

INTERPERSONAL RELATIONSHIPS
Weber State University
Psychology 2000, Summer 2010
ONLINE

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Text: Intimate Relationships (2009) by Rowland Miller & Daniel Perlman, 5th Edition, McGraw Hill.

Questions that Interpersonal Relationships and this course address

What are intimate relationships? How is research about relationships conducted? 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"? What qualities do we seek in our friends and in our intimate partners? Are there gender differences in what we seek? What role does social support play into close relationships? What is love? Are there differences across cultures and time in how we perceive and what we expect from love? What function do our attitudes about sexuality play in our relationships? What role does communication play in our relationships? Are there bad or better ways to communicate in intimate relationships? What effects can our relationships have on our health? What are some of the causes for abuse in relationships? What are some constructive ways to deal with conflict in relationships? What factors are involved in the breakup of relationships? What are the effects of divorce on adults? On children? How similar or different are relationships of - individuals who have remarried, who are gay or lesbian, who have interracial/intercultural relationships, who are disabled - to our prototypical stereotype of White middle class first married relationships? What role does gender and beliefs about gender roles play into relationships?

Learning Objectives

This course emphasizes interpersonal relationships as a behavioral science and will not be taught with a therapeutic approach. It is designed for students interested in psychology as their field of concentration as well for those who wish to include knowledge of interpersonal relationships 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 phenomena in relationship science;
 - basic methods used by relationship psychologists in their investigations of phenomena;
 - principles, theories, and other empirical generalizations which have emerged from relationship studies;
- and to help you acquire skills in:
- interpreting psychological knowledge about relationships and applying it to daily life, everyday problems, and social issues;
 - in note taking, test taking, writing, and studying.
- and
- to integrate theories and research with real-life applications so as to make the study of relationships both interesting and meaningful to you
 - to appreciate that all behavior is the result of a complex interaction between multiple factors.

Evaluation of Course Work

Exams: There will be a total of four exams. All exams will be taken using Chi Tester. You can take these exams from ANY computer (not a WSU computer lab). **Each exam will be TIMED (the amount of time will be listed with the exam). You will be given about 1.5 minutes per question on each exam.** Please note that you will need to save each answer you submit before continuing to the next question. If you don't, you may receive a 0 on an exam because none of your responses will have been saved. All exams are to be taken with no external help (book, notes, other people, etc.). You are on your honor to make sure each exam represents your knowledge. You will be asked to indicate that you received no outside help for each exam. All exams must be completed no later than **MIDNIGHT** on the due date. That means you should complete your exam no later than 11:59 PM on the date the exam is due. So, give yourself enough time (1.5 minutes per question) to take each exam. *Each exam will consist of 20 - 25 multiple choice questions per chapter.* So, for exams covering 3 chapters there will be between 60 – 75 questions. For the exam covering 4 chapters, there will be between 80- 100 questions. **Each test will be worth 100 points and will make up 70% toward your final grade. MAKE-UP EXAMS ARE NOT ALLOWED. A missed exam counts as a zero.** If you know of a conflict with the exam schedule, **you may take ANY exam early.** If you miss the deadline of an exam, **you will NOT be allowed to take an exam late. You may, however, replace your missing or lowest exam score by taking the final exam.** There will be 75 questions on the final exam. So if you DO better on the final exam, your lowest score will be replaced by your final exam score. Or if you MISS one of the first four exams then you SHOULD take the final exam to replace your missing Exam score. You will have an option of taking a final exam by Aug. 6th. The final exam will be comprehensive (that means it will cover material from the entire course). You have 6 days to take each exam, except the optional final exam (you will have 3 days), and you are responsible for knowing the test deadlines. Please schedule your time wisely! Exam questions will be taken from the textbook and power point material provided through WEB CT. You will be responsible for all material covered during the semester regardless of its source. All exams will be taken through Chi Tester and exam dates are provided in the course schedule below. It is highly recommended that you DO NOT wait until the last minute possible (i.e., 11 p.m.) to take the exams. It is highly probable that you will experience technical difficulties at that time and no ability to resolve them.

Journal Entries:

Psychology may be defined as “the scientific study of behaviors and mental processes.” Defining psychology in terms of close or intimate relationships we can adapt the definition to be “the scientific study of behaviors and mental processes in the context of close and intimate relationships.”

The purpose of this assignment is to challenge yourself to begin to think like a relationship psychologist, to look at the world around you and ask yourself how psychological analyses have the potential to help you better understand what you observe. This assignment is also meant to help improve your writing skills by practicing writing clearly, by giving feedback to your peers' writing and correcting your own writing.

