

NEU 302: Introduction to Neuroscience II

3 credits

Online, Asynchronous Lecture

In-person or online asynchronous Recitations

Spring 2022

COURSE DESCRIPTION:

This is the second semester of a two-semester neuroscience course sequence. The topics presented in NEU301 covered the basic principles of cellular and systems neuroscience, which you will apply this semester in NEU302. The focus of NEU302 will be a survey on systems and behavioral neuroscience, including somatosensory systems, pain, motor systems, sex difference in nervous system structure and function, motivation, sleep, emotions, nervous system disorders, and memory systems. Information in this course will be presented as 1) recorded videos and 2) recitation activities that can be completed individually or in synchronous sessions facilitated by teaching and learning assistants.

COURSE PLATFORM/STRUCTURE:

The lectures for the spring 2022 semester will be offered online and will be delivered asynchronously- this means that there will NOT be required attendance at Zoom sessions that occur at a specific time. Rather, the content will be delivered through the course management system and you will need your MSU NetID to login to the course from the D2L homepage (<http://d2l.msu.edu>).

In D2L you will access online lessons, course materials, and additional resources. Activities will include readings, quizzes, discussion forums, email, and other online activities. Links out to Google Classroom will also be available through D2L (for recitation submission). Although the lecture portion of this class is asynchronous, some of the recitation sessions are face-to-face and others are online. For those registered for the online recitation sessions, there are optional synchronous sessions that students can choose to attend for recitation completion. Further, this is not a self-paced course- that is, there will be assignments that are due at specific times throughout the week.

PREREQUISITES: NEU 301

RECOMMENDED COURSES: PSY 101

CONTENT KNOWLEDGE REQUIREMENTS

Students should have a basic understanding of concepts covered in NEU 301. Students may find it helpful to review their NEU 301 notes throughout the semester. Students should also have a basic understanding of biology (homeostasis, diffusion, concentration gradients, molecular and cellular biology, including part of the cell and their functions, basic genetics, and basic literacy in graph reading). These skills will be necessary to build on as we focus in on nervous systems function. If you feel that you need more review in these areas, then please go through Chapter 2 of the textbook and your notes from your introductory biology courses.

COURSE GOALS:

1. Develop an appreciation for the many sub-disciplines that exist in the field of neuroscience.
2. Learn the fundamental principles of the anatomy and physiology of the nervous system.
3. Define, articulate and model the molecular, cellular, and anatomical organization of the central and peripheral nervous systems.
4. Understand and describe the structure and function of brain systems (somatosensory and motor).
5. Understand and describe how the brain functions in sleep, sex, motivation, emotions and memory systems.
6. Interpret primary data from scientific literature and be able to identify and assess the experimental approaches used in neuroscience.
7. Collaborate with your classmates to successfully complete recitation exercises.

INSTRUCTOR INFORMATION

If you have questions about course content, please post the questions to the content Discussion Forum on D2L.

Lead Course Faculty

Valerie Hedges, Ph.D. (She/her/hers)
208 Giltner Hall
Office hours: weekly and by appointment
hedgesva@msu.edu

COURSE ASSISTANTS

If you have questions about course content, please post the questions to the content Discussion Forum on D2L.

If you need to contact one of the TAs/LAs for a personal matter, then please email them.

Teaching Assistants:

Brooke Devries (she/her/hers): devri133@msu.edu

Melinda Meiring (she/her/hers): meiringm@msu.edu

Nikhil Pasula (he/him/his): pasulani@msu.edu

Undergraduate Learning Assistants:

Sophia Ripley (she/her/hers): ripleyso@msu.edu

Sravani Sunkara (she/her/hers): sunkara4@msu.edu

REQUIRED MATERIALS:

- TEXTBOOK: Neuroscience: Exploring the Brain, Fourth edition (2016), by Mark Bear, Barry Connors, and Michael Paradiso. This is the same text that will be used in NEU 302.

RECOMMENDED READING:

- Foundations of Neuroscience- Online Open Educational Resource Neuroscience Text: [Free online Neuroscience Textbook](#)
- Recommended Foundations of Neuroscience (FON) text reading will be noted in the course schedule

TECHNOLOGY REQUIREMENTS AND RESOURCES

- Internet connection (preferably high speed)
- Access to D2L homepage: [D2L Home Page](#)
- Access to Google Classroom page: [Google Classroom Home page](#)
- See the Student Handbook under Policies and Procedures for Computer Technology and Laptop requirements
- The [MSU Tech Store](#) offers special computer hardware and software pricing for students.
- Microsoft Office 365 if available (for free) to all students by logging in through this website: [Microsoft 365 MSU](#) with your MSU username and password

EXPECTATION OF COMPUTER SKILLS AND DIGITAL INFORMATION LITERACY

- Using the learning management system, D2L
- Using email with Attachments
- Copying/pasting and editing text
- Basic word processing skills necessary for completion of recitation assignments via Google Doc through Google Classroom
- Basic internet literacy skills to efficiently navigate D2L, Google Classroom, and email

TECHNICAL ASSISTANCE

- If experiencing a problem, students are required to contact the help desk first.
- If you require technical assistance, or need to report a problem:
 - Visit the IT support site: [MSU IT Support](#)
 - Visit the D2L Help site: [D2L Help Site](#)

- Call IT Help Line at 517-432-6200 or toll free (844) 678-6200
- If the student has any technology difficulties accessing D2L, contact the IT Help Line, explain the situation, and ask for assistance.
- Faculty is not responsible for assisting in resolving technology difficulties
- Students are required to notify the lead course faculty via email regarding any technical difficulties, **after** speaking with IT Help Desk

OFFICE HOURS

Office hours are spread throughout the week to meet the flexibility needs of students. Dr. Hedges is also available to meet by appointment if you need to discuss something in a one-on-one environment, or if you are unable to attend any of the other scheduled office hours.

