

PSYCHOLOGY 1100 – HUMAN DEVELOPMENT/LIFESPAN

WILLIAM R. ENDSLEY, PH.D.

Cell Phone: 668-0243

Department Secretary: 652-7815

E-Mail: www.endsley@dixie.edu

Summer Semester 2011

Office Hours: ()
Phone calls to my home should be respected and reserved for emergencies only. (Missed tests or assignments are NOT considered emergencies!) Home Phone is 435-656-5547 and personal e-mail is wendsley@sginet.com. Of course, my Dixie e-mail is endsley@dixie.edu.

The following Student Services sites are suggested:

<http://www.dixie.edu/reg/syllabus> - for semester schedule, available student resources, policies for students and information on your d-mail account.

<http://new.dixie.edu/reg/?page-calendar> - for important dates to remember.

<http://library.dixie.edu> - for library, tutoring and testing services.

Those with disabilities can contact the ADA office at 434-652-7516 for information and appointments.

Dixie State Main Phone Switchboard – 435-652-7500

NOTE: Important class and college information will be sent to your D-mail email account. This information includes your DSC bill, financial aid/scholarship notices, notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSC. All DSC students are automatically assigned an e-mail account. If you do not know your user name and password, go to www.dixie.edu for complete instructions to find it. You will be held responsible for information sent to your D-mail email, so please check it often.

Course Syllabus

Purpose of Course: This psychology course is a social science general education option, which means that it is one of several courses that satisfy the requirement of one or two courses taken in the social science area. It will transfer to any post-secondary institution in the state of Utah as well as most any other states. It is suggested that one has previously taken Psychology 1010 before taking this course, since there are several basic concepts taught in Psychology 1010 which are instrumental in Psychology 1100.

This course offers the student an opportunity to study the science of psychology and the scientific methodology on which it is based. **Emphasis is placed on the role of critical thinking with the process of scientific inquiry as well as your ability to well articulate your feelings during group discussions.** Furthermore, the present instructor relies heavily on learning theory as the basis for other topics such as emotion, motivation, perception, personality development, adjustment failures and a healthy lifestyle. It is

assumed that each student has taken Psychology 1010 prior to this class. If not you will have some extra studying to do.

Social Science Program Objectives:

As an outcome of taking courses in the Social Science program, students shall be able to:

1. Demonstrate the ability to examine human behaviors in a structured and organized way as a means of understanding the human condition. To be measured by examination and/or verbal and written reports.
2. Demonstrate the ability to recognize the ideas, people and events that are generally thought to be important by social scientists. To be measured by examination and/or verbal and written reports.
3. Develop a perceptual frame of reference, based upon social scientific knowledge. To be measured by the presence of an attitudinal frame of reference, which would be expressed in written or verbal activities.
4. Exhibit concepts of critical thinking and scientific methodology in examining human behavior through lifespan development. To be measured by the presence of an attitudinal frame of reference, which would be displayed in written or verbal activities.

Course Management Objectives:

By the end of this course, students earning a transferable grade, (at least a “C”), will have met the minimum criteria of performance by completing the following:

- 1. Consistently attending class. Three unexcused absences will drop your grade.**
- 2. Diligently reading the textbook.**
- 3. Completion of all chapter and final examinations.**
- 4. Completion of at least ONE ORIGINAL research document**, which will demonstrate an ability to follow APA format guidelines. (This requirement might be pre-empted and other written or verbal work substituted in its place.)
- 5. Accumulation of total points from six exams, ten pop quizzes, which are doubled at the end of the semester, research work, and attendance**, which equals or surpasses 55% (grade of “D-“) of the total points possible for the quarter. (Please be aware that “D” grades are usually not transferable to other academic institutions.)

Course Objectives:

Students who complete this basic psychology course shall be provided with a learning environment, which should prepare them to complete the following:

1. Demonstrate an understanding of the human being and its lifespan development, an awareness of psychological terminology and a general informational base in this subject area, as measured by observation of presented verbal and written communications during the course.
2. Demonstrate the recognition of major theorists in the field of lifespan development as measured by proper identification of contributor and an explanation of the contribution made by them. This recognition should reflect the importance of theorist’s ideas and events, which are generally thought to be important.
3. Exhibit the elements of critical thinking and scientific methodology in examining human lifespan development. This will be measured by participation of student behavior, which demonstrated an awareness of critical thinking procedures, within the classroom, and by evaluation of written and verbal statements.

