Online Asynchronous 6-Week PSY 330

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 11, 7, and 2, plus my angel baby, Georgia, who passed away at birth 8/12/2019. We also have a cat, Bayern. When I'm not nerding-out about brains, I enjoy podcasts…about brains, listening to music, and reading books. **Complete List of Published Work in MyBibliography:**

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

Office Hours: My availability varies week by week, please fill out this form to find a time that works for everyone! I enjoy meeting with students whether it's 30 seconds or 30 minutes. Any questions about grades should be addressed in an office hours meeting.

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

Required Resources:
1. Prerequisite: PSY 101
2. Technology Requirements: MS Office; Zoom; Panopto

Textbooks: I've cut all ties with expensive textbooks! All reading assignments come from open access sources 🙂 Most reading will come from one of the following sources but please See BB modules for specific reading assignments.
- INTRODUCTION TO NEUROSCIENCE: https://openbooks.lib.msu.edu/introneuroscience1/
- NEUROSCIENCE: Canadian 1st Edition http://neuroscience.openetext.utoronto.ca/

Email Policy: Questions relevant to all students must be posted to the discussion board so everyone can benefit from the answer! *Please email me if: there's a broken link on Bb, something listed on the syllabus is not open on Bb, your question is urgent, or you have a personal matter that can't wait for a 1:1 meeting.* I typically respond to emails within 1 business day.

UNIVERSITY & COURSE POLICIES

GVSU Expectations of Inclusion and Integrity GVSU Policies*:*
https://www.gvsu.edu/catalog/navigation/academic-policies-and-regulations.htm

The purpose of this course is to learn. Please treat 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 GVSU (616) 331-3296). 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 academic integrity violations. Most violations are not malicious but result from inattention to expectations. To meet integrity standards...

- *Know which resources you're allowed to use:* Resources you can (and should!) use for assignments: Your teammates, classmates, instructor, and readings
- *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 (including your teammates!)

Authenticity / Own Voice Standard: This class requires integrating content across topics and demonstrating knowledge through application. *Everything* must be in your own voice. Direct quotations and paraphrasing are incompatible with this standard. Submissions that do not meet this standard cannot be considered for credit; a revise and resubmit opportunity *may* be possible for a first violation. **How to generate authentic content in your own voice:**

- STEP 1: Understand the assignment and the content
  - Many integrity violations occur because students don't understand the material at a deep enough level to explain it without using terms or definitions directly from a source.
  - Are you unsure what a question is asking? Unclear about how to approach the topic? Use the discussion board, meet with classmates, meet with Dr. Flandreau.
  - *Use reliable resources to build your knowledge–* starting with resources that are created and curated by the instructor for this course.
  - Take careful notes on a page with the name of the source at the top; do not copy down words or phrases directly
- STEP 2: Generate and evaluate content
  - 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 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, take a step back, revise, and ask questions.
  - As always, be sure to cite the sources that helped you develop the knowledge used in crafting your response.

Definition of "your own notes"
Many assignments allow students to use "your own notes." Here is the operational definition:

- One page per module
- Hand written / drawn by you

- Words and phrases are authentically your own crafted based on your understanding of content from course resources.

Generative AI Policy: Written assignments must be *authentically yours*. D*isclosed* use of generative AI in support of understanding content can be compatible with course and university policies. <u>Using AI to avoid learning is not an acceptable use</u>. Written answers that appear inauthentic will not earn full credit. Answers that are obviously not written by the student cannot earn credit. ***AI Use Disclosure*: include an appendix at the end of your assignment with the following info**
- Specific prompt you gave AI
- Output from AI
- How this output was used.

Missed Deadline Policy: Deadlines are typically due at 11:59 pm Fridays with a 48 hr grace period; assignments are not considered late until after 11:59pm on Sundays (final exam is the exception). Most assignments are available in advance and can be turned in early. Submissions beyond the 48hr grace period are not guaranteed a grade or feedback. *It's dangerously easy to fall behind in such a short term! If you're struggling, please meet with me ASAP.*

RESOURCES for STUDENTS

1. **Time:** Spring / Summer Semester is only 6 weeks long but we still have 15-weeks worth of content! It will be difficult to succeed in this course with fewer than 10 hrs per week (as a bare minimum).

2. **Technology**: [Technology Requirements](#) and software through GVSU MS Office, Zoom, Panopto.

3. **Support**: 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. 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!!

4. **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/

5. 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.

6. **Health, Safety, & Academic Success:** 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.

SCHEDULE & DUE DATES SPRING 2025

Week 1: May 4 (Sun) - May 10 (Sat)
MODULE: Start Here
DUE: Quiz- Are you ready
- Practice Quiz: Own Voice
- Optional (EC) Pre-Test
- Optional (EC) Library Modules

MODULE: Neuron Structure and Function
DUE: Practice Quizzes 1 - 3
- Collab Only: Team Assignment Survey

Week 2: May 11 (Sun) - May 17 (Sat)
MODULE: Communication within Neurons
DUE: Practice Quizzes 4-5
- **Homework #1**
- **Content Quiz #1**

MODULE: Communication between Neurons
DUE: Practice Quizzes 6-7
- Collab Only: Team Contract

Week 3: May 18 (Sun) - May 24 (Sat)
MODULE: Neuroanatomy
DUE: Practice Quizzes 8-9 (Collab: with team)
- **Homework #2** (Collab: with team)
- **Content Quiz #2** (Individual)
- Mid-Semester Survey

MODULE: Sensory Systems in General
DUE: Practice Quiz 10 (Collab: with team)

Week 4: May 25 (Sun) - May 31 (Sat)
MODULE: Vision
DUE: Practice Quizzes 11 - 12 (Collab: with team)
- **Homework #3** (Collab: with team)
- **Content Quiz #3** (Individual)

