Note-taking

I decided to experiment with two of the note-taking strategies from the module. We take a lot of notes in my General Psychology class with Lindy Morell, so I decided to try two methods to see which one worked best for the subject and Dr. Morell’s presentation style. My notes are attached.

- Cornell Method
  I used the Cornell method on September 15 during Dr. Morell’s lecture on language development. I had never tried Cornell method before and I really like it. I was able to follow the lecture while taking notes and I added questions and key words as I reviewed a couple of days after class, as suggested. I will add the summary when I’m studying for the test that’s in two weeks. I’m sure that summarizing each day’s lecture will be a great way for me to review and make sure I really understand the concepts. If I don’t, I’ll be sure to ask Dr. Morrell questions during or after class.

- Mind-mapping
  I also had never tried mind-mapping for in-class note-taking before. I used it on September 18 during Dr. Morell’s lecture on intelligence. I found it challenging to keep up with the lecture and draw diagrams and images. I think some people would really like this method (I see some of my classmates doodling during lectures—I think they should try mind-mapping instead!) I don’t think I’ll use mapping for note-taking in the future, but I can see how it would fit with some classes and I really like it as a method for brainstorming a paper. I can even see how it might work for reviewing for a test, but for this psychology class, I’m going to use the Cornell method the most.

Class Presentation

I’m taking Western Civilization II with Kris Crowe where we do informal and formal presentations throughout the semester. After reading and viewing the presentation skills materials in the module, I tried three new things during my presentation on September 15. We’ve been studying the events leading up to World War I and I gave an informal presentation of my research into the assassinations of Archduke Ferdinand of Austria and his wife, Sophie, Duchess of Hohenberg. This is going to be the topic of my research paper and Mr. Crowe asks us to informally present our research before we start writing the paper so we’re sure we understand the topic and can speak about it in our own words before we start writing our paper incorporating our sources. I spoke for 8 minutes about what I’ve learned about this event that was one of the key events that led to the first World War. I used the following speaking strategies (that I learned from the videos in the module) while presenting:
• Tell a story
  o I tried to tell the story of the assassination like it was a real-life crime-drama (which it was) instead of just reading a list of events and details. I think I had my audience at the edge of their seats waiting to hear the end of the story—which I’m keeping them waiting for until I do my formal presentation at the end of our research process.

• Keep the audience in mind
  o I thought about what I’d be interested in if I was one of my class members who are all researching different topics. So, I focused on just key, interesting events in the story and I tried to add connections to some of the other causes of WWI that some of my classmates are researching. They really seemed to be paying attention at those points—probably getting ideas for their research, which is great!

• Reduce words on slides
  o I only used three slides and I kept words to a minimum. (Slides attached.) One slide introduced the topic, one had a picture of the Archduke and Duchess and one listed my sources. I kept the slide of the Archduke and Duchess up most of the time while I told the story of their assassination and its significance. I finished with the citation slide and I briefly described which sources I am finding most helpful and I made suggestions to my classmates of the ones they might find useful for their research.
PSY 150
Sept 15, 2012

Language Development

All animals communicate - only human speak.

Infants - 4 mos - recognize speech - bubble - receptive

Toddler 10 mos - some words - "ma-ma"

1 yr old - one-word stage "Doggy"

2 yrs old - 2-word speech "Go home"

Grammar - naturally acquired - could learn any language & grammar but we hear our native lang most - 2nd language - harder after age 2 or 3 - not impossible - but harder - esp. because we don't immerse in it naturally - it in school.

Deaf children - early experience is important - learn sign lang better if exposed to lip reading early - even infants can sign - so start exposure early.

Summary -

Possible test question: When can children learn sign language? Answer: Infancy.
Intelligence tests

Alfred Binet - Standard Binet
Lewis Terman - IQ - Stanford-Binet

WPPS

most used test - verbal + performance

Standardized
Comparisons
high groups

Reliability
Consistency

Validity?

tests/measures
What it's designed to test

mental age / chronological age

Intelligence

Nature vs Nurture

general intellect = g
C. Spearman

Multiple intelligences
H. Gardner

\[ \sqrt{100 \times \text{Logical-mathematical}} \]

\[ \times \text{Musical} \]

\[ \times \text{Spatial} \]

\[ \times \text{Bodily-kinesthetic} \]

\[ \times \text{Interpersonal} \]

\[ \times \text{Intrapersonal} \]

\[ \times \text{Naturalistic} \]

\[ \times \text{Linguistic} \]

\[ \times \text{Naturalistic} \]
Research Sources as of September 15


"The War to End All Wars." Calliope 21, no. 8 (May 2011): 12.