

Grade Breakdown

In-class presentations	30%
In-class participation	25%
Minute papers	5%
Written Assignment	40%

Bonus Marks

You can earn four percent (4%) in **bonus marks** from participation in experiments through the Research Experiences Group (see details below under **Research Experiences Group (REG) Participation in Psychology Research**). In this instance .5% can be earned by participating in one half hour experiment, so to get the full 4% you will need to complete 4 full hours of experiments (see details below).

Written Assignment.

Students can choose one of the following two options for their written assignment:

Option 1:

Critique a modern (within the last five years) single case study. Try to include the following components:

- summarize the case and its major findings
- explore its historical antecedents
- what has this case added to the field?
- should it be considered a ‘classic case’? why or why not?

Option 2:

Create your own (fictional) classic case. Your case should be one that provides key insights into the neuropsychological bases of a specific domain of functioning. Examples include (but are not restricted to):

- consciousness
- free will
- creativity
- motivation
- altruism
- memory
- attention
- language
- perception
- reasoning

Be sure to include the following in your (fictional) account:

- description of the illness and associated brain damage
- description of the tests used to highlight what was unique about your case
- impact of the findings on the field – i.e., why should your case be considered a ‘classic’?

For this option (admittedly the harder – but in my opinion more interesting – option) you must be careful to ground your fictional case study in reality. For instance, it will not be

acceptable to talk about a patient with a frontal lesion who is now blind in one region of space (we know this to be extremely unlikely). So you have to create something that is surprising, yet informative and plausible.

I am happy to discuss plans for the assignment before it is due.

Lecture and Presentation Schedule

Week 1 May 8th Outline and Organisation

I will also be giving a presentation here on how to make a good presentation – this is a must see if you want to get hints at how to impress later in the course.

Week 2 May 15th Single Case History and Methodology

Paterson & Zangwill's (1944) case of unilateral neglect. (CH 13)

I will present this case and the more recent work on neglect as an example of what I am expecting from student presentations.

Week 3 May 22nd

Broca's first two cases: From bumps on the head to cortical convolutions. (CH 17)

Week 4 May 29th

Charcot's case of impaired imagery (CH 3)
Bodamer on Prosopagnosia (CH 6)

Week 5 June 5th

Poppelreuter's case of Merk: The analysis of visual disturbances following a gunshot wound to the brain (CH 7)

Week 6 June 12th

Balint-Holmes' Syndrome (CH 10)

Week 7 June 19th

Monrad Krohn's Foreign Accent Syndrome Case (CH 12)

Week 8 June 26th

Liepmann (1900 and 1905): A Definition of Apraxia and a Model of Praxis (CH 9)

Week 9 July 3rd ESSAY DUE

Akelaitis' Investigation of the First Split-Brain Patients (CH 21)

Mental Health Support

On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 xt 32655
- **MATES**: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

Off campus, 24/7

- **Good2Talk**: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
 - Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
 - **Here 24/7**: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
 - **OK2BME**: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213
- For more information on mental health and wellness at UW consult the [website](#).
Download the [WatSafe app](#) to your phone to quickly access mental health support information.

University Regulations

Academic Integrity

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage](#) and the [Arts Academic Integrity webpage](#) for more information.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70-Student Petitions and Grievances](#), Section 4. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

Appeals: A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72-Student Appeals](#).

Accommodation for Students with Disabilities

Note for students with disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.