

Contact Info: Dr. Elizabeth I. Flandreau; flandree@gvsu.edu

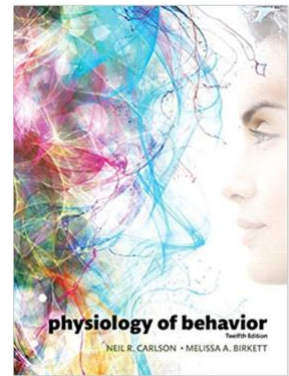
- 1:1 Q & A with Instructor (aka “office hours”) Saturdays
 - Sign up here: <https://e-flandreau.youcanbook.me/>

Schedule: Team meetings Tuesdays (time and platform TBD by team)

- Whole-class sessions Thursdays 1pm – 2:15pm and 2:30pm – 3:45pm
- Final Exam 1pm section: Tuesday 12/15 12pm -1:50pm
- Final Exam 2:30pm section: Thursday 12/17 2pm-3:50pm

Required Reading:

1. Carlson Physiology of Behavior 12th Edition* (<https://www.amazon.com/Physiology-Behavior-Books-Carte-12th/dp/0134319273>)
2. Neuroscience Online <http://neuroscience.uth.tmc.edu/toc.htm>



Course Description (GVSU): This course emphasizes the study of bodily structures, processes, and mechanisms related to various aspects of the organism's interactions with the environment.

Course Description (Flandreau): Did you know that we use 100% of our brains 100% of the time? That human brains aren't fully developed until around 25 years old? In this class we'll start the work of explaining how our nervous system allows us to successfully interact with our environment and some examples of what can happen when parts of our nervous system do not work properly due to damage or disease.

Course Objectives: Students will gain *knowledge* in the following areas

- Identify the structure and function of the major parts of the nervous system
- Describe the process of action potential; explain the cause of each stage
- Describe the process of neurotransmission in general and compare and contrast the process of synaptic transmission for individual neurotransmitters
- Identify the behavioral function of major brain chemical systems by combining what you've learned about neuroanatomy with what you've learned about neurotransmitters
- Explain sensory transduction in general and compare and contrast this process in the visual, somatosensory, and auditory systems
- Explain how and why long-term potentiation occurs
- Identify the categories of learning and memory and explain their role in human behavior
- Understand the causes and symptoms of disorders of the brain
- Discuss basic research in behavioral neuroscience -Relate biological processes to everyday behavior

Course Outcomes: Students will develop the following *marketable skills*

- Time management
- Directed-reading
- Team work (including organization and communication)
- Communication skills
- Critical thinking- identify patterns and cause/effect relationships within course content.

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PSY 330 FALL 2020 GRADING

	Topic	Points (ea)	Points (total)	Notes
	Syllabus Quiz	10	10	
Content Quizzes	1- Bio Basics	10	150	Multiple choice
	2- Vm and AP	10		Open note, individual activity
	3- Synaptic Transmission	10		Up to two attempts
	4- Circuits asnd Reflexes	10		Highst score retained
	5- Neuroanatomy	10		15 min time limit per attempt
	6- Psychopharmacology	10		
	7- Neurotransmitters	10		
	8- Somatosensory and Pain	10		
	9- Retina	10		
	10- Vision	10		
	11- Plasticity	10		
	12- Learning & Memroy	10		
	13- Degenerative Disorders	10		
	14- Schizophrenia	10		
	15- Depression	10		
Contribution	Contribution part 1	15	30	Enthusiastic contribution to team and whole class activities (CATME)
	Contribution part 2	15		
Team homework	Team homework 1	10	30	"Own voice" answers to questions
	Team homework 2	10		One per team, MS office word; filename Team#Homework#
	Team homework 3	10		Lowest scoring homework will be dropped
	Team homework 4	10		
Exams	Midterm	80	180	Format may include MC, matching, labeling, drawing, short answer, and essay. Open note, timed, individual activity
	Cumulative Final Exam	100		
Optional Extra Credit	Pre-Test	1	N/A	
	Mid-Semester Feedback Survey	1		
	Post-Test	1		
	Auditory Quiz	up to 5		
	Aphasia Quiz	up to 5		
		TOTAL	400	

GRADING: $Grade = \text{Earned Points} / \text{Total Points} \times 100$

A	93-100%	B	83-86.99%	C	73-76.99%	D	60-66.99%
A-	90-92.99%	B-	80-82.99%	C-	70-72.99%	F	0-59.99%
B+	87-89.99%	C+	77-79.99%	D+	67-69.99%		

Please take a moment to consider what each grade means:

- **C:** You did the necessary work, learned the basic material and know the correct answers.
- **B:** The above, plus you could teach the material to a friend. You understand the correct answers.
- **A:** The above, plus you can use the material flexibly and adaptively. You understand WHY the answers are what they are, and how this relates to material from other classes.

