# **Class Meeting Info**

* Class Meeting Times: Wednesday and Friday 12:00pm – 3:20pm
* Meeting Location: <https://gvsu-edu.zoom.us/j/94447444159?pwd=U1EyY05RNDB4d3o5WlJka01TY0JLdz09>

# **About the Instructor**

Elizabeth Flandreau (she/her) (Please call me Dr. or Professor Flandreau.)

### **Email Policy**:

Questions about the course are relevant to all students and must be posted to the discussion board so everyone can benefit from the answer! Please do email me if: your question is urgent and hasn’t been answered on the discussion board, you need a 1:1 outside my office hours availability, or you have a personal matter that can’t wait for a 1:1 meeting. I typically respond to emails within 1 business day. [flandree@gvsu.edu](mailto:flandree@gvsu.edu)

### **Background and Personal Life:**

I have a BA in Biology from Lawrence University in Appleton, WI and PhD in neuroscience from Emory University in Atlanta. I did my postdoctoral work in La Jolla, CA at the Salk Institute and UCSD. I live in Allendale with my spouse. I have four daughters ages 10, 6, 1, plus my angel baby, Georgia, who passed away at birth 8/2019. We also have an 80-pound labradoodle puppy named Charger and two cats, Jezika and Bayern. When I’m not nerding-out about brains, I enjoy podcasts…about brains, listening to music, and reading books. **Complete List of Published Work in MyBibliography:**<http://www.ncbi.nlm.nih.gov/sites/myncbi/16yhpycv5JeQW/bibliography/49569051/public/?sort=date&direction=ascending>

### **Office Hours** (aka 1:1 meeting with Flandreau)

Office hours can be individual or as a group for assistance with course content. I will be most useful in these meetings if students arrive with a specific agenda. Sometimes students worry their questions are too small for an office hours appointment—I disagree, I enjoy meeting with students whether it's 30 seconds or 30 minutes. Any questions about grades should be addressed in a 1:1 meeting. To sign up: [Book time with Elizabeth Flandreau: Flandreau Office Hours](https://outlook.office.com/bookwithme/user/c8ce191eb64e426991fe76f9b81e967e@gvsu.edu/?getrequesturl=https%3a%2f%2foutlook.office.com%2fows%2fOID%3a811a0b79-6ae6-4149-b389-a5d907b3c7ed%40b7a5cfe9-f39e-4286-877a-7a4260114654%2fbeta%2fBookWithMe%2fCheckBookable%3fbookingcode%3d3185d4ab-2aeb-4f9f-a9de-932d77850212%26itemid%3dBony6vTaMkiYg1lj5h2KQA2%26authtoken%3deyJhbGciOiJSUzI1NiIsImtpZCI6InV2Vy96bGtjSWVyYzBEM0FmK0J5RnpQckI1az0iLCJ0eXAiOiJKV1QiLCJ4NXQiOiJmRS1CbGVlTVdPZTRYdDFoVmhrRjhoVmVROGcifQ..hm005h0sQqm8B3T8u4BNWoxLqM1Cg-3pxpxqpGuRinvLWjfyRIWDCspV0AffTYOsOX1TN3u22dSgzpsFBkMO0Xhjo3RXaVnQw-dY2wh0oKJ9hwSsLTzWZB83OnEcGcVqcWOJvSWaGw5Vx40El0_-z4YRfg1mMcns6C_85Hn4mhAhIzeN3QVCDEGru3l3Z0HQ-l8qj7xIKpWSIV2CtGcfy3zu87iMDv5vHb70STGgfn4VPdXfcacGVTYWdrT_lCj_BRNtzSwBnn--AOurC-hrdlOrEP3E7ArA19ZXJF0ytWCJMPb2eHexvW6LuJoLXXtZh-x6YAB7aZIa2PJMz_kZdw&anonymous&ep=mcard)

# **About PSY 330**

### Course Description

This course emphasizes the study of bodily structures, processes, and mechanisms related to various aspects of the organism’s interactions with the environment. Topics covered include neurophysiological correlates (*aka biological basis*) of cognition, memory, motivation, emotion, attention, and sensory processes.

### Learning Objectives:

My goal is for each student to learn the structures and functions of neurons and neural systems, as well as skills, strategies, and ways of thinking about neuroscience.

