Psychology Fundamentals (B)

Professor Jodi Quas
Course website:
https://eee.uci.edu/12f/55050

Adds and Drops

DROP DEADLINE IS FRI. OCT 5
ADD DEADLINE IS FRI. OCT 12
Do these via webreg

PSY-BEH 11B, PSYCH 9B
- Part of 3 quarter sequence
- Can take sequence in any order
11B: Objectives

- Provide an overview of psychological research in the areas of memory, thinking, language, learning, and development
- Describe the main, influential theories that have shaped these different topics
- Highlight how psychological research on these topics helps us understand and respond to social problems and challenges

Course Materials

- Ancillaries:
  - Study Guide (not essential but comes with course textbook bundle and can be helpful)
- I-Clicker

What if I have questions?

- If you have administrative questions, contact Helen Milojevic– Administrative TA:
  - Course registration questions
  - I-Clicker
  - Grade computation questions
- If you have questions about course content, contact the Instructional TAs:
  - Anna Smith
  - Rebecca Thompson
  - Melissa Karnaze
- Contact information and office hours are listed on the class website and syllabus
Discussion Sections

- Registration highly recommended but not required
- Choose and register for any section that fits your schedule
- Attendance highly recommended but not required
- Sections begin Monday 10/8 (Week 3)

Discussion Sections

- Mon 1-1:50
- Mon 5-5:50
- Tues 9-9:50
- Wed. 5-5:50
- Wed 10-10:50
- Thurs 5-5:50
- Fri 9-9:50
- Fri 10-10:50

NOTE: TUES. 4-4:50 CANCELLED!

Exams

- Exam 1: Monday Oct. 22nd
- Exam 2: Monday Nov. 19th
- Exam 3: Monday Dec. 10th
- **we will also have lectures on the first two exam days**
Class Participation: i-clickers

- Worth 6% of grade
- Full credit: must respond to 80% of questions or more
- Partial credit: must respond to 79% - 40% of questions
- No credit: respond to less than 40% of questions
- Will try to ask 5-10 clicker questions per lecture.

I-Clicker registration

- By Monday October 8th (next week), need to have your own clicker for this class
- To register your i-clicker:
  - Remove plastic tab
  - Go to this website: http://www.iclicker.com/registration/ and fill in your last name, first name, 8-digit UCI student ID#, and the serial # on the back of your i-clicker
  - Use i-clicker once in class

Grades

- Your grade is based on:
  - Exams: 94% (31.33% each)
  - I-Clicker participation: 6%

- "Curve:" 15% A, 25% B, 45% C, 10% D, 5% F
Extra Credit
Earn 4 additional points
Option 1: Experiments
http://www.experimetrix.com/uci
Option 2: Paper

Academic Misconduct

- Includes: Copying from a student’s exam or allowing a student to copy from yours; using another student’s i-clicker or having another student use yours

- Penalties: No credit for the i-clicker or exam in question; final course grade dropped a full letter grade; letter placed in the student’s academic file.

Course Topics

- Cognitive psychology
  - Learning
  - Memory
  - Thinking
  - Language
- Developmental psychology
Course Themes

- Nature vs. Nurture
- Gradual change vs. Stages
- Cognition vs. Emotion

Course Theme #1

What is the source of knowledge?

**Nature**
(Rationalism, Nativism)

vs.

**Nurture**
(Empiricism, environment)

Nurture: a few bad experiences with strangers, parents push a child to be independent too early.

Nature: some children are just more easily aroused in novel situations
Nature v. Nurture: Is there a biological basis to shyness?

This shows stress hormone levels at 8 months in 3 groups of toddlers, classified at 2 years of age as extremely shy, moderately shy, or outgoing.

Course Theme #2

How does change occur?

Gradually or in stages?

Gradual Development v. Stages

How does Learning, Memory, Development, etc. progress?
Gradual Development v. Stages

- Sponge v. butterfly
- Memory development

“Tell me about your trip to San Diego”

- 12-year-old
  “We stayed for two days at my aunt’s house. The first day, we went to the beach. I played volleyball and met these two girls. They were pretty cool. We hung out after that. The second day, we went to Sea World. My mom made me go on a research tour, which sucked. It took like 2 hours. Then we like waited in line forever to see the panda, which was totally sleeping when we got there.”

- 3-year-old
  “We played by the water. I saw a Barney, who, who was there and the fish did jumps in the air, and they fed him fish too, and my mom was there with my brother and sister.”

Course Theme #3

What is the relationship between cognition and emotion?
Emotion and Memory

- Does emotion lead to a vivid, indelible memory trace?
  - People claim to remember some highly emotional events in an almost picture-like manner ("Where were you when you heard about 9-11?")

- When an event is so emotional, people seem to push it out of conscious awareness
  - People claim to have “repressed” (have no memory of) years of abuse

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The adolescent victim of violent child pornography persistently denied having been photographed. She told the police about having been with friends at the site of the crime, but she had no recollection of adults being present or pictures being taken. When confronted with the photos, she described her memory as a thick fog.

(Svedin & Back, 1996)