

ABOUT PSY 330

Section Info	Section 02	Section 06
Meeting Time	8:30am - 9:45am Tues / Thurs	10am - 11:15am Tues / Thurs
Meeting Location	LHH 102	LMH 114
Final Exam	Thursday 8am - 9:50am	Thursday 10am - 11:50am

Office Hours: Drop-in (Zoom Room) office hours are 9:30-11:30am Mondays. You can also make an appointment for a different day / time using [this form](#) to schedule. 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. I will be most useful in these meetings if students arrive with a specific agenda. Any questions about grades should be addressed in an office hours meeting.

<https://gvsu-edu.zoom.us/j/99828534277?pwd=XbObZQb9MoMIJpt31diejflhUTuFrb.1>

Meeting ID: 998 2853 4277

Passcode: 380146

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

Prerequisites and Required Resources

1. Prerequisite: PSY 101
2. [Technology Requirements: MS Office; Zoom; Panopto](#)
3. Time: This class is 3 credit hours. This is defined as 1-3 hours outside of class for each of the 3 in-class hours. If you have fewer than 9 hours per week (15 week semester) to devote to this class, it may be difficult to reach your highest potential.

Textbooks: All reading assignments come from open access (read: FREE) sources 😊 Most reading will come from the following source but please See BB modules for specific reading assignments.

<https://openbooks.lib.msu.edu/introneuroscience1/>

ABOUT THE INSTRUCTOR

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

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 12, 8, and 3, plus my angel baby, Georgia, who passed away at birth 8/12/2019. We also have an 80-pound labradoodle named Charger and cat, Bayern. When I'm not nerding-out about brains, I enjoy podcasts(...about brains, parenting, and teaching), listening to music, and reading books.

<http://www.ncbi.nlm.nih.gov/sites/myncbi/16yhpycv5JeQW/bibliography/49569051/public/?sort=date&direction=ascending>

GVSU & COURSE EXPECTATIONS:

<https://www.gvsu.edu/catalog/navigation/academic-policies-and-regulations.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 and Title IX
- 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.](#)
- To meet integrity standards, be sure that *you know which resources you're allowed to use* (if you're not sure, please ask!) *and ALWAYS cite your sources*. Using someone else's words as your own is plagiarism whether that 'someone' is a classmate, a textbook, or a predictive language model.

Email Policy: Questions relevant to all students 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

Missed Deadline Policy: Most assignments are officially due by 11:59 pm on Fridays. However, there is a 48 hr 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 after the grace period, but I cannot guarantee it will be graded or receive timely feedback. *If you're struggling to stay on top of content, or have schedule conflicts, please meet with me ASAP so we can come up with a strategy.*

Resources: 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](#), could benefit from a mental health [counseling appointment](#) or [wellness appointment](#). The student [academic success center](#) also has excellent resources. Here's what else you need to succeed:

1. *Time*: To meet the objectives of the course requires putting in the time for reading, lectures, studying, and practicing. If you have fewer than 10 hours per week to devote to this class, it will be difficult to succeed.
2. *Technology*: [Technology Requirements](#) and software through GVSU [MS Office](#), [Zoom](#), [Panopto](#).
3. *People*: Please use your instructor, classmates, and other resources within and beyond GVSU to support your learning. 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. One of the most important resources for this course is me!!
4. *Course Content*: I very carefully create and curate content for this course. I do not recommend using other sources as I cannot guarantee their accuracy or alignment with the assessments.
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.

Own Voice Standard: This class requires integrating content across topics and demonstrating knowledge through application. *Everything* you submit must be in your own voice. Direct quotations or paraphrasing from original sources or predictive language models 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. Here's how to meet the "Own Voice" Standard:

1. *Use Course Resources*: Center the learning objectives in your studying, use the content posted on Bb and, where relevant, attend face-to-face classes. Avoid predictive language models which pull from sources that may be inaccurate or simply not use the same terms we do.
2. *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.
3. *Avoid using notes while crafting your text*. Ability to speak from memory is a great way to demonstrate that you've mastered the content and prevents most accidental plagiarism.
4. *Read your answers aloud*. Does it sound like something you would say? Do you understand every word you've written? If so, it's probably a good fit for your target audience! If not, take a step back, revise, and ask questions.
5. *Ask Questions*: Are you unsure what a question is asking? Unclear about how to approach the topic? Use the discussion board. Meet with a team or the instructor.

