

NEU 301: Introduction to Neuroscience I

3 credits

Online Asynchronous

Summer Session 1, 2023

COURSE DESCRIPTION:

This is the first course of a two-course introductory neuroscience sequence. The topics presented in NEU301 will cover the basic principles of cellular and systems neuroscience, including discussions focused on neurophysiology, chemical signaling, central nervous system and peripheral nervous system anatomy, visual systems, auditory systems, olfaction, and gustation. Information in this course will be presented as 1) recorded videos and 2) recitation activities 3) Readings from the free course text.

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 lecture videos each week and taking notes
- 4) Interacting with the instructor

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

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 the properties of nervous system cells that allow them to use electrical and chemical signals for cellular communication.
5. Understand, describe, and model the structure and function of brain systems (visual, auditory, olfactory, gustatory, balance).
6. Interpret primary data from scientific literature and be able to identify and assess the experimental approaches used in neuroscience.

INSTRUCTOR CONTACT AND OFFICE HOURS INFORMATION

Office hours will be held by appointment over Zoom- you simply need to email to request a time to meet with me.

Name	Instructor Type	Email	Office Hours Day and Time	Office Hours Zoom link and Password
Valerie Hedges, Ph.D. (she/her)	Course Coordinator	hedgesva@msu.edu	By Appointment- Email and request an appointment at any time	https://msu.zoom.us/j/98631316108 Meeting ID: 986 3131 6108 Passcode: NEU302

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. In an effort 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* and the *course assistants*
 - If a response is not received, please email again as we can receive many emails in a given 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). This will be a direct way of communicating with the course instructors.

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
- I will also post content-related information to “announcements” in D2L based on student questions within the Private Discussion Forums

COURSE PLATFORM/STRUCTURE:

For the Summer 2023 session 1, NEU 301 will be offered as an online asynchronous course. Content will be delivered through 1) asynchronous lecture videos on D2L, 2) an asynchronous recitation activity, 3) Reading from the free course text.

Lecture Videos: Why are they online and asynchronous?

- More inclusive: They allow for 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)
- More accessible: They are captioned, and there are multiple shorter videos broken up by topic, allowing you more flexibility when and where you watch the videos

Recitation Activities: What is the purpose?

- A low-stakes opportunity to practice the type of critical thinking and problem solving that you will encounter on exams

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. Links out to Google Classroom will also be available through D2L (for recitation submission). We will have assignments that are due at specific times throughout the week and it is important for your success to keep up with the weekly due date to the best of your ability.

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 (you can even listen to it!). 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 reading) please contact me (Dr. Hedges) directly.

Text Link: [Introduction to Neuroscience – Simple Book Publishing \(msu.edu\)](http://d2l.msu.edu)

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 and challenges outside of the classroom have been substantial. 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.

Take Action: Visit the [Nokomis Cultural Heritage Center](http://d2l.msu.edu) near the Meridian Mall in Okemos to learn more about the indigenous peoples of this area.

LEARNING PACT

The Learning Pact taken from *Liquid Syllabus* course provided by [CVC-OEI/@ONE](#) 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 recitation assignments via Google Doc through Google Classroom
- Basic internet literacy skills to efficiently navigate D2L, Google Classroom, and email

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 recitations and reflections, and exams. 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.

Sunday Morning at 8:00 AM:

- Lecture videos for the upcoming week open and will always remain open (about 3 hours of videos each week)
- Weekly practice quiz for the upcoming week opens (does not count toward your grade- just used as optional practice)
- Optional Bonus Recitation for the upcoming week opens on Google Classroom

Friday Morning at 8:00 AM:

- Mini-Exam opens

Saturday Afternoon at 5:00 PM:

- Mini-Exam DUE
- Optional Bonus Recitation DUE

ASSIGNMENTS THAT DIRECTLY CONTRIBUTE TO COURSE GRADE

I have been trying to improve grading equity within this course. For grades to be more equitable, educational research supports that your grade should only reflect your performance rather than your behavior (like participation or attendance). Towards this effort, your grades will not 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.

1) MINI-EXAMS

Your grade in our course will be determined by summative assessments (mini-exams) that assess learning and understanding of the material. For complete details see 'Exam Information' module on D2L

- Mini-Exam dates are noted in the schedule posted on D2L
- There will be seven mini-exams in this course that will be graded out of 20-30 points each and administered on D2L. These points are only used to determine what level was achieved on the mini-exam (details in grading section)
- Each mini-exam will cover the material covered since the previous mini-exam (lecture videos, recitations, course text reading) and will NOT be cumulative.
- Mini-exams are open note/open book. You are NOT permitted to use the internet as a resource on your exams. Answers copied from the internet are a violation of academic honesty and will result in issuance of an academic dishonesty report.

