

Regarding computer-marked multiple choice tests and exams: *Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.*

Regarding oral presentations: It is your duty to ensure that assigned oral presentations represent your own original work and compilation of research ideas. That means all slides and visual information presented during your presentation should be solely created and constructed by you (see the instructor for possible exceptions). Any presentation found to contain information that is not original will receive a grade of zero and the case will be reported to the appropriate Dean or Director's Office and handled via the university-wide resolution policy.

Posting class materials (i.e., lecture notes) to an online cite are subject to copyright laws as indicated by the recent Supreme Court of Canada ruling of Bill C-11 (the following is a somewhat layperson description of this ruling:

<http://www.michaelgeist.ca/content/view/6616/125/>).

Disruptive Behavior:

To protect the rights of all students to learn in an uninterrupted setting, students are expected to conform to the instructor's standard of appropriate classroom decorum. Students who disrupt the academic process will be asked to leave class, and may be involuntarily withdrawn from the course for repeated or serious offenses (see Handbook of Scholastic Discipline for Undergraduate Students:

<http://www.uwo.ca/univsec/pdf/board/code.pdf>).

In this class examples of disruptive behavior include:

1. Eating in class.
2. Entering class late or leaving early. If you ABSOLUTELY have to enter late or leave early make sure you do so via the doors at the back of the room.
3. Talking to your neighbor during class. I strongly urge you to refrain from this activity. **Note: in the past students have been involuntarily withdrawn from the course due to frequent in-class talking. I will provide individual students with one warning involving in-class talking. A second offense will be reported to the**
My typical recommendation in such a case is that the student be involuntarily withdrawn from the course.
4. The usage of electronic equipment other than that specifically enhancing the learning environment is not permitted. Thus, if n thH 0 1 1f d60055400B60056000300 225.53 T

Bi-weekly Article Assignments (20% of Final Grade)

Every other Friday of the semester the class I will assign an original research article to review (the completed summary is due one week from the date of assignment). The article will outline a major research theme for the upcoming lecture week and will serve to facilitate class discussion. As part of this reading, you will be responsible for completing a two-page written summary of the article (Note: your write-up will not exceed a two-page specification). The format of the write-up will entail double-spacing with margins set at one-inch and will include Times New Roman 12 point font and will be double-sided (i.e., you can hand in a SINGLE sheet of paper). Your written summary will discuss not only major findings from the assigned work (i.e., methodology/technique/theoretical implications) but also address other work that has direct bearing on the assigned topic area (i.e., you will have to complete additional readings to supplement your knowledge). Moreover, your written summary will be succinct and clear and demonstrate an advanced understanding of the extant topic area. As such, summaries will be graded for the effectiveness and efficiency of writing (50% of grade) and for demonstrating competence in the topic area (50% of grade). Please be aware that any summary in which only a cursory attempt is provided at writing and/or understanding the content area will be given a grade of zero. In a nutshell, significant effort is expected in the completion of this section of the course. **The tentative dates that articles will be assigned are September 14, September 28, and November 16.**

Oral Presentation

Oral presentations will begin approximately November 23rd and will be 15 minutes in duration. As such, there will be approximately 15 groups and there will be three group presentations per class. The presentation will cover a pertinent or emerging area specific to the neuroscience of human movement. For example you can select a specific theoretical area of movement neuroscience (e.g., reaching and grasping) and provide a presentation of relevant and recent research in that area. Alternatively, you may select a movement disorder (e.g., apraxia, dystonia) and discuss the neuro-motor consequences associated with that disorder. The format of the presentation will entail PowerPoint/Keynote slides or other similar media.

Information for your presentation should be compiled via a combination of scientific text and original research articles. I recommend the use of PubMed to research your topic area (see web link below). I strongly discourage the use of web-based mediums such as Wikipedia or google; these websites are not fully vetted for factual correctness.

Pub Med: <http://www.ncbi.nlm.nih.gov/sites/entrez?db=pubmed>

The grading rubric for evaluation of oral presentations is presented on the following page. You will also receive written feedback from your peer group. **Note: due to class size it is necessary that presentations will be completed in groups (4 persons per group).**