DESCRIPTION of GRADED ITEMS

Graded item	Rationale	What's in it for you?		What to do and how to do it?
		Skills Practiced	Knowledge Gained	
Syllabus Quiz <i>Correct answers available after deadline</i>	Success requires understanding the resources and policies available to you.	<ul style="list-style-type: none"> Reading for comprehension 	Resources and policies for success this semester	Skim the syllabus, then read more thoroughly. Make note of any questions. Ask your content / clarification questions on the discussion board. When you feel confident in your understanding, take the online quiz on BB.
Content Quizzes (1-15) <i>Correct answers available after deadline</i>	Low-stakes formative assessment with rapid feedback to stay on track and prepare for synchronous team and whole group activities.	<ul style="list-style-type: none"> Directed Reading Reading for comprehension Note-taking Time-management 	Course content (understand and remember)	Review the PPT slides, complete the assigned reading and videos. Take notes. Identify areas of confusion. Post questions to the discussion board. When you feel confident in your understanding, take the online quiz on BB
Team homework (1-3) <i>Grading rubric available on BB</i>	Develop a deeper understanding of course content by identifying and answering questions with a diverse team.	<ul style="list-style-type: none"> Team work Time-management Communication Critical thinking 	Course content (understand, apply, analyze, and evaluate).	Work together to answer questions related to course content. Use asynchronous discussion board conversations. Meet weekly on Tuesdays on the platform of your choice.
Exams <i>Correct answers available after deadline</i>	Demonstrate progress and ability to learn from prior mistakes on earlier assessments	<ul style="list-style-type: none"> Time-management Ability to clearly and concisely communicate complex information in your own voice 	Course content (understand, remember, apply, analyze, and evaluate)	Generate a one-page "cheat sheet" for the major topics. When the exam becomes available, answer the questions to the best of your ability using only your cheat sheet as a resource.

PSY 330 POLICIES

Commitment to Good Citizenship: Our collective goal is for each of us to reach our greatest potential. This is only possible in an environment where each individual is respected and supported. To develop such an environment, everyone must engage in fruitful communication- volunteer to share ideas and questions, and listen to others' ideas and questions. To reach our highest potential, we must be both vulnerable and generous; willing to make mistakes and learn from them, and willing to identify others' mistakes and help them to learn as well.

Inclusion & Equity: In Administrative Manual Chapter 1, GVSU commits to inclusion and equity, and strives to establish a climate that welcomes and affirms contributions of all students and employees. GVSU is guided by values for inclusiveness and community, which are integral to our mission to educate students to shape their lives, professions, and societies, and to enrich the community through excellent teaching, active scholarship, and public service. Please report all bias incidents--even those intended as jokes. Please see the full statement here: <https://www.gvsu.edu/inclusion/suggested-syllabus-language-for-inclusion-and-equity-132.htm>

Health & safety: Nothing is more important than your well-being. No one can be expected to reach their greatest academic potential if basic needs are not being met. I, along with the department, college, and university, am here to support you. Please visit <https://www.gvsu.edu/coronavirus/resources-for-students-22.htm> and <https://www.gvsu.edu/care/> for specific resources related to access to food, housing, internet, and software.

Additional Resources

- ***Instructor Office Hours:*** My goal is to help each of you reach your full potential. Office hours are one way to work together to achieve that goal. You can sign up the same day on the "youcanbookme" website. If you're unavailable on Saturdays, please email me with a couple of alternative times that would work for you and we'll figure something out.
- ***Students with Disabilities:*** If you have special needs because of learning, physical or other disability, please contact Disability Support Resources (DSR) at 616.331.2490. If you have a disability and will need assistance evacuating in an emergency situation, please make me aware so I can develop a plan to assist you. Students taking exams with DSR must make arrangements approximately two weeks prior to each exam! <http://www.gvsu.edu/dsr/>
- ***Academic Support Centre:*** In addition to meeting with the instructor, students interested in additional support for time management, writing, study, or examination skills should contact the Advising Resource Centre. You can request a tutor through the tutoring center and *Psi Chi*.
- Dean of Students office: 616-331-3585.
- https://gvsu-advocate.symplicity.com/public_report/index.php
- <http://www.gvsu.edu/affirmativeactionstatement.htm> <http://www.gvsu.edu/titleix/>

Academic Integrity: At GVSU, students develop the foundational knowledge and skills for success in future endeavors. We ask simply that your actions do not compromise your education or that of your peers. Per GVSU policy, students are expected to maintain academic integrity *including any appearance of a violation of Student Code [Section 223.01]*. If you are uncertain prior to submission of an assignment, project, or test, please see the instructor as soon as possible. Violation of this code may result in failing the assignment or the course. Instructors are required to report violations to the dean. All individuals on a team are responsible for the academic integrity of each assignment.