An appointment is NOT necessary to attend office hours- you are encouraged to “drop in” to the office hours. If you are attending Zoom office hours, once you join the Zoom, you will be placed in a waiting room and the instructor will let you in. It is possible that you may wait if they are meeting with another student..

This table lists the days and times for drop-in office hours on Zoom offered for each instructor.

Instructor	Day(s)	Time	Zoom link and ID	Zoom Password
Brooke Devries	Monday	3:00-5:00pm	https://msu.zoom.us/j/94203667936 Meeting ID: 942 0366 7936	NEU302
Nikhil Pasula	Tuesday and Thursday	1:00-2:00pm	https://msu.zoom.us/j/94136570521 Meeting ID: 941 3657 0521	NEU302
Melinda Meiring	Weds	11:00am-1:00pm	https://msu.zoom.us/j/97920789932?pwd=Vi9meURuZWJjcTFHSIpeVXVuaXI1UT09 Meeting ID: 979 2078 9932	NEU302
Valerie Hedges	Thursday	10:30am-12:00pm	https://msu.zoom.us/j/98631316108 Meeting ID: 986 3131 6108	NEU302

COMMUNICATION:

Email Etiquette:

You are responsible for reading and responding appropriately to the emails sent to your account.

- If an instructor reaches out to you requesting a reply, *you must reply* within 24 hours of the email being sent on Monday-Thursday, or 48 hours of the email being sent Friday-Sunday
 - Please allow 24 hours for a *response from the course instructor* and the *course assistants* to an email sent Monday-Thursday
 - If a response is not received, please email again as we can receive many emails in a given day.
 - Please allow 48 hours for a response to an email sent Friday- Sunday.
 - When attempting to communicate via email, please be sure that the email was actually sent. Excuses related to unsent emails or emails sent to the wrong address are not acceptable excuses.
1. Questions about course administration, illness, grief absences, scheduling (grades, due dates, etc.) should be directed to Dr. Valerie Hedges
 2. Questions about course assignment specifics (including Google Classroom assignments) should be directed to the Teaching Assistants (any listed in the syllabus).

When contacting any of your instructors, please follow these Email Rules to receive a reply:

1. Use your MSU email account.
2. Include NEU 302 in the subject line of the email along with your name, and a topic for your email (eg. NEU 302- Valerie Hedges- exam grading question).
3. Please write a professional email by using full sentences and signing off on your email. In an effort to promote professionalism in communication, please avoid being rude or demanding in emails.
4. If you have very involved questions or large misunderstandings, avoid email contact and seek out help during office hours or during recitation. You may attend any of the listed office hours and any of the synchronous recitation sessions.

Announcements

- I will make course announcements (usually weekly) through **D2L, and the email account associated with D2L.**
- Please make sure you are checking D2L daily for announcements and emails. If you haven't done so already, you should have your D2L email forwarded to your MSU email account.

LEARNING CONTINUITY STATEMENT:

If you find that you are unable to complete coursework for an extended period of time (defined as a week in our course) due to outside circumstances beyond your control you need to communicate with Dr. Hedges about

your prolonged absence within 1 week of the last completed course assignment. Dr. Hedges will try to work with you so that you may complete the missed coursework and assessments.

COURSE CONTINUITY STATEMENT:

If the lead instructor is required to be absent for an extended period of time, students should funnel course questions to Nikhil Pasula, the Assistant Instructor in the course. If this circumstance arises, Dr. Hedges will inform the class via email as soon as possible. Dr. Hedges will attempt to still be available over email and students should not expect that assignment feedback or grading will be affected.

COURSE SPECIFICS

COURSE OUTLINE/SCHEDULE:

The detailed course schedule is available as a separate document on D2L. This schedule lists topics, assigned readings, quizzes, bonus work: recitations and bonus assignments, and exams. Due dates (suggested and absolute) are indicated on the schedule.

Each part of the course is detailed in the following sections, but below are general guidelines regarding your routine in this course. Note that many of our due dates are more flexible this semester. **You will note that there are suggested due dates in the schedule as well as absolute due date in the schedule.**

- Lecture videos for the following week open on Saturday and will always remain open
- Recitations open on Monday morning (Google Classroom) at 8:00 AM and are due at 5:00 PM the following Friday
- Weekly quizzes open on Weds at 12:00 PM and have a suggested “due date” at 8:00 AM on the following Monday. (Quiz feedback available starting at 8:05 AM Monday)
- Bonus Assignments open on Weds at 12:00 PM and are due at 8:00 AM on the following Monday.
- Exams will open on the first date indicated in the schedule at 12:00 PM and close on the second date indicated in the schedule at 12:00 PM (open for a total of 48 hours).

IN CASE OF SICKNESS:

If you experience an illness during the course of the semester that prevents you from completing your assignments, then students should make an attempt to complete the assignments prior to the absolute due date. If this is not possible, then students should contact Dr. Hedges as soon as possible.

If you are sick during the time scheduled for an exam, then you need to inform Dr. Hedges within 24 hours of the missed exam to schedule a makeup exam.

LECTURE VIDEOS

- Students will be responsible for the content that is covered in lecture videos and recitations.

- *Students will not be tested on information solely found within the text that is not covered in videos or recitation*
- Lecture videos will be posted to D2L following the schedule on D2L. They will: have captions available, can be downloaded, can be sped up or slowed down.
- Each week there will be multiple shorter videos broken up by topic, rather than one long lecture video. This has been done so that students may easily re-watch videos on topics that are confusing.
- I will frequently ask you to pause your video and complete an activity. These activities are short exercises that are meant to help students think through material.
 - These exercises will not be graded or checked by instructors- these are just practice for students and entirely optional (though recommended).
 - Be prepared to participate in these activities as they help prepare you for quizzes and exams in the class.

Please understand that the schedule that is on D2L is only tentative and may be changed by the instructor to accommodate better learning of the material. I recommend that students read the assigned text in the syllabus before watching the lecture videos to help facilitate learning.

