



**Hormones & Behavior Syllabus**  
**Psyc 490 Sec 2 Fall 2019**  
**MW 11-12:15 PM Rm D314 Sci Bldg**

**Instructor:** Dr. Heather Molenda-Figueira

**Email:** [hmolenda@uwsp.edu](mailto:hmolenda@uwsp.edu), I will respond the same day to any emails sent before 8 PM.

**Phone:** 715-346-3960

**Office Hours:** M-W from 9-10 AM or by appointment (email or phone), D241 Science Building

**Teaching Philosophy:** What I enjoy most about teaching is sharing my knowledge and excitement about behavioral neuroendocrinology and encouraging students to want to learn more about this subject. Ultimately, I hope to inspire students to consider this field for their future career. To achieve this goal, there are several criteria that I deem essential to successful teaching, and these objectives drive my teaching method: 1) creating an environment for optimal learning, 2) establishing supportive personal interactions and availability, and 3) fostering critical thinking and presentation skills. My role is to guide students through the material, while at the same time making sure that they are active participants in the learning process.

**Course Content/Structure:** In this course, we will explore the reciprocal relationship between hormones and behavior. We will begin with a review of hormones and their regulation, followed by their role in a variety of behaviors including sex, parenting, cognition and psychopathology. The basis of this course will be background lectures followed by student-led class presentations/discussions of primary literature in the field of behavioral neuroendocrinology. I will present background material on each topic, so that you will have a basic understanding of the information that will be covered in the journal articles. All articles that you will present will focus on humans, so that we might connect the actions of hormones to our own lives and behaviors. We will discuss how to lead class discussions before presentations begin, and each student will be paired with a partner for the presentations. **This course is approved as a Writing Emphasis course.** As a capstone/WE course, you will be composing a review-style paper on one of your presentation topics. We will review APA format to refresh your memory from Psyc 200. You will have opportunities for feedback from me as well as your presentation partner so that you can make revisions to your paper.

**Communication in the Major/Capstone Experience GEP Learning Outcomes:**

- Apply discipline-specific standards of oral and written communication to compose an articulate, grammatically correct, and organized presentation/piece of writing with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, and audience (presentations and review paper assignments).
- Critique their own and others' writing/oral presentations to provide effective and useful feedback to improve their communication (peer review of partner's review paper).

- Complete a project that integrates knowledge, skills, and experiences related to those General Education Program Outcomes appropriate to the discipline (presentations and review paper assignment).
- Demonstrate skills, processes, and resources needed to make a successful transition from college to the world beyond.

### **Course Learning Outcomes**

Students should:

- Understand the diverse function of hormones in our physiology and behavior, and the importance of continued research in neuroendocrinology.
- Analyze evidence provided in scientific articles and come to one's own conclusions about findings (are they supported or not?).
- Think creatively about what future studies should take place.
- Write a scientific review-style paper in APA format and critique the writing of others.
- Coherently present scientific data and lead class discussions.

**Course Resources:** There will be no textbooks for this course. Materials will be provided for you either in class or on CANVAS. Below are several websites that may be helpful in your presentations as well as in gathering information for and writing your papers:

[www.sfn.org](http://www.sfn.org)

[www.sbn.org](http://www.sbn.org)

[www.ncbi.nlm.nih.gov/sites/entrez](http://www.ncbi.nlm.nih.gov/sites/entrez) (for research article searches)

[www.nimh.nih.gov](http://www.nimh.nih.gov)

[www.apastyle.org/learn/tutorials/basics-tutorial.aspx](http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx)

<http://owl.english.purdue.edu/owl/resource/560/01/>

[http://library.uwsp.edu/Guides/VRD/APA\\_Style.pdf](http://library.uwsp.edu/Guides/VRD/APA_Style.pdf)

**Class Preparation:** Please come to class having read the assigned materials or journal articles. Also, make a list of any questions you might have on each article. This will help to facilitate discussions and clarify muddy points that may be the source of other students' confusion as well.

**CANVAS:** Please regularly check CANVAS for course materials. I will be posting the syllabus, writing assignment guides, journal articles and other course materials.

