

Contact Info: Dr. Elizabeth I. Flandreau; flandree@gvsu.edu

Synchronous whole-class sessions Thursdays 10am – 11:15am

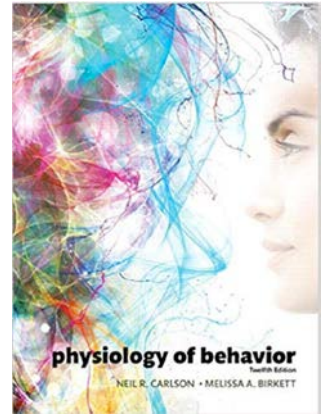
Synchronous team meetings date and time TBD by team

Synchronous office hours Saturdays (9am – 4pm) with appointment (same day appointments are accepted)

Final Exam: Thursday Dec 17 10am – 11:50am

Required Reading:

1. Carlson Physiology of Behavior 12th Edition*
(<https://www.amazon.com/Physiology-Behavior-Books-Carte-12th/dp/0134319273>)
2. Neuroscience Online <http://neuroscience.uth.tmc.edu/toc.htm>
3. Khan Academy www.khanacademy.org



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.

Course Prerequisites: PSY 330; we will rapidly review the following content:

1. Structure and function of neurons
2. Communication within and between neurons in general and for specific neurotransmitter systems.
3. Five developmental divisions of the brain, principle structures in the mature brain, function(s) of individual structures and pathways between brain regions.
4. Neuroanatomical directional terms

Course Outcomes: From Syllabus of Record

1. Describe the process of action potential, including how and why they occur
2. Explain in detail the steps of neurotransmission and compare and contrast the specific process of synaptic transmission for diverse neurotransmitters and receptors.
3. Identify the behavioral function of major brain chemical systems, explain their role in the healthy brain as well as degenerative and psychiatric disorders.
4. Critique original research in behavioral neuroscience, identify limitations to current knowledge, integrate information from varying sources into a cohesive whole
5. Discuss current topics in behavioral neuroscience research

Commitment to Good Citizenship: Our collective goal is for each of us to reach our greatest potential. This is only possible in an environment where each individual is respected and supported. To develop such an environment, everyone must engage in fruitful communication- volunteer to share ideas and questions, and listen to others' ideas and questions. To reach our highest potential, we must be both vulnerable and generous; willing to make mistakes and learn from them, and willing to identify others' mistakes and help them to learn as well.

About the instructor: Dr. Flandreau has a BA in biology from Lawrence University in Wisconsin and a PhD in neuroscience from Emory University in Atlanta. She worked as a postdoctoral fellow at the Salk Institute and UCSD prior to joining the Psychology Department at GVSU in January of 2015. Her research examines interactions between stress and diet on behavioral, endocrine, and gene-expression outcomes in rodents. Dr. Flandreau's complete list of published works can be found here:

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

PSY435 FALL 2020 GRADING

	GRADED ITEMS	Points (Each)	Points (Category)	Notes
QUIZZES				
Skills	A- Syllabus quiz	10	150	Multiple choice and short answer, Complete, thoughtful responses required for full credit
	B- Project Instructions quiz	10		
	C- Teamwork quiz	10		
	D- Own voice and citation quiz	10		
Content	1- Neuroanatomy	10		Multiple choice; typically 10 questions each; typically 15 min time limit; typically 2 available attempts; answers available after due date.
	2- Membrane Potential & Action Potential	10		
	3- Synaptic Transmission	10		
	4- Neurotransmitters	10		
	5- Ingestive Behavior	10		
	6- Primary Research Article	10		
	7- Human Communication	10		
	8- Other topic (TBD by class)	10		
	9- Stress & PTSD	10		
	10- Peer Presentation Content	20	Demonstrate content mastery from peers' presentations	
EXAMS				
	Midterm	75	150	Short answer / essay
	Cumulative Final Exam	75		Short answer, fill in the blank, essay, etc.
CONTRIBUTION				
	Evaluate other team's presentations	10	50	Complete "quizzes" to evaluate your peers' presentations
	Team rating from CATME	40		Determined by self, peer, and instructor ratings
PROJECT				
Individual Grade	CATME team assignment survey	1	100	On time completion
	Article vocab terms and definitions	10		Comprehensive, own-voice, informal in-text citations
	Additional source	5		APA formatted citation (MS office word or PDF)
Group Grade	Team Contract	2		MS office word or PDF, establish clear expectations within the team
	Main article selection	2		MS office word or PDF with APA formatted citation
	Own voice article summaries	20		MS office word; double-check safe assign
	PPT Draft	10		See rubric
	Recorded presentation	50	Based on instructor and peer ratings (see rubric)	
TOTAL		450		

GRADING: $Grade = \frac{Earned\ Points}{Total\ Points} \times 100$

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 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

QUIZZES: These low-stakes formative assessments are designed to set the pace for the course as stepping stones on the way to mastering the material. Most of the quiz questions address the bottom two categories from Blooms Taxonomy (understand and remember).