1. Identify the structure and function of the major parts of the nervous system at a cellular and systems (functional neuroanatomy) level
2. Describe the process of action potentials
3. Describe the process of neurotransmission
4. Identify the behavioral function of major brain chemical systems
5. Discuss basic research in behavioral neuroscience
6. Relate biological processes to everyday behavior

### Required Resources

1. Prerequisite: PSY 101
2. [Technology Requirements](https://www.gvsu.edu/online/technology-requirements-for-onlinehybrid-courses-8.htm)
3. [MS Office](http://www.gvsu.edu/it/softwarehardware-discounts-31.htm)
4. [Zoom](https://www.gvsu.edu/it/gvsu-zoom-business-plan-247.htm)
5. [Panopto](https://www.gvsu.edu/elearn/help/panopto-68.htm)

### Textbooks

I’ve finally cut all ties with expensive textbooks! All reading assignments come from open access sources 🙂 Most reading will come from one of the following sources but please See BB modules for specific reading assignments.

* INTRODUCTION TO NEUROSCIENCE: <https://openbooks.lib.msu.edu/introneuroscience1/>
* NEUROSCIENCE: Canadian 1st Edition <http://neuroscience.openetext.utoronto.ca/>

# UNIVERSITY & COURSE POLICIES

### GVSU and Course Policies*:* [*https://www.gvsu.edu/catalog/navigation/academic-policies-and-regulations.htm*](https://www.gvsu.edu/catalog/navigation/academic-policies-and-regulations.htm)

### GVSU Expectations of [Inclusion](https://www.gvsu.edu/affirmativeactionstatement.htm) and [Integrity](https://www.gvsu.edu/osccr/academic-misconduct-policies-and-procedures-14.htm)

* The purpose of this course is to learn. Please treat your classmates and instructors with respect in face-to-face and online interactions and be respectful in your conversations about others. If you have any concerns, please contact me or the GVSU division of inclusion and equity (616) 331-3296). Please review GVSU’s policy on [Anti-Racism](https://www.gvsu.edu/inclusion/partners-in-action-against-racism-162.htm) and [Title IX](https://www.gvsu.edu/titleix/)
* Earning a degree from GVSU means you achieved knowledge, skills, and abilities worthy of that degree. Please do not short-change your education or compromise your integrity. Instructors are required to report incidents of academic integrity violations.Most violations of academic integrity are not malicious but result from insufficient understanding of expectations. To meet integrity standards of GVSU, be sure that….
  + *You know which resources you’re allowed to use:* Resources you can (and should!) use for assignments: Your teammates, classmates, instructor, and readings
  + *You ALWAYS cite your sources:* In-Text and end of text citations should be used when you’ve gained ideas, understanding, words, or definitions from a source

### Flandreau Own Voice Standard

1. This class requires integrating content across topics and demonstrating knowledge through application. *Everything* you submit must be in your [own voice.](https://writingcooperative.com/why-you-need-to-write-in-your-own-voice-531586bdb31c) Direct quotations and paraphrasing are incompatible with this standard. Students will have an opportunity for a replacement assignment and grade for a first own-voice violation. Additional submissions that do not meet this standard cannot be considered for credit.
2. How to meet the “Own Voice” Standard:
   1. Take careful notes: identify the source of the notes at the top of the page; do not copy down words or phrases directly from the source.
   2. Avoid using notes while crafting your text. Ability speak from memory is a great way to demonstrate that you’ve mastered the content and are using your own voice.
   3. Read your answers aloud. Does it sound like something you would say? Do you understand every word you’ve written? If not, take a step back, revise, and ask questions.
   4. Ask Questions: Are you unsure what a question is asking? Unclear about how to approach the topic? Use the discussion board. Is the discussion board not helping? Make an office hours appointment with Flandreau!

### Missed Deadline Policy

Online Assignments are officially due by 11:59pm on Fridays. However, there is a 48hr grace period. Assignments with Friday deadlines will not be considered late until after 11:59pm on Sundays. Most assignments are available well in advance of the due date and can be turned in early. Most assignments can still be submitted late, but I cannot guarantee I will have time to grade them or provide feedback.

# Resources for Students

What do I need to be successful in this class?

