

Class Meeting Times: Mondays and Wednesdays 12:00pm – 3:20pm

Location: <https://gvsu->

[edu.zoom.us/j/92117795006?pwd=cVNpckxSaVJUeW1WanlHVW5qZnRGZz09](https://gvsu-edu.zoom.us/j/92117795006?pwd=cVNpckxSaVJUeW1WanlHVW5qZnRGZz09)

Meeting ID: 921 1779 5006

Passcode: 492642

Please log-in to your GVSU zoom account to skip the waiting room!

Syllabus Table of Contents

Instructor Info	p1
PSY 330 Course Info	p2
Course Description	
Content-specific learning objectives	
Skills-specific learning objectives	
Typical weekly routine	
Required resources	
University and Course Policies	p4
Expectations of inclusion	
Expectations of integrity	
How to meet integrity standards for GVSU	
Flandreau “Own Voice” standard	
How to meet “own voice” standard	
Attendance & Contribution policies	
Assignment due-date policy	
How am I graded	p5
Description of assessments	
Select one of two grading pathways	
List of graded items	
Grade cut-offs	
Resources for students	p6
Office hours	
Library	
DSR	
Health, Safety, and Academic Success	

INSTRUCTOR INFO

Instructor: Dr. Elizabeth Flandreau (she/her)

Office Hours (aka 1:1 meetings with Flandreau): <https://calendly.com/flandree>. Please sign up for an appointment to go over content Q&A, personal questions such as grades

About the Instructor:

<https://docs.google.com/document/d/1hZQuRhd7f1aeUcvQKGGXOPDsnSrPD74VJVCQ9RMqtffw/edit>

Instructor Availability:

- Sundays: Most Sundays I'm available 9am - 4pm; Office hours ([sign up](#))
- Mondays: Sometimes available in AM; 12 - 4pm Zoom Class
- Tuesdays: 9am - 4pm as long as daycare is open and no one in our house is quarantining
- Wednesdays: 9am - 4pm; AM Office hours ([sign up](#)); PM Zoom Class
- Thursdays: 9am - 4pm as long as daycare is open and no one in our house is quarantining
- Fridays: Most Fridays I am not available
- Saturdays: Unavailable; for the first time in over a year I will have one weekend day with my family!

Email Policy: For the benefit of ALL students, please use the discussion board for content and clarification questions. Please set up a 1:1 using the Calendly link for grade-related questions. I will respond to emails during my normal 'availability' times listed above.

PSY 330 COURSE INFO

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.

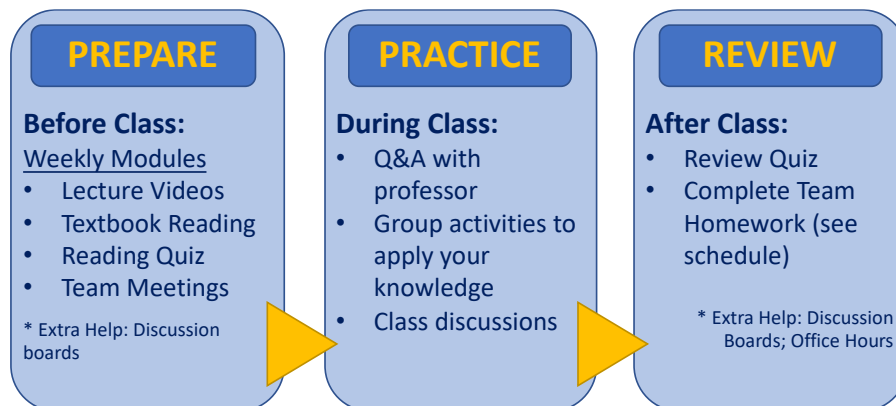
Content-Specific Learning Objectives: My goal is for each student to learn the structures and functions of neurons and neural systems, as well as skills, strategies, and ways of thinking about neuroscience. From Syllabus of Record

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 and compare and contrast the specific process of synaptic transmission for diverse neurotransmitters and receptors.
4. Identify the behavioral function of major brain chemical systems; predict the effect of damage to these cells, pathways, or structures.
5. Describe the general principles of psychopharmacology and predict the effect of specific drugs on synaptic transmission, perception, emotion, and behavior.
6. Discuss basic research in behavioral neuroscience; critique scientific claims, identify limitations to current knowledge, integrate information from varying sources into a cohesive whole
7. Relate biological processes to everyday behavior including sensory perception, learning and memory, & neurodegenerative and psychiatric disorders.

Skill-Specific Learning Objectives: In addition to learning neuroscience content, you will gain / improve some EMPLOYABLE skills.

1. **Time management:** The course is structured to familiarize yourself with the material BEFORE class and then work through the challenge of UNDERSTANDING the material during class. After class you will consolidate this understanding. This process requires time-management skills.
2. **Reading for Content:** As you familiarize yourself with the material it will be important to read the portions of the textbook that are relevant to what we cover in class. Learning to engage in meaningful, directed reading is a great skill for ANY career.
3. **Communication:** Each individual is expected to communicate verbally in class and through written communication in online discussion boards and essay exams.
4. **Critical Thinking:** In this course you will be asked to look for patterns in the material, identify similarities and differences across topics, and link together diverse pieces of information into a cohesive scaffold.

