

Elements of Psychology

PSY 1113 at The University of Oklahoma



Meet your Professor

Dr. Jenel Cavazos (Dr. C.) is the Introductory Psychology Coordinator at the University of Oklahoma. She completed her Bachelors, Masters, and Ph.D. at OU, and then taught at Cameron University in Lawton, OK for five years before returning to OU. This is her 9th year in her current position. She and her family (husband and three children) have lived in Norman for 20 years.

WHY ELEMENTS OF PSYCHOLOGY?

The purpose of this course is to provide you with an overview of the major areas of study in the field of psychology. This course will introduce you to concepts and critical thinking skills that are used in psychology and that will help you learn to think like a psychologist. You will learn about major theoretical perspectives in psychology, research methods, and concepts from different content areas such as physiological psychology, developmental psychology, social psychology, and cognitive psychology.

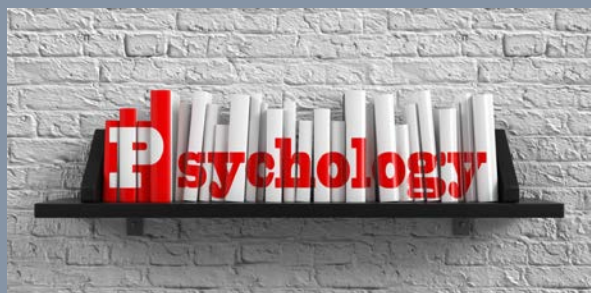
Understanding some of the major concepts in psychology should prove beneficial for understanding the mental processes and behavior of people, as well as providing a framework for future studies in this field. This course should help you to develop insights into understanding learning and memory, personality, stages of human development, stress and its effects, behavior in groups, and psychological disorders. Thus, the course will expose you to information that is not only interesting but also useful in “the real world.”

Textbook and Required Materials

Your book readings and homework assignments will be completed in the Top Hat platform. The OU license covers the subscription, but the purchase price for the text is \$50. This book charge will be billed directly to your Bursar account as a part of your enrollment in the class.



Teams and Teaching Assistants



MEET YOUR GRADUATE ASSISTANTS

Email: psy1113@ou.edu

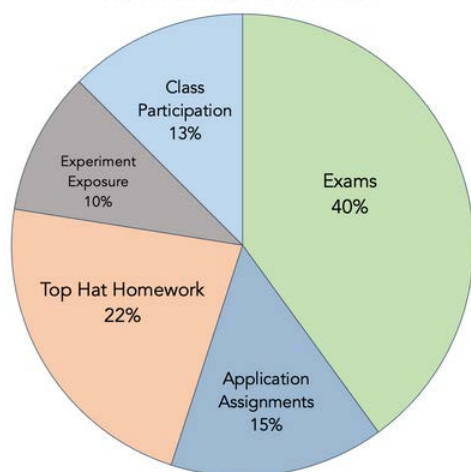
Office: Dale Hall 117

GA office hours will be posted on Canvas after the first week of classes!

There are two types of teaching assistants in our class. We have Graduate Teaching Assistants (GAs), who are graduate students in the department of psychology. They will hold weekly office hours, help answer emails, grade papers, and help me run the course smoothly.

We also have Undergraduate Teaching Assistants (TAs). Each undergraduate TA will lead a team (a smaller group of students) within the larger class. Each TA is a past student in PSY 1113, so they are very familiar with the course requirements. They will be your first point of contact for your team and will help you throughout the semester. To select your team, please go to "People" in canvas, and then click on the "groups" tab at the top. You may select whichever one you want – so if you know a friend in class, you can both join the same team. But once you pick, your choice is permanent!

HOW AM I BEING GRADED?



