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Office Hours: Tues and Thurs 1-2pm and by appointment

Final Exam: Section 02 Monday December 14th 10am- 11:50 am
Section 04 Wednesday December 16th 8am – 9:50am

Required Reading:

1. Carlson, NR. Foundations of Behavioral Neuroscience (9th edition). Needham Heights, MA: Allyn & Bacon.
2. Neuroscience Online <http://neuroscience.uth.tmc.edu/toc.htm>
3. Khan Academy www.khanacademy.org
4. Other readings posted to BB

Course Description (GVSU catalog): 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 of cognition, memory, motivation, emotion, attention, and sensory processes.

* This neuroscience course examines the biological underpinnings (aka "neurophysiological correlates") of psychological processes including perception, emotion, and behavior.

Course Objectives (Dr. Flandreau's): My goal is that each student learns structures and functions of neurons and neural systems, as well as skills, strategies, and ways of thinking about neuroscience, and perhaps most important of all, to enjoy learning neuroscience. Below are the major learning objectives for the course.

1. Critically evaluate scientific claims, identify limitations to current knowledge, integrate information from varying sources into a cohesive whole
2. Communicate complex topics effectively and efficiently.
3. Describe the structure and function of the nervous system at a cellular and systems (functional neuroanatomy) level; predict the effect of damage to these cells, pathways, or structures.
4. Explain the general process of synaptic transmission and compare and contrast the specific process of synaptic transmission for diverse neurotransmitters and receptors.
5. Identify and explain the cellular, systems, and neurochemical substrates of sensory perception and of learning and memory; predict the effect of damage to the cells, pathways, or structures involved.
6. Describe the general principles of psychopharmacology and predict the effect of specific drugs on synaptic transmission, perception, emotion, and behavior.

Academic Integrity: It is your responsibility to maintain academic integrity and avoid appearance of a violation. Students will not take or receive the efforts of another person, use unauthorized resources, plagiarize, or give or sell other students papers or assignments not authorized by the instructor. Students are responsible for making themselves aware of and for understanding the policies and procedures that pertain to academic integrity in the GVSU 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 to eliminate any uncertainty. In addition, please do your part to hold your peers accountable to these same standards.

Grading:

	Points	#	Total	Percentage	Notes
Homework	4	4	16	4.0	Attendance Required
Syllabus Quiz	4	1	4	1.0	
BB Quizzes	4	8	32	8.0	
BB DBs	4	12	48	12.0	Of 13 Total
Midterm	100	1	100	25.0	
Midterm	100	1	100	25.0	
Lowest Midterm	0	1	0	0.0	
Final Exam	100	1	100	25.0	Cumulative
Total			400	100	

Grade = Earned Points / Total Points x 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 consider this general description of what each grade means:

C: You did all the necessary work, you learned all the basic material – you know the correct answers.

B: The above, plus you really get the material – you could teach it to a friend. You understand the correct answers.

A: The above, plus you can use it flexibly and adaptively. You understand WHY the answers are what they are, and how this relates to material from other classes.

IMPORTANT NOTES:

Email Communication: Please remain professional in email communication; include the class and section # in all emails, use full sentences with punctuation, and sign your full name. I will try my best to answer emails in a timely manner (typically within one business day). I may address inquiries in class rather than responding to individual emails. Content-based questions must be posted to the discussion board so everyone can benefit from the answers.

Office Hours: I would love to see as many of you as possible as often as possible! Please utilize office hours for questions about grades or grading that cannot be found on the syllabus. If you are unavailable during office hours, email to schedule an appointment.

Blackboard: Course syllabus, schedule, and tips for success are currently available on BB. PPT slide outlines will be posted to BB in advance of class whenever possible. Class announcements will also be communicated via Blackboard; it is your responsibility to monitor the site and ensure that you are aware of all announcements and material.

Quizzes on BB: Online quizzes are open note; the goal is to help you to study the material as presented in the Carlson textbook. Quizzes come from a pool of questions; approximately 20 questions are randomly selected each time you take the quiz. You will have 2hrs per attempt and up to 3 attempts. Your grade will be an average of each attempt (**see due dates on schedule**). These online quizzes provide instant feedback with low stakes and tend to have a positive impact on students' overall grade.

Discussions on BB: Studies have consistently shown that peer-instruction is an invaluable resource to make complex material more accessible at all levels. Please use the discussion board for all content questions. Many of your peers will share your questions, and other classmates may be better able to explain the answer. To encourage discussion, there are due dates by which you must submit at least one question and answer at least one question from a peer (**see due dates on schedule**). I monitor the discussion board to address misunderstandings and guide you to the best resource.

Attendance: Please arrive on time and prepared to participate. We will cover things in class that are not in the text, but with a few exceptions (**see due dates on schedule**) attendance is not mandatory. *Please do not attend class if your attention is elsewhere.* I will often make announcements in class rather than respond to individual emails. You are responsible for all announcements and information presented in class; if you are absent, please make sure to get notes from a classmate.

Assignments: All uploaded assignments must have your name as part of the filename. See BB for each assignment for instructions and due dates of the hard copy and uploaded file. These assignments are designed to prepare you for in class discussions. Participation during those in class discussions will be a portion of the grade for that assignment.

Late Assignments: All due dates are posted on the schedule and on BB. There are many online assignments and I highly recommend setting black board alerts for due dates / times to help you stay on top of them. Quizzes or discussion boards cannot be started after the due date. Late assignments will not be accepted because the key will be posted.

Exams: Your lowest midterm exam will be dropped. Exams are written based on the topic-specific learning objectives and follow pedagogical insights from Bloom's Taxonomy. Exam questions come from material in PPTs; the more time we devote to a topic in class, the more the topic will be represented on the exam. <http://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>

Final Exam: Material in this class builds on itself over the course of the semester. Therefore the final exam is cumulative. Themes that have been covered multiple times in the semester will be found on the final exam. A "cumulative learning objectives" file is posted under "course documents".

Missed Exams: There are no make up exams. If you have an excused absence for a midterm examination, it will count as your lowest exam score and will be dropped. You can only miss one midterm exam.

Curving: There is no curve.

Canceled Classes: Unless the instructor emails you otherwise, if classes are canceled at the university, any exam will take place at the next class meeting.

Keep / Stop / Start Evaluations: Don't wait until the end of the semester to provide feedback on the course. Note cards will be available daily for you to write anonymous mini evaluations; you're welcome to do so as often as you like. Please write one thing you'd like me to keep doing, stop doing, and start doing. Learning is a two-way street and I want to know what is working, and what is not!

Extra Credit: You can receive one EC point for completing the “pre-test” at the beginning of the semester and “post test” at the end of the semester (**see schedule for due dates**). At instructor’s discretion, there may be some extra credit points awarded to individuals with particularly meaningful contribution to in class and / or online discussions.

Students with Disabilities: If you have special needs because of learning, physical or other disability, please contact me, or Disability Support Resources (DSR) at 616.331.2490. Furthermore, if you have a disability and think you will need assistance evacuating this classroom and/or building in an emergency situation, please make me aware so I can develop a plan to assist you.

ACADEMIC SUPPORT CENTRE: Students who are interested in additional help in developing strategies for better time management, writing, study or examination skills should contact the Advising Resource Centre (200 STU).

You are also encouraged to contact Psi Chi to ask for a tutor who has experience with this course!

TENTATIVE SCHEDULE (see separate document)

Details are subject to change but I will do everything within my power to maintain dates for exams. It is your responsibility to adhere to due dates on this schedule.