**Quizzes:** Your knowledge of material presented in the lectures and articles will be assessed through 5 quizzes across the semester. The quizzes will have both multiple choice and short answer questions, and each will cover 2 topics. Study guides for quizzes will be posted on CANVAS, and if time permits following lectures, we will go over the study guide in the class period prior to the quiz. Each quiz will be worth 30 points, with the exception of the final quiz which will be 60 points.

**Research Article Presentation:** On the first day of the course, you will be partnered with another student in the class for your PowerPoint presentations, and we will choose topics. One meeting with me will be required prior to your presentations to ensure that you have all the required information for your presentations, and to clarify anything that is confusing in your article. You and your partner will present the background, methods and findings of the studies, as you did for the Psyc 325 presentations. You will also formulate a series of 5 or so questions to facilitate the discussion of the topic. Additional materials that might be helpful can also be added to your presentations. Make it as fun and interactive as you want! As a class, we will critique methodology and conclusions as well as suggest some future directions as part of the discussion. Presentations will be assessed on the basis of the clarity and organization of the presentation, thoughtfulness of the questions, and students' ability to answer the questions you have posed for discussion. Each presentation is worth 100 points.

<http://tulane.edu/sse/eebio/academics/graduate/scientific-journal.cfm>

<http://sib.illinois.edu/SkillGuidelines/LeadingDiscussion.html>

**Review Paper:** You will compose a literature review-style paper in APA style, focusing on the topic of your presentation. We will review APA format as well as what is included in a review at the beginning of the course. As part of the paper, you will design an empirical study that fills in a "hole" in the current literature. Your experiment will include a brief background, hypothesis, methods (including those discussed in this course as applicable), proposed results and a discussion. On **10/9**, you will turn in an outline of your paper, which I will review. On **11/11**, the first draft of your paper will be shared with your presentation partner for peer review. Comments to partners are due on **11/20**. I will also provide feedback on the draft, to ensure that the final paper will be in APA format and include the appropriate information. To do this, you will meet with me for 15 minutes during the class period on **11/27 or 12/2** to go over my comments. In assessing the final paper, I will be looking for a well-structured flow of current information on your topic. For the experiment, I will be looking for an introduction that includes enough relevant information that communicates why the proposed study should be conducted. I will also be looking for a logical and precise hypothesis. The methods should be fairly detailed, such that the proposed study potentially could be carried out. The results should be concisely stated and in the appropriate format (hypothetical graphs and/or tables). The discussion should include an interpretation of the results and arguments for why your hypothesis may or may not be supported. Your review paper is worth 100 points. **The final paper is due on December 19<sup>th</sup> at 8 AM.**

**Reflections:** Each reflection (1 for each general topic) will be worth 10 points (total 100 pts) and will simply be a 1-page summary of your thoughts on what you learned, what surprised you or any other comments you'd like to make on the topic. **This should not be a summary of the contents of the article!** Each reflection will be due by the class period following the presentation (see course schedule chart for due dates).

**Grading:** Grades will be based on your performance on 5 quizzes, 10 reflections, 2 research article presentations, review paper draft, final review paper, and class participation. You must arrive on time to class and also actively participate in class discussions to receive full credit for

Class Participation. Remember, other students in class may have the same questions/ideas as you, so share them!

<b>Quizzes 1-5</b>	31%	180 pts total
<b>Research Article Presentation</b>	17%	100 pts
<b>Review Paper Outline</b>	5%	30 pts
<b>Review Paper Draft</b>	9%	50 pts
<b>Review Paper Final</b>	17%	100 pts
<b>Reflections (10)</b>	17%	100 pts total
<b>Class Participation</b>	3%	20 pts
<b>Total</b>	<b>100%</b>	<b>580 pts</b>

<b>Grading Scale:</b>	<b>Pts</b>	<b>Percentage</b>
A	539 – 580	93%-100%
A-	522 – 538	90%-92%
B+	505 – 521	87%-89%
B	481 – 504	83%-86%
B-	464 – 480	80%-82%
C+	447 – 463	77%-79%
C	423 – 446	73%-76%
C-	406 – 422	70%-72%
D+	389 – 405	67%-69%
D	348 – 388	60%-66%
F	≤ 347	≤ 59%

**Class Operation:** It is essential that my classroom environment provide students with a level of comfort in which they feel free and are encouraged to ask questions and offer their individual perspectives on the topics at hand. I will use a variety of teaching techniques including standard lectures, videos, and hands-on activities where lecture knowledge is applied to group activity problems or scientific questions.