Course Grades

Final course grades are based on the following calculation:

- Four exams: 400 pts total
- Three application assignments (50pts/assignment): 150 pts total
- Top Hat homework: 225 pts total
- Class participation: 125 pts total
- Experiment exposure: 100 pts total

1000 Possible Points in the Course

1000-895: A
894-795: B
794-695: C
694-595: D
Below 595: F

Assignments and Assessments

There are many different assignments in this class because they are designed to give you multiple ways to show your knowledge. Each assignment is designed to help you learn at a deeper level, and each assessment is linked to one of our course learning outcomes. No one assignment can make or break your grade for this class.

Exams

There will be four quarterly multiple-choice exams, each covering approximately one-quarter of the course material plus a small amount of previous material. Exam questions will be designed to test comprehension and application of concepts. Material for the exams will be drawn from the text, the lectures, and the online classroom experience. All exams are open book and open notes. Exams will be completed using TopHat, and they will be timed.

Exams will be taken online during a 48-hour window.

There will be no make-up exams except as mandated by University policy. Please write down the exam dates now so you don't miss an exam!

EX1: 50 questions (50pts)
EX2: 60 questions (100pts)
EX3: 70 questions (100pts)
EX4: 100 questions (150pts)

Top Hat Assignments

There will be several different types of assignments that will be completed online in TopHat:

Reading Assignments: these are questions that are embedded within the reading assignments for each chapter. Some questions are graded as participation only; these are generally questions with no clear right or wrong answer (opinions, etc.). However, most questions will be graded based on 50% correctness and 50% participation.

Unit Pre-Exam Overview Assignments: Application-based questions designed to help you review main points before the unit exam. Scores are calculated based on number of correct answers given to various types of questions.

Presentation and Lecture: during each class period, participation grades will be awarded for answering a variety of questions presented in top hat. These questions will be a mix of multiple choice, true/false, and discussion items. Attendance will be taken daily at various points throughout the class period using location-based technology. Only students who are present in class will receive participation points for the day.

The lowest 2 weekly participation grades will be dropped at the end of the semester.

What to Do: Use Retrieval Practice

- Test yourself! In other words, give yourself practice tests.
- Put away your course materials and try to recall as much as you remember.
- You can practice recall mentally, by writing, by speaking, by sketching, etc.
- You can use or make practice tests, flashcards, or just cover-recall-and-check.
- Practice tests can often be found in textbooks, online, and from instructors.
- After recalling, find out how well you did by checking your answers with the course materials.
- Be sure to accurately check. Breaking down concepts into chunks or "idea units" can help.
- Depending on the course, you may want to practice recalling definitions, details, examples, etc.

► **Overall, you should perform retrieval practice on your course materials several times, with accuracy improving over each attempt, in order to be prepared for a future midterm or final exam.**



Application Assignments

There will be three application assignments for the course. Application assignments are designed to get you thinking in depth about topics as we go along.

Assignment 1: Conditioning in the Media

Find two examples of classical conditioning and two examples of operant conditioning in the media (from a TV show, commercial, or print ad). These must all be different examples (i.e. four different commercials, ads, etc.). Using the template posted in Canvas, you will identify all the relevant components of the conditioning process for each media source.

Assignment 2 Major Myths in Psychology

Pick one myth from the shortened “Greatest Myths in Psychology” list provided in Canvas. Create an infographic related to the myth, including a description of the myth, possible source(s) and example(s) of the myth, and at least three unique, factual pieces of information showing why the myth is false.

Assignment 3: Letter for Social Justice

For this assignment, you are going to choose from a list of possible topics that explore inequalities in our society (or propose your own). After researching the topic and its proposed solutions, you will write a letter to someone in power (a senator, college president, mayor, etc) to persuade them to take action.



In Canvas, you will find a grading rubric and student checklist for each Application Assignment. Please use these resources to make sure you get the highest score possible!

Application assignments will be submitted electronically in Canvas. **Emailed assignments will not be accepted!**

Late application assignments will be accepted up to five days late, for a 10% off per day penalty. No other late work is accepted.