Own Voice Standard: To truly learn the material requires time and energy to understand the content and be able to explain a concept to another person. Speaking in one's own voice is a higher standard than simply "did not plagiarize" and is required for assignments and exams in this course so that you can demonstrate the skills and knowledge you have gained.

How to use Blackboard: All content and clarification questions should be posted to your teams' discussion board so that everyone can contribute to the conversation and benefit from the answers.

- Check GVSU email and BB announcement sections daily
- Attend synchronous sessions on BB Collaborate Ultra
- Use file-sharing for team activities
- Submit individual quizzes and team assignments prior to 11:59pm on the due date.
- *Please try to complete assignments early whenever possible to account for technical difficulties.*
 - **Contact BB admin (and CC instructor) if you have ANY issues with BB**

When to email the instructor: Personal questions should be emailed to the instructor, who will respond within one business day. Please include your full name, course and section number. As noted above, please also use email to set up a meeting outside of my standard office hours. Content and clarification questions should be posted to the discussion board so all students can benefit from the answer!

PART 1 SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 (8/31 - 9/4)	Syllabus; Bio Basics				100% Tuition refund deadline
			Syllabus Quiz	1pm Class	CATME Team Survey
			1- Bio Basics Quiz	2:30pm Class	Pre Test (1 EC)
Week 2 (9/7 - 9/11)	Labor Day	Communication within neurons reading,			
				1pm Class	
		Team meetings	2- Vm , AP, myelin	2:30pm Class	
Week 3 (9/14 - 9/18)	Synaptic Transmission reading and videos				
				1pm Class	
		Team meetings	3- Synaptic Transmission	2:30pm Class	Team homework 1
Week 4 (9/21 - 9/25)	Circuits and Relfexes reading, videos				75% Tuition Refund Deadline
				1pm Class	
		Team meetings	4- Circuites and Reflexes	2:30pm Class	
Week 5 (9/28 - 10/2)	Neuroanatomy reading, videos				
				1pm Class	
		Team meetings	5- Neuroanatomy	2:30pm Class	
Week 6 (10/5 - 10/9)	Psychopharmacology reading, videos; NT reading, Videos				
			6- Psychopharm Quiz	1pm Class	CATME team evaluation 1
		Team meetings	7- NT quiz	2:30pm Class	Team homework 2
Week 7 (10/12 - 10/16)	Review for midterm			Practice for essay questions	Midterm Due (Available as of 4pm Thursday; Friday = soft deadline; Saturday = hard deadline)
				1pm Collaborate	
		Team meetings		2:30pm Collaborate	

PART 2 SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 8 (10/19 - 10/23)	Somatosensory and pain reading, videos				
				1pm Class	
			8- Somatosensory and Pain	2:30pm Class	MidSemester Feedback (1pt EC)
Week 9 (10/26 - 10/30)	Fall Break		Review midterm 1 feedback	Reflect on Midterm 1 and MSF	Drop with a W Deadline
					Reflection "homework" due
Week 10 (11/2 - 11/6)	Visual system reading, videos				
	(Optional - Auditory system)		9- Retina	1pm Class	
		Team meetings	10- Vision in the Brain	2:30pm Class	Auditory Quiz (up to 5 EC)
Week 11 (11/9 - 11/13)	Synaptic Plasticity, Learning, & Memory Reading and				
			11- Plasticity	1pm Class	
		Team meetings	12- L & M	2:30pm Class	Team Homework 3
Week 12 (11/16 - 11/20)	Degenerative Disorders Reading and Videos				
				1pm Class	
		Team meetings	13- Degen Disorders	2:30pm Class	
Week 13 (11/23 - 11/27)	Aphasia reading and video		Thanksgiving Break		
			Aphasia Quiz (up to 5 EC)		
Week 14 (11/30 - 12/4)	Schizophrenia and Depression Reading & Videos				
			14- Schizophrenia	1pm Class	
		Team meetings	15- Depression	2:30pm Class	
Week 15 (12/7 - 12/11)	Review for Final Exam				Post Test (1 EC)
				1pm Class	Team homework 4
		Team meetings		2:30pm Class	CATME team evaluation 2
FINAL EXAM WEEK		1pm Class Exam 12pm - 1:50pm		2:30pm Class Exam 2pm - 3:50pm	