

**Hormones & Behavior Syllabus**  
**Psyc 490 Sec 2 Fall 2022**  
**T-Th 9:30-10:45 PM, Room D223 Science Building**

**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.

**Office Hours:** Wednesday from 11-12 in Room D241 Sci and by appointment via Zoom

**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.

**Pandemic Considerations for This Course:**

- There is the unfortunate possibility that at some point either you or someone you know/care for may become ill. If this happens, be sure to let me know ASAP if you need to “take leave” from the course for a bit of time. We will work together to make arrangements for completing the course material at a later time.
- If you have technology needs, please be sure to contact Information Technology for assistance at: [itsvdesk@uwsp.edu](mailto:itsvdesk@uwsp.edu). If you need to borrow equipment, visit the IT equipment loan website: <https://www.uwsp.edu/infotech/Pages/EquipmentLoan/default.aspx>
- If you have a disability, please contact disability services to set up your accommodations, so that they may inform me of any additional technology that I should incorporate into the course.
- If you are homeschooling your child(ren), please let me know if you’ll need any additional accommodations/schedule changes in order to assist your child.

**Use of Recorded Course Materials and Information Posted on Canvas**

Lecture materials and recordings for Psyc 490 Hormones & Behavior are **protected intellectual property at UW-Stevens Point**. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, **you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1]** Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing

**or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.** In addition, you are not allowed to record/photograph exam/quiz questions from the course. Doing so is an act of academic misconduct.

**Safety Rules from the University:** While this course is online, I would like to remind students of the general policies of the University with regards to safety during the Covid-19 pandemic.

Face Coverings:

- At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the [Disability and Assistive Technology Center](#) to discuss accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course.

Other Guidance:

- Please monitor your own health each day using [this screening tool](#). If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service (715-346-4646).
  - As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.
- Maintain a minimum of 6 feet of physical distance from others whenever possible.
- Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
- Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.
- Please maintain these same healthy practices outside the classroom.

**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, physiology, 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. As a capstone 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)

**Pandemic Considerations for This Course:**

- At some point either you or someone you know/care for may become ill. If this happens, be sure to let me know ASAP, as instructors may aid in contacting students who have been exposed to Covid-19.
- If you need to "take leave" from the course for a bit of time due to illness, we will work together to make arrangements for completing the course material at a later time.
- If you have technology needs for working from home, please be sure to contact Information Technology for assistance at: [itsvdesk@uwsp.edu](mailto:itsvdesk@uwsp.edu). If you need to borrow

equipment, visit the IT equipment loan website:

<https://www.uwsp.edu/infotech/Pages/EquipmentLoan/default.aspx>

- If you have a disability, please contact disability services to set up your accommodations, so that they may inform me of any additional technology that I should incorporate into the course.
- If you are homeschooling your child(ren), please let me know if you'll need any additional accommodations/schedule changes in order to assist your child.
- There is the possibility that we will need to return to online teaching, if cases on campus reach high numbers. Should this happen, the course will be conducted synchronously, via Zoom. You will receive further instructions about this at the time that we would transition.

**Safety Recommendations from the University:** I would like to remind students of the general policies of the University with regards to safety during the Covid-19 pandemic.

**Face coverings** are not required but are encouraged.

1. Consider wearing a mask in crowded indoor spaces and when in close proximity outdoors.
2. Please be respectful of individual choices to wear or not wear a face covering, and to those who have a higher risk of complications.
3. Masks are required in Student Health Service, UWSP Counseling Center and the Speech, Language and Hearing Clinic.
4. Here's more on well-fitted [face coverings](#).

**Vaccines** - Being up-to-date on vaccines is one of the best ways to protect yourself and others from COVID-19. Congratulations if you are among the students and employees vaccinated at rates higher than the county averages where our facilities are located.

1. Vaccines are safe, effective, free and strongly encouraged at UW-Stevens Point.
2. Find a vaccine location at [vaccines.gov](https://www.vaccines.gov). Get your vaccine or booster before coming to campus.

