

Psychobiology of Eating and Obesity PSY6826/GMS7795

Course Syllabus

PLEASE READ CAREFULLY

This course syllabus describes the reading assignments, self check quizzes, Food for Thought assignments, and peer paper review that you will be completing for each module of this course by their due dates. The course is designed in 13 modules. It is critically important that you keep up with the material and establish your own work schedule so that you can meet the weekly deadlines. The material is in the Canvas shell and the slides are in Voice Thread which should load automatically in Canvas.

Each course module corresponds approximately to Chapters in the text book, Psychology of Eating (2nd ed) by Splane, Rowland & Mitra (Routledge). Each module lasts one week from accessing materials to completing assignments.

You can contact me (Neil Rowland) either by the Canvas e-mail system or directly (nrowland@ufl.edu) and I'll try to answer within 24 hours. I'll also be happy to meet with you - my office is 090 Psychology building - just send an e-mail with a couple of appointment times that would work for you.

Each Unit has the same general format: (1) a Voice Thread slide with audio lecture and transcript by the instructor, (2) additional materials - either video (e.g., YouTube) or articles - mainly from scientific journals, and (3) a self-check quiz worth a few points that ensures you have reviewed and understood the material in (1) and (2). The self-check quizzes from all of the week's units are due by 11:59 p.m. on Saturdays. *PLEASE NOTE THAT ALL OF THE TIMES AND DEADLINES ARE U.S. EASTERN TIME ZONE

Each Module ends with a "Food for Thought" assignment which is to write a paper on a topic relevant to the module. A global question or prompt is given in this segment; that doesn't mean you have to write exactly about that prompt, but your paper does have to be **clearly related to the topic of the week**. Since one theme of the course is neuroscience, then your papers also **must include some aspect of or relevance to neurobiology** although I recognize that the students in this course will have varying degrees of expertise in this realm. The objective is that you get used to putting some original thoughts on paper each week, and using strict scientific format (e.g., APA, but other journal-style formats are OK) and terminology. That is, your papers need to have a statement of purpose, present data or argument in a logical way with citations, and a conclusion, and to use "tight" terminology [for example, "I think that...." is not acceptable, but "Smith (2016) has proposed that "....would be good]. Also, if you use popular media as a source for an idea, that is fine if it is done in a 'Mythbusters' type of way, but you must use credible scientific sources (usually journal articles) to make your arguments. Your paper also should include material that teaches me something: don't just parrot the slides or reading materials - there needs to be evidence of literature research. Bottom line: I'm looking for scientific style as well as content - will give annotated grading on your papers each week by way of help. Each module paper is

due by 11:59 p.m. on Sunday of that module-week, and is worth 50 points graded from a rubric.

Additionally, once all the papers have been submitted for a given module, you will be assigned (at about 8 a.m. Mondays) ONE of your classmate's papers to read, review and grade according to the same rubric that I will use. These reviews (worth 10 points) are due within 48 hours (due by Tuesday midnight). Insofar as possible, you will get a different person's paper for review each week, so it's important you are consistent in your grading across weeks. You will also have access to annotating tools (in Speedgrader) to perform these reviews but, due to an inherent limitation of Canvas, these won't be anonymous. So be fair, firm and professional! While your peer grades will not be used directly, I often use them and your reviews to inform my own grading and review.

The course starts on January 6th, 2020. There is a week hiatus for Spring break (first week of March) and the class should be completed on April 12th. The start dates and titles for each module are shown on the next page

The materials for the next module will not be released until you have submitted your self-check quizzes and paper for the previous module, but will not be dependent on the peer review being completed.

The total points for the class are (approximately) as follows:

Self-check quizzes = 230 points (approx)

Module papers (13 @ 50 points) = 650 points

Peer reviews (12 @ 10 points) = 120 points

The approximate grade scale (%) will be 90/80/70 with + and - divisions as appropriate.

Be sure to monitor the completion of your work by viewing the Modules, Assignments or Grades Pages linked in the menu on the left so that you will know if you have completed all of the assignments required before taking the Module tests. The following links will take you to help pages on how to view these sections of the course: [ModulesLinks to an external site.](#), [AssignmentsLinks to an external site.](#), [Grades. Links to an external site.](#) If you have additional questions about the CANVAS platform, please see the [Canvas Student GuideLinks to an external site.](#)

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/> (Links to an external site.). You will be notified when the evaluation period opens, and can complete evaluations through the email you receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/> (Links to an external site.). Summaries of course evaluation results are available at <https://gatorevals.aa.ufl.edu/public-results/> (Links to an external site.)."

Summary Module titles and start date

Module 1 (Jan 6) Chapter 1: Eating – you, the world, and food

Module 2 (Jan 13): Macronutrients, micronutrients, and metabolism

Module 3 (Jan 20): You are what you eat – impulsivity, opportunism, and homeostasis

Module 4 (Jan 27): Genetics, epigenetics, and microbiome

Module 5 (Feb 3): Chemosensation: nose, tongue, and gut

Module 6 (Feb 10): The hungry brain

Module 7 (Feb 17): Basic learning processes and eating behavior

Module 8 (Feb 24): The development of eating behaviors

Module 9 (Mar 9): Social influences on eating

Module 10 (Mar 16): Mood and food, cravings, and addiction

Module 11 (Mar 23): Eating disorders and treatment

Module 12 (Mar 30): Personal weight loss strategies in obesity

Module 13 (Apr 6): Institutional approaches to healthful eating