

**SOCIAL PSYCHOLOGY**  
**Weber State University**  
**Psychology 3460, Spring 2012**  
**Class Times: Mondays, Wednesday, & Fridays 10:30 – 11:20 a.m. in SS 349**

**Professor:** Azenett A. Garza, Ph.D.  
**Office & Office Hours:** SS 328D  
By appointment mainly, but will be around Mondays 11:30 – 12:20 p.m. & Thursdays 12 p.m. – 1 p.m.  
**Contact Information:** e-mail: [agarza@weber.edu](mailto:agarza@weber.edu)  
Office #: 626-6249  
**Vista Enhancement:** Web CT <http://online.weber.edu> will need Wildcat username and password to access.  
**Text:** -Kenrick, D.T, Neuberg, S., & Cialdini, R. (2010). *Social Psychology: Goals in Interaction*, 5th ed. Pearson: Allyn and Bacon.

**Questions that Social Psychology and this course address**

How much influence do different situations have on our behavior? What are the conditions under which people will care about making social comparisons and what are the conditions they won't care? How do our expectations influence our interpretations of different events or people? How accurate are our perceptions of others and ourselves? What processes influence the way we perceive others and ourselves? When will attitudes predict our behaviors? Are our attitudes stable or can they change? What kinds of influence does advertising have on us? Why do we conform? Is conformity good or bad? Why do people join groups? Are two (or more) heads better than one? What factors predict attraction between people? Which of the two adages is true "Absence makes the heart grow fonder" or "Out of sight, out of mind"? Or are there conditions under which each is more likely to be true? Why do people help others? Is it purely altruistic or purely egotistic? Is aggression inborn; is it learned, instinctual, situational, or optional? What causes prejudice? How can prejudice be reduced?

**Learning Objectives**

This course emphasizes social psychology as a behavioral science. It is designed for students interested in psychology as their field of concentration as well for those who wish to include knowledge of social psychology mainly as part of their general education requirements. Its objectives are to help you acquire knowledge of the:

- vocabulary and concepts involved in describing and explaining social psychological phenomena;
  - basic methods used by social psychologists in their investigations of phenomena;
  - principles, theories, and other empirical generalizations which have emerged from social psychological studies;
- and to help you acquire skills in:
- interpreting social psychological knowledge and applying it to daily life, everyday problems, and social issues;
  - integrating theories and research with real-life applications so as to make the study of social psychology both interesting and meaningful to you;
  - understanding that all behavior is the result of a complex interaction between multiple factors;
- and
- in note taking, test taking, writing, and studying.

## Evaluation of Course Work

**Exams:** There will be a total of five exams, four exams and one optional final exam. Each exam will consist of multiple choice questions. Each test will be worth 100 points toward your final grade. **MAKE-UP EXAMS ARE NOT ALLOWED. A missed exam counts as a zero. This means try your hardest to not miss an exam.** If you know of a conflict with the exam schedule, you **may take ANY exam early.** However, **ABSOLUTELY NO** exam may be taken late. **Early exams will be permitted if advanced notice is given.** If you miss an exam, you must take a final exam to replace your missing test score. **You may also replace your lowest exam score by taking the final exam.** So if you DO better on the final exam, your lowest score will be replaced by your final exam score. If you miss more than one exam, remember that only one exam grade will be replaced by the final exam score and your second missed exam will receive a 0! If, however, you take the first four exams (meaning, you don't miss any of them), I will drop your lowest grade! In this scenario, only 3 grades are counted as part of your grade. If you miss one exam and do not take the final to replace your grade, then all 4 exams will be counted as part of your grade, including the 0 for the missing exam. The final exam will be comprehensive and (that means it will cover material from the entire course) and an announcement will be made in class as to how you will be tested on the final exam. You have several days for each exam, including the final exam, and you are responsible for knowing the testing center hours. The testing center will NOT let you arrive or stay late to take an exam. Please schedule your time wisely. Exam questions will be taken from the textbooks and the lecture. You will be responsible for all material covered during the semester regardless of its source. All multiple choice sections of the exams will be taken in any Weber State University Testing Center. Testing Center hours for the Social Science Testing Center are provided below and is located in the Social Science Building room 38. Be sure to bring an ID to each test. **Test proctors will not let you take an exam without an ID. Exams will make up 70% of your grade.**