Your assignment is to write 3 journal entries and to peer review 6 of your peer's journal entries. In your journal entries, you are to include 3 paragraphs. In paragraph 1) describe a personal experience exemplifying a concept, theory or principle of your choosing covered in your text, in paragraph 2) using your own words, give a brief explanation of the concept, principle, or theory, exemplified in the first paragraph that is discussed in your text (But be sure to cite appropriate references), in the last paragraph 3) you need to explain how the concept, principle or theory described in the second paragraph fits the personal experience described in the first paragraph. You will be assigned to groups and will be assigned the due dates for your journal entries based on the group that you belong to. You will also be assigned the journal entry that you will be responsible for reviewing.

Examples of what you might want to write about include: 1) you may describe an individual that you know or a character that you like from a book, TV show, or movie and relate the attachment style that they seem to have based on what you know of them and what is discussed in your text 2) you may discuss some research findings that you read or heard from a

magazine, tv show, news, etc. and relate the method that was used to collect that data and what conclusions can be made based on the methodology and sample used 3) you can discuss the reasons you think you have been attracted to different people in your life and how that matches to what research (your text discusses) are the factors that are likely to increase attraction. These are only a few examples of what you might include in your journal. You also might want to read the table of contents or skim through the chapter reviews of your textbook to give you a better sense of the kinds of issues that psychologists study and that you might look for as you decide what to write in your two journal entries.

You will be assigned to be in a group (#1, #2, #3, #4, please see journal entries Assigned Groups file in WebCT). You will also be assigned to conduct a peer review to an unspecified individual that belongs to the particular group you are assigned to review. You will be required to turn in your journal entries in **2 locations** in WebCT. First, you will turn in your journal entry through the **Assignment portal** in Word format to me. Second, you will turn in your journal entry in the appropriate **Blog portal**. Journal entries will be due on specified Wednesdays and **no late journal entries will be allowed and must be turned in by 5 p.m. of due date (WebCT won't let you turn it in one second late)**. I will then grade your journal entries and give you your grade individually. By Saturday, your assigned peer reviewers will need to have peer reviewed your entry. Peer reviews will be public. Peer reviewers will not be able to see other student's peer review until they have submitted their own peer reviews. I will then grade and if appropriate, comment on all peer reviews of the journal entries. You will be assigned to review a journal entry of someone in the group assigned to you. You may review anyone AS LONG as there are NO more than 2 or 3 reviews per journal entry. Each journal entry is worth 7% of your total grade and you must complete 2 journal entries (1 will be dropped. You may choose to complete all 3 and I will drop the lowest, or you may choose to not complete one of them or you may simply forget to complete one of them. Thus, it is crucial that you complete at least 2 journal entries so that it won't affect your grade) and each peer review will be worth 1% of your total grade and you must complete 6 peer reviews. **No late peer reviews will be allowed and must be turned in by 5 p.m. of due date. Even though you will be allowed by WebCT to turn in assignments late ~ there will be a time stamp on your entry and if it is late, I will count it as a 0. In its totality, this assignment is worth 20% of your final grade.**

Journal Entries will be graded based on 1) how well you describe your topic example. Do you provide enough detail so that we can understand what you are talking about? 2) Do you describe the psychological concept, theory or principle accurately, in enough detail and in your own words? 3) Do you integrate 1 & 2 well? Is your example truly an example of the concept, principal or theory described 4) your writing ability in conveying your thoughts ...grammar, spelling, typographical errors, clarity, and comprehensiveness of your writing 5) proper use of citations using APA Style Manual (6th edition).

Peer reviews will be graded on the extent that peer reviews match my own comments and perceived effort. If a peer reviewer notices something that I did not, extra points will be allocated for astute observation.

After receiving my feedback and peer reviewer's feedback, students will be allowed to correct their journal entry accordingly, if they so choose. If a student chooses to correct their journal entry, they **must** turn it in within a week of having received their peer reviews. Students may receive additional credit if the improvements in the journal entry warrant it.

Journal Entries will be graded as follows

- 1) Description of topic example in enough detail so that we can understand what you are talking about ___ 5 pts
- 2) Correct description of psychological principle in enough detail ___ 5 pts
- 3) Integration of 1 & 2 _____ 5 pts
- 4) Writing Clarity _____ 5 pts
- 5) APA Style _____ 5 pts

Peer Reviews will be graded based on their comments of Paragraphs 1, 2, 3 for a total of 15 points.