Missed Mini-Exams:

You are given nearly 2 days to complete the mini-exam to provide flexibility. Mini-exam dates are located in the course schedule posted to D2L. Reminder emails will also be sent for each mini-exam. **It is your responsibility to complete the mini-exam during the specified time.** If a mini-exam is missed due to a circumstance outside of your control, this must be communicated with me (Dr. Hedges) as soon as possible but must be done within 48 hours of the missed mini-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 Corrections:

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 Corrections. Exam corrections 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 the exam prior to your submission of your second attempt. **A document is posted on D2L under the “Exam Information” Module that has the details for how to complete Exam Corrections.**

Reviewing Exam Feedback:

- You will be emailed with details specifying the dates for exam review and exam corrections through your D2L email account

Completing Corrections on Exam:

- Exam corrections are not required but are available for students that wish to improve their score on each mini-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.**
- Note that you are only able to move up one grading category by completing exam corrections (moving from an ‘unsatisfactory’ to a ‘satisfactory’ or moving from a ‘satisfactory’ to a ‘strong’).

SUPPORTING ASSIGNMENTS

This section of the syllabus will detail assignments that will not directly determine your grade but are important in understanding the material.

I believe that these assignments are critical to promote student success in the course. These assignments are graded for effortful completion, not correctness. I am trying to increase grading equity in this course by removing grades that are associated with participation. Educational research supports 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.

I am giving you the choice 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 it is in your best interest to engage with the course content as much as possible to support your learning.

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 assignments will help to support your success in this class.

In fact, to promote your completion of these assignments, students will have the opportunity to earn **Extra Credit** for completion of one of these optional assignments (Details below).

The purpose of these assignments is to provide opportunities for you to continue to practice the course material, reflect on your performance, and practice scientific inquiry. I will be offering BONUS EXTRA CREDIT WORK as an incentive for all of you to engage in these beneficial opportunities. **Additional Extra Credit Assignments will not be available.**

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 EXTRA CREDIT WORK for more details).

1) BONUS RECITATION WORKSHEETS

It is my belief that completion of recitation supports your success in this course. As such, you are all encouraged to complete the recitations weekly and turn them in through Google Classroom. I will comment within the document to answer any question that you might have.

I consider Recitations to be incredibly important within our course. Recitations allow for opportunities for you to practice your 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.

Please note that the due dates indicated for Recitation will only be for those that wish to complete BONUS EXTRA CREDIT WORK for the class.

Add yourself to our 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.
- 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.
- Use the "+" sign located on the upper-right hand side of the page to add a class. Enter the following class code: **TBD**

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.
- An instructor will be reviewing each submission for completeness. If it is determined that a student did not put in sufficient effort or turned in an incomplete document, then instructors reserve the right to not count the exercise towards Bonus Work.

Bonus Recitation Assignments

- You are encouraged to work collaboratively in small groups weekly (up to 5 people per group) to work through the recitation. If you are interested in getting connected to other students in our course, a discussion forum will be opened to allow you to connect with classmates
- Recitations will open on Google Classroom on Sunday morning at 8:00 AM and will be due the following Saturday 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.
- Key documents for the recitation exercises will be located on D2L starting after the due date. It is your responsibility to check that your recitation exercise answers are correct against the provided keys.
- 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.

2) D2L PRACTICE QUIZZES

The purpose of D2L practice quizzes is to give you a low-stakes opportunity to assess your understanding of the content. Practice 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 3 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 Saturday at 11:59PM
- Each Practice 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 “satisfactory” 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.

LATE WORK POLICY

I understand that sometimes circumstances might prevent you from completing assignments by the due date. To help you in these situations, you each have **three 48-hour late passes** that can be used to extend the deadline of an assignment (quizzes, bonus recitations, exams, exam corrections) by 48 hours (no questions asked).

Using a Late Pass:

1. You need to email me (Dr. Hedges) within 48 hours of the missed deadline (preferably prior to the assignment due date) to let me know that you want to use one of your late passes. I will reply with instructions for how to complete the assignment. **The assignment then must be turned in within the 48 hours window following the due date.**
2. I will keep track of the number of late passes and record them on D2L for you to see your late pass status within your D2L grade book.
3. **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.**

If a late pass is not used, then missed assignments will be given a grade of “Unsatisfactory”.

GRADING

WHY THIS STRUCTURE?

Educational research has demonstrated 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 focus can be placed on learning and practicing scientific skills and improving on those skills.

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 (e.g., “satisfactory” or “unsatisfactory”). This will allow you to understand whether you are meeting the expectations for the course, while allowing for you to make some mistakes that do not necessarily lower your grade.

To allow you the opportunity to improve your performance, you will have the chance to review and revise your assignments to promote everyone reaching a level of ‘satisfactory’ performance. My hope is that this will allow you 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 your stress, promote your intrinsic motivation, and provide everyone the opportunity to improve your science skills.

Please refer to the “advice from past students” on D2L to read about past students’ experiences in this course.