ASSIGNMENTS-REQUIRED

I have been making an effort to improve equity within this course. Towards this effort, student grades will no longer incorporate any participation grades. You will also find, that in many cases our due dates are more flexible this semester. Student grades will only be a reflection of the knowledge and understanding that students have demonstrated on content-based assessments in the course: 1) Exams and 2) D2L Quizzes.

1) EXAMS

Similar to last semester, the bulk of your grade in our course will be determined by summative assessments (exams) that assess learning and understanding of the material.

- There will be four exams in this course that will be graded out of 50 points each. These points are only used to determine what level was achieved on the exam (details in grading section)
- Each exam will cover the material covered since the previous exam (lecture videos and recitations) and will not be cumulative. This includes the Final Exam which will NOT be cumulative.
- Exams are open note/open book. Students are NOT permitted to use the internet as a resource on their exams.
- Exam dates are noted in the schedule posted on D2:L. They will open at noon on the first date indicated, and close at noon on the second date indicated. They will each be open for 48 hours (unless otherwise indicated).

- Exams will be administered through D2L and will consist of 2 parts.
 - Part 1 will consist of multiple-choice questions and multiselect questions that will be graded automatically by D2L.
 - Part 2 will be short answer questions that will be hand graded by an instructor.
 - Each Part will be opened separately within D2L
- Expect about 60-70% of the exam to be graded by D2L (multiple choice, multiselect), and approximately 30-40% of the exam to be hand graded.

Penalty for missed Exams:

Students are given 48 hours to complete the exam to provide flexibility. Exam dates are located in the syllabus and in the course schedule posted to D2L. Reminder emails will also be sent for each exam. **It is the responsibility of the student to complete the exam during the specified time.** If an exam is missed due to a circumstance outside the control of the student, this must be communicated with Dr. Hedges as soon as possible, but must be done within 24 hours of the missed exam. If there is not a legitimate reason that can be verified by Dr. Hedges for the missed exam, then a grade of “unsatisfactory” will be administered.

A scheduled event is not outside the control of the student. These events need to be communicated with Dr. Hedges prior to the exam (preferably at least 1 week prior to exam).

Notes on Exams:

I recognize that for many of you this course represents one of your first neuroscience courses as you pursue a neuroscience major. As such, I want to emphasize the importance of learning **scientific practices**. In this course we will continue to focus on 4 of the scientific processes:

- 1) making and evaluating models
- 2) analyzing data
- 3) scientific explanations
- 4) communication

Students will be given an opportunity to practice each of these practices through optional activities and questions during lecture videos and recitation exercises prior to being assessed on exams.

Exam 4 will take place during Finals Week and will not be cumulative and will only cover the material and recitations that were presented following Exam 3.

Exam Review Sessions:

Review sessions will be offered at least one evening the week preceding each exam and will be given by course instructors. Students should come prepared with questions, misconceptions, and confusions to be addressed. There will not be a formal presentation from the TAs, but rather, the review will be more casual question and answer format.

EXAM CORRECTIONS:

A second attempt on the exam will be opened after the first attempt has been graded and posted. The grades from the first attempt and second attempt on the exam will be averaged together to determine the final grade on the exam. Students will have the opportunity to review their exams prior to the submission of their second attempt. **A document is posted on D2L under the “Exam Information” Module that details exam corrections.**

Reviewing Exam Feedback:

- Students will be emailed after exam grades on the first attempt are posted.
- The email will specify when the review period and exam correction period will be open.
- **The ability to review the exam will only be open for 24 hours.**
- Students will only see questions that were *incorrect*
- Under each incorrect question is an expandable feedback section where notes have been written about what to review for each question
- **It is the responsibility of the student to view their feedback during the designated time. Feedback will not be accessible after this time.**
- If a student fails to view the Exam feedback, they are still eligible to complete a 2nd exam attempt

Completing Corrections on Exam:

- Exam corrections are not required but are available for students that wish to improve their score on each exam.
- Students can complete a second attempt on Part 1 only, Part 2 only, OR both Part 1 and Part 2
- When taking the second attempt on the exam, students will only be able to answer the questions that were previously incorrect.
 - Questions that were answered correctly in the first attempt will be locked and the response will not be able to be changed.
 - **A red exclamation mark will denote questions that can be retaken.**
- Students may attempt to correct as many questions as they would like.
- Students have the chance to earn back 50% of the points missed on the exam.
- Due dates for the resubmission will be announced via email and D2L for each exam.

The scores on the first attempt (Part 1 + Part 2) and second attempt (Part 1 + Part 2) will be averaged to determine the Final grade on the Exam.

Example Grade Determination:

Attempt 1:

Part 1, *attempt 1*: 28/35

Part 2, *attempt 1*: 10/15

Overall *attempt 1* score = 38/50 or 76%

On attempt 1 of the exam, this student earned a “Satisfactory” on the Exam. If they were satisfied with this score, then no further action is needed.

Attempt 2:

Let’s pretend that this student decided to complete the second attempt and earned the following grades:

Part 1, *attempt 2*: 31/35

Part 2, *attempt 2*: 15/15

Overall *attempt 2* score = 46/50 or 92%

Determination of final score on Exam

Final Exam Score = Average of attempt 1 and attempt 2 = $(38+46)/2 = 42/50$ or 84%

In this example, the student increased their grade to a 42/50 and now has a grade of “Strong” on the Exam.

2) D2L WEEKLY QUIZZES

The purpose of D2L weekly quizzes is to give students a low-stakes opportunity to assess their understanding of the content. Quizzes should be used as a tool to keep up with content presented weekly in the course and to assist students in preparing for exams.

I am increasing the number of attempts on each quiz, with the idea that students will study their mistakes and then make an effort to understand and correct those mistakes through resubmitting the quiz with the correct answers.

- A weekly quiz will be administered through D2L that covers information from that week of material (videos and recitation).
- The quiz for the current week of content will open at 12:00 PM on Wednesday
- **Recommended due date: It is recommended to complete quizzes by the following Monday of class at 8:00am (to complete the content from that week),** however Quizzes will not close and will remain open until the next exam opens (absolute due date are in yellow highlight within the course schedule).

