

**SOCIAL PSYCHOLOGY**  
**Weber State University**  
**Psychology 3460, Spring 2011**  
***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 & Wednesdays, 11:30 p.m. – noon or Tuesdays & Thursdays between 9:30 a.m. – 10 a.m.  
**Contact Information:** e-mail: [agarza@weber.edu](mailto:agarza@weber.edu)  
Office #: 626-6249  
**MyPsychLab:** Go to : <http://www.mypsychlab.com> choose MyPsychLab  
**You will need:**  
**The Instructor Course ID:**  
An email address  
School zip code: 84408  
**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;
- 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 social psychology 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 five exams, four exams and one optional final exam. Each exam will consist of a combination of multiple choice and essay 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! 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 4 days for each exam, including the final exam, and you are responsible for knowing the testing center hours. Each term exam will be composed of 2 sections, a multiple choice section that will be taken in the testing center and a take home essay section that will be turned in through WebCT. 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 a 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. An electronic copy of essay sections of each term exam will be due at MIDNIGHT ON due dates and will be submitted through WebCT.** In addition, a hard copy of the exam will be turned in during the next class period. The electronic and hard copy versions **MUST be EXACTLY** the same in order to receive full credit. **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)

**Chapter Response Papers** To help you think about the topics in the chapter, you will write a one-page paper (single-spaced Times New Roman font 12 with 1 inch margins) where you ask and respond to a question that you design based on the chapter material (use a question stem below). Your paper should focus on **ONE** topic, that is, do not try to cover the entire chapter in one paper. **DO NOT WRITE A SUMMARY!** I can read the chapter myself. I want to know what you think about the material. The response is due in WebCT by midnight on the first day a new chapter is being covered in class. Please see calendar for exact due dates. Please name your file with your last name and the chapter to which you are responding. **Absolutely NO LATE WORK WILL BE ACCEPTED. The three lowest grades will be dropped. These papers will make up 10% of your final grade and will be worth 5 points each.**

Use one of the following question stems. These are from, Halpern, D. F. (1994). *Changing college classrooms: New teaching and learning strategies for an increasingly complex world*. San Francisco: Jossey-Bass.

- What is a new example of ...? (application)
- How could ... be used to...? (application)
- What would happen if...? (prediction/hypothesizing)
- What are the implications of...? (analysis/inference)
- What are the strengths and weaknesses of...? (analysis/inference)
- What is...analogous to? (identification and creation of analogies and metaphors)
- What do we already know about...? (activation of prior knowledge)

- How does...affect...? (analysis of relationship (cause/effect))
- How does...tie in with what we learned before? (activation of prior knowledge)
- Explain why...? (analysis)
- Explain how...? (analysis)
- What is the meaning of...? (analysis)
- Why is...important? (analysis of significance)
- What is the difference between...and...? (comparison/contrast)
- How are...and...similar? (comparison/contrast)
- How does...apply to everyday life? (application to the real world)
- What is the counterargument for...? (rebuttal argument)
- What is the best...and why? (evaluation and provision of evidence)
- What are some possible solutions to the problem of...? (synthesis of ideas)
- Compare...and...with regard to...(comparison/contrast)
- What do you think causes...? Why? (analysis of relationship)
- Do you agree or disagree with this statement...? What evidence is there to support your answer? (evaluation and provision of evidence)
- How do you think...would see the issue of...? (taking other perspective)

Responses will earn points according to the following: **5 points – Very well written.** There are no more than 2 spelling or grammar mistakes. The student has written a full page. The content extends the reading from the chapter so it is clear that the student has taken time to think about the topic.

Connections are made between the material and the student's life, other classes and/or current events. **4 points – Well written.** There are no more than 4 spelling or grammar mistakes. It may not be a full page and the content may not make clear how the material is connected to the student. That is, interesting examples may be provided, but they are not related back to the material clearly. **3 points – Adequately written.** There are more than 5 spelling or grammar mistakes. The student does not focus on one particular topic, but instead provides a few sentences about various aspects of the chapter. The student does not provide clear examples that might be relatable to the chapter content. **2 points – Poorly written.** There are many spelling and grammar mistakes. There is little to no discussion of the topic from the chapter. It reads like the student sat at the computer and simply typed whatever came to mind. **1 point – No evidence of effort.**