Below please find the tool used for grading the journal entries.

Grading Rubric for Journal Entries

	5 (Excellent)	4 (Good)	3 (Fair)	2 (Poor)
Description of Example	Example is insightful, thorough, and interesting.	Example is thorough and interesting.	Example is interesting but lacks insight and depth.	Example is uninteresting and/or too brief for the assignment.
Correct Description of Psychological Principle	Description of psychological principle demonstrates to be accurate, clear, and comprehensive.	Description of psychological principle demonstrates to generally be accurate, clear, and comprehensive.	Description of psychological principle is somewhat accurate and clear.	Description of psychological principle lacks accuracy and clarity.
Integration of Example with Psychological Principle	Integration of example and principle demonstrates a thorough understanding of the material and is substantiated by several examples from the textbook.	Integration of example and principle demonstrates an understanding of the reading assignment and is substantiated by at least one example from the textbook.	Integration of example and principle demonstrates an understanding of the reading assignment but is not substantiated by examples from the textbook.	Integration of example and principle demonstrates very little understanding of the reading assignment.
Grammar, Mechanics, Spelling, and Sentence Structure	Assignment is highly polished; no grammar or spelling errors.	Assignment is polished; maximum of one grammar or spelling error.	Assignment is adequate; maximum of two grammar or spelling errors.	Inadequate assignment; more than two spelling or grammar errors.
APA Style	Assignment includes correct APA style in citation of textbook information.	Assignment generally includes correct APA style in citation of textbook information.	Assignment includes an attempt at citing textbook information in APA style.	Assignment includes no attempt at citing textbook information in APA style.

Discussions: In order to help you to think about the class material to a greater degree than just working on it on your own and to promote class interaction among students, discussion topics for each chapter will be posted in the discussions folder within each exam section in the class. In addition to posting your own response, you may point any mistakes you find from other people's responses, ask for clarifications, provide additional examples that you have thought about to their questions and answers, thank them for their wonderful contributions. Your own response posting will be due on Saturdays (see schedule for exact dates). Again, be sure not to wait until the last moment. You never know when technical difficulties will arise so turn in your work earlier if at all possible. There will be a total of 13 discussion topics. You may drop three discussions without penalty. Additional missed discussions will receive 0s. **Each discussion will be worth 40 points and will make up 11% of your overall grade.**

Below please find the tool used for grading the threaded discussions.

Grading Rubric for Discussion Postings

	10 (Excellent)	9 (Good)	8 (Fair)	7 (Poor)
Contribution to the Class	Posting is insightful, thorough, and interesting.	Posting is thorough and interesting.	Posting is interesting but lacks insight and depth.	Posting is uninteresting and/or too brief for the assignment.
Inspires Reply Postings from Other Students	A serious effort is made to frame the discussion posting in such a way as to encourage others to reply. Posting generates questions and opens up new avenues for discussion.	A serious effort is made to frame the discussion posting in such a way as to encourage others to reply.	Some effort is made to frame the discussion posting in such a way as to encourage others to reply.	No effort is made to frame the discussion posting in such a way as to encourage others to reply.
Demonstrated Understanding of the Reading Assignment	Posting demonstrates a thorough understanding of the reading assignment and is substantiated by several examples from the textbook and/or companion website.	Posting demonstrates an understanding of the reading assignment and is substantiated by at least one example from the textbook and/or companion website.	Posting demonstrates an understanding of the reading assignment but is not substantiated by examples from the textbook and/or companion website.	Posting demonstrates very little understanding of the reading assignment.
Grammar, Mechanics, Spelling, and Sentence Structure	Posting is highly polished; no grammar or spelling errors.	Posting is polished; maximum of one grammar or spelling error.	Posting is adequate; maximum of two grammar or spelling errors.	Inadequate posting; more than two spelling or grammar errors.

What is the workload expectation for this course?

In this course, in addition to the 42 hours spent “in class” (For an online class this means looking at power point presentations, completing discussions, checking announcements or e-mails regularly) or taking exams, you should spend a minimum of 126 hours doing “homework” through the 14 week semester, which 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. This is roughly equivalent to 3 hours outside of class per hour spent in class, which is about 9 hours per week.

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
2/3 Journal Entries		20% of your grade
		<i>7% each journal entry (2 entries total – 25 pts. ea.)</i>
		<i>1% each peer review (6 peer reviews total – 15 pts ea.)</i>
10/13 Discussions	40 pts ea.	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, and extra points are usually awarded in exams, 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+. In the **ONLY** circumstance in which a grade will be rounded is if **ALL** assignments and exams have been completed.