- Quizzes that have not been completed prior to the start of the exam on that material will receive a grade of “0”, or an “Unsatisfactory”
- The quiz will consist of 10 questions (multiple choice, multiselect)
- Quizzes are not timed
- Students will have **5 attempts on the quiz**, and only the highest grade will be recorded.
- Quiz attempts do NOT need to be completed at the same time. Attempts must just be completed by the absolute due date.
- Students can review feedback on exams starting at 8:05 on the recommended due date as long as they have achieved at least a 70% on one of their attempts by that time. Feedback will open after 5 attempts for all students (regardless of score).

I recommend that you study prior to taking each weekly quiz as if you are preparing for an exam. Quiz answers can be reviewed for explanations on why answers were incorrect 5 min after the recommended due date for the quiz (at 8:05 am on Mondays).

- A short video is available on D2L under “How to Videos” that shows you how to see your quiz feedback. If a student misses a quiz, the quiz answers cannot be reviewed.

The first week of class there will be a special quiz covering the syllabus. It is 20 questions. There is no time limit on this quiz. It will also have 5 attempts available.

ASSIGNMENTS- NOT REQUIRED

This section of the syllabus will detail a number of assignments that will not directly determine your grade and are optional to complete.

Why are they not required?

Let me start by saying that I believe that these assignments are critical to promote student success in the course- so, it’s not because I don’t think they are important! These assignments are not required because I am making an effort to increase grading equity in my course. Educational research has shown that it is not equitable for a student’s grade to be determined even in part by their behavior (participation), but rather that grades should only reflect understanding and knowledge of the course content.

You are all adults and are capable of making your own choices regarding how you interact with this course. If you do not see the personal benefit of completing these assignments, then you do not need to concern yourself with these assignments. But, it is my honest belief that students should engage with course content as much as possible to support understanding.

I would personally recommend that students complete ALL the following assignments to best support learning of the material and keeping a consistent schedule in the course. I believe that completion of these assignment promotes student success.

2 Types of NOT REQUIRED (but highly encouraged) Assignments:

- 1) Bonus Recitation Worksheets
- 2) Bonus Assignments

The purpose of these assignments is to provide opportunities for students to continue to practice the course material and reflect on their performance. Just like last semester, I will be offering **BONUS WORK** as an incentive for students to engage in these beneficial opportunities. Students that complete these assignments may be eligible to earn an additional 0.5 added to their grade at the end of the semester. (See Grading Section- BONUS WORK for more details).

1) BONUS RECITATION WORKSHEETS

This semester, recitation completion will not count toward your final grade. It is my belief that completion of recitation supports student success in the course. As such, all students are encouraged to complete the recitations weekly and turn in through Google Classroom. TAs will comment within the document to answer any questions. I consider Recitations to be incredibly important within our course. Recitations allow for opportunities for students to practice their critical thinking and problem solving for exams. It is in your best interest to actively complete your recitation assignments and put effort into understanding the recitations. Simply reviewing the keys for the recitation is not as beneficial to understanding as completing them yourself.

Although some students can complete recitation in-person at different times, and others will complete recitation online and asynchronously, ALL sections will have the same due date and time for their recitation assignments. **Please note that these due dates will only be for those that wish to complete Bonus Work for the class.** If a student is unable to turn in a recitation by the due date, then students should email Dr. Hedges to ask for an extension within 24 hours of the due date.

ALL STUDENTS (Regardless of face-to-face or online section)

- **All Google Classroom sections will have the same due date and will all turn in the same assignments.**
- Students need to join the Google Classroom section that corresponds to the section of the class that they are enrolled in (*NOTE this is likely a different section than you were in last semester)
- Recitations will open on Google Classroom on Monday morning at 8:00 AM and will be due by Friday at 5:00 PM most weeks of class (see schedule).

- Recitations are worksheets that somewhat review the material presented in lecture videos and somewhat introduce new material or primary research articles pertaining to the topics of the week.
- If completing recitation, please submit through Google Classroom.
- Video Key and Key documents for the recitation exercises will be located on D2L starting at 5pm on Fridays. It is the responsibility of each student to check that their recitation exercise answers are correct against the provided keys.
- There are a total of 14 recitations offered
- If completing recitation as part of Bonus Work, then it is the expectation that recitation worksheets are completed effortfully and in their entirety by the due date.

FACE-TO-FACE SECTIONS ONLY (Sections 1, 2, and 6)

***Note that there will be NO in-person instruction for the first 3 weeks of the semester. Instead, synchronous Zoom sessions will be offered at the same time as the schedule indicates in-person sessions**

Section	Time and Location	*First 3 weeks of the semester Zoom info*	TA Name	TA Contact
1	Friday 9:10-10:00 AM McDonel Hall 2	https://msu.zoom.us/j/98702353992?pwd=UEdXRU5jSGVGVjQxbGJlbnFEeW5pQT09 Meeting ID: 987 0235 3992	Melinda Meiring	meiringm@msu.edu
2	Friday 10:20-11:10 AM McDonel Hall 2	https://msu.zoom.us/j/98534016343 Meeting ID: 985 3401 6343 Passcode: NEU302	Nikhil Pasula	pasulani@msu.edu
6	Friday 10:20-11:10 AM McDonel Hall 38	https://msu.zoom.us/j/94965668692 Meeting ID: 949 6566 8692	Brooke Devries	devri133@msu.edu

- Students must bring a laptop, tablet or other computer that will allow them to electronically complete a Google Document during their recitation session.
- Students can only attend the section of the course that they are registered for
- Students will work collaboratively in small groups weekly (up to 5 people per group) to work through the recitation

- Students are encouraged to start working on their recitation assignment *before* attending their in-person recitation section. It will be unlikely that groups will be able to complete the entire assignment during their assigned recitation time. The time during recitation can then be used to review the answers that each group member got and to ask questions of the teaching assistants

