

NEU 302: Introduction to Neuroscience II

Section 001 and Section 002

3 credits

Spring 2025

SECTION INFORMATION:

Section	Meeting Day and Time	Location
001	Wednesday 11:30-12:20pm	McDonel Hall C107
002	Wednesday 10:20am-11:10am	McDonel Hall C107

INSTRUCTOR INFORMATION

Valerie Hedges, Ph.D. (She/her/hers)

3176 BPS

Office hours: weekly and by appointment

hedgesva@msu.edu

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 in synchronous sessions facilitated by teaching and learning assistants or completed asynchronously.

MY COURSE PHILOSOPHY:

I really enjoy teaching introductory level courses for students, because I get to witness first-hand the excitement as you learn about the breadth of topics in neuroscience. Our nervous system is responsible for amazing things and learning the mechanisms of nervous system function will allow you to better understand the physiology of the body and learn more about yourself! All of you have a reason that you pursued neuroscience as a degree, or as a course, and my hope is that you all develop an appreciation for the many topics that neuroscience encompasses.

I believe that you will learn best by engaging in this course in the following ways:

- 1) Keeping up with the weekly deadlines
- 2) Reading our short, assigned readings
- 3) Watching the content videos each week and taking notes
- 4) Completing the assignments each week
- 5) Interacting with the instructors and peers

I recognize that as students you all have many things going on in your lives and I want to express that I want to support your learning in this course through any challenges that you may experience.

COURSE GOALS:

1. Demonstrate an understanding and appreciation for the various sub-disciplines within the field of neuroscience through exploration and examination.
2. Acquire a comprehensive knowledge of the fundamental principles governing the anatomy and physiology of the nervous system, demonstrating the ability to apply this knowledge in analysis and problem-solving.

3. Define, articulate, and demonstrate the molecular, cellular, and anatomical organization of both the central and peripheral nervous systems, showcasing a mastery of these concepts through practical applications.
4. Analyze and explain the structure and function of specific brain systems, such as those involved in somatosensory and motor functions, demonstrating a proficiency in relating anatomical features to physiological processes.
5. Apply critical thinking skills to analyze and evaluate the intricate roles of the brain in diverse realms such as sex, motivation, emotions, mental illnesses, and memory systems. Demonstrate the ability to solve problems and apply nuanced insights when articulating and discussing these complex functions.
6. Critically interpret primary data from scientific literature, showcasing the ability to identify, evaluate, and assess experimental approaches employed in neuroscience research, thereby developing proficiency in the critical analysis of scientific methods and findings.

INSTRUCTORS, STUDENT HOURS, LA STUDY GROUP

We are fortunate to have a whole team of instructors to assist you in this course! The table below lists our 2 graduate teaching assistants and three undergraduate learning assistants. Regardless of which section you are in, all students are permitted to attend any of the listed student hours or study groups.

Student hours are times that course instructors will be available to answer any questions that you have about the content or the course (or anything else). These are being held on Zoom for your convenience. The Zoom links and passwords are listed below. You can expect this to be an individual meeting between the student and the instructor.

Name	Instructor Type	Email	Student Hours Day and Time	Zoom link and Password
Valerie Hedges, Ph.D. (she/her)	Course Coordinator (both sections)	hedgesva@msu.edu	Friday 2:00 – 3:30pm	https://msu.zoom.us/j/98631316108 Meeting ID: 986 3131 6108 Passcode: NEU302
Melinda Osowski (she/her)	Teaching Assistant (both sections)	meiringm@msu.edu	Tuesday 9 – 11am	https://msu.zoom.us/j/91348475528?pwd=528hh9fKRw7VWxvGnpRzAwRlhamb2.1 Meeting ID: 913 4847 5528 Passcode: NEU302
Lauren Wade- Kleyn (she/her)	Teaching Assistant (both sections)	wadelau2@msu.edu	Thursday 9 – 11am	https://msu.zoom.us/j/91096980551 Meeting ID: 910 9698 0551 Passcode NEU302
Busola Ajagbe (she/her)	ULA (section 1)	ajagbeo1@msu.edu	Tuesday 5:45 – 6:45pm	https://msu.zoom.us/j/98728821854 Meeting ID: 987 2882 1854 Passcode: NEU302
Katie McGrath (she/her)	ULA (section 1)	mcgra140@msu.edu	Thursday 5:30-6:30pm	https://msu.zoom.us/j/91396588410 Meeting ID: 913 9658 8410 Passcode: NEU302
Hanna Stewart (she/her)	ULA (section 2)	stewa792@msu.edu	Monday 10:30 – 11:30am	https://msu.zoom.us/j/98551419983 Meeting ID: 985 5141 9983 Passcode: NEU302

TABLE SHOWING ALL AVAILABLE OPPORTUNITIES FOR STUDENTS TO CONNECT WITH INSTRUCTORS

There are times to meet with instructors throughout the week.