Please **do your own work!** All assignments will be automatically scanned for plagiarism, and all cases with a significant match will be investigated!

Experiment Exposure

To get a true sense of psychological science, the Department of Psychology requires that PSY 1113 students become familiar with psychological research. For this reason, all Intro Psychology students are required to complete a research exposure requirement that will provide you with firsthand knowledge of psychological experimentation.

To complete this requirement, you will earn experimental credits by participating in experiments conducted by the Department of Psychology at OU or complete an equivalent research summary assignment. The completion of this research requirement is worth 10% of the final grade in the class.

Class Philosophy

In larger classes, the relationship between professor and student becomes a bit more impersonal, although much of that is up to YOU. I provide many opportunities to meet with me (office hours, appointments, action centers) and would love to get to know you. Please do not be afraid to come and ask me questions, share concerns, or just visit.

I promote a learning-centered philosophy. That means that I am more concerned with how much you learn than what your final grade may be.



I encourage you to think about each class (and your college experience as a whole) as a learning experience, both personally and academically. Even mistakes are a part of the learning process. If you were already an expert, you would not need our classes! Give yourself the freedom to learn from your experiences. Even if you are not interested in the field of psychology (now), you can decide to become a more educated, well-rounded person as a result of your exposure to this content. If you do, you will have a much more enjoyable experience in this class!

I attempt to be fair to all students. Some of you will run across very significant life issues during this semester that impair your ability to finish your work or perform up to your highest potential. Please let me know about these situations ASAP so that we can work on a plan together. However, I do NOT offer leeway to students who request grade bumps at the end of the semester or ask for extensions, extra credit, or make-up work after the due dates. It is up to YOU to complete the work as assigned and when it is assigned. It is up to YOU to make sure you understand the instructions for assignments, and it is up to YOU to tell me if there are problems. I am not a mind-reader!



Grading Philosophy

I know that most of you are highly motivated by your grade, and you want to know exactly how you will be assessed. Grades are important, as is keeping up with where you stand in our class. However, your learning is more important than your grades. If you receive a score on an assignment or exam that you did not anticipate, use it as a learning experience and not a source of anger or embarrassment. Focus on how much more you know now than you knew before and think about what you could do differently on the next assignment or test to improve your learning! I am always available to give advice and direction, as are the GAs and TAs. I HIGHLY encourage you to complete all extra credit assignments even if you think you won't "need" them. Consider it insurance for later in the semester!



Our class has six major learning outcomes, which are major themes I want you to understand by the conclusion of the semester. Each concept that I want you to know is coupled with a corresponding statement about what I want you to be able to do at the end of the semester. Please reference these throughout the semester as you complete assignments and exams. They will help you keep the "big picture" in mind.

What I Want You to Know

The field of psychology is very broad, encompassing many different subfields. As a science, it is highly applicable to the "real world."

We use critical thinking and the scientific method to conduct and critique research. Psychology is not just common sense!

Psychology is an evolving science. People are inconsistent and inherently difficult to study, and we are still learning. The answer to your question will frequently be "it depends."

The connection between the brain and the body is very strong, and psychology as a science is shifting toward an emphasis on the biological model.

Culture matters. Group influence matters. We tend to underestimate the Power of the Situation, and we are generally poor predictors of our own behavior.

Much of who we are is driven by forces outside of our own awareness and conscious control.

What I Expect You to Do

You will differentiate between the major perspectives in psychology and apply a broad range of psychological concepts to "real world" settings.

You will demonstrate an understanding of the fundamentals of research and will evaluate claims using critical thinking and the scientific method.

You will gain experience evaluating solutions by applying multiple theories to the same problem. You will further be able to articulate the pros and cons of several prominent theories as applied to a variety of specific contexts.

You will explain how our brain and nervous system shape our behavior and how our behavior shapes our brain and nervous system in return. Additionally, you will make connections between various brain structures and their corresponding functions.