Typical Weekly Routine: Students should arrive to class *familiar* with the material so that we can work towards fully understanding the content in class. By the end of the week, students should be *proficient* with the material. Students should work towards becoming *experts* in the material by the end of the semester.



Important (Required) Resources

1. Prerequisite: PSY 101
2. Carlson Physiology of Behavior 12th edition Textbook (We will use this every week). ISBN:0134080912
3. [Technology Requirements](#)
4. [MS Office](#)
5. [Zoom](#)
6. [Panopto](#)

UNIVERSITY & COURSE POLICIES

This course is subject to the GVSU policies listed at <http://www.gvsu.edu/coursepolicies/>

Expectations of Inclusion: The purpose of this course is to learn neuroscience. Please treat your classmates and instructors with respect in person, on zoom and in email. In particular, it is unacceptable to judge others by gender, race, or for any other reasons. If you have any concerns, please contact me or the GVSU division of inclusion and equity ([616 331-3296](tel:6163313296)). Please review GVSU's policy on [Anti-Racism](#) and [Title IX](#)

Expectations of Integrity: Earning a degree from GVSU means you achieved knowledge, skills, and abilities worthy of that degree. Please do not short-change your education through cheating, plagiarizing, or lying. Instructors are required to report incidents of academic integrity violations. [GVSU Academic Misconduct Portal](#)

How to meet the integrity standards for GVSU

- *Make sure you know which resources you're allowed to use*
 - Resources you can (and should!) use for weekly quizzes and assignments: Your teammates (weekly meetings and discussion boards), Your classmates (online discussion boards), Your textbooks (with proper in-text citations), Your instructor (class sessions, office hours, discussion board)
 - Resources you can (and should!) use for the final exam exam: Your own personal notes written by you (see "own voice standard" for additional instructions).
- *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: This class requires integrating content across topics and demonstrating knowledge through application. You will be asked to "predict" an outcome or "explain" a process. Correct responses require using vocabulary flexibly and with meaning. To this end, *everything* you submit must be in your [own voice](#). Direct quotations and paraphrasing are incompatible with this standard. Student 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.

How to meet the "Own Voice" Standard:

- Take careful notes: identify the source of the notes at the top of the page (e.g. Carlson, NSO, Wikipedia); do not copy down words or phrases directly from the source.
- Do not use notes while you craft your answers. Being able to speak from memory is a great way to demonstrate to yourself that you've mastered the content and are using your own voice.
- Read your answers aloud. Does it sound like something you would say? Do you understand every word you've written? If not, you likely haven't mastered the content and don't meet the standard.
- Google your answers: Does something come up that looks similar to what you (or a teammate) have written? If so, you likely haven't answered the question correctly and not met the standard.
- Ask Questions: Are you unsure what a question is asking? Unclear about how to approach the topic? Use the "Clarification Questions" discussion board. Is the topic perplexing to you? Use the "Content Questions" discussion board. Is the discussion board not helping? Make an office hours appointment with Flandreau!

Attendance & Contribution are expected and rewarded.

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](#) to increase knowledge retention. As with a F2F course, we will often cover topics in class that are not on BB.

- You are not graded based on attendance. You do *not* need to inform me of absences. If you are on a team, you do need to inform your teammates. Please get notes from a peer on course content and announcements.

- You ARE graded on 'contribution'. For the contribution grade, everyone is expected to watch the lecture videos each week and can choose to contribute in class (zoom polls, small and large group activities) and/or online discussion boards. I recommend attending zoom class whenever possible; previous students identify zoom class as the most valuable resource in fully understanding the course content and preparing for assessments.

Missed-deadlines

- The deadline listed for each assignment is the FINAL deadline; late assignments are not accepted. Each assessment is a stepping-stone in building knowledge, skills, and abilities for this course. Deadlines are essential to staying on track so that each week can build on the previous week and support the following week!
- All assignments *including the final exam* will be available for a window of at least 24 hours and often even longer; for example, weekly reading quizzes for the entire semester will be available week 1!!! If you have a known conflict with completing an assignment during the window of availability, please work something out with me in advance.
- If you are worried that something might come up around the time of the deadline, please submit assignments early. Late assignments are not accepted. (*with very very very few exceptions*).

HOW AM I GRADED?

Assessments on course-content include weekly reading quizzes targeting the basic levels of [Bloom's taxonomy](#) (understand and remember) as well as weekly review assignments targeting the base-to-mid levels (understand, remember, apply, analyze). Other grades are based largely on [effort and completion](#) including weekly engagement (watch videos, contribution to in-class and /or online conversation) and a weekly survey designed to foster [metacognition](#). Each weekly assignment is designed to build upon the previous week and support the next week as we lead up to the sole summative assessment. The exam will likely include multiple choice, matching, and fill-in the blank questions as well as short answer and essay questions. It is designed to target the mid-to-top levels of Bloom's taxonomy (Apply, Analyze, Evaluate, Create).