(TAs and Dr. Hedges: yellow highlight, LAs: blue highlight)

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 am		Melinda Office Hours 9-11am		Lauren Office Hours 9-11am	
9:30 am					
10:00 am					
10:30 am	Hanna Office Hours 10:30-11:30am				
11:00 am					
11:30 am					
12:00 pm					
12:30 pm					
1:00 pm					
1:30 pm					
2:00 pm					Dr. Hedges Office Hours 2-3:30pm
2:30 pm					
3:00 pm					
3:30 pm					
4:00 pm					
4:30 pm					
5:00 pm					
5:30 pm				Katie Office Hours 5:30-6:30pm	
6:00 pm		Busola Office Hours 5:45-6:45pm			
6:30 pm					

COMMUNICATION:

Email: I will communicate with you through your D2L email account. *Please forward your D2L email to your MSU email address to make sure that you receive the emails for our class!*

You are responsible for reading and responding appropriately to the emails sent to your account. To promote professionalism in communication, please be mindful of using respectful language in your emails and the teaching team will do the same.

- If an instructor reaches out to you requesting a reply, please reply within 24 hours of the email being sent on Monday-Thursday, or 48 hours of the email being sent Friday-Sunday
- Please allow 48 hours for an email *response from the course instructor*
 - If a response is not received, please email again as I can receive many emails in each day
- Please make sure you are checking D2L daily for announcements and emails.

Private Discussion Forums: If you have questions about the course or content, you may ask them through the Private Discussion Forum on D2L to get a direct response from an instructor. Only the course instructors have access to this discussion forum (not other students).

Class Discord Server: Feel free to join our class Discord Server that is run by instructors in the course. You can ask questions about the course content, assignment questions, or anything else! This is also a great way to connect with your classmates and learn from each other. Best of all, unlike group chats, instructors can chime in

if you are on the wrong track and help. This is the same Discord channel that was used last semester, so if you already joined you are all done!

Discord Server Link: <https://discord.gg/fmvCSE7qHx>

Announcements: All emails in the class will be archived as “announcements” in D2L so that you always have access to the information sent via email.

CONTENT KNOWLEDGE REQUIREMENTS

You need to have passed NEU 301 to be enrolled in NEU 302. We will build on concepts that were introduced in NEU 301, so you should have good foundational knowledge. You should have a basic understanding of biology (homeostasis, diffusion, concentration gradients, molecular and cellular biology, including parts 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 on nervous system function. If you feel that you need more review in these areas, then please review your notes from your introductory biology courses or freely available resources, such as Khan Academy.

COURSE PLATFORM/STRUCTURE:

For the spring 2025 semester, NEU 302 has two different sections. Both courses will be taught as hybrid courses with an in-person meeting once weekly on Wednesdays. Content for both sections will be delivered through:

- 1) Content videos on D2L
- 2) An in-class assignment
- 3) Practice questions
- 4) Reading from the course text

Content Videos: Why are they online and asynchronous?

- **More inclusive:** They allow you to access them at any time, and don't require that you attend class at a specific time for access to the material (videos can be downloaded, sped up, or slowed down, rewatched). This benefits many students and accommodates students with caregiving needs, work responsibilities, illness, or those that commute during periods of bad weather.
- **More accessible:** Videos are captioned which allows for students to read along with the video, and there are multiple shorter videos broken up by topic, allowing you more flexibility of when and where you watch the videos. You can also pause and rewatch as needed.

In-class assignments, Practice Questions, and Reflection Activities: What is the purpose?

- Low-stakes opportunities to practice the type of critical thinking and problem solving that you will encounter on exams.
- Opportunity to reflect on your preparation methods and assess the pros and cons of that method with a goal of honing your studying and preparation skills.

Reading: How much? How often?

- Our course text is FREE and online (you will always have access to it- even after our class).
- The chapters are short and pertain directly to what we are learning in class.
- Each week you will typically read 1-3 short chapters (less than 45 min of reading each week).

