

Class Meeting Times: 12pm – 3:20pm Wednesday & Friday

Location: Zoom

Final Exam: Wednesday June 22 12pm – 3:20pm

PSY 330 COURSE INFO

Instructor: [Dr. Elizabeth Flandreau \(she/her\)](#)

Please sign up for an [appointment](#) to go over content Q&A, personal questions such as grades

Email Policy: I am not great at email and *very much* appreciate your help so I can keep my inbox from becoming a bottomless [pit of despair](#). Instead of email, please use the discussion board for all content and clarification questions. If you have a grade issue, please schedule an appointment with the calendly link. 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 availability per calendly](#),
- you have a private (e.g. grade) matter that can't wait for a 1:1 meeting.
- When emailing, please remind me who you are, who I am, and what I teach (include your name, what course you're in, where relevant what group you're in, and be specific about your question / request / agenda). I typically respond to emails within one business day; if I haven't responded within three business days, **re-send** the original email with a quick "hey not sure if you saw this yet."

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 of cognition, memory, motivation, emotion, attention, and sensory processes. *In other words:* the biological underpinnings of psychology. What cells, structures, and pathways allow us to understand and interact with our environments, with ourselves, and with each other?

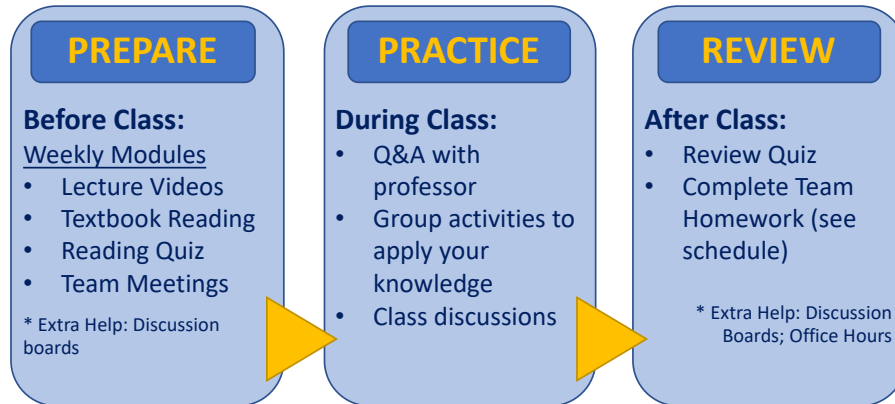
Content-Specific Learning Objectives: My goal is for each student to learn the structures and functions of neurons and neural systems, as well as skills, strategies, and ways of thinking about neuroscience. From Syllabus of Record

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 content, you will gain / improve employable skills.

1. **Time management**
2. **Reading for Content:** As you familiarize yourself with the material it will be important to read the portions of the textbooks 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.



Required Resources

1. Prerequisite: PSY 101
2. Time: We cover all the same content as a 15-week semester condensed into 6 weeks. It will be very hard to be successful unless you have *at least* 10 hours per week to devote to this course.
3. Textbooks: Reading assignments all come from Open Access* resources & will be posted to the weekly folders. Please use course materials to complete course work. If you identify another resource that you find helpful, please verify its validity (for example by sharing it with the instructor.)
4. Technology Requirements
 - [MS Office](#)
 - [Zoom](#)
 - [Panopto](#)

* Some of the materials I've previously generated for this course such as lecture videos still use figures or examples from the expensive Carlson textbook even though all topics are covered in the assigned (open access aka free) resources.

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, and online. Please review GVSU's policy on [Anti-Racism](#) and [Title IX](#). If you have any concerns, please contact me or the GVSU division of inclusion and equity ([616 331-3296](tel:6163313296)).

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 with 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 exams: 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
- *If you're not sure, ask!* We share the same goal of student success. Let me know how I can help you.

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](#). The “own voice” standard is a higher bar than simply ‘did not plagiarize’; 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; do not copy down words or phrases directly from the source.
- Avoid looking at 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? Is the topic perplexing to you? Use the discussion board. Is the discussion board not helping? Make an office hours appointment with Flandreau!

Attendance & Contribution *are expected and rewarded.*

- Please attend: Class meetings are designed so that your learning is [an active process](#) to increase knowledge retention. We will often cover topics in class that are not on BB. Out of respect for your education, your peers, and instructor please arrive on time, and prepared to contribute and participate. *If you have a barrier that requires regularly arriving late, leaving early, or missing class, please let me know so we can work something out.*
- While experience (and data) tell me that attending class is important for success, attendance itself is not graded. You do **not** need to inform me of absences. Please get notes from a peer, and ensure that you are updated on any announcements or decisions made during class. If you are on a team, you **do** need to inform your teammates if you are unable to attend.