4. Demonstrate a position of acceptance and/or reservation concerning the field of lifespan development and the scientific and practical contributions it offers in the explanation of human behavior. This will reflect the student's view of the knowledge of psychological, social, economic, and/or political theory in either oral or written expression of these ideas.
5. Develop a level of competence, which will allow the graduating student to meet the continued requirements of other psychology courses, requiring lifespan development as a prerequisite.

NOTICE:

The study of human behavior includes subject areas, which may be considered controversial and may antagonize your personal value system. The responsibility of the instructor will be to present these areas with factual, balanced objectivity and respect, yet still carefully addressing the controversial nature of the issues. It is recognized that the instructor will present biases and perceptions, despite attempts to be objective. This will usually be noted. The student of psychology should be aware of this and should formulate opinions based on elements of critical thinking. It is the responsibility of the student to recognize divergence of thought as a healthy condition of inquiry and to not necessarily accept different perceptions as reality.

If the study of human sexuality, abnormal behavior, deviancy, interpersonal relationships and theories of human behavior are incompatible with your behavior style, then set an appointment with the instructor for discussion. Discussion in this class sometimes will be frank and maybe troublesome to you. Don't be afraid to voice your own opinion. If you can't do so, I recommend that you drop the course.

Please do not bring pagers and/or cell phones to class. They are disruptive. If special circumstances prevail, contact the instructor before class.

The Disability Resource Center is located right next to the Testing Center. If you need special equipment and/or accommodation, including testing, then contact their office at 435-652-7516.

Text:

Development Across the Life Span, (6th Edition) Robert S. Feldman

The text has a study guide and CD, both have been found to be helpful. However, the text is all that is required.

Lectures:

All lectures will follow the content as indicated in the reading schedule. For you to benefit from this course, **it is IMPERATIVE that you read the assigned chapters PRIOR to class.** Approximately six pop quizzes will be administered during the course. This is what one calls extrinsic motivation! These quizzes will be doubled at the end of the course, thus equaling one exam. Bring questions discovered during your reading to class in which they will hopefully be correctly answered. The instructor assumes that

students will actively read each chapter as scheduled. It will become evident when students are not reading the text, and for shame if it is your specific problem.

Daily lectures will consist of questions and answers, discussions, demonstrations, assessment preparation, ten pop-quizzes, presentations, theoretical discussions, practical application of theoretical issues and other psychological issues experienced by the instructor.

PLEASE NOTE:

It is also assumed by the instructor that your reading ability is at the collegiate level. The instructor will NOT lecture by covering each page in the text. That is the student's job. However, one or more aspect from each chapter will usually be discussed. You are encouraged to ask questions, for that is how we learn. Remember, the only "dumb question" is the question that is never asked. If the instructor asks for questions during his lecture and no one has any, then it is ASSUMED that everyone has read and understood the text chapter. The instructor has lots of stories, and most will be related to the topic. If they are not, then be cool anyway! Instructors have to have a life too!

Class Policy:

Disruptive and/or disturbing behavior will not be tolerated. Always be respectful while in class. Certainly there will be no cell phone transmissions while in class. **Late assignments will only be given half credit, period!** Missed exams are considered to be very taboo. If you know in advance that you will miss an important class period, contact the professor before your absence to make arrangements for make up.

Reports:

At the discretion of the instructor, he may require a scientific report as one of the requirements for this course. (Depending upon the type of text selected, there may be a change of five scientific reports instead of the research paper. This will be discussed in class during the first week.) You will complete library research, which will reflect your ability to locate, read, abstract, compose and critique a research subject in psychology. This paper is more specifically identified as a POSITION PAPER. It differs from a RESEARCH PAPER, in that you are allowed to choose a position, for or against the subject you have chosen, and present logical and critical information to support your position. The paper will be presented in class as part of your grade.

