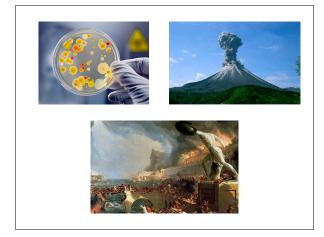
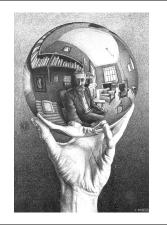


You













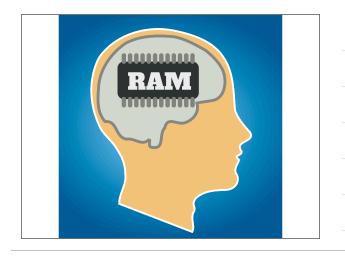


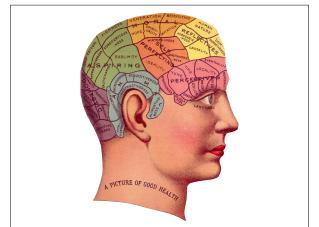


Meet Azalea, the chimp who smokes a pack a day at North Korean















A comprehensive introduction to the scientific study of the mind

A comprehensive introduction to the scientific study of the mind

A comprehensive introduction to the scientific study of the mind



A comprehensive introduction to the scientific study of the mind





A comprehensive introduction to the scientific study of the mind



"The stellar universe is not so difficult to understand as are the real actions of other people"

A comprehensive introduction to the scientific study of the mind



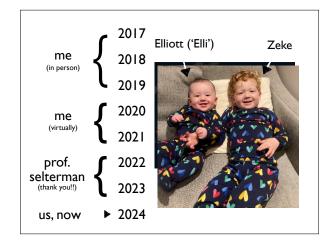


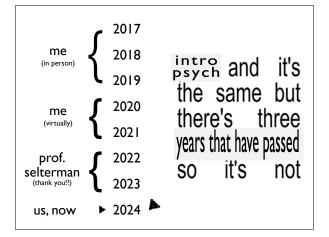
A comprehensive introduction to the scientific study of the mind





Course Information





intropsych.jhu.edu intropsych.jhu.edu/ syllabus cameo

Lectures

2x / week

slides posted with lecture

(but hard to decipher on their own)

Lectures







Jeff Bowen

Celebrity Guests

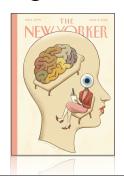
Readings



Schacter | Gilbert | Nock | Wegner Schacter | Hock | Megner | Nock | Meduer

Readings





"Readings"



"Readings"



Tuesday

Thursday

The readings and the lecture will **not** always overlap!

Teaching Assistants

ta@lists.johnshopkins.edu



Di



Nicole Keller



Drew Sonnenberg



Lauren Williams

Teaching Assistants

ta@lists.johnshopkins.edu

add "intro24" to the subject of every e-mail!

e.g. "intro24: Meet this week?" e.g. "intro24: Question about Freud" e.g. "intro24: Intro Psych is Awesome!"

Come Say Hi!

Student
Office Hours!

listed on intropsych.jhu.edu

Participation

iClicker Student Instructions

Student Announcement - Do Not Pay for iClicker Access!

For Fall 2024, there are no student fees to use iClicker in your classes. To ensure your iClicker account is properly associated with JHU and you pay no fees, make sure to use your JHED to login. Details below.

The Clicker Student app (formerly known as Clicker REEF Polling system) is an in-class voting system that allows students to user their phones, tablets, or laptop computers to participate in real-time voting during class. The instructions below are students—if you are faculty in KSASWSE and are interested in using the Clickers in your class, please contact (gli@flu.edu.



https://ctei.jhu.edu/tools-and-tech/clickers

Who are you?

- A. First-year
- B. Sophomore
- C. Junior
- D. Senior
- E. Other (e.g. grad, staff)

Evaluation

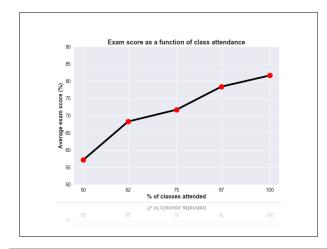
Participation (10%)



Not comprehension questions

Answer a question in ≥80% of classes, earn 100% of the points

(Otherwise, earn X% of points. e.g. if you answer a question in 60% of classes, you earn a 6/10 for participation)



Reading Responses (15%)



~ I per week (could be more/less!) usually assigned Thurs & due Tues

150-200 words; ~30 minutes!