COURSE MATERIALS

You will need your MSU NetID to login to the course from the D2L homepage to access our course materials (<http://d2l.msu.edu>). In D2L you will access online videos, course materials, and additional resources. Activities will include readings, quizzes, discussion forums, and email, among others.

Textbook

To reduce costs for students, we will be using a **freely available online Open Educational Resource (OER)** that I have prepared for our course. There will not be any materials that you need to purchase for our course. When accessing the OER, be aware that it can be downloaded, viewed in different accessible formats, and can be printed by the MSU library for a nominal fee if you wish to have a hard copy. Note that chapters in this text are much shorter than traditional textbooks and are more focused on the content that we will be covering in our course. If you are interested in recommendations for other Neuroscience textbooks (for recreational or supplemental reading) please contact me (Dr. Hedges) directly (I love books).

Text Link (be sure to bookmark it!): [Introduction to Neuroscience – Simple Book Publishing \(msu.edu\)](http://www.msu.edu/~neurosci/IntroductoryNeuroscience.html)

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 all lived through an unprecedented time in the pandemic and tragedy on our campus, resulting in substantial challenges outside of the classroom. 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.

LAND ACKNOWLEDGEMENT

Michigan State University occupies the ancestral, traditional, and contemporary lands of the Anishinaabeg – Three Fires Confederacy of Ojibwe, Odawa, and Potawatomi peoples. In particular, the university resides on land ceded in the 1819 Treaty of Saginaw. We recognize Michigan's 12 federally recognized Native Nations, historic Indigenous communities in Michigan, Indigenous individuals and communities who live here now, and those who were forcibly removed from their homelands. In offering this land acknowledgement, we affirm Indigenous sovereignty, history, and experiences.

Act: Visit the [Nokomis Cultural Heritage Center](http://www.msu.edu/~indigenous) near the Meridian Mall in Okemos to learn more about the Indigenous peoples of this area.

LEARNING PACT

The Learning Pact is taken from *Liquid Syllabus* course provided by [CVC-OEI/@ONE](http://www.cvc-oei@one.msu.edu) and authored by Michelle Pacansky-Brock.

INSTRUCTOR EXPECTATIONS

1. I will provide you with a clear, organized course that is designed to ensure you meet our course outcomes in a meaningful manner.
2. I will provide a variety of assignments to ensure your learning needs are met.
3. I will be actively present in your learning.

4. I will provide a supportive and safe environment for you to share and discuss ideas with your peers.
5. I will reach out to you when I sense that you need support.
6. I will treat you with dignity and respect and be flexible to support your individual needs.
7. I won't be perfect. I am human and will make mistakes at times. I will view mistakes as an opportunity to learn and grow.

STUDENT EXPECTATIONS

1. You strive to be an active participant in this course and strive to meet due dates.
2. You will maintain an open line of communication with me, so I understand how to support you.
3. You will contact me if you have a concern with meeting a due date.
4. You strive to regularly contribute to collaborative activities to ensure other members of the community have ample opportunity to read/listen, reflect, and respond to your ideas.
5. You will treat your peers with dignity and respect.
6. You will do your best to have patience with technology. There will be hiccups, expect them. We will get through them together.
7. You will give yourself grace. Expect to make mistakes. You are human and you are stressed.

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 assignments
- Basic internet literacy skills to efficiently navigate D2L and email

COURSE SPECIFICS

You will need your MSU NetID to login to the course from the D2L homepage to access our course materials (<http://d2l.msu.edu>). In D2L you will access online videos, course materials, and additional resources. Activities will include readings, quizzes, discussion forums, email, and other online activities. This is not a self-paced course- that is, there will be assignments that are due at specific times throughout the week. Students that do not meet these deadlines will not earn credit for those assignments.

IN PERSON MEETING- WEDNESDAYS (SEE SCHEDULE)

Our in-person meeting will start with class announcements. You will need to be present to receive these announcements. We will then go through a retired exam question as a class related to the content of the week. You will then have an opportunity to work through the in-class assignment with your peers and instructors. This is a great opportunity to ask questions about the content of the week and to check your understanding in a low-stakes environment. These assignments do not count toward student grades but rather are low-stakes formative assessments for students to improve their learning of the course content. This time will be used as work time, with lots of one-on-one interaction from instructors. There will also be time during the in-person meeting for students to speak with instructors and ask questions about course content outside of the assignment questions if desired. Attendance will be recorded but will not have an impact on your grade. Attendance will be taken via QR code and a Google Form (in-person) or via Zoom.