You will describe the influence of social and cultural factors on our behavior and describe why we tend to underestimate the situation when forming attributions.

You will evaluate the importance of unconscious and automatic determinants of behavior relative to controlled, conscious processes. You will also describe the circumstances that predict each, as well as the expected outcomes.

Dates	Topics	Assignments
Week 1 (Jan 16 & 18)	Syllabus & Intro to Course Chapter 1: What Is Psychology?	<ul style="list-style-type: none"> • Complete Getting Started Checklist • Begin Scavenger Hunt • Finish Top Hat Chapter 1
Week 2 (Jan 23 & 25)	Chapter 2: Research Methods	<ul style="list-style-type: none"> • TopHat Ch. 1 and 2 Due Jan 26*
Week 3 (Jan 30 & Feb 1)	Chapter 3: The Brain and Behavior	<ul style="list-style-type: none"> • TopHat Ch. 3 Due Feb 2
Week 4 (Feb 6 & 8)	Chapter 4: Sensation and Perception	<ul style="list-style-type: none"> • TopHat Ch. 4 Due Feb 9 • Unit 1 Pre-Exam Overview Assignment Due Feb 10 *Note: Saturday! • Exam 1 OPEN Feb 11, DUE Feb 12 11:59pm
Week 5 (Feb 13 & 15)	Chapter 5: Learning	<ul style="list-style-type: none"> • TopHat Ch. 5 Due Feb 16
Week 6 (Feb 20 & 22)	Chapter 6: States of Consciousness	<ul style="list-style-type: none"> • Application Assignment 1 Due Feb 21 • TopHat Ch. 6 Due Feb 23
Week 7 (Feb 27 & March 1)	Chapter 7: Memory	<ul style="list-style-type: none"> • TopHat Ch. 7 Due March 2
Week 8 (March 6 & 8)	Chapter 7: Memory	<ul style="list-style-type: none"> • Unit 2 Pre-Exam Overview Assignment Due March 9 • Exam 2 OPEN March 9, DUE March 10 11:59pm
Week 9 (March 13 & 15)	SPRING BREAK!	
Week 10 (March 20 & 22)	Chapter 8: Lifespan Development	<ul style="list-style-type: none"> • Midterm Reflection Due March 21 • Application Assignment 2 Due March 23 • TopHat Ch. 8 Due March 23
Week 11 (March 27 & 29)	Finish Chapter 8	<ul style="list-style-type: none"> • TopHat Ch. 9 Due March 30

Dates	Topics	Assignments
Week 12 (April 3 & 5)	Chapter 9: Gender and Sexuality	<ul style="list-style-type: none"> TopHat Ch. 10 Due April 6
Week 13 (April 10 & 12)	Chapter 10: Personality	<ul style="list-style-type: none"> Unit 3 Pre-Exam Overview Assignment Due April 10 *Note: Tuesday! Exam 3 OPEN April 15, DUE April 16 11:59pm
Week 14 (April 17 & 19)	Chapter 11: Social Psychology	<ul style="list-style-type: none"> TopHat Ch. 11 Due April 20
Week 15 (April 24 & 26)	Chapter 12: Psychological Illnesses	<ul style="list-style-type: none"> Application Assignment 3 Due April 25 TopHat Ch. 12 Due April 27
Week 16 (May 1 & 3)	Chapter 13: Therapy and Treatment	<ul style="list-style-type: none"> TopHat Ch. 13 Due May 4 Unit 4 Pre-Exam Overview Assignment Due May 4
FINALS WEEK (May 7 - 11)	Exam 4 (Final Exam)	<ul style="list-style-type: none"> Exam OPEN May 7th; DUE May 10th (THURSDAY) at 11:59pm!

Study Techniques and Desirable Difficulties

Does it surprise you to learn that most students come to college not knowing how to study the correct way? Have you ever spent hours making flashcards, highlighting your text, or re-reading your notes only to earn a lower grade on an exam than you wanted?