Late Assignment Policy

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!

- *Prepare Quizzes:* **must** be submitted prior to class because their purpose is to ensure that everyone is ready to practice working with the content in our zoom meetings. While there are no extensions, they can be taken well in advance and currently there are 10 on the schedule meaning up to 2 could be missed entirely without impacting the final grade.
- *Surveys (weeks 2, 4, and 6):* Officially due on Fridays at 11:59pm, can be submitted up until 11:59pm Sunday. As of 11:59pm Sunday, the window closes.
- *Review Quizzes:* These are officially due on Fridays at 11:59pm because I don’t want anyone to feel obligated to work on this course over the weekend. However, they will still be accepted without penalty until 11:59pm Sunday because I do my grading on Mondays. Depending on the format of the review quiz/assignment, it may remain open after this window however, **I cannot guarantee that I will grade anything submitted more than 48hrs past the due date.** If you are worried that something might come up around the time of the deadline, please submit assignments early. Late assignments after the grace period are not accepted. (*with very very few exceptions*⁵).
- *Exam:* There’s only one exam, it will be available AT LEAST 24 hrs in advance and will close at the end of the normally scheduled exam time.

⁵ Schedule an office hours meeting with me ASAP to discuss!

HOW AM I GRADED?

Assessments on course-content include *preparation 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 engagement (watch videos, contribution to in-class and /or online conversation) and survey designed to foster [metacognition](#). Each assignment is designed to build upon the previous work and support the next work as we lead up to the sole summative assessment. Exam will likely include multiple choice, matching, and fill-in the blank questions as well as short answer and essay questions 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 prefer to work with the same people all semester on in-class activities
- You expect to be available for all classes and be a reliable and accountable team-player.
- You want a built-in support system / study group for the semester with people you can count on.
- You want your final exam to be weighted less in your total grade

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

- You do not expect to be available for 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.


Assignment	Collaborative Pathway		Independent Pathway		Notes
	Points (Each)	Points (Total)	Points (Each)	Points (Total)	
"Prepare" Quizzes / Assignments (n = 8 count toward the final grade; currently are 10 on the schedule)	10	80	10	80	Must be completed prior to class meetings to be counted for credit.
Are you ready Quiz (Syllabus Quiz)	10	10	10	10	Due by 11:59pm Fridays; 48hr grace period applies (will still count for full credit as long as its submitted by 11:59pm Sunday)
Own voice quiz / assignment	15	15	15	15	
Review Quizzes / Assignments (n = 3 count toward the final grade; 4 currently on the schedule.)	40	120	50	150	
Week 2, 4, & 6 Survey (only 2 of the 3 currently on the schedule count toward the final grade; completing all 3 will earn 1 EC point)	10	20	10	20	
Summative (cumulative) Final Exam		100		125	
Contribution to Team (determined by self, peer, and instructor evaluation)		40	N/A	N/A	
team assignment survey		5		N/A	
team contract		5		N/A	
Team evaluation survey		5		N/A	
Total		400		400	

Please consider what each letter grade represents. Of note, meeting expectations will earn a "B" grade.

A	Your work is exceptional. You thoughtfully and creatively demonstrate deep understanding of the key concepts and ideas, surpassing course expectations. You relate your learning to prior knowledge, explicitly recognized implications of these ideas/concepts and their application. Your work generates little critique and exceeds ALL criteria for assignments and the course.
A- / B+	Your work is very well done. You utilize feedback and demonstrate you are developing and deepening your understanding of key concepts. Your work generates few questions/critiques and meets all and exceeds most (A-) or exceeds some (B+) criteria for assignments and the course.
B	Your work meets all criteria for the assignments and course. There is evidence of a deepening understanding and an effort and commitment to thinking critically about the ideas, concepts, and topics as they might be applied in practice.
B- / C+	Your work meets all criteria for the assessment and/or the course. You include nearly all necessary pieces/parts and adequately address each aspect of the expectations that have been conveyed to you. Your work demonstrates mastery in nearly all targeted areas of competency.
C	Your work includes evidence that feedback on prior assessments and experiences (i.e. discussions, tasks, etc.) in class have been thoughtfully applied. Some criteria are only partially addressed or has pieces missing, but your work is acceptable.