1. Time: Spring semester is only 6 weeks long but we still have 15-weeks worth of content! It will be difficult to succeed in this course with fewer than 10 hrs per week.
2. Technology: [Technology Requirements](https://www.gvsu.edu/online/technology-requirements-for-onlinehybrid-courses-8.htm) and software through GVSU [MS Office](http://www.gvsu.edu/it/softwarehardware-discounts-31.htm), [Zoom](https://www.gvsu.edu/it/gvsu-zoom-business-plan-247.htm), [Panopto](https://www.gvsu.edu/elearn/help/panopto-68.htm).
3. Support: Please use your instructor, classmates, and other resources within and beyond GVSU to support your learning.
4. Flandreau: To the best of my ability, I design courses for inclusivity with opportunities for each student to reach their highest potential. It is my goal that each student meets all learning objectives. I’ve curated resources and designed assessments that I believe will guide everyone toward that goal. One of the most important resources for this course is me!!
5. Library Resources: The GVSU library has additional resources related to understanding and producing scientific writing as well as important information on how to cite sources and avoid plagiarism.<https://www.gvsu.edu/library/km/>
6. Official Accommodations: Please work with DSR (<https://www.gvsu.edu/dsr/>) and communicate with me to make sure your needs are met in this course.
7. Health, Safety, & Academic Success: No one can reach their greatest academic potential if basic needs are not being met Please check out these resources if you are experiencing [financial hardship](https://www.gvsu.edu/financialaid/financial-hardship-requests-226.htm) , could benefit from a mental health [counseling appointment](https://www.gvsu.edu/counsel/) or [wellness appointment](https://www.gvsu.edu/studentwellness/). The student [academic success center](https://www.gvsu.edu/sasc/) also has excellent resources.

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# HOW AM I GRADED?

It depends… there are two “pathways” through this course. I recommend the collaborative pathway because research shows that active learning improves comprehension and retention of content. That said, I also understand that we have a wide variety of schedules and responsibilities and not everyone can commit to regular meeting times with a team or as a whole class. Both pathways follow the *Prepare / Practice / Review* cycle but the details differ.

## THE COLLABORATIVE PATHWAY

Choose this pathway if you can attend all class meetings (barring rare exceptions) as well as weekly meetings with a team. Choose this pathway if you can arrive prepared to do small and large group activities designed to better understand and retain course content. Devoting the effort for this pathway would be particularly beneficial for students who plan to take PSY 435 and / or pursue careers in neuroscience or related fields.

#### **PREPARE:** *Before Class*

1. Skim the weekly learning objectives to get a sense of the topic
2. “Attend Lecture” this means watch the lecture videos posted to BB. Take notes as if these were F2F lectures. Identify vocab words and areas of confusion
3. Additional resources: use the reading, discussion board, and / or team to work to better understand the vocabulary and get answers to those areas of confusion

#### **PRACTICE:** *During Class*

1. Synchronous class meetings offer new ways to understand the materials through polls, activities, and discussions. Class meetings are designed so that your learning is [an active process](https://www.smartsparrow.com/what-is-active-learning/) to increase knowledge retention. As with a F2F course, we will often cover topics in class that are not on BB.
2. Students who select the collaborative pathway are agreeing to engage to the best of their ability in small and large groups to practice working with course content and homework assignments.

#### **REVIEW:** *After Class*

1. Revisit the weekly learning objectives and try to “answer” them as if they were essay questions. Identify topics that still feel confusing or areas where you don’t have enough information
2. Revisit course material (lecture videos, reading, discussion board, office hours, team) to fill in the gaps you’ve identified
3. Work collaboratively with your team to complete homework assignments.

## THE INDEPENDENT PATHWAY

Choose this pathway if you cannot commit to attending all class meetings *and* weekly meetings with a team, if you cannot arrive prepared *or* do not want to engage in small and large group activities.The independent pathway can be treated as if the class were asynchronous, however, whenever it is possible to prepare in advance of class I always recommend attending and participating in the practice activities.

#### **PREPARE:** *Start of each week*

1. Skim the weekly learning objectives to get a sense of the topic
2. “Attend Lecture” watch the lecture videos posted to BB. Take notes as if these were F2F lectures. Identify vocab words and areas of confusion
3. Additional resources: use the reading and discussion board to better understand the vocabulary and get answers to those areas of confusion

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#### **PRACTICE:** *Middle of week*

1. Answer “topic specific learning objectives” as if they are essay questions and flesh out outlines
2. Continue identifying areas of confusion and using additional resources (class meetings, discussion boards, and office hours!) to address questions

#### **REVIEW:** *End of week*

1. Identify connections between the weekly module(s) and previous modules.
2. Once you feel comfortable with content, complete the homework assignment.