If so, pay extra attention to the evidence-based learning techniques discussed throughout our class. Psychology studies the science of learning, and we have figured out ways to help you study smarter, not harder. In other words, it's not about how long you spend studying; it's about what you study and when you study. The two most effective study techniques are explained on the next page.

Studying in a new way will probably feel hard at first, but that's exactly how you know it's working! We call this a "desirable difficulty," and it means that your brain is learning the material at a deeper level than it was before.

**STUDY
SMARTER,
NOT
HARDER!**



STUDYING WITH INTERLEAVING

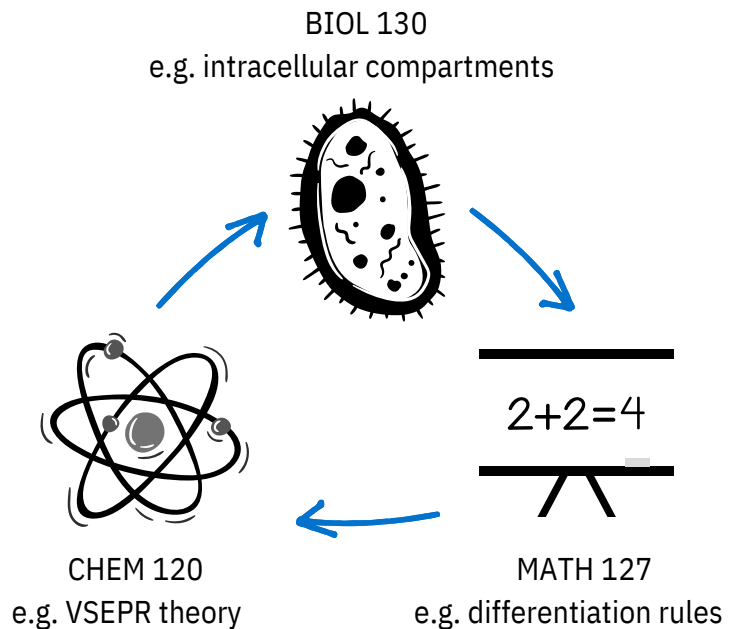
SWITCH BETWEEN TOPICS WHILE YOU STUDY

HOW TO DO IT ✓

In one study session, switch topics. Don't stay on one idea!

The next time that you study this set of topics, go over them again in a different order.

Find connections between the different ideas/concepts as you switch between them.



AVOID ✗

Switching between ideas too fast!

Understand a topic before you move on.

If the information is not sticking with you, take a short break from the screen, then try again.



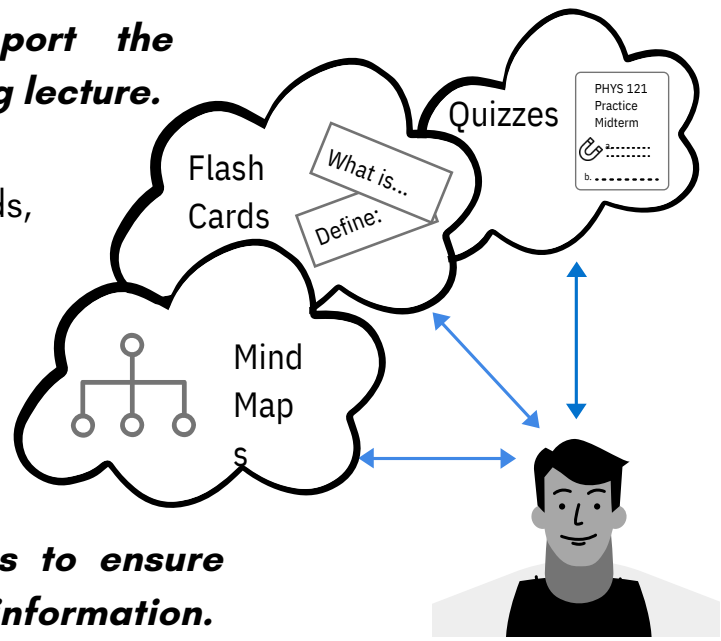
STUDYING WITH RETRIEVAL

PRACTICE BRINGING INFORMATION TO MIND USING DIFFERENT METHODS

HOW TO DO IT ✓

Use different methods to support the information you have learned during lecture.