Grade Cut Offs: A (93%), A- (90%), B+ (87%), B (83%), B- (80%), C+ (77%), C (73%), C- (70%), D+ (67%), D (60%). *Your peers in this course are your support system, not your competition. Grades are not curved or rounded.*

Description of Graded Items

1. Are you ready quiz: Basically a syllabus quiz. It's boring. It's important. Class doesn't really function if we don't all know the policies and expectations 
2. Preparation Quizzes: ensure that students PREPARE before class and arrive to class ready to PRACTICE course content. Low stakes, instant feedback. The most common score historically is 100%. If you are preparing for class, but have low performance on these quizzes, please see me so we can talk strategy! Hits the lowest two stages of [Bloom's Taxonomy](#) (Remember & Understand). *Collaborative pathway students have the option of completing these as a team.*
3. Reflection Surveys: An evidence-based strategy for students to think intentionally about their approach to the course and the best way for me to keep track of how things are going from your perspective.
4. Review Assignments: An important stepping stone between the quizzes and the exam. **Submit one per team for collaborative pathway.** Stages 1-4 of Bloom's Taxonomy (Remember, Understand, Apply & Analyze).
5. Final Exam: Questions are designed for the top 4 levels of Bloom's. This exam is the sole summative assessment and will combine information across the semester in new ways.

RESOURCES

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, participating in classes, responding to feedback, etc., 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: The GVSU library has 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 location on BB.

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.

SCHEDULE (Abridged)

Details are subject to change based on our needs as a community; pay close attention to announcements on BB. Unless the instructor emails otherwise, if classes are canceled at the university, any exam will take place at the next class meeting.

WEEK	DAY	DATE	TOPIC	DUE	NOTES
	Wed	11-May	Syllabus, Bio Basics	(Please make every effort to attend zoom class today!)	
	Ths	12-May			
	Fri	13-May	Neuroanatomy	Are you ready Quiz	Due before class
				Prepare Quiz 1- Neuroanatomy	Due before class
				<i>Optional EC Pre-Test</i>	<i>by 11:59pm</i>
				Team Assignment Survey (Collab Path Only)	Grading based on completion; due by 11:59pm
WEEK	DAY	DATE	TOPIC	DUE	NOTES
	Mon	16-May			
	Tues	17-May			
	Wed	18-May	Teams & Communication within neurons	Prepare Quiz 2	Due before class
	Ths	19-May			
2	Fri	20-May	Communication between neurons	Prepare Quiz 3	Due before class
				Own Voice Quiz / Assignment	11:59pm
				Team Contract (Collab Path Only)	11:59pm
				<i>Week 2 Survey</i>	<i>(ALL STUDENTS; graded based on completion; 11:59pm)</i>

WEEK	DAY	DATE	TOPIC	DUE	NOTES
3	Mon	23-May			
	Tues	24-May			
	Wed	25-May	Psychopharmacology	Prepare Quiz 4	Due before class
	Ths	26-May			
	Fri	27-May	Neurotransmitters	Prepare Quiz 5	Due before class
			Review #1: Neuroanatomy; Communication within and between neurons	11:59pm	
WEEK	DAY	DATE	TOPIC	DUE	NOTES
4	Mon	30-May	Memorial Day		
	Tues	31-May			
	Wed	1-Jun	Vision	Prepare Quiz 6	Due before class
	Ths	2-Jun			
	Fri	3-Jun	Auditory System	Prepare Quiz 7	Due before class
			Review #2: Psychopharm; NTs; Vision	11:59pm	
			Week 4 Survey	(ALL STUDENTS; graded based on completion; 11:59pm)	
WEEK	DAY	DATE	TOPIC	DUE	NOTES
5	Mon	6-Jun			
	Tues	7-Jun			
	Wed	8-Jun	Learning & Memory	Prepare Quiz 8	Due before class
	Ths	9-Jun			
	Fri	10-Jun	Degenerative Disorders	Prepare Quiz 9	Due before class
			Review Quiz #3: Auditory, L&M	11:59pm	
WEEK	DAY	DATE	TOPIC	DUE	NOTES
6	Mon	13-Jun			
	Tues	14-Jun			
	Wed	15-Jun	Psychiatric Disorders	Prepare Quiz 10	Due before class
	Ths	16-Jun			
	Fri	17-Jun	Review		
			Review #4: Degenerative & Psychiatric Disorders	11:59pm	
WEEK	DAY	DATE	TOPIC	DUE	NOTES
	Mon	20-Jun			
				Week 6 Survey	Grading based on completion
	Tues	21-Jun		Team Evaluation	Collab Path Only
				Optional EC post-test	
	Wed	22-Jun		EXAM	