Monday – Thursday	7:30 AM – 9:00 PM (Must show up by 8:00 PM to take an exam)
Friday	7:30 AM – 5:30 PM (Must show up by 4:30 PM to take an exam)
Saturday	9:00 AM – 5:30 PM (Must show up by 4:30 PM to take an exam)

**Case Studies Homework Assignments:** The short case studies were designed to help you apply the concepts presented in the textbook and in lecture. Each case study describes a social situation and is followed by questions about the situation. You are required to complete eight case study write-ups this semester. You will be allowed to **drop two** out of the 10 cases studies assigned. Case studies will be discussed in class on due dates. Everyone will be required to read the case studies before class and be prepared to discuss the questions in class in small groups. You will be randomly assigned to turn in 4 of the case studies to me following the more specific instructions provided on Web CT. You will not be allowed to drop any of the case studies you will be asked to turn in to me. For the remaining case studies, you will be required to have answered the questions and be ready for discussion but your responses will not be turned in to me. The case studies that are not turned in to me will be worth 15 points and those turned in to me will be worth 25 points. Due dates for case studies are provided in your class schedule. Late papers will be penalized 2 points for each day they are late (weekends count as two days, Sat. & Sun.). Late papers are better than no papers. More specific instructions are provided on Web CT. Case studies will make up **10% of your final grade.**

**Class and Home Exercises/Assignments:** Many class exercises will be provided during class time. These exercises will be writing intensive so always bring extra paper that is easy to turn in. These exercises many times will involve group work and cooperation. These exercises will be meant to help you understand class material better. You will need to be in attendance to receive the exercise, participate, and receive credit. These exercises will be mostly unannounced so if you are absent on a day that a class exercise was conducted, you will be unable to receive credit for that day. In addition, at times, you may be asked to prepare for a class exercise ahead of time by looking for relevant material or read additional material at home before the next class (some of which may not be found in your text) and both prior preparation and presence in class will be crucial to know what you are being assigned to do and for full credit. **Therefore, NO LATE OR MAKE UP exercises may be turned in, however, the lowest 3 exercises will be dropped.** These exercises will make up **10% of your class grade and be worth 25 points each.**

**Final Presentations:** Students, in self-selected groups of 4 to 5, will give PowerPoint presentations on controversial social psychology or social issues. Each presentation must demonstrate the use of relevant course material (from either the textbook and/or lectures), outside sources (such as journal articles, internet, textbooks, etc.), and provide a balanced analysis of the issue under investigation. In other words, you are required to select a topic from the course schedule (or ones provided for you below) and explore two competing viewpoints on a controversial issue. This requires that you identify literature on these different viewpoints. (The instructor will assist you in this.) This will require you to find **at least** four peer reviewed journal articles, two representing each view. Your job is to read about these viewpoints, understand them and summarize them for the class. You will present the controversial issue to the class in the form of a group presentation at the end of the semester. At the end of the presentation, each group must take a stand on one side of the issue or the other and explain why they have chosen that perspective. Each group will have an entire class period for their presentation. You will need to provide a reference page, a hard copy and electronic copy (through e-mail is fine) of your presentation to me by **April 9<sup>th</sup> at 10:30 a.m.** Presentations will be 20 minutes long in order to leave time for questions and class discussion.

The presentations will be graded for both content and style. The content portion of the grade will be based on how extensively the topic was researched, the organization of the presentation, and how clearly the arguments on each side of the issue are explained. The style portion of the grade will be based on how effectively color, graphics, and multimedia techniques enhance the presentation, the absence of typographical and grammatical errors, and the length of the presentation. Points will be deducted for presentations that are shorter than 15 minutes or longer than 25 minutes. Each member of the group will receive the same grade as all other members of the group.