There are several ways to do this. Try creating mind maps, making flashcards, or writing practice quizzes that can be exchanged with classmates.

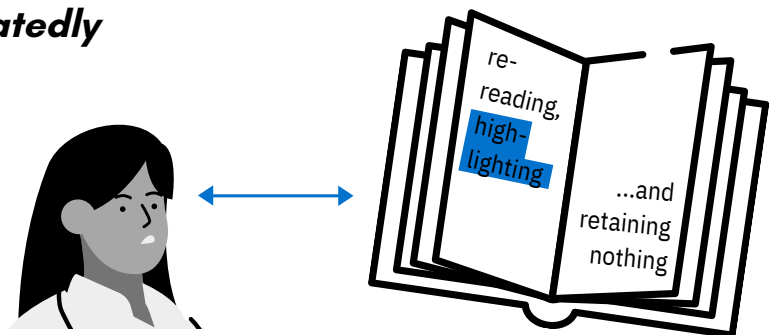


Always refer back to class notes to ensure that you are retrieving the correct information.

AVOID ✗

Re-reading, highlighting, and repeatedly going over the same notes.

Retrieval methods can be challenging. However, they allow information to be retained in your long term memory.



STUDYING WITH CONCRETE EXAMPLES

USE SPECIFIC EXAMPLES TO REINFORCE YOUR UNDERSTANDING OF ABSTRACT IDEAS

HOW TO DO IT

Identify the concept that re-appears in course examples.

Make connections between this main concept that you are studying and each example.



E.g. 2 - mass conversions

$$10 \text{ g} \times 1 \text{ kg} = \frac{0.01 \text{ kg}}{1000 \text{ g}} \\ \text{as } 1 \text{ kg} = 1000 \text{ g}$$



E.g. 1 - length conversions

$$\frac{1 \text{ m}}{100 \text{ cm}} \times 5 \text{ cm} = 0.05 \text{ m} \\ \text{as } 1 \text{ m} = 100 \text{ cm}$$

Ask yourself...

- Why is this example relevant?
- What theories or principles are used here?

Principle = unit conversion

$$\text{starting unit} \times \frac{\text{desired unit}}{\text{starting unit}} = \text{desired unit}$$

AVOID

Memorizing every detail for each example.

Learn how the examples used in class actually apply to the main principle.



~~$$\text{g} \rightarrow \text{kg} : \text{multiply by } 1000 \text{ g}$$

$$\text{kg} \rightarrow : \text{divide by } 1000$$~~

STUDYING WITH SPACING

SPACE OUT YOUR STUDYING OVER TIME

HOW TO DO IT

Review information from each class, but not immediately after class.

Schedule study sessions ahead of time and stick to it. This helps you manage your time for all of your classes.

Always return to relevant, older information to help keep it fresh in your mind too.

PHYS 124 Study Schedule

DAY 1	DAY 2	DAY 3	DAY 4
Study 15 min		Study 20 min	
DAY 5	DAY 6	DAY 7	DAY 8
Study 30 min		Review 1 hour	Final 9:00 am

AVOID

Cramming info in all at once.

You will not be able to retain any information if you force yourself to learn it all in a short period of time.

Go through little bits over time. It will add up!

DAY 1	DAY 2
Cram all day	Final 9:00 am

STUDYING WITH ELABORATION

EXPLAIN AND DESCRIBE IDEAS WITH DETAILS

HOW TO DO IT

Make connections within the material that you are learning to solidify your understanding.