How you personally are graded depends on which pathway you choose:

1. Option #1: Collaborative Pathway. *Reasons why you might want to choose this option:*

- I (Flandreau) HIGHLY recommend the collaborative pathway because there's strong evidence supporting improved learning outcomes. If you plan for a career in a neuroscience-related field (or even just plan on taking PSY 435), this is the BEST way to develop a deep understanding of course content.
- You expect to be available for all class meeting times (12-3:20 Monday and Wednesday afternoons) and can be a reliable and accountable team-player.
- You want a built-in support system / study group for the semester with people you know you can count on.
- Tests aren't your 'thing'

2. Option #2: Independent Pathway. *Reasons why you might want to choose this option:*

- You do not expect to be available for many class meeting-times and / or have a schedule that makes it difficult to meet with a team outside of class either due to lack of flexibility or changing routine each week.
- Tests are your thing.

Please take a moment to consider what each grade means:

- **C:** You did the necessary work, you learned the basic material – you **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.

Assignment	Collaborative Pathway		Independent Pathway		Notes
	Points (Each)	Points (Total)	Points (Each)	Points (Total)	
“Are you ready” Quiz (n = 1)		5		5	Individual activity for ALL students; this is where you select your pathway
Weekly Reading Quizzes (n = 5 total)	10	40	10	40	Teams can choose to do each independently or collaboratively. Graded based on content. Lowest quiz score is dropped regardless of pathway selected. (Understand and Remember)
Weekly Reflection Surveys (n = 6 total)	1	5	1	5	Individual activity for ALL students. Graded based on completion (can miss one week without penalty). Metacognition.
Weekly review assignment (n = 6 total)	20	100	20	100	Teams must complete together. Graded based on content; lowest grade is dropped. Understand → Analyze
Weekly Course Engagement (n = 6 total)	6	30	6	30	Graded based on completion: All students are expected to watch weekly lecture videos. Can choose to fulfil this requirement through in-class or online engagement and any combination of the two. In class = zoom polls, breakout room activities etc. Online = meaningful, impactful contribution to discussion board Q&A
Contribution to Team	N/A	N/A		25	Only relevant to students choosing collaborative pathway. Based on on-time completion of CATME team assignment and evaluation surveys plus self-and peer assessment of meaningful contribution to all team activities including meetings and assignments
Choose your own assignment		20		20	Teams must complete together. Choose from one of the topics that we did not cover this semester. Design your own assessment and complete it. Remember → Analyze
Exam		75		100	Final exam asks students to explain course content from all 6 weeks of the semester. MC, Matching, Fill-in-blank and essay questions. Apply → Create
<i>Total</i>		<i>300</i>		<i>300</i>	
<i>Optional EC</i>					<i>Pre test and post test worth 2 points each or 5 points if both are completed. Graded based on completion</i>

Grade Cut Offs:

Letter Grade	Percentage	Points Needed	Letter Grade	Percentage	Points Needed
A	93	279	C+	77	231
A-	90	270	C	73	219
B+	87	261	C-	70	210
B	83	249	D+	67	201
B-	80	240	D	60	180

Course Schedule: Please see separate file. Details are subject to change; pay close attention to announcements and the calendar tool on BB. **Pro tip:** set alerts on your phone for deadlines! There are no make-ups. *Canceled Classes:* Unless the instructor emails otherwise, if classes are canceled at the university, any exam will take place at the next class meeting.

RESOURCES for STUDENTS

Flandreau: My courses are designed to the best of my ability to maximize inclusivity and opportunities for each student to reach their highest potential. It is my goal that each student masters all of the content- and skill-based learning objectives for the semester. 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!!** In addition to watching my online lecture videos, and participating in zoom classes, please also visit me in office hours. These 1:1 meetings can be used to ask questions about course content, grades, academic and career choices, or just get to know each other a little better as humans, which is a tad more challenging for remote courses compared to face-to-face. <https://calendly.com/flandree/flandreau-office-hours>

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/>

Official Accommodations: Please work with DSR (<https://www.gvsu.edu/dsr/>) and communicate with me (preferably during the first week of the semester) to make sure your needs are met in this course. If you have a DSR form, please upload to the designated spot on BB before the end of week 1.

Health, Safety, & Academic Success

We all have different learning preferences and deal with different personal situations, some related to the COVID-19 pandemic and social injustice. Many of us are dealing with childcare, eldercare, or other requirements. No one can reach their greatest academic potential if basic needs are not being met.

Please visit the following sites for information on resources related to access to food, housing, internet and software and mental health.

- <https://www.gvsu.edu/coronavirus/resources-for-students-22.htm>
- <https://www.gvsu.edu/financialaid/financial-hardship-requests-226.htm>
- [University Counseling Center](#)
- <https://www.gvsu.edu/care/>
- <https://www.gvsu.edu/inclusion/remote-services-156.htm>

If there are aspects of this course that prevent you from learning or exclude you, please let me know ASAP so that we can work together.