All students have the option to attend a synchronous Zoom meeting during our regular in-person class time. You will be able to listen to class announcements, ask any questions to the teaching team, and have the opportunity to work on the in-class assignment with other students on Zoom. A dedicated course instructor will moderate the Zoom room and address any questions.

If you'd like to be placed in a team with peers who share similar goals, please complete a short 5-question survey on D2L.

NEU 302 Synchronous Zoom Meeting (both sections)

Join Zoom Meeting

<https://msu.zoom.us/j/93381628358>

Meeting ID: 933 8162 8358

Passcode: NEU302

COURSE OUTLINE/SCHEDULE:

The detailed course schedule is available as a separate document on D2L. This schedule lists topics, assigned readings, quizzes, exams, and assignments. Due dates 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.

Our weeks will “start” on Thursday, then we will have our in-person meeting the following Wednesday, and the quiz for that unit will be due the following Friday.

Thursday Morning at 8:00 AM:

- Content videos for the upcoming week open and will always remain open
- Assignments for the upcoming week open

Wednesdays

- All videos should be watched by this time
- In-person and Synchronous Zoom meeting time
- Dedicated time to speak with instructors and peers and work on in-class assignment

Friday at 11:59 PM:

- Quiz from previous week is due
- In-class assignment from previous week has a suggested due date (must be turned in before next exam)

Exams will open on the first date indicated in the schedule at 8:00 AM and close on the second date indicated in the schedule at 11:59 PM.

LATE WORK POLICY

Please note that there are due dates for our weekly D2L quizzes for the purpose of 1) keeping students on track over the course of the semester and 2) 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.

I understand that sometimes circumstances might prevent you from completing quizzes by the indicated due date. To help you in these situations, a 48-hour submission grace period will be offered for all Quizzes that will allow you to turn in quizzes up to 48 hours after the indicated due date. *No additional extensions will be available to make sure that everyone stays on track with the course material and our schedule.*

If you have a more serious or long-term problem that prevents you from completing assignments by the indicated due dates, this needs to be communicated with me (Dr. Hedges) as soon as possible so that alternative arrangements can be made.

In-class assignments must be turned in to be granted access to the exam.

COURSE CONTENT

Students will be responsible for the content that is covered in content videos, in-class assignments, and the text.

CONTENT VIDEOS

- Content videos will have captions available and can be sped up or slowed down.
- Videos may request that you pause your video and complete an activity. These activities are short exercises that are meant to help students think through material.

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 before watching the lecture videos to help facilitate learning.

COURSE ASSIGNMENTS

I have been trying to improve grading equity within this course. For grades to be more equitable, they should only reflect a student's performance rather than their behavior (like participation or attendance). Towards this effort, student grades will no longer incorporate any required participation grades.

Your grade in this course will only reflect the knowledge and understanding that you have demonstrated on content-based assessments in the course.

That being said, it is my expectation that students engage fully in the course and complete all assignments and attend class. I will only write letters of recommendation for students that fully engage in the course.

Your grade in this course will be determined by your grades on D2L WEEKLY QUIZZES and EXAMS.

1) D2L WEEKLY QUIZZES

The purpose of D2L weekly quizzes is to give you a low-stakes opportunity to assess your understanding of the content. Quizzes should be used as a tool to keep up with content presented weekly in the course and to assist in exam preparation.

You get three attempts on each quiz, with the idea that you will study your mistakes and then try to understand and correct those mistakes through resubmitting the quiz with the correct answers.

- Quizzes are due Friday at 11:59 PM
- Quizzes will have a 48-hour grace period for submission, allowing you to turn them in by Sunday at 11:59pm if circumstances prevent you from completing the quiz prior to the due date. You do not need to inform me if you intend on using this submission grace period.
- Each Quiz will consist of 10 questions (multiple choice, multiselect) and are not timed

- You will have 3 attempts on each quiz, and only the highest grade will be recorded
- You can review feedback on quizzes as soon as you earn a “credit” grade, or after 3 attempts (regardless of score)
- A short video is available on D2L under “How to Videos” that shows you how to see your quiz feedback. If you miss a quiz, the quiz answers cannot be reviewed.
- You need to have at least 7 “credit” quizzes to pass this course.

