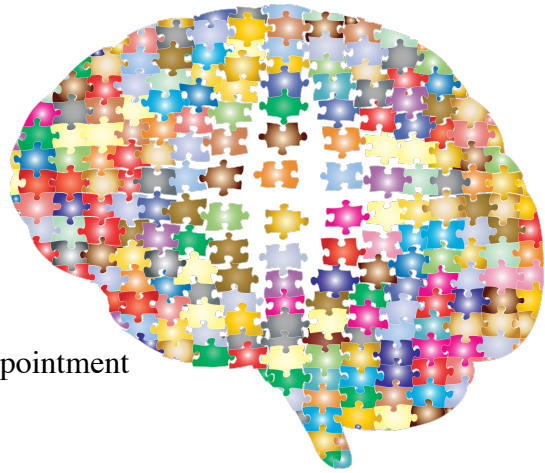


# **PSY 324: Neuropsychology**

**Fall 2017, Bush 302**  
**Monday & Wednesday 2:30-3:45pm**

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using <https://calendly.com/drqueen>



## **Course Goals and Learning Outcomes**

The purpose of this course is to introduce you to the field of neuropsychology, its goals, methods and techniques, and some current main findings. We will be concentrating on evidence provided by the study of clinical syndromes produced by brain damage in humans. However, one of the goals of neuropsychology is to explain cognitive functions in the intact brain. Therefore, we may at times compare clinical observations with the evidence obtained from intact individuals and animal models using an experimental cognitive approach.

By the end of this course you will be able to:

- 1) articulate the differences in goals and methodology between clinical and cognitive neuropsychology on exams, in papers, and in casual conversation.
- 2) identify different brain regions and their roles in cognition and behavior as determined by neuropsychological evidence during exams, quizzes, as well as in your presentation and papers.
- 3) locate and integrate relevant academic sources into a presentation and short written papers.

This course is a four-credit-hour course that meets three hours per week. The value of four credit hours results from work expected of enrolled students both inside and outside the classroom. Rollins faculty require that students average at least three hours of outside work for every hour of scheduled class time. In this course, the additional outside-of-class expectations are your reading assignments (with online quizzes), your case-study presentation, and drafts/peer reviewing your writing assignments.

## **Reading Assignments**

Reading outside of class is an excellent way to learn about all kinds of stuff. I consider it a vital part of the course experience. You are expected to complete the readings before class with thought and effort and bring that day's reading to class with you.

There is one required text:

Kolb, B & Whishaw, I.Q. (2015). *Fundamentals of Human Neuropsychology*, 7<sup>th</sup> edition. New York, NY: Worth Publishers.

Reading quizzes are based on assignments from it listed in the schedule. The ISBN ordered from the bookstore (#1319017150) includes LaunchPad access for six months (the system used for extra credit assignments). If you purchase it elsewhere or rent it, you may have to pay extra for LaunchPad access (max \$20) if you want to earn the extra credit.

## Neuropsychology

Course Schedule			
Monday		Wednesday	
8/28	Introduction to Course & Neuropsychology Generally	8/30	Difference between Clinical and Cognitive [1]*LP
9/4	LABOR DAY NO CLASS	9/6	Methods for Studying the Brain [7]*LP
9/11	Neuropsychological Assessment [28]*LP	9/13	Neuropsychological Assessment [3]*LP
9/18	Structural & Functional Neuroanatomy [4]*LP	9/20	Cerebral Asymmetry [11] <b>Paper #1 Due</b>
9/25	Individual Differences [12]*LP	9/27	<b>Exam #1</b>
10/2	Sensory Systems [8]*LP	10/4	Motor Systems [9]*LP
10/9	The Occipital Lobes [13]*LP	10/11	The Parietal Lobes [14]*LP
10/16	FALL BREAK NO CLASS	10/18	The Temporal Lobes [15]
10/23	The Frontal Lobes [16] <b>Paper #2 Due</b>	10/25	Disconnection Syndromes [17]
10/30	<b>Exam #2</b>	11/1	Memory Disorders [18]
11/6	Language Disorders [19]*LP	11/8	Emotion & Brain [20]*LP
11/13	Spatial Behavior [21]	11/15	Attention & Consciousness [22]*LP
11/20	Other Disorders [27]*LP	11/22	Traumatic Brain Injury [26] <b>Paper #3 Due</b>
11/27	Plasticity & Rehabilitation [25]	11/29	Thanksgiving – No Class
12/4	<b>Case Study Conference</b>	12/6	<b>Case Study Conference</b>
<b>Friday 12/15 @ 8am Exam #3</b>			

### Disclaimer

The schedule laid out in this syllabus is a publication of my best intentions for the coverage of topics and due dates. Because something almost always gets in the way of best intentions to keep them from being realized, I reserve the right to alter this syllabus at any time. Any changes will be announced in class and posted on BB.

## Graded Assignments

There are several types of assignments that will comprise your grade. Each type along with its rationale is described below. You are responsible for knowing all assignments and due dates. All assignments are assumed to be pledged in full if they are turned in to me.

### Exams (30% of course grade)

- Exams allow me to assess your learning of the material and may consist of multiple-choice items, matching items, diagram completions and short answer questions.
- The three exams cover material from in-class and reading assignments. The dates of exams are clearly indicated on the schedule.
- Make-up exams will not be given except under documented circumstances such as illness with a note from a physician or a death in the family. Please be sure to contact me **before** you miss the exam to make other arrangements.
- These are not collaborative assignments nor will any aids be allowed.