The paper will be written in APA format with a minimum of four references. The paper **MUST** be based upon some section in the text with specific pages referenced as one of your four references. A written paper will be graded **HONORS PLUS, HONORS, PASS, OR FAIL**. A report graded as "FAIL" may be resubmitted for "PASS" credit only. Papers graded with "HONORS PLUS" will be those papers valued at 90% and higher. Papers graded with "HONORS" will be those papers valued at 80% to 90%. Papers graded with "PASS" will be those papers valued at 65% to 80%. Papers graded with "FAIL" and not resubmitted, will receive no points. **NOTE:** The five page position paper might be changed to five separate papers, or any combination therein. Student input will be able to determine this.

It should be noted that late work, if it is accepted, will receive a 50% grade reduction from the assigned points. DO NOT wait until the last minute to complete your reports. Allow some extra time to allow for bad printers, dog ate it, etc.

NOTE: It is important for every student to know that each paper will be submitted and checked at various web sites for any phrases and statements that have been plagiarized. Any plagiarized paper will receive a zero grade. And, the instructor will attempt to fail any student who submits a plagiarized, or even a previously submitted paper. This paper MUST be your own work. Initial Drafts of your paper will help insure that you do your own work. Be on your guard for cheating of any kind in this class. Issues dealing with suspected cheating will be written up and sent to the Dean of Students for some unpleasant action. Do not let this happen to you.

It is important to submit all your hand written drafts and note cards and submit them with your final paper. Those submitting these materials will be more believable than those electing to not submit any draft materials. Academic integrity is important here at Dixie State College. Do not abuse these academic standards while you are here.

Attendance:

Attendance in this class will be consistent with policies established by the Instructional Services Council. Roll will be taken every day. More than **TWO** unexcused absences will be taken seriously and can affect your final grade. Plan on attending class every day, unless you have a signed excuse. Those who perform on athletic teams will have to make up any missed work, as any other student is required to do.

Examinations:

There will be **six term exams** worth 100 points each. The **final exam** will be comprehensive and will amount to 150 points. The **ten pop-quizzes** will amount to 100 points. **The five page Position Paper** will be worth 100 points. **Class exercises or mini-assignments** amount to 50 points. **Good class participation** can get you 25 points more. Thus, **1025 points** will be possible. Do the math to figure where you want your grade to be, and then earn it. We will have in-class exams and corrections, with exam feedback and discussion being part of the learning paradigm.

In college there is no such thing as being able to retake an in-class exam. You get one chance to score well on an examination. Take them seriously! Thus, preparation is the key. **I as the instructor will prepare you well as long as you are reading and studying the text.** If you are absent or ill and can't take a scheduled exam, there will be a make up exam and it will be different and probably more difficult than the original exam.

In-class pop quizzes can't be made up **regardless** of the reason for your absence. They will usually be on days where athletic events are not scheduled. There might be some take home exams. There is no such thing as extra credit in college, however, I have been known for giving one or two opportunities for extra credit. It is also, encouraged for you to bring pertinent up-to-date periodical articles, including newspapers, to share in class. Also, a written up visit to an AA meeting will likely be encouraged.

Grades:

Your course grade will be determined by accumulating all points obtained from all the 5 pop quizzes, chapter exams, any term exams and a final exam, and any reports, and any extra assignments required. There will also be a 5% bonus added to those who actively and knowledgeably participate in class discussions. These points will be added to the total points at the end of the semester.

I do not grade on a curve! I believe in mastery learning against set criteria, not against moving target criteria. Thus, the following percentages from each assignment, as well as the entire point total earned for the course, will determine your grade. **May the Grades Be With You!**

93% - 100% = A	73% - 75% = C
90% - 91% = A-	70% - 72% = C-
86% - 89% = B+	66% - 69% = D+
83% - 85% = B	63% - 65% = D
80% - 82% = B-	60% - 62% = D-
76% - 79% = C+	59% and below = F

Class Schedule – Tu, W, Th - 9:00 to 11:00 am (Summer 2011)

Week 1	5/31/6/01,02	Intro, Study Skills, Critical Thinking, Overview, Prologue, Chapter 1. Discussion of Chapters 2 & 3. Discussion Groups and Take Home Exam.	Read & Study Exam on Prologue and Chapters 1-3.
Week 2	6/7,8,9	Review Exam. Discuss Chapters 4, 5, and 6. Discussion Groups. Take Home Exam	Exam Over Chapters 4-6.
Week 3	6/14,15,16	Review Exam. Discuss Chapters 7, 8, and 9. Discussion Groups. Take Home Exam.	Exam Over Chapters 7-9.
Week 4	6/21,22,23	Review Exam. Discuss Chapters 10, 11, and 12. Discussion Groups. Take Home Exam.	Exam Over Chapters 10-12.
Week 5	6/28, 29, 30	Review Exam. Discuss Chapters 13, 14, and 15. Discussion Groups. Take Home Exam.	Exam Over Chapters 13-15.
Week 6	7/5, 6, 7	Review Exam and Discuss Chapters 16, and 17. Discussion Groups. No Take Home Exam This Week. Hooray!	