Graded pass/fail

Each one worth (15/N)%, where N = total # of responses

Exams (75%)



3 midterms, no final! multiple choice

Not cumulative but may rely on key concepts (like any good trilogy)

Worth 30%, 30%, 15% lowest counts for least

Exams (75%)

Review session before each exam

(but also a mini-lecture!)

Final Score → Grade

ranges Curve A:100-90 A: top 30% B:90-80 B: middle 40% C:80-70 C: bottom 30%

 no protection against easiness/ hardness

- artificially restricts # of A grades
- fosters competition?

Final Score → Grade

ranges	curve	prof. decides		
A :100-90	A : top 30%	A :?		
B :90-80	B : middle 40%	B :?		
C :80-70	C: bottom 30%	C :?		
• no protection against easiness/ hardness	artificially restricts # of A grades	• no objectivity		
hardness	• fosters competition?	 hard to know where you stand 		

Final Score \rightarrow Grade



- I. Everyone can get an A
- 2. Many will get an A
- 3. Protection against inflation
- 4. Protection against deflation
- 5. No competition for GPA

Final Score → Grade



Top 5% get an A+ (it's worth the same as an A: 4.0)

Next best score is upper end of A-range

10% ranges thereafter

Final Score → Grade



400 people (for example)

Top 20 get A+

21st best score...94%?

84-94=A; 74-84=B; 64-74=C

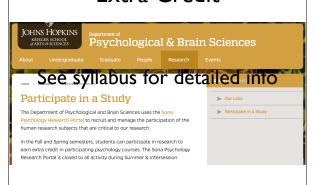
+ & - ranges divided equally

Final Score \rightarrow Grade



- I. Everyone can get an A
- 2. Many will get an A
- 3. Protection against inflation
- 4. Protection against deflation
- 5. No competition for GPA

Extra Credit



Extra Credit

I full-length study = I "credit"

I "credit" = 0.5%

Earn up to 2% (= 4 "credits")

Applied after letter ranges set ("real" extra credit!)

Extra Credit

Not guaranteed! so start early

(I hope and expect that)

The most common letter grade will be an A

Should I take this course?

















What if... What if... What if... Foundations of Brain, Behavior and Cognition [-]







Other Stuff

Don't cheat

(that includes asking your friend to take your clicker to class for you)

Other Stuff

ChatGPT

Don't use it (and it doesn't even make sense to!)

Other Stuff



Other Stuff

Consider not using your laptop

(a recommendation, not a policy)

Other Stuff

Research Article

aps SWHIIDDER STEWN

Logged In and Zoned Out: How Laptop Internet Use Relates to Classroom Learning Psychological belonce 2017, Vol. 2023 171-200 G The Author(c) 2015 Reportes and permissions aggraph.com/pressabl/Permissions.nats DOI: 10.1177/09/CV/P446/71934 www.psychological/belonce.nag/95

Susan M. Ravizza, Mitchell G. Uitvlugt, and Kimberly M. Fenn

Abstrac

Empty compacts are which provided in university clamscores, Africagal pumps are a valuable seed, they die received in a changing improve the terms a time and the provided in the season of the relationship to review of the contract of the

comes mercial could account for the relativiship between literative as and performance On results abstract his recursive mercial performance and performance. On results abstract his recursively, the relativiship persulpsid address who brought hipspa to class and was removed; retained of close performance. This relationships was upload also we accounted for mercianion, interest, and artifigence. Close retained interest use was not associated with a breaft to classecom need commerce.

Other Stuff

Research Artici

The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking



) (

Abstead

Taking notes on laptops enther than lis lengthand is increasingly common. Many researches have suggested that lapto note taking a less entire there than longstand note taking a less entire, but not leads not be researched to the contraction when the laptop contraction when using laptops. The present research suggests that even whos laptop are used solely to the most, the part and life in passaging features because their use entails in studiever processing are used to deliverable the second of the second to the second in the laptop contraction of laptop contractions of l

detrimental to learnin

In three satisfies, we found that sauders who took roses on laptops performed women or competual questions than students who took most lengtunel. We alrow that whereas stating more roses can be benedicial, paper more therefore, to transcribe lectures verbatim raiser than processing information and reframing it in their own words is

"Two plus two equals four" think like a psychologist **showing** vs. telling You

Sensory Adaptation