ONLINE SECTIONS ONLY (Sections 3, 4, and 5)

Recitations can be completed in one of the following ways below (1-3):

- 1) Complete the recitation individually. You have the option to attend any of the synchronous Zoom sessions if you would like to ask instructors questions about the recitation.
 - Pro: If you prefer working by yourself, you don't have to work with a group and you still can have access to instructors during synchronous sessions if you have a question.
 - Con: It can be helpful to work with others and to hear other opinions.
- 2) Attend one of the synchronous Zoom Recitation Sessions offered every week and be placed in a group of 4-5 students that have also attended that recitation session via Zoom break-out rooms
 - Pro: Synchronous Zoom sessions will have Instructors available that will be able to answer questions and give explanations AND you get to meet your classmates and work within a group
- 3) Meet with peers (only up to 5 total people per group) in another way (private zoom meeting amongst students, facetime, meet together in real life, etc.)
 - Pro: You can meet with your peers at any time that is convenient to you and work with a group
 - Con: You won't have access to an instructor to answer your questions

Optional Synchronous Recitation Zoom Information

All students have the option to attend synchronous Zoom sessions to complete recitation worksheets with peers and instructors from our course. Zoom information is below and also located on D2L. This table lists the days and times that synchronous sessions for recitation will be offered, along with the TAs (and their emails) that will be running that specific recitation session.

Day	Time	Teaching Assistant	TA Email	Zoom RECITATION Links	Zoom Password
Wed	10:00-11:00am	Melinda Meiring	meiringm@msu.edu	https://msu.zoom.us/j/98702353992?pwd=UEdXRU5jSGVGVjQxbGJlbnFEeW5pQT09 Meeting ID: 987 0235 3992	NEU302
Thurs	3:00-4:00pm	Brooke Devries	devri133@msu.edu	https://msu.zoom.us/j/94965668692 Meeting ID: 949 6566 8692	NEU302
Friday	12:00-1:00pm	Nikhil Pasula	pasulani@msu.edu	https://msu.zoom.us/j/98534016343 Meeting ID: 985 3401 6343	NEU302

Use of Google Classroom

We will be using [Google Classroom](#) to complete Recitation Exercises, which will be posted as Google Docs through the MSU Google Apps agreement. Instructors will facilitate these sessions by answering group questions, encouraging discussion, and highlighting the key details.

Recitation assignments will be checked by a designated instructor for each section of the course. Online students may attend ANY of the listed synchronous recitation sessions every week, but your recitation will be checked by the instructor assigned to the section of the course that you are enrolled in.

Add yourself to the appropriate Google Classroom

- To access Google Classroom, go to <https://classroom.google.com/u/0/h> and be sure to sign in using your MSU username and password. By default, if you are not signed in, on the page that says, "You need permission," it will tell you which account is being used. **Instead of clicking the "Request Access" button, choose to "Switch Account"**. If your MSU email still doesn't appear, choose "Add Account," and sign in using your MSU username and password.
- Once on Google Classroom, you will need to join the appropriate section. To do this, **FIRST** identify what section of the course you are enrolled in- Please add yourself to the Google Classroom that corresponds to your section.
- Use the "+" sign located on the upper-right hand side of the page to add a class. The code to join is different for each section (see below):

Section 1: being graded by Melinda Meiring (meiringm@msu.edu): **CODE: z3qczzl**

Section 2: being graded by Nikhil Pasula (pasulani@msu.edu): **CODE: iza57zg**

Section 3: being graded by Melinda Meiring (meiringm@msu.edu): **CODE: 34zya3r**

Section 4: being graded by Nikhil Pasula (pasulani@msu.edu): **CODE: izygpsf**

Section 5: being graded by Brooke Devries (devri133@msu.edu): **CODE: ngopihq**

Section 6: being graded by Brooke Devries (devri133@msu.edu): **CODE: zzdyd47**

- A video has been uploaded onto D2L that details the process of adding yourself to the appropriate Google Classroom and how to use Google Classroom in recitation. Please watch it.

Guidelines for Using Google Classroom

- When using Google Classroom, you will complete your answers directly on the Google Doc by typing into the text boxes, uploading images, or editing images. When you finish the document, you will submit it by using the “Turn In” button on the assignment page in Google Classroom.
- Do not submit the Google Doc until you are completely finished. Once you turn it in, you will no longer have editing access for the document. If you turn it in early on accident, the “Turn In” button will change so that you can un-submit it.
- Teaching Assistants will be reviewing each submission for completeness. If it is determined that a student did not put in sufficient effort, then instructors reserve the right to not count the exercise towards Bonus Work.

2) BONUS ASSIGNMENTS

Bonus Assignments require that students complete a short assignment that will allow students to practice answering a couple of questions related to the topics of the week.

- These assignments will not be individually graded for correctness but will be checked by an instructor for effortful *completion* and to make sure that the prompt was completed in a satisfactory way.
- Bonus Assignments will be set up as written response quizzes on D2L.
- Bonus Assignments open on Wednesday at 12:00 PM and are due the following Monday morning at 8:00 AM (eg. Week 5 Practice Question is due Monday at 8:00 AM during Week 6).
- See the Grading section for how Bonus Assignments will be graded

LATE WORK POLICY

Please note that there are recommended deadlines for our weekly D2L quizzes for the purpose of keeping students on track over the course of the semester so that students can complete exams during the indicated

time on the course schedule. We have seen how students can quickly get behind on their course work if there are no deadlines for any assignments. In an effort to be more flexible, the due dates for quizzes this semester allow for students to complete quizzes prior to the next exam rather than by weekly due dates.

I understand that sometimes circumstances prevent students from completing assignments by the posted due dates. I am willing to be flexible to meet the needs of individual students.

Students that would like to request a due date extension on an assignment need to contact Dr. Hedges within 24 hours of the missed deadline (preferably prior to the assignment due date) to arrange an alternate due date. Dr. Hedges will determine whether a due date extension will be granted or not.