2) IN-CLASS ASSIGNMENTS

I consider in-class assignments to be incredibly important within our course. They allow opportunities for you to practice your critical thinking and problem solving for exams. It is in your best interest to actively complete and understand your in-class assignments. It is my expectation that all students complete these assignments every week.

- The in-class assignment will be the focus of our in-person meeting, but can be worked on outside of class as well
- You should bring a laptop or tablet that will allow you to electronically complete a word document.
- You are encouraged to work collaboratively in small groups weekly (up to 5 people per group).
- Complete the survey on D2L if you would like to be connected with a group to work with during class.
- You are encouraged to review and start working on the in-class assignment before attending the in-person meeting.
- In-class assignments are non-graded assignments but must be turned in to be granted access to the associated exam.
- Those that turn in the assignment by the suggested due date will receive feedback on the assignment.
- Video Key and Key documents for the assignment will be located on D2L and will be available after the assignment is turned in and has been graded and determined to have more than 50% completed with effort. It is the responsibility of each student to check that their in-class assignment answers are correct against the provided keys.

3) PRACTICE QUESTIONS

Practice Questions are short assignments that will allow students to practice answering a couple of questions related to the topics of the week.

- Practice Questions (and Keys) will be available as files on D2L (no longer submitted as assignments)
- Practice Questions are non-graded assignments and are only for those that desire additional ways of engaging with the course content.

4) REFLECTIONS

You will complete Reflection assignments at least 2 times, and up to 6 times over the course of the semester: at the beginning of the semester, following our first four exams, and at the end of the semester (see course schedule).

- The ‘Start of the Semester Reflection Survey’ and ‘End of Semester Reflection Survey’ are required of all students.
- Completion of ‘Exam Reflections’ will be required to complete Exam Revisions (if you choose not to complete exam revisions, then the associated exam reflection is not required).
- Each exam will have a separate Exam Reflection
- Reflections will be completed as a quiz on D2L and will be open during the indicated times on the course schedule

5) EXAMS

Just like 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. For complete details see 'Exam Information' module on D2L

- There will be five exams in this course that will be graded out of 40 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 from the previous exam (content videos, in-class assignments, course text) and will not be cumulative. This includes the Final Exam which will NOT be cumulative.
- Permitted Resources for Exams: Course notes, in-class assignments, Course Text (open note/open book)
- You are NOT permitted to use the internet as a resource on your exams. Answers received from internet sources are a violation of academic honesty and will result in issuance of an academic dishonesty report. Use of generative AI is also not permitted on exams.
- Exam dates are noted in the schedule posted on D2L.
- Exams will be administered through D2L and consist of multiple-choice questions and multiselect questions that will be graded automatically by D2L.

All associated in-class assignments must be turned into D2L to gain access to the exam. If you have not completed the in-class assignments, then you will need to submit them incomplete.

Missed Exams:

You are given a window of time to complete the exam to provide flexibility. Exam dates are 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 me (Dr. Hedges) as soon as possible but must be done within 24 hours of the missed exam.

A scheduled event is not outside your control. These events need to be communicated with me (Dr. Hedges) prior to the exam as soon as possible.

Exam Revisions:

An exam is a learning tool and learning from your mistakes on an exam is a powerful way to improve your learning of the course content. For this reason, each of you will have the opportunity to complete Exam Revisions. Exam Revisions will consist of a second attempt on the exam that 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. You will have the opportunity to review your incorrect responses and feedback on those incorrect responses prior to your submission of your second attempt. Please note that this is your one opportunity to demonstrate your understanding of the course content that you got incorrect on the first attempt. **A document is posted on D2L under the "Exam Information" Module that has the details for how to complete Exam Revisions.**

Reviewing Exam Feedback:

- Details specifying the dates for exam review and exam revisions are in the course schedule and reminder emails will be sent through your D2L email account

- All students interested in completing Exam Revisions will need to first complete an **Exam Reflection** assignment that will be made available on D2L.
- After submission of the Exam Reflection, a second attempt will be made available on the exam at the time specified on the course schedule.

Completing Revisions on Exam:

- Exam revisions are not required but are available for students that wish to improve their score on each exam.
- When taking the second attempt on the exam, you will only be able to answer the questions that were previously incorrect. A red exclamation mark will denote questions that can be retaken.
- You may attempt to correct as many questions as you would like and have the **chance to earn back 50% of the points missed on the exam. (see 'Grading' section for more details).**

GRADING

WHY THIS STRUCTURE?