**Testing** - Get tested if you have COVID-19 symptoms or have been exposed to the virus.

1. Students at the Stevens Point campus have easy access to Student Health Service for testing and vaccines. Call 715-346-4646.
2. A limited number of self-administered COVID tests are available for residence hall students at each hall's front desk.
3. Students who live on and off-campus as well as every household in the U.S. may [order](#) a third round of free at-home tests.
4. Testing is also available at various [community testing sites](#).

**If you get COVID-19**, the Centers for Disease Prevention and Control (CDC) recommends:

1. Isolate at home, separate from others, regardless of vaccination status. Also isolate while awaiting test results.
2. Isolate for at least 5 days, or until symptoms improve.
3. Wear a high-quality, well-fitting mask for 10 days.
4. Learn more about when to [end isolation](#) and when to [stop wearing a mask](#).
5. [Notify](#) your instructors or supervisor and your close contacts.

**If you are identified as a close contact** or been exposed to COVID-19:

1. Wear a quality, well-fitting face covering for 10 days after exposure. The CDC no longer requires quarantine.
2. Monitor your symptoms.
3. Get tested 5 days after exposure. Test again in 48 hours, or if you develop symptoms in the next 10 days.

**For more information,** visit our COVID [website](#).

**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 other students in the class for your PowerPoint presentations, and assigned a topics. You will complete 2 presentations this semester. 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 articles. You and your partner(s) will present the background, methods and findings of the studies, and 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 one of the topics of your presentation (you can choose which one!). 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 **10/11**, you will turn in an outline of your paper, which I will review. On **11/17**, the first draft of your paper will be shared with your presentation partner for peer review. Comments to partners are due on **11/29**. 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 **12/6 or 12/8** 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 15th at midnight.**

**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!** Please see the Reflection Resources module on Canvas for instructions and tips for writing your reflections. **Each reflection will be due by midnight the day before the presentation** so that you can use your comments to stimulate discussion of the articles (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. 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%	200 pts total
<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>680 pts</b>

<b>Grading Scale:</b>	<b>Pts</b>	<b>Percentage</b>
A	632 – 680	93%-100%
A-	612 – 631	90%-92%
B+	592 – 611	87%-89%
B	564 – 591	83%-86%
B-	544 – 563	80%-82%
C+	524 – 543	77%-79%
C	496 – 523	73%-76%
C-	476 – 485	70%-72%
D+	456 – 475	67%-69%
D	408 – 455	60%-66%
F	≤ 407	≤ 59%