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 being fully prepared in advance of regular meeting times with a team. Both pathways follow the *Prepare / Practice / Review* cycle but the details differ.

THE COLLABORATIVE PATHWAY

Choose this pathway if you can attend most class sessions plus weekly meetings with a team for studying and completing homework assignments. Here's my recommended strategy for success with this pathway...

Prepare: Before Class

1. Read the learning objectives to get a sense of the topic
2. Skim the reading, make note of acronyms and vocabulary terms
3. (Ideally, watch lecture videos before class whenever possible)

Practice:

1. Attend class and actively participate
2. Weekly team meetings for studying
3. Use textbook, instructor, and teammates to address areas of confusion
4. Work on homework in and outside of class
5. Answer "topic specific learning objectives" as if they are essay questions and flesh out outlines

Review: Complete each module

1. Memorize vocab terms
2. Generate ~ 1 page of the weekly notes for easy reference
3. With your team, look for connections across modules and topics; create scaffolded notes to literally see these connections and cause / effect relationships.

THE INDEPENDENT PATHWAY

Choose this pathway if you cannot commit to attending weekly meetings with a team, if you cannot arrive prepared *or* do not want to complete assignments collaboratively. Here's my recommended strategy for success in this pathway.

Prepare: Before Class

1. Read the learning objectives to get a sense of the topic
2. Skim the reading, make note of acronyms and vocabulary terms

Practice:

1. Though attendance is not required, it is highly recommended. We may cover content in class that is not available in the textbook.
2. Use textbook, instructor, and teammates to address areas of confusion
3. Work on homework in and outside of class
4. Answer "topic specific learning objectives" as if they are essay questions and flesh out outlines

Review: Complete each module

1. Memorize vocab terms
2. Generate ~ 1 page of the weekly notes for easy reference
3. Look for connections across modules and topics; create scaffolded notes to literally see these connections and cause / effect relationships.

	Collaborative Path; Percent of Grade	Independent Path; Percent of Grade	Description
Quizzes and Surveys	4	4	Graded mainly based on thoughtful, on-time completion.
Homework	20	30	Graded based on content.
Collab Surveys	2	N/A	Graded mainly based on thoughtful, on time completion.
Contribution to team	8	N/A	Based on self and peer reflections & instructor observations
Contribution to class	4	4	Based on in-class engagement, LMS statistics, self reflection, & instructor observations; online contribution counts.
Test 1	20	20	Written
Test 2	20	20	Written; Cumulative
Test 3	22	22	Written; Cumulative
TOTAL	100	100	

Grading Scale:

A: 93 A-: 90 - 92 B+: 87 - 89 B: 83 - 86 B-: 80-82

C+: 77 - 79 C: 73 - 76 C-: 70 - 72 D+: 67-69 D: 60 - 66

Rounding based on two decimal places (e.g. 92.5 = A; 92.49 = A-)

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.

DESCRIPTION of GRADED ITEMS

EXTRA CREDIT OPPORTUNITIES:

- *Pre Test & Post Test:* 10 multiple choice questions; earn 1 EC point for on time completion
- *Quizzes for no points:* Each module has at least one optional practice quiz. Complete all practice quizzes of relevance by 11:59pm the night before an exam and earn 1 point EC on that test.

SURVEYS

- *“Are you ready” survey:* a syllabus quiz to make sure we’re all on the same page and where you’ll decide if you want to select the collaborative or independent pathway.
- *Reflection Surveys:* you’ll answer a few questions about how the class is going for you- what is working well? In what areas are you struggling?

HOMEWORK: Designed to help make connections across topics and practice answering the type of questions that will appear on exams. Students in the collaborative pathway should complete these assignments as a team and ideally will submit 1 per team. You can re-do either homework 1 or 2 prior to 11:59pm on Friday of week 13 of the course. The homework accounts for a large portion of the semester grade. For those in the independent pathway this is entirely based on content. For those in the collaborative pathway, much of this grade comes from *effort and collaboration*.

I promise never to assign busywork. In exchange, please avoid treating homework as busywork.

EXAMS: Exam questions ask students to apply content in new ways (think alien neurons and brains) and connect topics across multiple modules. Exams are individual assignments regardless of pathway. Your growth and progress over the semester will also be rewarded to ensure your final grade reflects how well you've met the objectives of the course at the end of the course. *If your final exam score is higher than your midterms, it will replace the lowest midterm.* (Example: I earn 60% on test 1, 85% on test 2, and 89% on test 3. It will be as if I scored: 89%, 85%, 89%).