Mini-Exam Grading (Total of 7 Mini-Exams)

Mini-Exams will be graded out of 20-30 “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 AFTER Exam corrections. **Scores will be used when calculating final grades.**

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

- The mini-exam must be completed on time within D2L
- The submission must earn a **minimum grade of 24/30 (80%) or a 16/20 (80%)**

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

- The exam must be completed on time within D2L
- The submission must earn a **minimum grade of 17/30 (57%) or a 11/20 (55%)**

Mini-Exams that are not completed on time, or that earn less than the grades stated above, will earn a grade of Unsatisfactory (and a score of 0)

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

Bonus Extra Credit Work Grading

For a Bonus of 0.5 added to your grade at the end of the semester, **you must complete BOTH the required number of Recitations AND the required number of Practice Quizzes.** **In order for Bonus Extra Credit Work to be applied to your final grade, you must complete all 7 mini-exams in the course

Students must complete BOTH Bonus Recitations and Practice Quizzes to earn Bonus Extra Credit Work

Bonus Recitation Grading: Must earn ‘Satisfactory’ on 5 out of 6 total recitations throughout the course

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.

Practice Quiz Grading: Must earn ‘Satisfactory’ on 6 out of 7 total practice 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 Satisfactory or Unsatisfactory.

To earn a grade of Satisfactory on a quiz:

- The quiz must be completed by the due date within D2L
- 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.

Final Grade Calculation:

- 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 you will earn in this class prior to the completion of all assignments.
- In order to earn a particular final grade level, you must meet the minimum requirements in the table below.
- Exams will be determined to be Strong (2), Satisfactory (1) or Unsatisfactory (0) AFTER Exam Correction scores have been determined. If you elect to not complete Exam Corrections, then your first attempt score will be determined to be Strong, Satisfactory or Unsatisfactory.
- See the table below for the minimum expectations to achieve each grade in this course. Remember, a bonus of 0.5 will be given to students at the end of the semester that complete BONUS EXTRA CREDIT WORK.

Total Score* from all 7 Mini-Exams	Grade in Course
13-14	4.0
11-12	3.5
9-10	3.0
7- 8	2.5
5-6	2.0
4	1.5
3	1.0
2	0.5 (no passing)
>3	0.0 (not passing)

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

- Note the gray highlighted cells for what qualifies as earning a 0.5 grade (not a passing grade). You must meet one of the definitions of a 0.5 grade for Bonus Extra Credit Work to bump your grade up to a 1.0.
- In order for Bonus Extra Credit Work to be applied to your grade, you must complete all 7 mini-exams.
- The 0.5 grade boost from Bonus Extra Credit Work will only be applied if you complete at 5 out of 6 Bonus Recitations AND 6 out of 7 Practice Quizzes.

Example Final Grade Calculation:

A student has the following grades:

- 3 “Strong” exams, 2 “Satisfactory” exams, 2 “Unsatisfactory” exams (Total exam Score = 8)
- 5 “Satisfactory” Practice Quizzes
- Completed 6 Bonus Recitations

This student would receive a 2.5. This is the determined grade because their exam score would equal a 2.5 grade. This student has not earned Bonus Work. They completed 6 Bonus Recitations, but only completed 6 Practice Quizzes (6 are required), which means that they did not complete the requirements necessary to earn Bonus Extra Credit Work.

CLASS POLICIES

CONTESTING GRADES

You are expected to review their feedback for quizzes, posted keys and posted videos on D2L before bringing your 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, 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.
- Commercialization of lecture notes and university-provided course materials is **not** permitted in this course

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

HONORS OPTION

Please see Honors Option module on D2L for details.

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 participating in bonus work and interacting with the instructional team. 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:

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 choose LAs based on their responses to that questionnaire, demonstrated ability to interact well with their peers during in-person meetings, and demonstrated mastery of the subject matter through performance on assessments. I will make these decisions after the successful completion of both NEU 301 and NEU 302 (typically by the end of May).

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.

[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.

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.

MSU POLICIES

RESOURCE CENTER FOR PERSONS WITH DISABILITIES

I aim to make this course accessible to all students but recognize that you may also require additional accommodations that have been approved through the Resource Center for Persons with Disabilities (RCPD). Please send a copy of your Verified Individual Services Accommodation (VISA) to me (Dr. Hedges) as soon as you are able so that we can start putting your accommodations into action. The RCPD also issues temporary VISAs for temporary conditions such as breaking your wrist (making it difficult to write or type) or a concussion (as examples). Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. If you are wondering whether or not you qualify for accommodations through RCPD, you can contact them at 517-884-RCPD or on the web at www.rcpd.msu.edu.

- 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.

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.

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 and Dr. Olson. 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>

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 made an effort 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 reasonable 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) 2 weeks prior to the due date of the assignment or exam that it falls on an observed religious holiday to make arrangements in advance 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.