**Online Pre & Post Test Quizzes:** During the period that we cover each chapter, a corresponding pre & post quiz will be available on mypsychlab.com. You will take one pre-quiz and one-post quiz for each chapter that we cover. You must complete quizzes on their due date by **midnight** on the last day of class before an exam. Check calendar for exact due dates. Eleven pre & post test quizzes will be available through **myspsychlab**. **The three lowest pre & post quiz grades will be dropped.** Quizzes will consist of 20-25 multiple choice questions and **will be worth 10 points each** and will be worth **5% toward your final grade.** Quizzes will be meant to keep you up to date on your readings, prepare you for class discussions and to prepare you for coming exams. Due dates for each pre & post quiz are listed on the course calendar. You **must** complete quizzes **by midnight** of the due date. Although you will be allowed to take it after the due date, you will **not** get credit if you complete the quiz after midnight on the due date. **NO LATE QUIZZES WILL BE ACCEPTED.** You will receive full credit on all pretest quizzes as long as you complete them. You may take each post test quiz as many times before the due date as you'd like. Your highest score will be the one that counts. If you obtain at least a 75% correct or above on the post-test, you will receive full credit for the quiz. If you obtain a score of less than 75% on the post-test, you will only receive 8/10 points.

**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

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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 **15% of your class grade and be worth 25 points each.**

#### **Extra Credit Options:**

You have two options for extra credit: You may participate in research or you may complete some online additional assignments. Extra credit must be turned in by **April 11<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 additional handout for more specific information as to how to do this. All research participation must be completed by Nov,**29<sup>th</sup>**.

**Online assignments:** You may **complete no more than 8 of the 10** media assignments available through mypsychlab. These assignments entail watching a brief video and answering questions regarding the video. You will need to get all answers correct to obtain credit. You may answer the questions as many times as needed until you get them all correct. These assignments must be completed by **Nov. 29<sup>th</sup>**. The options for these assignments include:

Chapter 1 : Distinguishing Independent & Dependent Variables  
Chapter 2 Recognizing Facial Expressions of Emotions  
Chapter 3 Development of Social Cognition  
Chapter 5 Archival Footage of Little Albert  
Chapter 7 Dating  
Chapter 8 Love and Marriage  
Chapter 9 Helping a Stranger  
Chapter 10 Bobo doll experiment  
Chapter 11 Straightening Out homosexuals  
Chapter 12 Social Facilitation

**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.	15% of your grade
Pre & Post Online Quizzes	10 pts ea	5% (2.5% each) of your grade
Chapter Response Papers	5 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, 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+. In 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, quiz, or homework back, 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 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.

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 Gadgetry. 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 and possibly a hearing before the Dean of Students**; 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://documents.weber.edu/ppm/6-22.htm>

#### 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. 3 (M)	<i>Introduction to Social Psychology ~ Syllabus</i>	
Jan. 5 (W)	<i>Introduction to Social Psychology</i>	Chapter 1 <b>Chapter Response Paper Due</b>
Jan. 7 (F)	<i>Introduction to Social Psychology</i>	Chapter 1
Jan. 10 (M)	<i>Introduction to Social Psychology</i>	Chapter 1
Jan. 12 (W)	<i>Research Methods in Social Psychology</i>	Chapter 1
Jan. 14 (F)	<i>Research Methods in Social Psychology</i>	Chapter 1 <b>Syllabus Quiz due</b>
Jan. 17 (M)	<b><i>Martin Luther King, Jr. – No Class</i></b>	
Jan. 19 (W)	<i>Research Methods in Social Psychology</i>	Chapter 1
Jan. 21 (F)	<i>Research Methods in Social Psychology</i>	Chapter 1
Jan. 24 (M)	<i>The Person and the Situation</i>	Chapter 2 <b>Chapter Response Paper Due</b>
Jan. 26 (W)	<i>The Person and the Situation</i>	Chapter 2 <b>Ch. 1 &amp; 2 Pre &amp; Posttest due</b>
Jan. 28 (F)	<b><i>Exam 1 – No Class</i></b>	<b>Exam available 1/27 – 1/31</b>
Jan. 31 (M)	<i>Social Cognition</i>	Chapter 3 <b>Chapter Response Paper Due</b>
Feb. 2 (W)	<i>Social Cognition</i>	Chapter 3
Feb. 4 (F)	<i>Social Cognition</i>	Chapter 3
Feb. 7 (M)	<i>Attitudes &amp; Persuasion</i>	Chapter 5 <b>Chapter Response Paper Due</b>
Feb. 9 (W)	<i>Attitudes &amp; Persuasion</i>	Chapter 5
Feb. 11 (F)	<i>Attitudes &amp; Persuasion</i>	Chapter 5
Feb. 14 (M)	<i>Social Influence</i>	Chapter 6 <b>Chapter Response Paper Due</b>
Feb. 16 (W)	<i>Social Influence</i>	Chapter 6
Feb. 18 (F)	<i>Social Influence</i>	Chapter 6 <b>Ch. 3, 5 &amp; 6 Pre &amp; Posttest due</b>
Feb. 21 (M)	<b><i>President's Day – No Class</i></b>	
Feb. 23 (W)	<b><i>Exam 2 – No Class</i></b>	<b>Exam available 2/19 – 2/24</b>
Feb. 25 (F)	<i>Prejudice, Stereotyping, &amp; Discrimination</i>	Chapter 11 <b>Chapter Response Paper Due</b>
Feb. 28 (M)	<i>Prejudice, Stereotyping, &amp; Discrimination</i>	Chapter 11
Mar. 2 (W)	<i>Prejudice, Stereotyping, &amp; Discrimination</i>	Chapter 11
Mar. 4 (F)	<i>Prejudice, Stereotyping, &amp; Discrimination</i>	Chapter 11
Mar. 7 (M)	<i>Aggression</i>	Chapter 10 <b>Chapter Response Paper Due</b>
Mar. 9 (W)	<i>Aggression</i>	Chapter 10
Mar. 11 (F)	<i>Aggression</i>	Chapter 10
Mar. 14-18	<b><i>Spring Break – No Class</i></b>	