Every member of each group is expected to make a significant contribution to the group project. To discourage social loafing, each person must complete a group contribution form before receiving a presentation grade. This form must describe the contribution made by the group member, and all the other members of the group must sign it. Any student who fails to turn in a group contribution sheet signed by all the other members of her or his group will receive a zero for their presentation grade. **This project will make up 10% of your class grade and be worth 100 points, 20 of those points will be derived from peer evaluations.**

Topics may be but are *not* limited to the following:

- Is Deception in Humans Unethical?
- Should Social Psychologists solve social problems?
- Are Our Social Perceptions Often Inaccurate?
- Does True Altruism Exist?
- Does Media Violence Cause Aggression and Therefore, should we prohibit minors from purchasing graphically violent video games?
- Is stereotyping or prejudice inevitable?
- Does the IAT measure implicit prejudice?
- Does internet create intimacy or isolation?
- Should executions be televised?
- Are men really more violent than women?
- Is terrorism ever justified?
- Should current illegal aliens be granted permanent residency?

**Extra Credit Options:**

You have one options for extra credit: You may participate in research Extra credit must be turned in by **April 6<sup>th</sup>**.

**Research participation:** You may participate in research projects being conducted in the psychology department. You may do up to 2 hours of research participation. Please see

<http://www.weber.edu/psychology/ResearchReg.html> for specific information as to how to do this. All research participation must be completed by April 6<sup>th</sup>. **ABSOLUTELY NO LATE EXTRA CREDIT WILL BE ALLOWED.** A list of participation in research will be provided to professor by Human Subjects Committee but it would behoove you to keep a copy of all proof of research participation as a backup. It is extremely important that you ALWAYS provide your full name, W# in the following format (W12345678) and my name (professor's name) when participating in research so that you may receive credit for your research participation.

### **ABSOLUTELY NO LATE EXTRA CREDIT WILL BE ALLOWED!!**

#### **What is the workload expectation for this course?**

In this course, in addition to the 45 hours spent in class or taking exams, you should spend up to 90 hours doing "homework," to include reading the text and documents, writing your assignments, and studying for exams. That equals 135 hours, which is the university standard in-and-out-of-class workload expectation for a three-hour course under the semester system.

**Student Disability** Weber State University is committed to equal opportunity in education for all students, including those with documented physical disabilities or documented learning disabilities. Weber State University policy states that it is the responsibility of students to contact Services for Students with Disabilities (SSD) in room 181 of the Student Service Center. SSD can also arrange to provide course materials (including this syllabus) in alternative formats if necessary. The instructor will meet with the student and staff members of the SSD to formulate a written plan for appropriate accommodations, if required.

#### **Calculation of Grades**

4 Exams	100 pts. ea.	70% of your grade
Class/Home Exercises	25 pts. ea.	10% of your grade
Case Studies	25 pts ea.	10% of your grade
Final Presentation	100 pts	10% of your grade

##### Final Grade

A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%

##### Final Grade

C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
D-	60-63%
E	0-59%

**Final Grades:** Please note that due to the policy in which assignments are dropped in most of the categories, extra points are usually awarded in exams, and extra credit opportunities are provided, final grades are not "rounded up or curved". Meaning that if you have an 89.9 in the class, you will not be rounded up to an A-, rather you will receive a B+. The **ONLY** circumstance in which a grade will be rounded is if **ALL** assignments and exams (including final exam) have been completed.

**Grade Appeals:** Exams in this course are restricted, which means that your exam will not be returned to you. However, you are welcome to view your exam during my office hours or at the testing center. If, after reviewing an exam, you think a question is open to more than one interpretation, please do not ask about this during class. Write down on a sheet of paper your challenge to me. The challenge may be e-mailed to me as well. The challenge must be submitted within two weeks after the exam and must explain how the question could be interpreted so that one of the other answers (the one you chose) would be as "correct" as my answer. I will return the challenges with comments either accepting or rejecting the