- *Skills Quizzes:*
 - Format includes multiple choice, fill in the blank, and short answers.
 - Full credit for thorough, complete, and correct answers.
 - These quizzes not only ensure students understand the requirements but also provide an opportunity to practice marketable skills that will contribute to success in PSY 435 and beyond.
- *Content Quizzes:*
 - Each attempt typically has 10 questions with a 15-minute time limit
 - To account for connectivity problems, students can take each quiz twice; only the highest score is recorded
 - The goal of the content quiz is a low-stakes formative assessment to determine understanding of the material based on assigned readings and videos.

EXAMS: Exam format may include multiple choice, matching, fill in the blank, drawing, labeling, and short answer with the goal of targeting the middle categories from Bloom's Taxonomy (Apply and Analyze). The final exam is cumulative.

TEAM PROJECT: The team project will address the top two layers of Bloom's Taxonomy (evaluate and create). By the time information finds itself in a textbook, it is already old. Over the course of this project students will use primary research articles and supplemental sources to develop subject matter expertise in a narrow topic related to course material. Teams will use this expertise to generate 15-minute pre-recorded lectures with the goal of conveying meaningful information to their peers. See "team project details" below. Your role in this project includes both producer and consumer of information. In addition to producing a mini-lecture to teach your peers about a relevant research topic, you will also learn new information from your peers' mini-lectures. See separate file for instructions.

ACADEMIC INTEGRITY EXPECTATIONS: Per GVSU policy, students are expected to maintain academic integrity including any appearance of a violation of 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. Violation of this code may result in failing the assignment or the course. Instructors are required to report violations to the dean.

- Quizzes & Exams:
 - Feel free to use your own notes (I recommend generating a one page cheat sheet for easy reference).
 - **Do not** use internet search engines or other online sources
 - Complete **individually** without consulting other people (or animals, I suppose)
 - *To complete all questions within the time limit it will be important to understand the material and be able to remember it for the quiz (in other words, you will run out of time if you rely on looking up each answer).*
- Written Assignments must meet the "Own voice Standard" (see below).

Own Voice Standard: To truly learn the material requires time and energy to understand the content and be able to explain a concept to another person. Speaking in one's own voice is a higher standard than simply "did not plagiarize" and is required for assignments and exams in this course so that you can demonstrate the skills and knowledge you have gained.

PSY435 POLICIES

The materials presented in this class are copyright protected and may not be used without the express prior consent of the instructor.
This course is subject to GVSU policies www.gvsu.edu/coursepolicies

Inclusion & Equity: In Administrative Manual Chapter 1, GVSU commits to inclusion and equity, and strives to establish a climate that welcomes and affirms contributions of all students and employees. GVSU is guided by values for inclusiveness and community, which are integral to our mission to educate students to shape their lives, professions, and societies, and to enrich the community through excellent teaching, active scholarship, and public service. Please report all bias incidents--even those intended as jokes. Please see the full statement here: <https://www.gvsu.edu/inclusion/suggested-syllabus-language-for-inclusion-and-equity-132.htm>

Health & safety: Nothing is more important than your well-being. No one can be expected to reach their greatest academic potential if basic needs are not being met. I, along with the department, college, and university, am here to support you. Please visit <https://www.gvsu.edu/coronavirus/resources-for-students-22.htm> and <https://www.gvsu.edu/care/> for specific resources related to access to food, housing, internet, and software.

Additional Resources

- *Instructor Office Hours:* My goal is to help each of you reach your full potential. Office hours are one way to work together to achieve that goal. You can sign up the same day on the “youcanbookme” website. If you’re unavailable on Saturdays, please email me with a couple of alternative times that would work for you and we’ll figure something out.
- *Students with Disabilities:* If you have special needs because of learning, physical or other disability, please contact Disability Support Resources (DSR) at 616.331.2490. If you have a disability and will need assistance evacuating in an emergency situation, please make me aware so I can develop a plan to assist you. Students taking exams with DSR must make arrangements approximately two weeks prior to each exam! <http://www.gvsu.edu/dsr/>
- *Academic Support Centre:* In addition to meeting with the instructor, students interested in additional support for time management, writing, study, or examination skills should contact the Advising Resource Centre. You can request a tutor through the tutoring center and *Psi Chi*.
- Dean of Students office: 616-331-3585.
- https://gvsu-advocate.symplcity.com/public_report/index.php
- <http://www.gvsu.edu/affirmativeactionstatement.htm> <http://www.gvsu.edu/titleix/>

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- https://gvsu-advocate.symplcity.com/public_report/index.php
- <http://www.gvsu.edu/affirmativeactionstatement.htm> <http://www.gvsu.edu/titleix/>

How to use Blackboard: All content and clarification questions should be posted to your teams’ discussion board so that everyone can contribute to the conversation and benefit from the answers.