MODULE: Auditory
DUE: Practice Quiz 13-14 (Collab: with team)
- Collab Path Only: Team Eval Survey #1

Week 5: June 1 (Sun) - June 7 (Sat)
MODULE: Sensory Systems in the Brain
DUE: Practice Quiz 15 (Collab: with team)
- **Homework #4**
- **Content Quiz #4** (Individual)

MODULE: Language & Aphasia
DUE: Practice Quiz 16 (Collab: with team)

Week 6: June 8 (Sun) - June 14 (Sat)
MODULE: Basal Ganglia & PD
DUE: Practice Quiz 17-18 (Collab: with team)
- **Homework #5 (As Team; Collab Path)**
- **Content Quiz #5 (Individual)**

MODULE: Stress & Psychiatric Disorders
DUE: Practice Quiz 19-20 (As Team; Collab Path)
- Collab Only: Team Eval Survey #2

*Late / resubmit assignments **must** be submitted by Friday June 13th.*

Week 7:
Exam opens 12:00 AM Monday 6/16/26

Exam DUE Tuesday 17th 11:59pm ← no additional grace period

HOW AM I GRADED?

It depends… there are two "pathways" through this course (see below). Research shows that active learning and peer engagement improves comprehension and retention of content. That said, I also understand that not everyone can commit the time and energy to team meetings.

	Percent of Grade		Grading Based on
	INDEPENDENT	COLLABORATIVE	
Are you ready, quiz	1	1	Content and completion
PRACTICE Quizzes	15	15	Thoughtful Completion (lowest 2 dropped)
CONTENT Quizzes	34	28	Content: Correct, Complete, Clear; use of resources and citation; Lowest scoring quiz is dropped;
Homework	10	10	Content: Correct, Complete, Clear; use of resources and citation; Lowest scoring homework is dropped;
FINAL Exam (Cumulative)	40	35	Content: Correct, Complete, Clear; Use of resources
Collab-Specific Surveys	N/A	1	Team Assignment; Team Evals, Team Contract; Meaningful completion
Contribution to team	N/A	10	Self and peer eval; Bb and Panopto Statistics
TOTAL	**100**	**100**	

Grading Scale: A: 93   A-: 90 - 92.99   B+: 87 - 89.99   B: 83 - 86.99   B-: 80-82.99
                         C+: 77 - 79.99   C: 73 - 76.99   C-: 70 - 72.99   D+: 67-69.99   D: 60 - 66.99

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.

THE COLLABORATIVE PATHWAY: Choose if you can attend weekly meetings with a team for studying, practice quizzes, homework assignments. *My recommended strategy for success:*

Prepare: Start each module
1. Skim the learning objectives to get a sense of the topic
2. "Attend Lecture" watch the lecture videos posted to BB. Take notes as if these were F2F lectures. Identify vocab words and areas of confusion
3. Additional resources: use the reading, discussion board, and / or team to work to better understand the vocabulary and get answers to those areas of confusion

Practice: Meet with your team
1. Identify topics that still feel confusing or areas where you don't have enough information
2. Revisit course material (lecture videos, reading, discussion board, office hours, team) to fill in the gaps you've identified

Review: Complete each module
1. Work to memorize vocab terms and generate ~ 1 page "cheat sheet" for easy reference

2. Look for connections across modules and topics; create scaffolded notes to literally see these connections and cause / effect relationships.
3. Work collaboratively with your team to complete homework assignments.

THE INDEPENDENT PATHWAY: Choose if you cannot actively contribute to weekly meetings with a team, *or* do not want to complete assignments collaboratively. My recommendation for success:

Prepare: Start each module
1. Skim the learning objectives to get a sense of the topic
2. "Attend Lecture" (this means watch the lecture videos posted to BB for online class). Take notes as if these were F2F lectures. Identify vocab words and areas of confusion
3. Additional resources: use the reading, discussion board, and / or team to work to better understand the vocabulary and get answers to those areas of confusion

Practice:
1. Answer "topic specific learning objectives" as if they are essay questions and flesh out outlines
2. Continue identifying areas of confusion and using additional resources (class meetings, discussion boards, and office hours!) to address questions

Review: Complete each module
1. Identify connections between the weekly module(s) and previous modules.
2. Once you feel comfortable with content, complete the homework assignment.

DESCRIPTION OF GRADED ITEMS

Practice Quizzes + Reflection Questions: Untimed, graded based on on-time thoughtful completion. Designed to elucidate your own progress towards meeting learning objectives. Acceptable resources for practice quizzes: your own notes, your team (include all team member names in the google form; each individual will need to answer the reflection questions in Bb to get full credit).

Homework: Untimed, graded based on content (correct, complete, clear). Designed to help draw connections across topics and evaluate understanding. Resources you can (and should) use: **your own notes**, your teammates (required for collab path). Avoid: generative AI, or words, phrases or definitions that are not authentically your own voice.

Content Quizzes: Timed. Multiple choice and matching questions testing the "understanding" and "remembering" levels of knowledge. Resources you can (and should) use: **your own notes**. Avoid: anything else. Quizzes have 2 attempts with the highest score retained. Points per question will be shown after each submission. Correct answers are not shown but can be discussed in office hours.

Exam: Timed, written questions applying course content in new ways (think alien neurons and brains) and connecting topics across multiple modules. Additional instructions on Bb ULTRA.

Assessments that *only* apply to students in the collaborative pathway
1. Team Assignment Survey: Grading = on-time, thoughtful completion
2. Team Evaluation Surveys (2): Grading = on-time, thoughtful completion
3. Contribution to team: Grading based on statistics provided by LMS and Panopto, self and peer evaluations, instructor observations.