: Methods in Biopsychology
8. Module 8
 - a. Required reading: Chapter 8
 - b. Topic: Development of the Nervous System

Required Course Syllabus Statements

Generative AI

Potential employers will eventually expect Technology Managers to know how to use tools like ChatGPT to generate content, code, and data. You should learn how to use artificial intelligence (AI) and in what instances AI can be helpful to you. Remember, AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts you must develop over time to develop your own voice.

The use of generative AI tools (e.g., ChatGPT, Google Bard, etc.) is permitted in technology management courses for the following activities:

- Brainstorming and refining your ideas.
- Fine-tuning your research questions; don't accept anything AI generates at face value without checking it critically.
- Finding *accurate* information on your topic.
- Drafting an outline to organize your thoughts.
- Checking grammar and style.

The use of generative AI tools is **not** permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Completing group work that your group has assigned to you unless it is mutually agreed upon that you may utilize the tool.
- Writing entire sentences, paragraphs, or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws or contains misinformation or unethical content). **Your use of AI tools must be appropriately documented and cited to stay within university policies on academic honesty.**

Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please get in touch with the course instructor for a conversation before submitting your work. Additional university resources regarding the use of AI are available through the [UVU Office of Teaching and Learning](#).

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic

honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.