Missed required assignments will be given a grade of "Unsatisfactory". Late assignments will only be accepted for approved excuses and must be brought to the attention of the lead instructor.

GRADING

WHY THIS STRUCTURE?

Educational research has shown that grades promote extrinsic motivation rather than intrinsic motivation. This means, that for many students, the focus of a class is about earning X number of points over the joy of learning and thoroughly understanding the material. My hope is that with this scoring system, that more of the focus can be placed on learning and practicing scientific skills and improving on those skills from the start of the semester to the end.

I have observed how the focus on earning points can greatly increase stress in students and diminish the learning environment overall. So, in our class I will instead be grading most assignments using a more general scale where performance is categorized into 2 or 3 grading categories (eg. "satisfactory" or "unsatisfactory"). This will allow students to understand whether they are meeting the expectations for the course, while allowing for students to make some mistakes that do not necessarily lower their grade.

To allow students the opportunity to improve their performance, students will have the chance to review and revise their assignments to promote all students reaching a level of satisfactory performance. My hope is that this will allow students to enjoy learning about the topics in the course and better understand the purpose and benefit of the different assignments. Recognizing that student preparedness can vary widely in our course, the overall goal of this structure is to decrease student stress, promote intrinsic student motivation, and provide all students the opportunity to improve their science skills.

I have adopted this policy to be more flexible for students. However, my expectation is that students will put an effort into understanding the material and correcting any misunderstandings to achieve a satisfactory level of performance.

Quiz Grading (Total of 13 quizzes)

Quizzes are 10 questions each (except the first quiz over the syllabus that is 20 questions). Students get **5 attempts on each quiz**, with only the highest score being recorded. Quizzes will be graded as Satisfactory or Unsatisfactory.

To earn a grade of Satisfactory on a quiz:

- The quiz must be completed by the absolute due date within D2L (**absolute due dates highlighted in yellow in the course schedule**)
- The submission must earn a minimum grade of 70% correct

If any of the above criteria are not met, then a grade of unsatisfactory will be given.

Exam Grading (Total of 4 Exams)

Exams will be graded out of 50 “points”. These points do not count towards your final grade, but instead will be used to determine what level was achieved on the exam. Exams will be determined to be Strong, Satisfactory, or Unsatisfactory.

To earn a grade of Strong on an exam (and a score of 2):

- The exam must be completed on time within D2L
- The submission must earn a **minimum grade of 40/50 (80%)**

To earn a grade of Satisfactory on an exam (and a score of 1):

- The exam must be completed on time within D2L
- The submission must earn a **minimum grade of 29/50 (58%)**

Exams that are not completed on time, or that earn less than 58%, will earn a grade of Unsatisfactory (and a score of 0)

- ❖ For each Strong Exam, a student earns a score of 2.
- ❖ For each Satisfactory Exam, a student earns a score of 1
- ❖ For each Unsatisfactory Exam, a student earns a score of 0

Scores will be used when calculating final grades.

**Students will have the opportunity to review and submit exam corrections to earn back points lost on their exam with the goal of achieving either a “Strong” or a “Satisfactory grade”.

Bonus Work

For a Bonus of 0.5 added to your grade at the end of the semester, students must earn a “Satisfactory” grade on 12/14 Bonus Recitations AND 10/12 Bonus Assignments.

1) Bonus Recitation Grading (Total of 14 recitations throughout the semester)

Recitations will be graded as either Satisfactory or Unsatisfactory.

“Satisfactory” submissions must be:

- Turned in on time through Google Classroom
- Submissions must be completed in their entirety
- Every question/prompt/drawing has been completed in an effortful way

If any of the above criteria are not met, then a grade of “Unsatisfactory” will be given.

2) Bonus Assignment Grading (12 total assignments throughout the semester)

Bonus Assignments will be graded as either Satisfactory or Unsatisfactory.

“Satisfactory” submissions must be:

- Turned in on time through D2L
- Submissions must be completed in their entirety
- Every question/prompt/drawing has been completed in an effortful way

If any of the above criteria are not met, then a grade of Unsatisfactory will be given.

****In order for Bonus Work to be applied to your final grade, you must complete all 4 exams in the course and have at least one “satisfactory” Exam**

Final Grades:

- The MSU 4.0 grading system is used report final course grades. Grades for assignments will be posted electronically to D2L within two (2) weeks of the completed assignment/assessment due date.
- Refer to D2L often to determine your progress in the course.
- Instructors are not able to predict the grade that each student will earn in this class prior to the completion of all assignments.
- In order to earn a particular final grade level, a student must meet the minimum requirements in **every category listed** in the table below. See the sections above for definitions of the different requirements for each grade category.
- Exams will be determined to be Strong (2), Satisfactory (1) or Unsatisfactory (0) AFTER Exam Correction scores have been determined. If students elect to not complete Exam Corrections, then their first attempt score will be determined to be Strong, Satisfactory or Unsatisfactory.

Determination of Final Grades:

See the table below for the minimum expectations to achieve each grade in this course as well as an Example Final Grade Calculation. Please keep in mind that you must achieve the minimum in **both** categories of assessments (quizzes, exams) in order to earn the grade. Remember, a bonus of 0.5 will be given to students at the end of the semester that complete BONUS WORK.

Minimum # of Satisfactory Quizzes (Total of 13)	Total Score from all 4 Exams	Grade in Course
7	8	4.0
7	7	3.5
7	6	3.0
7	5	2.5
7	4	2.0
7	3	1.5
7	2	1.0
< 7	< 2	0.0

* Your "Score" on the exam is a 2, 1, or 0 based on the definitions above.

A student must have at least 1 Satisfactory Exam for BONUS work to bump grade up to 1.0.

Example Final Grade Calculation:

A student has the following grades:

- 2 "Strong" exams, 2 "Satisfactory" exams (Total exam Score = 6)
- 12 "Satisfactory" Quizzes
- Completed 12 Bonus Recitations
- Completed 9 of the Bonus Assignments

This student would receive a 3.0. This is the determined grade because their exam score would equal a 3.0 grade. This student has not earned Bonus Work. They completed 12 Bonus Recitations, but only completed 9 Bonus Assignments (10 are required), which means that they did not complete the requirements necessary to earn Bonus Work.