Week 7	7/12, 13, 14	Discuss Chapters 18 and 19. Discussion Groups. Take Home Exam.	Exam Over Chapters 16- 19.
Week 8	7/19, 20, 21	Position / Reaction Paper In-class Presentations Final Exam on 21 July. Good Luck!	

Thursday 21 July – 9:00 to 11:00 am FINAL

NOTE: These weekly courses go by quickly. You need to keep up with the schedule or you will fall seriously behind. Plan effectively and study righteously and you will be well rewarded.

This Course Syllabus may change due to unanticipated happenings. Some of the scheduled “In Class Exams” might in fact be take home exams. However, as the instructor, I will do my best to keep true to what you have read in this Syllabus. If any significant changes occur, they will usually benefit you, the student. At least, take comfort in that! Good luck to you, may you enjoy this class and I hope the content and skills learned will remain long with you.

**WRE
Summer 2011**

(2b) PSYCHOLOGY 1100 – HUMAN DEVELOPMENT/LIFESPAN

WILLIAM R. ENDSLEY, PH.D.

Home Phone: 656-5547

Department Secretary: 652-7815

E-Mail: www.endsley@dixie.edu

Fall Semester 2010

Office Hours: (M-W-F 11:00 to 12 noon, Tu to 5:00 to 5:55 pm.) My office is located on the 3rd floor of the Registration Bld., SSC 340. Phone calls to my home should be respected and reserved for emergencies only. (Missed tests or assignments are NOT considered emergencies!) Cell Phone is 435-668-0243 and personal e-mail is wendsley@sginet.com. Of course, my Dixie e-mail is endsley@dixie.edu.

The following Student Services sites are suggested:

<http://www.dixie.edu/reg/syllabus> - for semester schedule, available student resources, policies for students and information on your d-mail account.

<http://new.dixie.edu/reg/?page-calendar> - for important dates to remember.

<http://library.dixie.edu> - for library, tutoring and testing services.

Those with disabilities can contact the ADA office at 434-652-7516 for information and appointments.

Dixie State Main Phone Switchboard – 435-652-7500

NOTE: Important class and college information will be sent to your D-mail email account. This information includes your DSC bill, financial aid/scholarship notices, notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSC. All DSC students are automatically assigned an e-mail account. If you do not know your user name and password, go to www.dixie.edu for complete instructions to find it. You will be held responsible for information sent to your D-mail email, so please check it often.

Course Syllabus

Purpose of Course: This psychology course is a social science general education option, which means that it is one of several courses that satisfy the requirement of one or two courses taken in the social science area. It will transfer to any post-secondary institution in the state of Utah as well as most any other states. It is suggested that one has previously taken Psychology 1010 before taking this course, since there are several basic concepts taught in Psychology 1010 which are instrumental in Psychology 1100.

This course offers the student an opportunity to study the science of psychology and the scientific methodology on which it is based. **Emphasis is placed on the role of critical thinking with the process of scientific inquiry.** Furthermore, the present instructor relies heavily on learning theory as the basis for other topics such as emotion, motivation, perception, personality development, adjustment failures and a healthy lifestyle. It is assumed that each student has taken Psychology 1010 prior to this class. If not you will have some extra studying to do.

Social Science Program Objectives:

As an outcome of taking courses in the Social Science program, students shall be able to:

1. Demonstrate the ability to examine human behaviors in a structured and organized way as a means of understanding the human condition. To be measured by examination and/or verbal and written reports.
2. Demonstrate the ability to recognize the ideas, people and events that are generally thought to be important by social scientists. To be measured by examination and/or verbal and written reports.
3. Develop a perceptual frame of reference, based upon social scientific knowledge. To be measured by the presence of an attitudinal frame of reference, which would be expressed in written or verbal activities.
4. Exhibit concepts of critical thinking and scientific methodology in examining human behavior through lifespan development. To be measured by the presence of an attitudinal frame of reference, which would be displayed in written or verbal activities.