## GRADED ITEMS

For help calculating your grade: <https://docs.google.com/spreadsheets/d/12pzzgk7_b63nq45VVMTlA-vXLWhaqEbYuOULhoUGhGs/edit?usp=sharing>

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | Percent of Total Grade | |
| **CATEGORY (Description)** | **ITEM** | **Collab** | **Independent** |
| Surveys (All; individual; graded based on completion) | Are you ready | 5 | 5 |
| ULTRA Certificate |
| Reflection Survey 1 |
| Reflection Survey 2 |
| Reflection Survey 3 |
| Brains in Entertainment Discussion |
| Surveys (Collab Path Only; Individual, graded based on completion) | Team Assignment | N/A |
| Team Evaluation | N/A |
| Homework (Graded based on content; option to re-do one homework assignment for replacement score; Collaborative Pathway must complete homework 2-4 as a team) | Homework 1 (individual) | 40 | 60 |
| Homework 2 |
| Homework 3 |
| Homework 4 |
| Contribution to team (collab only) | Team Contract | 15 | N/A |
| Homework 2 Process |
| Homework 3 Process |
| Homework 4 Process |
| Contribution (based on self and peer eval) |
| Contribution to course (arrive fully prepared, contribute meaningfully to small and large-group conversations, ask and answer questions, fully engaged). Graded based on 5 of 6 total weeks | Week 1 - 6 (Lowest scoring week is dropped | 10 | N/A |
| Cumulative Exam (Individual) |  | 30 | 35 |
| *Total* |  | *100* | *100* |

### Homework

* The first homework assignment will be completed individually by all because we won’t have teams set up in time. Homework 1 covers content from week 1 including practicing writing in one’s own voice and citing sources.
* Homework 2 - 4 must be completed by teams for those in the collab pathway. Each of these are cumulative but focus on content from the week prior and the wednesday of the week the assignment is due.
* There’s an option to re-submit one homework assignment for a replacement grade.

### Exam

The exam is cumulative because the material is cumulative. Exam questions will ask students to apply course content in new ways (think alien neurons and brains) and connect topics across multiple modules.

### Contribution (Collab Path Only):

Students in the collaborative pathway are graded not only based on meeting all content-based learning objectives but also based on the *effort and energy* students put in to the course.

* To ensure each team is successful, individual team members are graded based on their preparation and contribution to class meetings (based on panopto and zoom statistics as well as self, peer, and instructor observations and feedback).
* To ensure equal participation within a team, teams will complete a process statement for each assignment. The process statement will be written at the start of the semester and updated at the start of each week, and turned in with each homework assignment.
* Students will also receive a grade for their contribution to the team (based on self and peer evaluations)

Spring PSY 330 SCHEDULE

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| --- | --- | --- | --- |
| **Date** | **Module** | **Do Before Class** | **Due Friday (Includes 48hr grace period)** |
| **WEEK 1** | | | |
| 5.10 | 1: Course Resources | Read syllabus, review schedule | Are you ready survey (all)  Ultra training certificate (all)  Team Assignment Survey (Collab path only)  Optional Extra Credit "Pre-Test" |
| 5.12 | 2: Neuroanatomy | Module videos & reading |
| **WEEK 2** | | | |
| 5.17 | 3: Cell Neuro & Vm  5: Meet your team | Module videos & reading | Self Reflection Survey 1 (all)  Homework 1 (all)  Team Contract & Process Statement (Collab only)  Brains in Entertainment Discussion Board (All) |
| 5.19 | 4: Changes in Vm  6: Synaptic Transmission | Module videos & reading |
| **WEEK 3** | | | |
| 5.24 | Brains in entertainment  6: Synaptic Transmission  7: Circuits and Reflexes | Brains in entertainment Discussion  Module videos & reading | Homework 2 (all; collab path submit 1 per team);  Homework 2 Process Statement (Collab Only) |
| 5.26 | 8: Neurotransmitters & Drugs | Module videos & reading |
| **WEEK 4** | | | |
| 5.31 | 9: Sensory Systems, Vision | Module videos & reading | Homework 3 (all; collab path 1 per team); Homework 3 Process Statement (Collab Only);  Self Reflection Survey #2 (all) |
| 6.2 | 10: Sensory Systems | Module videos & reading |
| **WEEK 5** | | | |
| 6.7 | 11: TOPIC TBD | Module videos & reading | Homework 4 (all; collab 1 per team); Homework 4 Process Statement (Collab Only);  Review Discussion Board |
| 6.9 | 12: Basal Ganglia & Motor Disorders | Module videos & reading |
| **WEEK 6** | | | |
| 6.14 | 13: Psychiatric Disorders | Module videos & reading | Self Reflection Survey #3 (all); Team Eval Survey (collab only); Optional Extra Credit Post Test (all); Optional Homework Resubmit; LIFT survey |
| 6.16 | 1-13: REVIEW FOR EXAM | Topic-Specific Learning Objectives |
| 6.21 | EXAM | Due by 3:20pm this day; no additional grace period | |