- Check GVSU email and BB announcement sections daily

- Attend synchronous sessions on BB Collaborate Ultra
- Use file-sharing for team activities
- Submit individual quizzes and team assignments prior to 11:59pm on the due date.
- *Please try to complete assignments early whenever possible to account for technical difficulties.*
 - **Contact BB admin (and CC instructor) if you have ANY issues with BB**

When to email the instructor: Personal questions should be emailed to the instructor (flandree@gvsu.edu) who will respond within one business day. Please include your full name, course and section number. As noted above, please also use email to set up a meeting outside of my standard office hours. Content and clarification questions should be posted to the discussion board so all students can benefit from the answer!

SCHEDULE

Typical Weekly Student Schedule (see specific schedule below for exceptions):

- Monday - Wednesday: Independent work and team meetings
- Wednesdays: Online quizzes due
- Thursdays: Whole class sessions 10am – 11:15am
- Fridays: Project-related assignments due

Typical Weekly Instructor Schedule: These are not normal times for any of us; I am unable to work a "normal" schedule and may not respond to inquiries during normal business hours.

- My work days include: All day Thursday (synchronous class sessions), Saturday (office hours), and Sunday (grading).
- Some weeks I will also be working on Monday afternoons and Friday mornings.
- I will try to spend 30-60 minutes every day monitoring content and clarification questions on the discussion board.
- For 1:1 or team Q & A with Instructor (aka "office hours") Saturdays; Sign up here: <https://e-flandreau.youcanbook.me/>

PART 1 SCHEDULE

PART 1	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 (8/31 - 9/4)	Neuroanatomy reading and videos content			10am Class	100% Tuition refund deadline
	Syllabus		A- Syllabus Quiz 1- Neuroanatomy quiz		<i>Pre-Test</i>
Week 2 (9/7 - 9/11)	Labor Day	Communication within neurons reading, videos		10am Class	
			2- Vm , AP, myelin		CATME team assignment survey
Week 3 (9/14 - 9/18)	Synaptic Transmission & NTs reading and videos			10am Class	
			3- Synaptic Transmission, 4- NTs & Psychopharm		Team Contract
Week 4 (9/21 - 9/25)	Project instructions, article options			10am Class	75% Tuition Refund Deadline
			B- Project Instructions Quiz C- Teamwork quiz		Article Selection
Week 5 (9/28 - 10/2)	Own Voice Standard & Citation Information			10am Class	
	Injestic Behavior		5- Ingestive Behavior		
		Team meetings	D- Own voice & citation quiz		Article vocab and definitions (individual)
Week 6 (10/5 - 10/9)	Example primary research article			10am Class	
	How to read a research article				
		Team meetings	6- Primary Research Article		Additional source (individual)
Week 7 (10/12 - 10/16)	Human Communication			10am Class	
					Own voice article summaries (soft deadline)
		Team meetings	7- Human Communication		<i>MidSemester Feedback (1pt EC)</i>
Week 8 (10/19 - 10/23)	Review for Midterm			10am Class	
		Team meetings		Midterm 1 Available	Midterm 1 Due (Hard Deadline Sat 11:59pm)

PART 2 SCHEDULE

PART 2	Monday	Tuesday	Wednesday	Thursday	Friday
Week 9 (10/26 - 10/30)	Fall Break		Own voice article summaries (HARD deadline)	~15 minute team "check in" with instructor; attendance required Times TBD by sign up Drop with a W Deadline	
Week 10 (11/2 - 11/6)	Other topic (TBD by students)			10am Class	
		Team meetings	8- Other topic quiz	Guest????	PPT Draft (Soft Deadline); Sunday Hard Deadline
Week 11 (11/9 - 11/13)	~60 minute team "check in" with instructor; times TBD by sign up; attendance required				
Week 12 (11/16 - 11/20)	Stress & PTSD			10am Class	
		Team meetings	9- Stress & PTSD Quiz		
Week 13 (11/23 - 11/27)		Final Mini-Lecture Soft Deadline	Thanksgiving Break		
Week 14 (11/30 - 12/4)	Final Mini-Lecture Hard Deadline			10am Class	
		Watch peers' videos			"Quiz" to evaluate peer presentation quality Quiz: on presentation content
Week 15 (12/7 - 12/11)	Study for Final Exam			10am Class	
FINAL EXAM WEEK					