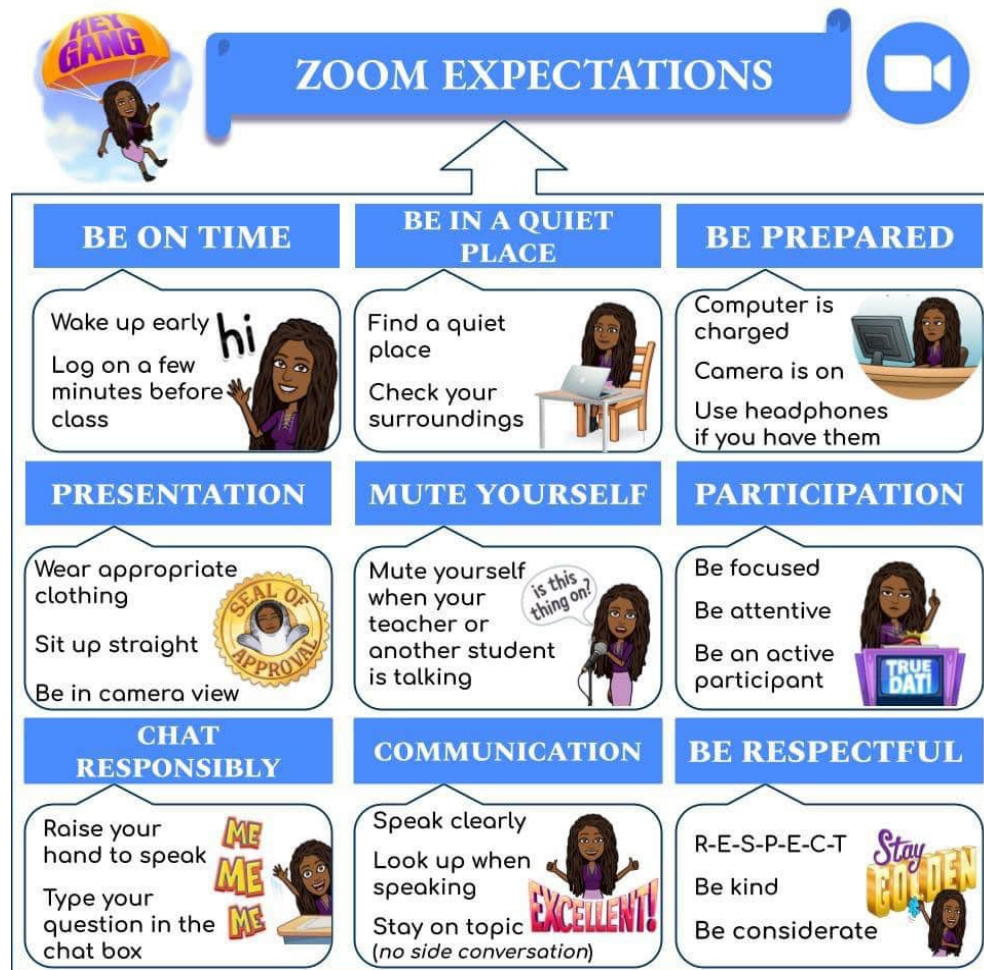


**Class Operation:** It is essential that my classroom environment provides students with a level of comfort in which they feel free and are encouraged to ask questions and offer their individual perspectives on the topics at hand. I will use a variety of teaching techniques including standard lectures,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









I encourage you to request Zoom office hours meetings 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 discussions will aid me in devising ways to assist you in understanding materials with which you are struggling. 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.

**Here are some tips for our Zoom lectures as well, in case we need to move to online learning at some point this semester** (credit: Rihana Shiri Mason):



The infographic is titled "ZOOM EXPECTATIONS" and features a central blue banner with a white arrow pointing upwards. To the left of the banner is a cartoon character with a parachute labeled "LET'S GANG". To the right is a blue circular icon with a white video camera symbol. Below the banner is a 3x3 grid of expectation cards, each with a blue header and a white body containing text and illustrations.

BE ON TIME	BE IN A QUIET PLACE	BE PREPARED
<p>Wake up early Log on a few minutes before class</p> 	<p>Find a quiet place Check your surroundings</p> 	<p>Computer is charged Camera is on Use headphones if you have them</p> 
PRESENTATION	MUTE YOURSELF	PARTICIPATION
<p>Wear appropriate clothing Sit up straight Be in camera view</p> 	<p>Mute yourself when your teacher or another student is talking</p> 	<p>Be focused Be attentive Be an active participant</p> 
CHAT RESPONSIBLY	COMMUNICATION	BE RESPECTFUL
<p>Raise your hand to speak Type your question in the chat box</p> 	<p>Speak clearly Look up when speaking Stay on topic (no side conversation)</p> 	<p>R-E-S-P-E-C-T Be kind Be considerate</p> 

## Navigate Student App

For those of you looking to connect with other students in the course for study groups, the Navigate student app has a feature called **Study Buddies**. Here, you can find a list of other students who have indicated they are interested in forming a study group. If you are the first, you will be sent notifications when other students join. You can select who you want to connect with and can leave the group at any time.

Additionally, the Navigate student app can help you with the following at UWSP:

- Schedule appointments
- Remove Holds from your account
- Find important resources
- Learn of key dates and important to-dos on campus
- View your class schedule with walking instructions to each building

Accessing the Navigate student app: For students who have already downloaded the Navigate smart phone app, choose the **Study Buddies** icon, and a full list of your courses will appear. Each section shows how many buddies are in the group. Instructions are also posted on Canvas under the Course Documents module.

## 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.

**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).