challenge. I encourage you to utilize this option if you feel strongly about a test question. Your challenge must include the following (if any of these components are missing, your challenge will automatically receive no credit): 1) your name 2) the number of the question that you are challenging and what the question is generally asking 3) the CORRECT answer (according to me) 4) YOUR answer, and 5) why YOUR answer is as "correct" as the CORRECT answer. NOTE: Good challenges include citations from lecture notes, text (with page numbers), or assigned articles. Challenge points are never given for arguments based on your own life experience, on the simple assertion that your answer is correct, etc. THIS IS THE ONLY WAY that your concerns will be addressed. ONLY written questions and comments THAT YOU SUPPORT will be evaluated. At times, your professor may determine that a particular question is problematic due to the number of students missing an exam question; she will then give points back for that particular question. Thus, no challenge will be necessary for that particular question.

**Name changes:** If your name has recently changed or will be changing during the semester, please notify me immediately. This will help avoid confusion that arises by having different names in the class roll vs. assignments that are turned in.

**E-mail communication:** When you send me an e-mail, it is crucial that you identify in your subject line what course you are enrolled in and a brief summary of the issue. Include your name and repeat what class you are taking from me and what your question or concern is in the text of the e-mail. Please provide a context for your question as well. Before e-mailing me, be sure that your question is not answered in the syllabus first.

**Class Attendance:** Please note that although attendance will not officially be taken every class, an excessive number of absences will result in a lower grade. Class and homework assignments are given during class. Therefore, it is to the benefit of the student to attend class every day. Also remember that tests will cover both reading and lecture material and lectures might often cover material not found in the book. Material to be covered is likely to change. Therefore, it is to the student's benefit to attend the class every time.

**Excused Absences for University-Recognized Activities:** "Students who will be absent while representing the University in officially recognized University activities (sports, band, professional conferences, etc.) must notify the instructor ten days prior to absence. Students will be permitted to make up both assignments and examinations in consultation with their instructors

**Dropping the Course.**

You may completely withdraw from the semester at any time. Please be aware of the dates in which "W"s are assigned and such.

**Class Contact:** At times it is necessary to miss a part or all of class. When this happens, it is helpful to have the name and number of another student in the class you can call to answer any questions you may have about any information missed, etc. Please use the space below to write down the name, email, and phone number of at least one student in this class who you can contact:

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**CLASS DISRUPTIONS**

Students in this course have the right to participate in lecture sessions that are relatively free of any unnecessary noises or other distractions that could impair their ability to take good lecture notes. For this reason, all students attending class will be expected to refrain from the following:

**Chronic Tardiness:** Students who anticipate being late for class on a regular basis should see me at the beginning of the semester to explain why they will be late. They also should plan to sit in an area of the classroom that will lead to the least amount of class disruption when they arrive. Students who are chronically late (4 or more times) but fail to discuss the problem with me can expect to receive a final



grade in the class that is one letter grade lower than is indicated by their total point accumulation in the course.

Early Departures. Students who must leave a class early should discuss their plans with me before the beginning of the class period. Students who expect to make many such departures should talk to me about their plan at the beginning of the semester. Students who depart early from class on a regular basis without permission will be penalized in the same manner as indicated for chronic tardiness.

Inappropriate Behavior. Students engaging in horseplay or disruptive, lecture-irrelevant conversations during a class period will be given up to two warnings to stop their behavior. Following the second warning, disruptive students will be asked to leave the classroom after each additional incident. A petition will be submitted to the Dean's office to drop the disruptive students from the class roster after the second class dismissal. Those dropped from the roster may receive a grade of "F".

Electronic Gadgets. Students are expected to deactivate all beepers, cellular phones, and watch alarms while class is in session. Any students who disrupts the class more than 2 times during the semester because of these devices will be asked to leave the classroom after each subsequent incident. No walkmans or other portable headsets may be worn while class is in session. Tape recorders are permitted in lecture; however, care should be taken to not disrupt class while changing tapes.

#### VISITORS AND CHILDREN

No child or adult visitors are allowed in class without prior permission.

