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David King, 2071A



Student Hours: Monday, 12-1 (or by appt.)

PSYCH 376 is all about:

- Developmental neuroanatomy, neural and synaptic transmission, and most importantly, the relationship between the brain and behavior
- Further developing your understanding of the fundamental principles and theories of neuroscience and the neural underpinnings of behavior
- Extending knowledge beyond the online classroom and into the real world

Grading Scale

A+ (97-100); A (93-96); A- (90-92); B+ (87-89);
B (83-86); B- (80-82); C+ (77-79); C (73-76); C-
(70-72); D (65-69); F (<64, failing)



Readings: Bear, F.M. (2015) —
Neuroscience: Exploring the
Brain (4th edition). ISBN-13:
978-0781778176.

Add/Drop Deadlines

- Last day to add: 8/31
- Last day to drop: 9/8
- Final drop deadline: 9/15



Additional required reviews/
papers uploaded and available
through Blackboard

Course Structure

- [Slide decks](#) highlighting the most important aspects of the chapters
- [Asynchronous lectures](#) covering pivotal material in greater depth
- [Reviews/papers](#) relating to the topics covered in the slide decks and lecture

Course Requirements

MEME/GIF/BLURB

x2, 5 points each
(10 points total)

Submit one meme/GIF (or write a 1-2 sentence blurb) during the first week of classes describing how you feel going into the course; and another during the last week of classes describing how you feel that the class is over.

Goal: ease in and out of the course

SUMMARY

x2, 15 points each
(30 points total)

Two-page summaries of empirical articles and/or reviews relevant to the course material—to be submitted anytime before the end of the semester (see guidelines for more details).

Goal: expose you to ongoing research; integrate course material with up-to-date literature

REFLECTION

20 points total

An informal, three-page reflection on the topic of social cognition (see guidelines for further details)—to be turned in anytime before the semester ends.

Goal: apply theoretical knowledge to the real world; identify areas of opportunity in neuroscience/psychology

REVIEW WORKSHEET

40 points total

End of semester worksheet that touches upon content from the topics we cover in our semester. The worksheet includes multiple choice, true/false, fill-in-the-blank, short answer, and thorough essay questions.

Goal: review course material

Me, Myself, and I: As Beyoncé’s legendary song goes, it’s all we’ve got in the end. Your health and well-being are top priority, especially in times like these. If there’s anything I can do to make your experience as a student as stress-free as possible, and to support you, please reach out. I’m happy to share resources that can help us cope with whatever level of stress/anxiety we are experiencing.

Technology: The use of technology—a device able to connect to the internet—as well as access to Blackboard, and your MasonLive email account are required for this course. If you need to email me, make sure your subject line is “**PSYCH 376 - Your Name**”.

Deadlines: Assignments submitted late and without any communication prior to the deadline will **not** be accepted. If you are experiencing unexpected difficulties in your coursework due to the effects of COVID-19, do your best to identify the specific issues you're encountering (e.g. difficulty concentrating, time management) as early as possible so that we can discuss alternatives.

Accommodations: Disability Services at Mason is committed to upholding the letter and spirit of the laws that ensure equal treatment of people with disabilities. Please reach out to ODS if you require accommodations: <https://ds.gmu.edu/response-to-covid-19/>

Honor Code: GMU has an Honor Code, which requires all members of this community to maintain the highest standards of academic honesty and integrity. Cheating, plagiarism, lying, and stealing are all prohibited. It is every student's responsibility to familiarize himself or herself with the Honor Code. The Honor Code is available at: <http://oai.gmu.edu/the-mason-honor-code-2/>. All violations of the Honor Code will be reported to the Honor Committee.

Diversity: In our online classroom, it is important to have an inclusive learning experience. As with the Mason Diversity Statement, "diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, sexual orientation," and economic status. Being thoughtful and respectful of others' opinions and backgrounds will stimulate our environment and learning experience.

Title IX: Mason is committed to providing a learning, living and working environment that is free from discrimination and a campus that is free of sexual misconduct and other acts of interpersonal violence in order to promote community well-being and student success. We encourage students who believe that they have been sexually harassed, assaulted or subjected to sexual misconduct to seek assistance and support. University Policy 1202: Sexual Harassment and Misconduct speaks to the specifics of Mason's process, the resources, and the options available to students. Any faculty or staff member at Mason is required to report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator, but please know that such reports will result only in someone reaching out to you directly to let you know about available services and to determine if you wish to take any action. You can also contact the Student Support and Advocacy Center (703-380-1434) or Counseling and Psychological Services (703-993-2380) to speak to someone confidentially, as individuals who work in those offices are not required to report disclosures. You may also seek assistance directly from Mason's Title IX Coordinator (703-993-8730; titleix@gmu.edu).

Course Schedule (subject to change)

Date	Topic	Readings	Assignment Deadlines
August 24	Syllabus Day	Syllabus	Meme/GIF due 8/30
August 31	Spinal Control of Movement	CH. 13	
September 2	Brain Control of Movement	CH. 14	
September 7	Chemical Control of the Brain & Behavior	CH. 15	
September 14	Motivation	CH. 16	
September 16	Sex and the Brain	CH. 17	
September 21	Brain Mechanisms of Emotion	CH. 18	
September 28	Brain Rhythms and Sleep	CH. 19	
October 5	Language	CH. 20	
	FALL BREAK		
October 19	The Resting Brain, Attention, and Consciousness	CH. 21	
October 26	Mental Illness	CH. 22	
November 2	VOTE NOV 3! VOTE NOV 3!		
November 9	Memory Systems	CH. 24	
November 16	Molecular Mechanisms of Learning & Memory	CH. 25	
November 23	Social Cognition	N/A	
	RECESS		
December 2	Final deadline for all assignments (late submissions = 0)!		

How to read the course schedule (with an example):

The slide decks, lecture, and any relevant papers related to “Motivation” (CH. 16), will be available on the morning of Monday, September 14. Upon reviewing the slides/lecture, if the topic seems interesting, skim through the abstracts of the uploaded papers to see if you’d like to summarize any of them.