### Reading Quizzes (30% of course grade)

- On-line quizzes help you engage with the material and assess your learning before class time. I am interested in maximizing your knowledge before you walk in the door each day. In this spirit, you can take each quiz as many times as you would like until it is due and only your highest score for each quiz counts toward your quiz grade. After its due date you can still take the quiz but it will not count towards your grade.
- Quizzes cover material from the readings and are to be completed on BB at least 30 minutes before every class. Your two lowest quiz scores will be dropped.
- There are no make-ups of missed quizzes. If you do not complete a quiz before it is due, no matter the reason, then you get a zero on that quiz.
- These are not collaborative assignments. No help other than your reading and notes are allowed.

### In-Class Knowledge Checks (5% of course grade)

- Knowledge checks are a chance for you to practice recalling information from earlier in the course. They simulate exam conditions because they may consist of multiple-choice items, matching items, diagram completions and short answer questions, but with minimal stress, as they are not “graded” for correctness.
- Knowledge checks cover something we have learned in a previous reading or class period and are completed in the first 10 minutes of class. These will be self-evaluated for accuracy but graded on a done/not done basis by me. Each one is ¼% of your final grade and as long as you complete 20 of them you earn the maximum. Your progress is on BB.
- There are no make-ups of knowledge checks. They are being done in lieu of a participation grade but work very similarly. Show up one-time, prepared, and you can earn them all.
- These are collaborative in that we will discuss answers in small groups and as a class, but you should attempt to complete them first on your own to aid in your learning of the material.

### Short Research Papers (21% of course grade)

- Research papers are your chance to demonstrate your ability to research a topic outside of class and communicate it effectively in writing.

## Neuropsychology

- You will write three 2-3 page papers for this class using information from the course and at least one additional academic resource. Each paper will be written on your choice of three topics that will be given out at least one week before it is due. The due dates are on the syllabus, so feel free to make appointments with the [TJ's tutors or WCCs](#) in advance.
- These are collaborative between me, you, and/or TJ's Tutors/Writing Center Consultants. I consider any collaboration other than that approved by me in advance an Honor Violation and I report it to the Honor Council.

### Case Study Conference (14% of course grade)

- Case study presentations are your chance to explore new material while connecting it to class themes in collaboration with another person and demonstrate your ability to communicate the information effectively.
- You will pair up to present a 15-minute in depth case study in the last week of class during our case-study conference. You and your partner will choose your case study from a list supplied by me.
- Make-up presentations are not allowed because the syllabus schedule is too tight. If you miss your presentation, you will be given a zero for that portion of your grade.
- These are inherently collaborative. This assignment assumes you will need to work well with another student to create a coherent presentation.

### LaunchPad Modules & Quizzes (Extra Credit)

- I believe that extra credit is not helpful if you do it at the end of the semester just to improve your grade. It is most helpful if you are doing extra work during the semester to improve your *learning*. You can earn EC in this course by accessing the [LaunchPad](#) system and completing the modules and on-line quizzes. Again, I am interested in maximizing your knowledge before you walk in the door each day. In this spirit, you can retake each quiz as many times as you would like until it is due, but for it to count as EC, you need a high score of at least 70% on the module quiz by 11:59pm the day it is due.
- The due dates of LaunchPad modules are indicated on the syllabus with an \*LP and online at the LaunchPad site. Modules are roughly assigned when we are covering related material in class. There are no set points you are earning towards your grade. At the end of the semester, if you are close to the next letter grade and you have completed at least 8 extra credit opportunities throughout the semester, then I will bump you up.
- There is no make-up of missed extra credit. If you do not complete an extra credit quiz before it is due, no matter the reason, then you miss that extra credit opportunity.
- These are not collaborative assignments. No help other than the online materials, your text, and notes are allowed.

## Grading

Course grades will be assigned as follows:

	B+	87.5-89.9	C+	77.5-79.9	D+	67.5-69.9	F $\leq$ 59.9
A	92.5-100	B	82.5-87.4	C	72.5-77.4	D	62.5-67.5
A-	90.0-92.4	B-	80.0-82.4	C-	70.0-72.4	D-	60.0-62.4

## Course Policies

All college policies apply to this course and can be found at:

<https://rpublic.rollins.edu/sites/ASCPS/SitePages/Syllabi%20Statements.aspx>

### Attendance & Participation

As Woody Allen once said, 80% of life is showing up. Attendance is noticed and more than two absences may result in a lowering of your grade. I will do everything in my power to make sure class begins and ends on time, please do your part by being there ready to participate.

Attendance and participation in all class meetings is very important. (This is my way of saying, “Please don’t ask me if you missed anything important.” The answer is always yes.) I appreciate that there are really good reasons to miss my class, but please remember that while it is your responsibility to find out what you missed, it is not my responsibility to reteach my class. Please be sure to get the name and email addresses of several classmates so that you have someone to contact if you miss a class. If you have notes from others that you have questions on, please come to office hours or make an appointment so I can help clarify.

Also, please learn from my mistakes as an undergrad. Our time together is not the time to finish assignments or study for exams. If you miss class on a day when an assignment is due, the assignment may not be accepted for credit.

### Basic Needs

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any resources that I may possess.