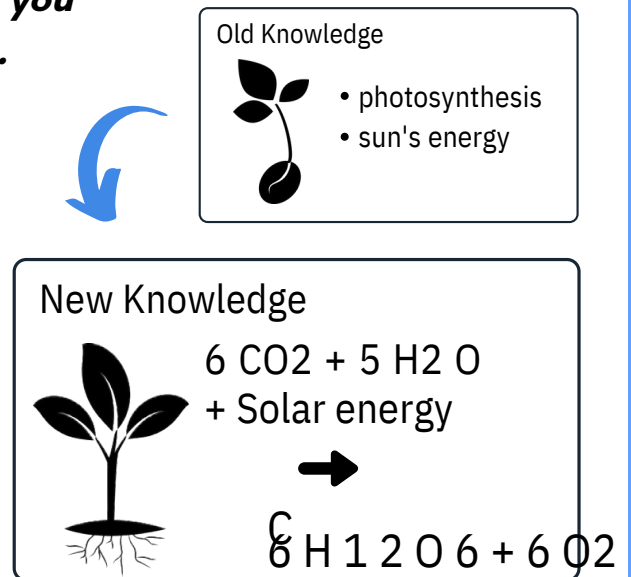
While attempting to learn new information, make connections with previously known ideas or experiences.

Ask yourself..

How do they work together?

- How are they similar or different?

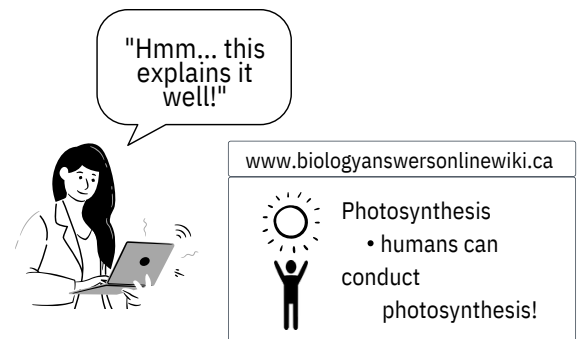
Discuss answers with classmates.



AVOID

Assuming information and making false connections.

Make sure to double check with your course notes to ensure that the connections that you are making are accurate.



STUDYING WITH DUAL CODING

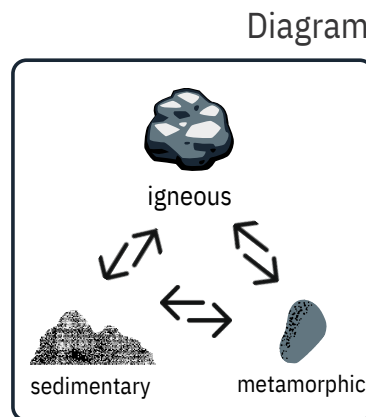
CONNECT CLASS TOPICS TO VISUALS

HOW TO DO IT ✓

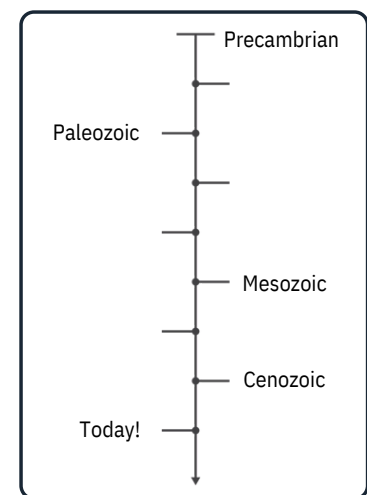
Look at class materials and create suitable visuals to describe what you are learning.

Visuals can include infographics, timelines, cartoon strips, diagrams, graphic organizers, and more.

Afterwards, take a look at your visuals, and explain in your own words what they mean.



Timeline



AVOID ✗

Relying solely on another's visual from the Internet.

Visualize it in a way that works for you.

Otherwise, you may have trouble explaining it!