Grade Appeals: If, after receiving an exam, you think a question is open to more than one interpretation; e-mail me a document in word format with your challenge to me. The challenge must be submitted within a week 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 4) the CORRECT answer (according to me) 5) YOUR answer, and 6) 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 almost never given for arguments based on your own life experience, on the simple assertion that your answer is correct, etc.

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.

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), even in oral presentations, 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:

- 1) turn in the work of another person as your own;
- 2) “cut & paste” material into your paper/talk, fail to quote or paraphrase the material, and fail to cite the source;
- 3) paraphrase an author’s idea(s) and fail to cite the source;
- 4) only change around or delete a few words from the source, *whether or not* you cite the source;
- 5) use an author’s exact words and fail to put the material in quotes *whether or not* you cite the source;
- 6) use an author’s exact words in quotations but fail to cite the source of that information.

Frequently Asked Questions about Plagiarism, Quotations and Paraphrasing

How can I avoid plagiarism?

You must give credit to the original source whenever you use another person’s ideas, concepts, or theories, whenever you use another person’s facts, statistics, graphs, or drawings that are not common knowledge (e.g., The Declaration of Independence was signed on July, 4th 1776), whenever you use another person’s actual spoken or written words, and whenever you paraphrase another person’s spoken or written words.

When should I quote material?

You must use quotation marks and an APA-style citation when you use another writer’s exact words, even if a short phrase. It must be clear to your audience which words are your own and which words are another writer’s.

How do I quote material?

For direct quotations, you must enclose the quoted material in quotation marks AND include an APA-style citation, with the author, year, and page number in parentheses at the end of the quote. Consider this example:

Sociology and social psychology are distinct disciplines. Sociologists “study groups, from small to very large” (Myers, 2005, p. 6). Social psychologists, by contrast, “study average individuals – how one person at a time thinks about others, is influenced by them, relates to them” (Myers, 2005, p. 6).

What is paraphrasing, and how do I do it right?

Paraphrasing is rewriting another writer’s ideas in your own words. Acceptable paraphrasing accurately relays the information presented in the source, uses your own words (not the words of the source author), and lets your reader know the source of your information. When paraphrasing, you must **rewrite** the original language, **change** the original sentence structure, and include an APA-style **citation**. Unacceptable paraphrasing is plagiarism because if you are only changing around/deleting/adding a few words or phrases, changing

the order of sentences from the source material, and/or failing to cite the source for any ideas or facts.

Ignorance is not an excuse; understanding and avoiding plagiarism is your responsibility. Please ask me if you have questions about how to properly cite sources. Also, use the resources available on WebCT regarding writing style and avoiding plagiarism. Although it may not seem to be “a big deal” and it often occurs because of carelessness rather than maliciousness, plagiarism is an act of stealing (another person’s ideas) and an act of lying (passing another person’s ideas off as your own). Plagiarism or cheating 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. It may further result in failure of the course and a hearing before the Dean of Students; therefore, it could have serious implications for your academic career (e.g., academic probation, suspension, or expulsion). Refer to <http://documents.weber.edu/ppm/6-22.htm> for the WSU Student Code.

ACADEMIC PROBATION

Students who believe that a poor grade in this course may lead to their dismissal from Weber State University should contact me BEFORE the first exam about strategies to improve their class performance. Contacting 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 contact me immediately to determine ways in which to help improve your scores for the rest of the course. Contacting 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 test retakes are available in this class.

This Syllabus:

This syllabus is our contract. It details your obligations to me, and mine to you. If there are any problems, questions, suggestions or concerns about it, please bring them up now! 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.