### Academic Dishonesty

#### PLAGIARISM AND CHEATING

All work submitted in this course must be your own and be written exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly documented. "Plagiarism" means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression. For example, you are engaging in plagiarism if you turn in a paper purchased from a commercial website, turn in the work of another student as your own, or fail to attribute quotations or ideas to the original author of the work. If you include verbatim text in your coursework, you must quote the original source. You must put the text in quotes and give the specific citation for the questions.

Consider the following hypothetical response as an example.

Contrary to Plato and Descartes who assumed that knowledge and ideas are innate or inborn, Locke proposed that the mind is a "blank slate...on which experience writes" (Meyers, 2003, p. 4). This notion helped lay the foundation for empiricism, or "the view that knowledge originates in experience and that science should, therefore, rely on observation and experimentation" (Meyers, 2003, p. 4).

**Ignorance is not an excuse;** understanding and avoiding plagiarism is your responsibility. Please ask me if you have any questions about how to properly cite sources. Cheating or plagiarism is an act of academic dishonesty and a violation of University Standards and the Student Code of Conduct. **It will result in a grade of zero for the assignment** and at the instructor's discretion **may result in a grade of zero for the entire course. Regardless of the outcome the Dean of Students will be notified of the incident;** therefore, it could have serious implications for your academic career (e.g., academic probation, suspension, or expulsion). Please refer to the following website for a complete listing of infringements that constitute cheating: [http://www.weber.edu/ppm/Policies/6-22\\_StudentCode.html](http://www.weber.edu/ppm/Policies/6-22_StudentCode.html)

### ACADEMIC PROBATION

Students who believe that a poor grade in this course may lead to their dismissal from Weber State University should come talk to me BEFORE the first exam about strategies to improve their class performance. Seeing me after the final exam will not be helpful since extra-credit projects and test retakes are not to be available in this course.

Students who do not perform well on the first exam should come and see me immediately to determine ways in which to help improve your scores for the rest of the course. Coming to see me because you are unhappy with your grade after the third or final exam will be of no avail. At that point in time, it is too late to do anything to improve your grade since no extra-credit or test retakes are available in this class.

### **This Syllabus:**

This syllabus is our contract. It details your obligations to me, and mine to you. Please bring this syllabus to class with you and record any changes in requirements or deadlines on it. **Announcements made in class "count" just as much as policies outlined in the written syllabus.**

**Staying registered in this class indicates that you have understood this syllabus and agree to abide by the guidelines of this class and to be evaluated accordingly.**

**Permissions/Notifications:** If at any time you need to notify me of an upcoming absence, tardiness, or any unique circumstance, you are to provide me with a written notice in both hard copy and electronic format (e-mail). This procedure will allow me to remember what agreements or arrangements have been made with you.