As an instructor, it is imperative that I get to know the students both as a population and individually. I will collect demographic information from each student and I encourage you to visit office hours during the course of the semester so that I can provide a comfortable atmosphere in which we can address any issues you may have with the class. These meetings will give me the opportunity to provide you with feedback on your progress and aid me in devising ways to assist you in areas in which they are struggling with class material. I will have an open door policy for further discussions of class material. I am committed to your success in this course.

It is also imperative that as a member of my class, you treat others with respect. We all come from different backgrounds, and hold different points of view. There may be topics within this course that many feel controversial. We must be open to all points of view as every individual

has something important to contribute to our discussions. When working in groups, you each need to participate equally. Groups can only work successfully when all contribute.

### **UW-Stevens Point Classroom Policies**

**Using Electronic Devices:** To maintain the integrity of in-class exams, the use of electronic devices will not be permitted during exams without prior documented approval from the Disability Services office or other pertinent offices on campus. This includes, but is not limited to, requests to use cellular or wireless network-enabled mobile devices for foreign language translation assistance. Students who are found using these devices will be dismissed and receive a zero for their exams. Other penalties will be considered under the misconduct policy. Moreover, students who arrive late to an exam will only be allowed to take it if they arrive before the first student finishes and leaves the room. After that point, requests to take exams will be declined unless they are consistent with the makeups policy.

Likewise, recording of lectures and taking of photos during class is not permitted without permission of the instructor.

**UWSP Attendance Policy:** Attend all your classes regularly. We do not have a system of permitted "cuts."

Students are expected to attend the first meeting of class, or have permission from the instructor or chair of the department to be absent. Those who do not attend the first one or two days of class may be required to drop the course if there are others who wish to add the course. **If required to drop the course, it is the student's responsibility to officially drop the course through the Registration & Records Office or on the web.**

If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.

Your instructors will explain their specific attendance policies to you at the beginning of each course. Be sure to follow them. If you must be absent, tell your instructor why. If you can't reach your instructors in an emergency, visit the [Student Academic Advising Center](#), Room 103, SSC, or call them at 715-346-3361.

### **UWSP Rights and Responsibilities- Student Academic Standards and Disciplinary Procedures:**

UWSP values a safe, honest, respectful and inviting learning environment. In order to ensure that each student has the opportunity to succeed, we have developed a set of expectations for all students and instructors. This set of expectations can be found in the Student Handbook.

Click here/visit the site for more:

<https://www.uwsp.edu/dos/Pages/handbook.aspx>

Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (cheating, plagiarism, etc.) is taken very seriously. So don't do it!! The minimum penalty for a violation of academic integrity is a failure (zero) for the

assignment. For more information, see the UWSP “Student Academic Standards and Disciplinary Procedures” section of the *Rights and Responsibilities document*, Chapter 14, and can be accessed at the following site:

<https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>

**Accommodations for Students with Disabilities:** The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for student with disabilities. For more information about UWSP’s policies, check here:

<https://www.uwsp.edu/datc/Pages/law-regent-policy.aspx>

If you have a disability and require classroom and/or exam accommodations, please register with the Disability Services Office and then contact me at the beginning of the course. I am happy to help in any way that I can. For more information, please visit the Disability Services Office, located on the 6<sup>th</sup> floor of the Learning Resource Center (in the Library). You can also find more information on services provided at: <http://www4.uwsp.edu/special/disability/>

**Title IX:** Under several federal and state laws, and according to several university guidelines, I am required to report acts of a criminal or offensive nature. This includes acts of sexual harassment and assault, bias and hate crimes, illicit drug use, and acts of violence. Any disclosure or description of these incidents – both current and in the past – may be reported to the Dean of Students office (<http://www.uwsp.edu/dos/>) or the local authorities.

**Emergency Preparedness:** In the event of a medical emergency, call 911 or use the red emergency phone located outside of room D230. Offer assistance if trained and willing to do so. Guide emergency responders to victim.