Date	Topic and Chapter	Assignment Due
May 3 – May 7	<i>Ch. 1 Introduction to Relationships</i>	Discussion Topic 1 – May. 8 th Quiz on Syllabus – May 8 th
May 10 – May 14	<i>Ch.2 Relationship Research</i>	Journal Entry 1 Group 1– May 12 th Discussion Topic 2 – May 15 th Peer Review of Group 1 – May 15 th
May 17 – May 21	<i>Ch. 3 Attraction</i>	Journal Entry 1 Group 2 – May 19 th Discussion Topic 3 – May 22 nd Peer Review of Group 2 – May 22 nd
May 20 – May 25	Exam 1	BY MIDNIGHT OF May 25
May 24 - May 28	<i>Ch. 4 Social Cognition</i>	Journal Entry 1 Group 3 – May 26 th Discussion Topic 4 – May 29 th Peer Review of Group 3 – May 29 th
May 31 – June 4	<i>Ch.5 Communication</i>	Journal Entry 1 Group 4 – June 2 nd Discussion Topic 5 – June 5 th Peer Review of Group 4 – June 5 th
June 7 – June 11	<i>Ch. 6 Interdependence</i>	Journal Entry 2 Group 1– June 9 th Discussion Topic 6 – June 12 th Peer Review of Group 1 – June 12 th
June 10 – June 15	Exam 2	BY MIDNIGHT OF June 15
June 14 – June 18	<i>Ch. 7 Friendship</i>	Journal Entry 2 Group 2 – June 16 th Discussion Topic 7 – June 19 th Peer Review of Group 2 – June 19 th
June 21 – June 25	<i>Ch. 8 Love</i>	Journal Entry 2 Group 3 – June 23 rd Discussion Topic 8 – June 26 th Peer Review of Group 3 – June 26 th
June 28 – July 2	<i>Ch. 9 Sexuality</i>	Journal Entry 2 Group 4 –June 30 th Discussion Topic 9 – July 3 rd Peer Review of Group 4 – July 3 rd
July 1- July 6	Exam 3	BY MIDNIGHT OF July 6
July 5 – July 9	<i>Ch. 10 Stresses and Strains</i>	Journal Entry 3 Group 1 – July 7 th Discussion Topic 10 – July 10 th Peer Review of Group 1 – July 10 th
July 12 – July 16	<i>Ch. 11 Conflict</i>	Journal Entry 3 Group 2 – July 14 th Discussion Topic 11 – July 17 th Peer Review of Group 2 – July 17 th
July 19 – July 23	<i>Ch. 12 Power & Violence</i>	Journal Entry 3 Group 3 – July 21 st Discussion Topic 12 – July 24 th Peer Review of Group 3 – July 24 th
July 26 – July 30	<i>Ch. 13 Dissolution & Loss of Relationships</i>	Journal Entry 3 Group 4 – July 28 th Discussion Topic 13 – July 31 st Peer Review of Group 4 – July 31 st
July 29 – Aug. 3	Exam 4	BY MIDNIGHT OF Aug. 3
Aug. 2 – Aug. 6	Optional Final Exam	BY MIDNIGHT OF Aug. 6

NOTE: This schedule is unlikely to change but if necessary it will and it is your duty to keep up with class announcements and e-mails to learn about the changes. Test dates rarely change, however, material to be covered in test might change

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. 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. A great place to ask questions will be in the general class questions. That way, everybody will benefit from your question and my response. If you can, try to ask a specific/direct question rather than a very general one (e.g., “What is the difference between exchange vs. equitable relationships?” vs. “I don’t get Chapter 6.”). 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.
- ▶ **Read the book.** 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 WebCT and the learning objectives after you have read the chapter once. Then, read the chapter a second time more carefully as you look for the information listed on the learning objectives and you fill in the gaps on the power points. Next, pencil in any questions that arise as you look over them and post your questions for clarification. 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, power point and your own outline.** Create your own outline integrating your text and power point 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 power point 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. This can be done on-line through the chat portal I have created. You can e-mail your classmates and set a time and date in which you can meet to talk about the material. You can question each other and clarify information together. 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.
- ▶ **Don’t skip too many days without logging into WebCT, reading, studying, etc.** Cramming is not an effective way to study and waiting until the last minute to complete assignments will only hurt your grade. It is important that you schedule regular times every day or every other day to work on the class. 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. Just because it is an online class does not mean that it is an easy class.

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 you academic progress in this class.

Exam #1 _____
Exam #2 _____
Exam #3 _____
Exam #4 _____
Final Exam _____

*** Note: Remember Final Exam is optional and/or may be used to replace missing or lowest exam score.**

Case Study 1 _____
Case Study 2 _____
Case Study 3 _____
Peer Review 1 _____
Peer Review 2 _____
Peer Review 3 _____
Peer Review 4 _____
Peer Review 5 _____
Peer Review 6 _____

*** Note the lowest Case Study will be dropped.**

Discussion # 1 _____
Discussion # 2 _____
Discussion # 3 _____
Discussion # 4 _____
Discussion # 5 _____
Discussion # 6 _____
Discussion # 7 _____
Discussion # 8 _____
Discussion # 9 _____
Discussion # 10 _____
Discussion # 11 _____
Discussion # 12 _____
Discussion # 13 _____

*** Note the lowest 3 will be dropped.**