CONTESTING GRADES

Students are expected to review their feedback for quizzes, posted keys and posted videos on D2L before bringing their concerns to the instructional team. Honestly self-assess whether you perhaps misunderstood or overlooked something, and if that mistake led to your grade. You are encouraged to contact members of the teaching team to help clarify misunderstandings of the material. If a genuine grading error has been made, it would be appropriate to email or attend office hours to discuss your concern. However, we will not re-grade individual elements of the assignment/exam.

If you believe that the grade you received did not reflect the overall quality of the assignment/exam, you may formally request a re-grade of the entire assignment by Dr. Hedges within 7 days that the grade was posted to D2L. Please email Dr. Hedges stating as such, and that you understand the new grade will stand. It may be lower, higher, or the same as your initial grade.

STATEMENT OF OWNERSHIP

As members of a learning community, students are expected to respect the intellectual property of course instructors. All course materials presented to students are the copyrighted property of the course instructor and are subject to the following conditions of use:

- Students **may not** post recordings or other course materials online or distribute them to anyone not enrolled in the class without the advance written permission of the course instructor and, if applicable, any students whose voice or image is included in the recordings.
- Commercialization of lecture notes and university-provided course materials is **not** permitted in this course

Any students violating the conditions described above may face academic disciplinary sanctions, including receiving a penalty grade in the course.

HONORS OPTION

Please see Honors Option module on D2L for details.

TURNITIN- HONORS OPTION:

TurnItIn dropboxes are used for the Honor's writing assignments in this course. "Consistent with MSU's efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, instructors may use a tool called Turnitin to compare a student's work with multiple sources. The tool compares each student's work with an extensive database of prior publications and papers, providing links to possible matches and a 'similarity score'. The tool does not determine whether plagiarism has occurred or not. Instead, the instructor must make a complete assessment and judge the originality of the student's work. All submissions to this course may be checked using this tool. Students should submit papers to Turnitin Dropboxes without identifying information included in the paper (e.g. name or student number), the system will automatically show this info to faculty in your course when viewing the submission, but the information will not be retained by Turnitin. Student submissions will be retained only in the MSU repository hosted by Turnitin."

(<http://learndat.tech.msu.edu/teach/student-writing>) Students may also consult the similarity report generated by TurnItIn and may resubmit assignments prior to their due date. The TurnItIn report may be confusing for students to interpret since a high similarity score may simply reflect that other students are submitting documents that contain the same instructions. Thus, you are welcome to attend office hours if you wish to have assistance in interpreting any TurnItIn report.

DIVERSITY STATEMENT

Your experience in this class is important to me. I am committed to providing an inclusive learning environment for all members of our community, where students from diverse backgrounds and perspectives are recognized, respected and seen as a source of strength and a source of enrichment for our intellectual community. I strive to be respectful of diversity in gender, sexuality, disability, age, religion, socioeconomic status, ethnicity, race, and culture. Your suggestions for ways in which these areas in the class can be

strengthened are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

We have been living in an unprecedented time and challenges outside of the classroom are at an all-time high. If you are experiencing any type of hardship that may impact your participation and engagement in this class, please reach out. You do not need to share details that you are not comfortable sharing. We can work together to create a plan to move forward.

RESOURCES FOR MSU STUDENTS:

[The Resource Center for Persons with Disabilities](#) – RCPD offers resources, support, and accommodations to students with disabilities. This can include, but is not limited to, autism spectrum disorders, blindness and visual impairment, brain injury, chronic health disabilities, deaf / hard of hearing, learning disabilities and attention deficit, mobility disabilities psychiatric disabilities, and temporary conditions.

[Counseling and Psychiatric Services](#) - CAPS is the place on campus for students seeking help for a wide range of concerns, including depression, anxiety, stress management, homesickness, adjustment or acculturation, relationships, gender identity and sexual orientation (LGBTQ) concerns, substance abuse, trauma, eating or body image concerns, and other personal mental health concerns.

[Office of the University Ombudsperson](#) - Whether you are a student, faculty member, or staff, the Office of the University Ombudsperson offers a confidential place to discuss both academic and nonacademic concerns including, administrative issues, workplace issues, or any concern that may relate to Michigan State University students.

The [Online Engagement Center](#), part of the [Neighborhood Student Success Collaborative](#) – We promote academic proficiency, institutional navigation and socio-emotional engagement, which support student success. We do this through: Academic advising and academic success coaching, Engagement Center resources, our student success programs (Spartan Success Scholars, DOW STEM Scholars Program, and Detroit M.A.D.E. Scholars Program) and Collaborative Learning Center (where we train peer educators across the university, provide success skill workshops, and are experts on non-cognitive indicators of academic success)

The [Lesbian, Bisexual, Gay, and Transgender Resource Center](#) – We lead and collaborate on university-wide initiatives that prepare students to thrive in our diverse world, and enhance the campus climate and support services for students marginalized by their sexuality or gender identity.

REQUESTING A RECOMMENDATION LETTER:

I receive many requests for letters of recommendation, and usually end up writing 30-40 letters every year. I will only agree to write letters of recommendation after the semester is complete, and I have observed your performance in the course. Letters of recommendation are important as you pursue various programs. It is in your best interest to ask individuals that know you personally to be letter writers and have verbal assurance from the individual that they can write you a strong and positive letter.

I require that students earn a 4.0 or above in the course and have a 3.5 GPA overall. I need at least a six-week notice before the letter is due. You will need to submit your CV or resume, a personal statement, a copy of your transcripts, and a completed questionnaire (that I will send to you after I agree to write the letter). I will be unable to complete letters if the student fails to submit these materials within 2 weeks of the due date of the letter.