Jan. 2 (M)	<i>Introduction to Social Psychology ~ Syllabus</i>	
Jan. 4 (W)	<i>Introduction to Social Psychology</i>	Chapter 1
Jan. 6 (F)	<i>Introduction to Social Psychology</i>	Chapter 1
Jan. 9 (M)	<i>Research Methods in Social Psychology</i>	Chapter 1
Jan. 11 (W)	<i>Research Methods in Social Psychology</i>	Chapter 1
Jan. 13 (F)	<i>Research Methods in Social Psychology</i>	Chapter 1
Jan. 16 (M)	<b>Labor Day – No Class</b>	
Jan. 18 (W)	<i>Research Methods in Social Psychology</i>	Chapter 1 <b>Syllabus Quiz due</b> <b>Case Study 1 Due</b>
Jan. 20 (F)	<i>Social Cognition</i>	Chapter 3
Jan. 23 (M)	<i>Social Cognition</i>	Chapter 3
Jan. 25 (W)	<i>Social Cognition</i>	Chapter 3 <b>Case Study 2 Due</b>
Jan. 27 (F)	<b>Exam 1 – No Class</b>	<b>Exam available 1/26 – 1/30</b>
Jan. 30 (M)	<i>Attitudes &amp; Persuasion</i>	Chapter 5
Feb. 1 (W)	<i>Attitudes &amp; Persuasion</i>	Chapter 5 <b>Case Study 3 Due</b>
Feb. 3 (F)	<i>Attitudes &amp; Persuasion</i>	Chapter 5
Feb. 6 (M)	<i>Social Influence</i>	Chapter 6
Feb. 8 (W)	<i>Social Influence</i>	Chapter 6
Feb. 10 (F)	<i>Social Influence</i>	Chapter 6
Feb. 13 (M)	<i>Social Influence</i>	Chapter 6 <b>Case Study 4 Due</b>
Feb. 15 (W)	<i>Groups</i>	Chapter 12
Feb. 17 (F)	<i>Groups</i>	Chapter 12 <b>Case Study 5 Due</b>
Feb. 20 (M)	<b>President's Day – No Class</b>	
Feb. 22 (W)	<b>Exam 2 – No Class</b>	<b>Exam available 2/18 – 2/23</b>
Feb. 24 (F)	<i>Prejudice, Stereotyping, &amp; Discrimination</i>	Chapter 11
Feb. 27 (M)	<i>Prejudice, Stereotyping, &amp; Discrimination</i>	Chapter 11
Feb. 29 (W)	<i>Prejudice, Stereotyping, &amp; Discrimination</i>	Chapter 11
Mar. 2 (F)	<i>Prejudice, Stereotyping, &amp; Discrimination</i>	Chapter 11 <b>Case Study 6 Due</b>
Mar. 5 (M)	<i>Aggression</i>	Chapter 10
Mar. 7 (W)	<i>Aggression</i>	Chapter 10
Mar. 9 (F)	<i>Aggression</i>	Chapter 10 <b>Case Study 7 Due</b>
Mar. 19 (M)	<b>Exam 3 – No class</b>	<b>Exam Available 3/9 – 3/20</b>
Mar. 21 (W)	<i>Affiliation &amp; Friendship</i>	Chapter 7
Mar. 23 (F)	<i>Affiliation &amp; Friendship</i>	Chapter 7 <b>Case Study 8 Due</b>



Mar. 26 (M)	<i>Love &amp; Romantic Relationships</i>	Chapter 8
Mar. 28 (W)	<i>Love &amp; Romantic Relationships</i>	Chapter 8
Mar. 30 (F)	<i>Love &amp; Romantic Relationships</i>	Chapter 8 <b>Case Study 9 Due</b>
Apr. 2 (M)	<i>Prosocial Behavior</i>	Chapter 9
Apr. 4 (W)	<i>Prosocial Behavior</i>	Chapter 9 <b>Case Study 10 Due</b> <b>Extra Credit Due</b>
Apr. 6 (F)	<b><i>Exam 4 – No class</i></b>	<b>Exam Available 4/5 – 4/9</b>
Apr. 9 (M)	<i>Presentations</i>	
Apr. 11 (W)	<i>Presentations</i>	
Apr. 13 (F)	<i>Presentations</i>	
Apr. 16 (M)	<i>Presentations</i>	
Apr. 16-19	<b><i>Final Exam</i></b>	<b>Final Available 4/16 – 4/19</b>

**NOTE:** This schedule could possibly change as necessary and it is your duty to attend class to learn about the changes. Test dates rarely change; however, material to be covered in test might and often change. If there is time at the end of the semester, we will return to some of the skipped chapters.