In the event of a tornado warning, proceed to the lowest level interior room without window exposure or any of the hallways in the Science Building. Avoid wide-span rooms and buildings. For floor plans showing severe weather shelters, see [www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans](http://www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans).

In the event of a fire alarm, evacuate the building in a calm manner. Meet across the street in front of the Health Education Center (HEC). Notify instructor or emergency command personnel of any missing individuals.

Active Shooter – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of emergency responders.

For details on all emergency response plans at UW-Stevens Point See UW-Stevens Point, please view the Emergency Management Plan at [www.uwsp.edu/rmgt](http://www.uwsp.edu/rmgt).

**Course Schedule Fall 2019**

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignment</b>
<b>1</b>	9/4	Introductions, Course Format, Choose partners & presentation topics, Instructions for Reflections		
<b>2</b>	9/9	Leading a discussion, Review of APA format, Writing review articles	APA Reviews, Writing Proposals, Workman et. al '2011 review	
<b>3</b>	9/11	Basic Neuroendo Concepts Pt. 1		
	9/16	Basic Neuroendo Concepts Pt. 2		
	9/18	Female & Male Reproductive Behavior Lecture		
<b>4</b>	9/23	Historic Papers: Female & Male Reproductive Beh Pres/Disc	Hardy & DeBold '71, Zadina et. al '79	<b>Reflection 1 due at midnight of 9/22</b>
	9/25	Human Sexual Response Lecture		
<b>5</b>	9/30	Human Sexual Response Pres/Disc	van Anders & Goldey '10	<b>Quiz 1</b> Neuroendo Concepts & Reproductive Behavior, <b>Reflection 2 due midnight 9/29</b>
	10/2	Sexual Orientation Lecture		
<b>6</b>	10/7	Sexual Orientation Pres/Disc	Singh et. al '99	<b>Reflection 3 due midnight 10/6</b>
	10/9	Parental Behavior Lecture		<b>Review Paper Outline Due!</b>
<b>7</b>	10/14	Parental Behavior Pres/Disc	Feldman et. al '10	<b>Quiz 2</b> Sex Response & Orientation, <b>Reflection 4 due midnight 10/13</b>
	10/16	Brain Development Lecture		
<b>8</b>	10/21	Brain Development Pres/Disc	Peper et. al '09	<b>Reflection 5 due midnight 10/20</b>
	10/23	Sex Differences in Cognition Lecture		
<b>9</b>	10/28	Sex Differences in Cognition Pres/Disc	Beltz & Berenbaum '13	<b>Quiz 3</b> Parental Behav & Brain Development, <b>Reflection 6 due midnight 10/27</b>
	10/30	IN-CLASS WRITING PERIOD		Bring your laptops to class!
<b>10</b>	11/4	Stress Lecture		
	11/6	Stress Pres/Disc	Hansen et. al '06	<b>Reflection 7 due midnight 11/5</b>
<b>11</b>	11/11	Psychological Disorders Lecture		<b>Rough Draft of Review Paper Due!</b>
	11/13	Psychological Disorders Pres/Disc 1	Leggio et. al '08	<b>Quiz 4</b> Sex Diff in Cog & Stress, <b>Reflection 8 due midnight 11/12</b>

<b>12</b>	11/18	Psychological Disorders Pres/Disc 2	Hengartner et. al '17	
	11/20	Eating Disorders lecture		<b>Comments Due to Partners!</b>
<b>13</b>	11/25	Eating Disorders Pres/Disc	Lawson et. al '12	<b>Reflection 9 due midnight 11/24</b>
	11/27	Meeting w/ Prof Figgy to discuss comments		
<b>14</b>	12/2	Meeting w/ Prof Figgy to discuss comments		
	12/4	Aggression lecture		
<b>15</b>	12/19	Aggression Pres/Disc	Liu et. al '12	<b>Reflection 10 due midnight 12/8</b>
	12/11	Course wrap-up, final quiz review		
<b>16</b>	12/19	<b>FINAL EXAM: Quiz 5 Aggression, Psych Disorders &amp; Eating Disorders, MEET IN RM D214 2:45-4:45 PM</b>		<b>FINAL REVIEW PAPER DUE 8 AM</b>