HOW TO BE AN LA FOR NEU 301/302:

Dr. Hedges will contact students that have demonstrated mastery of the subject matter and shown that they interact well with their peers. She will contact individuals after successfully completing both NEU 301 and NEU 302 in the summer before classes start for the fall 2021 semester. If you have an interest in being an LA, then email Dr. Hedges to let her know of your interest.

MSU POLICIES

RESOURCE CENTER FOR PERSONS WITH DISABILITIES

From the Resource Center for Persons with Disabilities (RCPD): Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at www.rcpd.msu.edu.

Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. **Please present this form to Dr. Hedges two weeks prior to the accommodation date.** Requests received after this date may not be honored.

Resource Persons with Disabilities (RCPD)

- To make an appointment with a specialist, contact: (517) 353-9642 or TTY: (517) 355-1293
- Web site for RCPD: <http://MYProfile.rcpd.msu.edu>

ATTENDANCE:

Students are expected to participate in all course activities. See the Ombudsperson's web site for a discussion of student observance of major religious holidays, student-athlete participation in athletic competition, student participation in university-approved field trips, medical excuses and dean's drop for students who fail to attend class sessions at the beginning of the semester.

THE SPARTAN CODE OF HONOR ACADEMIC PLEDGE:

"As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing to endeavor to build personal integrity in all that I do."

ACADEMIC INTEGRITY

The "Academic Freedom for Students at Michigan State University" document (found at <http://splife.studentlife.msu.edu>) is a legal document that you, as a member of the MSU community, should be familiar with. The welcome letter at the beginning reads, in part:

"As an academic community, it is necessary to set standards that will promote an environment conducive to learning. The first part of the Spartan Life presents the policies, regulations and guidelines developed to provide an atmosphere that furthers opportunities for intellectual and personal development while protecting individual freedoms. As a student you are encouraged to exercise your rights and you are expected to meet your

responsibility to adhere to the standards set. The second part of this guide serves to inform you of the rules, regulations, rights and responsibilities that have been established in the interest of all member of the University community.”

Academic misconduct, including but not limited to plagiarizing, cheating, and submitting falsified data will not be tolerated in this course. Individual student assignments that contain portions that are deemed by Dr. Hedges to be highly similar to an assignment submitted by another student in current or previous semesters or to an internet or published source may be considered a violation of academic integrity. See “Section 1.00 PROTECTION OF SCHOLARSHIP AND GRADES and Student Academic Integrity FAQs” for detailed information about definitions of academic integrity, examples of misconduct, and advice about how to avoid it.

In this class, you are NOT permitted to share answers or materials with other students (past, present or future) nor are you permitted to collaborate on any quizzes or assignments in this course with any other students (past, present, or future). You are not allowed to obtain assignments from another student enrolled in the current or a previous semester. When required to use information from published papers or other sources, it must be re-stated in your own words and cited as specified in class.

Suspected violations of the MSU policies will result in a meeting with Dr. Hedges, Dr. Cox, and Dr. Symonds. Depending on the severity of the violation, penalties for academic dishonesty may range from 0 points for an item on the assignment, to 0 points for the entire assignment, to a failing grade for the class. If a penalty grade is administered, Dr. Hedges is required to submit an academic dishonesty report to the university, which will be added to the student’s record. The student will be required to complete a course on academic integrity, and the Dean may choose to impose other sanctions. Providing your completed assignments and answers to quizzes and assignments, to other students currently enrolled in NEU302 or those who may take NEU302 in the future is considered a violation of academic integrity and may subject you to sanctions by the university even if you are no longer enrolled in the class.

TITLE IX: OUR COMMITMENT:

“Michigan State University is committed to fostering a culture of caring and respect that is free of relationship violence and sexual misconduct, and to ensuring that all affected individuals have access to services. For information on reporting options, confidential advocacy and support resources, university policies and procedures, or how to make a difference on campus, visit the Title IX website.”

LIMITED CONFIDENTIALITY:

“Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University’s student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices (including the Department of Police and Public Safety) if you share it with me (in writing or in person), if I overhear it from others, or if I am informed by others:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child
- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff
- Credible threats of harm to oneself or to others

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If

you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the MSU Counseling Center.” <http://oie.msu.edu/mandatory-reporting.html>

GRIEF ABSENCE POLICY

The faculty and staff should be sensitive to and accommodate the bereavement process of a student who has lost a family member or who is experiencing emotional distress from a similar tragedy so that the student is not academically disadvantaged in their classes or other academic work (e.g. research). For undergraduate students it is the responsibility of the student to: a) notify the Associate Dean or designee of their college by completing the grief absence request form <https://reg.msu.edu/StuForms/Stuinfo/GriefAbsenceForm.aspx> in a timely manner, but no later than one week from the student’s initial knowledge of the situation, b) provide appropriate verification of the grief absence as specified by the Associate Dean, and c) complete all missed work as determined in consultation with the instructor. It is the responsibility of the Associate Dean or designee to: a) determine with the student the expected period of absence – it is expected that some bereavement processes may be more extensive than others depending on individual circumstances, b) notify the faculty that the student will be absent, and c) receive verification of the authenticity of a grief absence request upon the student’s return. It is the responsibility of the instructor to work with the student to make reasonable accommodations and to include appropriate language describing such accommodations in their course syllabus, so that the student is not penalized due to a verified grief absence. Students who believe their rights under this policy have been violated should contact the [MSU Office of the University Ombudsperson](#) for information on the academic grievance procedures.

DISRUPTIVE BEHAVIOR

Article 2.III.B.4 of the Student Rights and Responsibilities (SRR) for students at Michigan State University states:

"The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned."

Article 2.III.B.10 of the SRR states that

"The student and the faculty share the responsibility for maintaining professional relationships based on mutual trust and civility."

General Student Regulation 5.02 states:

"No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted."

Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action.

Found in [Student Rights and Responsibilities](#) opens in new window

COURSE DROPS AND ADDS

Can be found on the academic calendar at: <https://reg.msu.edu/ROInfo/Calendar/academic.aspx>