




PERSPECTIVES IN PSYCHOLOGY II (DR. QUEEN'S MODULE)**TUESDAY / THURSDAY 3:30-4:45 PM – BUSH 201****PROFESSORS**

	Jennifer Queen Cognitive Class: Bush 201	Office: Bush 321 jqueen@rollins.edu t. 407-646-2206	Office hours M 2:30-4:30pm, W 2-3pm or by appt.
	Steven St. John Physiological Class: Bush 308	Office: Bush 320 sstjohn@rollins.edu t. 407-691-1153	Office hours W 10-10:50, R 9-10:30am or by appt.
	Rachelle Yankelevitz Behavioral Class: Bush 210	Office: Bush 325 ryankelevitz@rollins.edu t. 407-646-2744	Office hours M 2:30-5:30pm or by appt.

READINGS

Readings must be completed **before class** on the day assigned.

- Myers, D. G. & DeWall, C.N. (2015). *Psychology* (11th ed.). New York, NY: Worth Publishers.
- Additional readings posted on Blackboard

COURSE OBJECTIVES

The Perspectives In Psychology courses (PSY 150 & 155) focus on a single topic in depth from the perspective of three subfields within the discipline. In this course, we will focus on the topic of learning and memory from the perspectives of cognitive, behavioral, and physiological psychology. Through lecture, discussion, class activities, papers, and projects, your participation in this class should provide you with a greater understanding of theory and research in these three areas, and of the discipline of psychology in general. In addition, we hope that this class will enhance your ability to critically examine yourself and the world around you from a psychological perspective.

COURSE STRUCTURE

The three perspectives will be taught by three different professors: Dr. St. John (Physiological), Dr. Yankelevitz (Behavioral), and Dr. Queen (Cognitive). Critical dates during Dr. Queen's module are given below.

SECTION	QUEEN MODULE DATES*	LAB REPORT DUE
1	Jan. 18 – Feb. 15	February 13
3	Feb. 21 – Mar. 29	March 27
2	Apr. 4 – May 8	May 1

* Exam is on the last class day of each module except for Section 2, where the exam is during Final Exam week and takes place from 11:00 a.m. – 1:00 p.m. on Tuesday, May 8.

EVALUATION

- 1. Exams (60% of Grade) – Comprehension** – To provide you with an opportunity to **explain** information and **demonstrate** your knowledge of the concepts covered in the readings and the class.

Exams will be largely multiple-choice, but may also include matching, fill in the blank, verbal associates, creation of graphs or diagrams, and short answer questions. None of the exams are cumulative.

- 2. Lab Reports (24% of Grade) – Application** – To provide you with an opportunity to **apply** research methods and theory within each module while carrying out and reporting on a small study.

During each module you will carry out a small research project and write a 2-3 page report of your results including at least one reference (provided in class). The report will follow a format similar to the American Psychological Association (APA) style guidelines (a handout illustrating the format will be provided).

- 3. Analysis Essay Exam Question (5% of Grade) – Analysis & Synthesis** – To provide you with an opportunity to **analyze and synthesize** research and theory from all three perspectives.

During the last exam you will complete an essay question (this is in addition to the regular exam for the third module) comparing and contrasting how the three perspectives study learning and memory. You will be given this exam question and scoring rubric early in the semester so that you can prepare and think about this throughout the semester as you move between the modules.

- 4. Small Assignments (6% of Grade) – Knowledge** – To provide you with an opportunity to **identify** your knowledge of the concepts from the class and **translate** it to a written assignment.

During each module, you will be assigned brief homework or in-class assignments.

- 5. Participation (5% of Grade) – Experience** – By participating in research studies, you have the opportunity to **experience** different forms of research used in psychology to answer questions.

Psychology is a science and the professors and advanced students in the Psychology Department are actively involved in research. The quickest way to earn these points is to participate in psychological research as an experimental subject. There are various other ways to earn points. Opportunities for these points will be announced throughout the semester and posted on Blackboard.

ATTENDANCE AND LATE WORK

This course requires your participation; attendance is mandatory. An excused absence requires documentation from a coach, physician or the Dean of Students office. Absences for religious holidays should be communicated to your professors well before the missed class. If you have seven absences, whether excused or unexcused, you will not receive a passing grade.

If you have a documented excuse for missing an exam, and you alert us within 24 hours of the exam, we may be able to arrange a make-up. Late papers will not be accepted without a compelling rationale; “I had a lot due that week” is unlikely to be considered compelling by any professor.

SCHEDULE FOR QUEEN'S COGNITIVE PSYCHOLOGY MODULE

We will have a reading for every class except for the day the lab report is due. Please consult the Readings tab in Blackboard well in advance of each class so that you can complete your reading on time.

	Tuesday	Thursday
SECTION 1		<i>January 18</i> History of the Cognitive Perspective <i>M&D Time Management & Prologue</i>
	<i>January 23</i> How Cognitive Psychologists Study Memory <i>M&D Chapter 8</i>	<i>January 25</i> Attention & the Classroom <i>Ravizza, et al. 2017</i>
	<i>January 30</i> Factors that Affect Remembering <i>Hyde & Jenkins 1969</i>	<i>February 1</i> Testing Effect Lab <i>Karpicke & Roediger 2008</i>
	<i>February 6</i> Episodic/Semantic Distinction <i>Flores, et al. 2017</i>	<i>February 8</i> Metacognition <i>Kornell, et al. 2011</i>
	<i>February 13</i> Memory & Emotion <i>No Reading; **Lab report due**</i>	<i>February 15</i> EXAM 1
SECTION 3	<i>February 20</i> History of the Cognitive Perspective <i>M&D Time Management & Prologue</i>	<i>February 21</i> How Cognitive Psychologists Study Memory <i>M&D Chapter 8</i>
	<i>February 27</i> Attention & the Classroom <i>Ravizza, et al. 2017</i>	<i>March 1</i> Factors that Affect Remembering <i>Hyde & Jenkins 1969</i>
	<i>March 6</i> Testing Effect Lab <i>Karpicke 7 Roediger 2008</i>	<i>March 8</i> NO CLASS DR. QUEEN @ CONFERENCE
	March 13 & 15 – Spring Break No Classes	
	<i>March 20</i> Episodic/Semantic Distinction <i>Flores, et al. 2017</i>	<i>March 22</i> Metacognition <i>Kornell, et al. 2011</i>
	<i>March 27</i> Memory & Emotion <i>No Reading; **Lab report due**</i>	<i>March 29</i> EXAM 2
SECTION 2	<i>April 3</i> History of the Cognitive Perspective <i>M&D Time Management & Prologue</i>	<i>April 5</i> How Cognitive Psychologists Study Memory <i>M&D Chapter 8</i>
	<i>April 10</i> Attention & the Classroom <i>Ravizza, et al. 2017</i>	<i>April 12</i> Factors that Affect Remembering <i>Hyde & Jenkins 1969</i>
	<i>April 17</i> Testing Effect Lab <i>Karpicke & Roediger 2008</i>	<i>April 19</i> Episodic/Semantic Distinction <i>Flores, et al. 2017</i>
	<i>April 24</i> Metacognition <i>Kornell, et al. 2011</i>	<i>April 26</i> Individual Differences in Learning & Memory <i>Furnham & Bradley 1997</i>
	<i>May 1</i> Memory & Emotion <i>No Reading; **Lab report due**</i>	<i>TUESDAY May 8</i> EXAM 3 – 11:00 a.m. – 1:00 p.m.