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, 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 3 grading categories (Strong, Satisfactory, 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 to reach 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 make grades more equitable, increased inclusiveness by providing opportunities to improve, decrease student stress, promote intrinsic student motivation, and provide all students the opportunity to improve their science skills.

QUIZ GRADING (Total of 11 quizzes)

Quizzes are 10 questions each. Students get **3 attempts on each quiz**, with only the highest score being recorded. Quizzes will be graded as Credit or No Credit.

To earn “Credit” on a quiz:

- The quiz must be completed within the allowed grace period of submission on D2L
- The submission must earn a minimum grade of 80% correct

If any of the above criteria are not met, then a grade of “No Credit” will be given.

EXAM GRADING (Total of 5 Exams)

Exams will be graded out of 40 “points”. These points do not count towards your final grade, but instead will be used to determine what grading level was achieved on the exam. Exams will be graded as “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 32/40 (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 24/40 (60%)**

Exams that are not completed on time, or that earn less than 60%, 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 revisions to earn back points lost on their exam with the goal of achieving either a “Strong” or a “Satisfactory grade”. (See Exam Revisions)

Final Grade Calculation:

- The MSU 4.0 grading system is used to report final course grades. Grades for assignments will be posted electronically to D2L within one (1) week 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 you will earn in this class prior to the completion of all assignments.
- To earn a particular final grade level, you must meet the minimum requirements in every category listed in the table below.

Total Score* from all 5 Exams	Minimum # of Credit Quizzes (total of 11)	Grade in Course
10	9	4.0
8-9	8	3.5
7	7	3.0
6	6	2.5
5	5	2.0
4	4	1.5
3	3	1.0
Less than 3	Less than 3	0.0 (not passing)

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

Example Final Grade Calculation:

A student has the following grades:

- 2 “Strong” exams, and 3 “Satisfactory” exams
- 10 “Credit” Quizzes

In this example the student has completed more than the minimum number of “Credit” quizzes to get any grade in the course, which means that the grade will ultimately be determined by exam performance. With 2 “Strong” exams (each with a score of 2) and 3 “Satisfactory” exams (each with a score of 1) the total exam score will be 7. According to the table, this will be a final grade of a 3.0 in the course.

Example Grade Determination when you have completed Revisions:

Attempt 1:

Overall *attempt 1* score = 29/40 or 72.5%

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 grade:

Overall *attempt 2* score = 39/40 or 97.5%

The scores on the first attempt and second attempt will be averaged to determine the Final grade on the Exam.

Determination of final score on Exam

Final Exam Score = Average of attempt 1 and attempt 2 = $(29+39)/2 = 34/40$, or 85%

In this example, the student increased their grade to 34/40 and now has a grade of “Strong” on the Exam.

CLASS POLICIES

CONTESTING GRADES

You are expected to review your feedback for exams and quizzes, posted keys and posted videos on D2L before bringing your concerns to the instructors. Honestly self-assess whether you perhaps misunderstood or overlooked something, and if that mistake led to your grade. You are encouraged to contact your instructor 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, I will not re-grade individual elements of an 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, you are expected to respect the intellectual property of course instructors, like me. All course materials presented to you are my copyrighted property and are subject to the following conditions of use:

- You **may not** post recordings or other course materials online through sites such as Course Hero, Chegg, etc. 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.
- You **may not** commercialize lecture notes and university-provided course content. This includes posting any course materials to online sites.

GENERATIVE AI USE

The use of generative AI on exams in this course is not permitted. Exams are designed to assess your personal understanding and application of course concepts, and reliance on AI during exams undermines the integrity of this process. Please use only the notes generated from the content videos and the online course text as resources on exams.

Generative AI tools, such as ChatGPT, have limitations, including potential inaccuracies, incomplete information, and biased responses. While these tools can provide helpful assistance in some contexts, they are not a substitute for your own problem-solving and critical thinking. My goal is for you to strengthen these skills throughout the course.

Appropriate Uses of Generative AI in This Course

Generative AI may be used as a study tool to support your learning, but it must not be used to complete graded assignments unless explicitly permitted. Examples of appropriate uses include:

- Using AI to explain difficult concepts or provide alternative explanations for topics covered in lectures or the course text.
- Asking AI to generate practice questions for studying or testing your understanding of course material.
- Using AI to brainstorm potential approaches to problems or deepen your understanding of a topic.
- Asking AI to explain why an answer to a study problem is correct or incorrect, and then verifying its response against course materials.