## How can I be successful in this course?

- ▶ **Set up a study schedule, study regularly and keep up.** Do not put off studying until the last moment. Remember that you will have pop quizzes to take. In order, to be prepared for them, you must begin studying immediately using your study questions as guides. For the exams, it is very difficult to "cram" several chapters into your head in one night of frantic studying. Also be sure to allow for study breaks and only study for the amount of time in which you can be alert and awake. You should find a place to study in which there is minimum distractions. Reward yourself with small rewards every time you study to keep you motivated.
- ▶ **Ask questions and participate in class.** Do not be afraid to ask questions of the instructor. More than likely, other students in the class have the same questions and concerns. If you can, try to ask a specific/direct question rather than a very general one (e.g., "What is the difference between the central route vs. the peripheral route of persuasion" vs. "I don't get Chapter 5."). This course is designed for true participation. Please respect your colleagues and be open to perspectives different from your own. You should expect the same respect from all others in the class.
- ▶ **Keep up on the class & homework.** These are not just busy work; they will help you learn and master the material.
- ▶ **Read the book.** The textbook may explain something in a slightly different way than the instructor; something that was unclear in class may become clear as you read the text. Read intelligently- a good guideline is to begin examining the chapter by skimming the titles and headings so that you will have an idea about what the chapter will cover. Create questions from the headings that the subsequent material will answer. Then read each paragraph and summarize it in your own words by answering the question posed. If possible, add any personal examples (from your own or friends life, from TV shows or movies, or newspapers, novels, etc) that illustrate the concepts being discussed or devise mnemonics to remember the information being covered. You should print out the slides posted on Vista WebCT before coming to class, examine them for similarities and differences in the information covered from the text. Pencil in any questions that arise as you look over them and bring them to class. Read the chapter once more. Next, go through each question that you created and see if you can answer the question out loud in your own words. Do not move to the next section until you have mastered that material.
- ▶ **Integrate notes from book and lecture.** After every lecture, be sure you go over your notes, fill in any gaps in your notes. Be sure to look and highlight or note information that is not covered in your text and be sure you understand it, if not ask for clarification during the next class or e-mail me with your questions, or you can post your queries on the class discussion board for your classmates to help. Create your own outline integrating your text and lecture notes, so that the organization of the material fits your perception and understanding of the material. Work from this outline when you study for an exam. **Short on time?** Write questions and summaries in the margins of your text and lecture notes as you read them.
- ▶ **Study with someone else.** Studying with someone else or studying with a group is usually helpful; try to secure a study partner or a study group. Oftentimes one student's knowledge can complement another student's knowledge from the class. Many times a peer can explain things better than the text or the instructor. Ask each other questions and practice explaining concepts to each other. Be sure to ask for examples of concepts and application of the concepts. Also, be sure to use study aids provided to you on mypsychlab.

► **Don't skip class.** A missed class is often very detrimental to your grade. There will be class exercises and homework assignments that if you miss class it will decrease your grade and will likely decrease your understanding of the material covered. Remember that exam questions will also come from lecture material that is not covered in the text. So, if you miss class and don't get another student's notes, you are likely to miss questions over that material. Everyone has a million and one things to do.....we all have busy lives. You will need to prioritize time for this class in order to do well.

► **Learn from your mistakes.** Take a look at the missed questions on your homework, quizzes and study aids and find out why you missed the questions you did. Did you not come to class? Did you not read the book? If you find out what went wrong, you can often correct it.

**Start your studying and organization of information on the FIRST day!!!**

### Grade Record

Please keep a record of the grades you receive on all of your work. This will help insure that you are always aware of your academic progress in this class.

Exam #1 \_\_\_\_\_

Exam #2 \_\_\_\_\_

Exam #3 \_\_\_\_\_

Exam #4 \_\_\_\_\_

\* **Note remember to drop lowest exam (if you take all 4 Exams).**

Class Exercises \_\_\_\_\_

Class Exercises \_\_\_\_\_

Class Exercises \_\_\_\_\_

Class Exercises \_\_\_\_\_

Class Exercises \_\_\_\_\_

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Class Exercises \_\_\_\_\_

\***Note remember to drop your lowest 3 scores**

Case Study 1 \_\_\_\_\_

Case Study 2 \_\_\_\_\_

Case Study 3 \_\_\_\_\_

Case Study 4 \_\_\_\_\_

Case Study 5 \_\_\_\_\_

Case Study 6 \_\_\_\_\_

Case Study 7 \_\_\_\_\_

Case Study 8 \_\_\_\_\_

Case Study 9 \_\_\_\_\_

Case Study 10 \_\_\_\_\_

- Note that 2 will be dropped; 4 will be randomly assigned and turned in and 4 you will need to be prepared in class to discuss.

Final Presentation \_\_\_\_\_