CLASS CONTRIBUTION: This grade can be earned through a combination of in-class and online engagement with your peers. Full credit requires efficient use of course resources and asking for and offering assistance as appropriate. *FAQ: Why is this part of the grade even for the independent pathway? Answer: Extrinsic motivation. I am hoping that this grade demonstrates the importance of regular engagement with course material and just how essential it is to ask questions as they come up (rather than cram for a test or get lost before asking).*

The following items are only relevant to students in the collaborative pathway

COLLAB SURVEYS (not applicable for those in the independent pathway)

- *Team Assignment Survey:* for those in the collaborative pathway you'll indicate your time availability so I can put groups together based on schedules.
- *Team Evaluation Survey:* for those in the collaborative pathway, this survey will be used as part of how the contribution grade is determined.
- *Team Contract:* for those in the collaborative pathway, you'll generate a contract to set expectations that ensure team success (submit 1/team)

TEAM CONTRIBUTION: 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 apply. To ensure equal participation within a team, teams will complete a contract at the start of the semester. Students receive a grade for their contribution to the team (based on self and peer evaluations as well as instructor observations and LMS statistics). Full credit requires attending class with rare exceptions, weekly team meetings for studying / homework, preparing in advance of class and team meetings as described under "prepare", actively engaging in group activities in class and team meetings, supporting peers and seeking support from peers to reach your highest potential.

SCHEDULE & DUE DATES: Subject to change if needed during the semester

Please take a moment to compare your schedule across classes and other obligations. Are there any major conflicts? Or do you have a bunch of midterms on the same day? If so, let's chat to make sure you're able to stay on top of everything and that your success is not limited by schedule constraints.

Week	Day	Date	Course Module	Do / Due (Everyone)	Collaborative Only
1	Tues	1.7	Start Here		
	Thurs	1.9	Introduction		
	Fri	1.10.25		<i>Optional EC Pre-Test; Syllabus Quiz</i>	<i>Team Assignment Survey</i>
2	Tues	1.14	Neuroanatomy		
	Thurs	1.16			
	Fri	1.17			<i>Team Contract</i>
3	Tues	1.21	Neuron Structure and Function		
	Thurs	1.23			
	Fri	1.24		Homework 1	(as team)
4	Tues	1.28	Communication within a neuron		
	Thurs	1.30.25			
	Fri	1.31		<i>Reflection Survey 1</i>	
5	Tues	2.4	Catch up / REVIEW 1	<i>Attendance "required"</i>	
	Thurs	2.6	TEST 1		

Week	Day	Date	Course Module / Folder	Do / Due (Everyone)	Collaborative Only
6	Tues	2.11	Communication between neurons & NTs		
	Thurs	2.13	<i>REFLECTION 1</i>	<i>Attendance "Required"</i>	
7	Tues	2.18	Com. between neurons & NTs		
	Thurs	2.20.25	Sensory Systems- General; Retina		
8	Tues	2.25	Sensory Systems- Vision		
	Thurs	2.27	Sensory Systems- Auditory		
	Fri	2.28		Homework 2	
9			Spring Break		
10	Tues	3.11	Sensory Systems - Wrap up		
	Thurs	3.13	Catch up / REVIEW 2	<i>Attendance "required"</i>	
	Fri	3.14		<i>Reflection Survey 2</i>	
11	Tues	3.18	TEST 2		
	Thurs	3.20.25	Learning & Memory 1		
12	Tues	3.25	Learning & Memory 2		
	Thurs	3.27	<i>REFLECTION 2</i>	<i>Attendance "Required"</i>	
13	Tues	4.1	Basal Ganglia & Motor Disorders		
	Thurs	4.3			
14	Tues	4.8	Stress & HPA Axis		
	Thurs	4.10.25	Psychiatric Disorders- Overview		
	Fri	4.11		Homework 3	Team Evaluation Survey
15	Tues	4.15	Psychiatric Disorders- MDD		
	Thurs	4.17	Catch up / REVIEW 3	<i>Attendance "required"</i>	
	Fri			<i>Reflection Survey 3; Optional Extra Credit PostTest</i>	

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Meeting Time	8:30am - 9:45am Tues / Thurs	10am - 11:15am Tues / Thurs
Meeting Location	LHH 102	LMH 114
Final Exam	Thursday 8am - 9:50am	Thursday 10am - 11:50am