Inappropriate Uses of Generative AI in This Course

- Using AI to complete or draft any part of graded assignments without explicit permission. This includes exams, quizzes, in-class assignments, practice questions, reflections, and all assignments associated with the Honors option.
- Relying on AI as a primary source of information for exams, quizzes, or coursework.
- Submitting AI-generated work as your own.

Please see the following link for MSU guidance about the use of generative AI: [Guidelines and Policies on Generative AI Use at MSU](#)

Academic Integrity

Any students found violating the conditions described in this policy or the MSU academic integrity guidelines will face academic disciplinary sanctions, including receiving a penalty grade in the course and the issuance of an academic dishonesty report.

REQUESTING A RECOMMENDATION LETTER:

I receive many requests for letters of recommendation, and usually end up writing 50-60 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 only 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 in the course and have a 3.5 GPA overall and that they have demonstrated course engagement by attending in person or via Zoom, completing application assignments, and interacting with the instructional team. 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:

If you are interested in being an LA for 301/302, then you should contact me (Dr. Hedges) via email during the spring semester. You will be asked to fill out a questionnaire and return it to be placed in the pool of other interested students. I will recommend students to apply for the LA positions through HR. Physiology HR will conduct an interview. LAs will be chosen based on the interview, responses to that questionnaire, demonstrated ability to interact well with their peers during in-person meetings, engagement and attendance in class, and demonstrated mastery of the subject matter through performance on assessments. The timeline for applying to the positions is not yet known (new process)- but I will let you know as much as possible during the spring semester.

HONORS OPTION

Please see Honors Option module on D2L for details.

TECHNOLOGY RESOURCES AND REQUIREMENTS:

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

TECHNICAL ASSISTANCE

- If experiencing a problem, you 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 you have 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
- You are required to notify me via email regarding any technical difficulties, **after** speaking with IT Help Desk

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. 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 accommodation has been determined, you will be issued an Accommodation Letter. **Please present this letter to Dr. Hedges as soon as possible.**

[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.

[Student Advocates for Essential Needs Security \(SAENS\)](#) is a registered student organization within MSU that is open to currently enrolled undergraduate and graduate students. SAENS works with MSU's on and off-campus resources to raise awareness and support the needs of students related to housing, food, and basic care items. SAENS advocates on behalf of students for the equitable distribution of essential need items to students including affordable housing, access to healthy food options, and access to hygiene resources to promote student success.

[The Student Parent Resource Center](#) offers a supportive environment to obtain information and resources for all student parents and their families on and off campus. Within Resource Center is the [Student Parents on a Mission \(SPOM\)](#), a registered student organization for MSU students with children. This support system connects student parents through parent meetings, family fun events, scholarship awards, and a holiday adoption program.

[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 Spartan Strong Foundation](#) has been created to provide support for the evolving needs of individuals impacted by tragic events. The Spartan Strong Fund exists to harness Spartans' collective will to take action and support one another.

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.

The [MSU Food Bank](#)- MSU Student Food Bank was founded to help students who are dealing with [food insecurity](#) (having limited food availability with a reduction in the quality or variety of food intake that often results in disrupted eating patterns). A lack of food security can be a considerable obstacle to academic success. The MSU Student Food Bank is a non-profit and serves over 6,000 students, many with families, and distributes over 110,000 pounds of food. See their site about eligibility and use of this service. [The Greater Lansing Food Bank](#) also offers mobile distribution and food pantries.

[The Campus Meditation Map](#) was created by Beal Scholar Anhad Viswananth as part of the Garden's Wellness program. Go to the link for a map and a list of meditation sites.

MSU POLICIES

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 members 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 exams 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 in 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. 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 NEU301 or those who may take NEU301 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>

RELIGIOUS OBSERVATION POLICY

We will honor the [Religious Observance Calendar](#) for the University. Students who are absent from classes on these days will not be disadvantaged in any way. I have tried to avoid scheduling major assignments during the major holidays of religions on campus when possible.

- Exams that do fall on a religious holiday can be reasonably rescheduled without any penalty.
- You do not need to use a late pass for an assignment that falls on an observed religious holiday.
- **You must inform me (Dr. Hedges) at least 2 weeks prior to the due date of the assignment or exam that it falls on an observed religious holiday to plan for that assignment/exam**

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.

COURSE DROPS AND ADDS

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