Mar. 21 (M)	<i>Groups</i>	Chapter 12 <b>Chapter Response Paper Due</b>
Mar. 23 (W)	<i>Groups</i>	Chapter 12
Mar. 25 (F)	<i>Groups</i>	Chapter 12 <b>Ch. 11, 10 &amp; 12 Pre &amp; Posttest due</b>
Mar. 28 (M)	<b><i>Exam 3 – No class</i></b>	<b>Exam Available 3/25 – 3/29</b>
Mar. 30 (W)	<i>Affiliation &amp; Friendship</i>	Chapter 7 <b>Chapter Response Paper Due</b>
Apr. 1 (F)	<i>Affiliation &amp; Friendship</i>	Chapter 7
Apr. 4 (M)	<i>Love &amp; Romantic Relationships</i>	Chapter 8 <b>Chapter Response Paper Due</b>
Apr. 6 (W)	<i>Love &amp; Romantic Relationships</i>	Chapter 8
Apr. 8 (F)	<i>Love &amp; Romantic Relationships</i>	Chapter 8
Apr. 11(M)	<i>Prosocial Behavior</i>	Chapter 9 <b>Chapter Response Paper Due</b>
Apr. 13 (W)	<i>Prosocial Behavior</i>	Chapter 9
Apr 15 (F)	<i>Prosocial Behavior</i>	Chapter 9 <b>Ch. 7, 8 &amp; 9 Pre &amp; Posttest due</b>
Apr. 18	<b><i>Exam 4</i></b>	<b>Exam Available 4/15- 4/19</b>
Apr. 18-21	<b><i>Final Exam</i></b>	<b>Final Available 4/18 – 4/21</b>

**NOTE:** This schedule is likely to 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 pre & post quizzes to take. In order, to be prepared for them, you must begin studying immediately. 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).**

Pre & Post Quiz #1 \_\_\_\_\_ & \_\_\_\_\_

Pre & Post Quiz #2 \_\_\_\_\_ & \_\_\_\_\_

Pre & Post Quiz #3 \_\_\_\_\_ & \_\_\_\_\_

Pre & Post Quiz #4 \_\_\_\_\_ & \_\_\_\_\_

Pre & Post Quiz #5 \_\_\_\_\_ & \_\_\_\_\_

Pre & Post Quiz #6 \_\_\_\_\_ & \_\_\_\_\_

Pre & Post Quiz #7 \_\_\_\_\_ & \_\_\_\_\_

Pre & Post Quiz #8 \_\_\_\_\_ & \_\_\_\_\_

Pre & Post Quiz #9 \_\_\_\_\_ & \_\_\_\_\_

Pre & Post Quiz #10 \_\_\_\_\_ & \_\_\_\_\_

Pre & Post Quiz #11 \_\_\_\_\_ & \_\_\_\_\_

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

Chapter Response Paper 1 \_\_\_\_\_

Chapter Response Paper 2 \_\_\_\_\_

Chapter Response Paper 3 \_\_\_\_\_

Chapter Response Paper 5 \_\_\_\_\_

Chapter Response Paper 6 \_\_\_\_\_

Chapter Response Paper 11 \_\_\_\_\_

Chapter Response Paper 10 \_\_\_\_\_

Chapter Response Paper 12 \_\_\_\_\_

Chapter Response Paper 7 \_\_\_\_\_

Chapter Response Paper 8 \_\_\_\_\_

Chapter Response Paper 9 \_\_\_\_\_

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

Class Participation \_\_\_\_\_

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