Course Management Objectives:

By the end of this course, students earning a transferable grade, (at least a “C”), will have met the minimum criteria of performance by completing the following:

- 1. Consistently attending class. Two unexcused absences will drop your grade.**
- 2. Diligently reading the textbook.**
- 3. Completion of all chapter and final examinations.**
- 4. Completion of at least ONE ORIGINAL research document**, which will demonstrate an ability to follow APA format guidelines. (This requirement might be pre-empted and other written or verbal work substituted in its place.)
- 5. Accumulation of total points from six exams, ten pop quizzes, which are doubled at the end of the semester, research work, and attendance**, which equals or surpasses 55% (grade of “D-“) of the total points possible for the quarter. (Please be aware that “D” grades are usually not transferable to other academic institutions.)

Course Objectives:

Students who complete this basic psychology course shall be provided with a learning environment, which should prepare them to complete the following:

1. Demonstrate an understanding of the human being and its lifespan development, an awareness of psychological terminology and a general informational base in this subject area, as measured by observation of presented verbal and written communications during the course.
2. Demonstrate the recognition of major theorists in the field of lifespan development as measured by proper identification of contributor and an explanation of the contribution made by them. This recognition should reflect the importance of theorist’s ideas and events, which are generally thought to be important.
3. Exhibit the elements of critical thinking and scientific methodology in examining human lifespan development. This will be measured by participation of student behavior, which demonstrated an awareness of critical thinking procedures, within the classroom, and by evaluation of written and verbal statements.
4. Demonstrate a position of acceptance and/or reservation concerning the field of lifespan development and the scientific and practical contributions it offers in the

explanation of human behavior. This will reflect the student's view of the knowledge of psychological, social, economic, and/or political theory in either oral or written expression of these ideas.

5. Develop a level of competence, which will allow the graduating student to meet the continued requirements of other psychology courses, requiring lifespan development as a prerequisite.

NOTICE:

The study of human behavior includes subject areas, which may be considered controversial and may antagonize your personal value system. The responsibility of the instructor will be to present these areas with factual, balanced objectivity and respect, yet still carefully addressing the controversial nature of the issues. It is recognized that the instructor will present biases and perceptions, despite attempts to be objective. The student of psychology should be aware of this and should formulate opinions based on elements of critical thinking. It is the responsibility of the student to recognize divergence of thought as a healthy condition of inquiry and to not necessarily accept different perceptions as reality.

If the study of human sexuality, abnormal behavior, deviancy, interpersonal relationships and theories of human behavior are incompatible with your behavior style, then set an appointment with the instructor for discussion. Otherwise, drop the course.

Please do not bring pagers and/or cell phones to class. They are disruptive. If special circumstances prevail, then contact the instructor before class.

The Disability Resource Center is located right next to the Testing Center. If you need special equipment and/or accommodation, including testing, then contact their office at 435-652-7516.

Text:

Development Across the Life Span, (6th Edition) Robert S. Feldman

The text has a study guide and CD, both have been found to be helpful. However, the text is all that is required.

Lectures:

All lectures will follow the content as indicated in the reading schedule. For you to benefit from this course, **it is IMPERATIVE that you read the assigned chapters PRIOR to class.** Approximately six pop quizzes will be administered during the course. This is what one calls extrinsic motivation! These quizzes will be doubled at the end of the course, thus equaling one exam. Bring questions discovered during your reading to class in which they will hopefully be correctly answered. The instructor assumes that students will actively read each chapter as scheduled. It will become evident when students are not reading the text, and for shame if it is your specific problem.

Daily lectures will consist of questions and answers, discussions, demonstrations, assessment preparation, ten pop-quizzes, presentations, theoretical discussions, practical

application of theoretical issues and other psychological issues experienced by the instructor.

PLEASE NOTE:

It is also assumed by the instructor that your reading ability is at the collegiate level. The instructor will NOT lecture by covering each page in the text. That is the student's job. However, one or more aspect from each chapter will usually be discussed. You are encouraged to ask questions, for that is how we learn. Remember, the only "dumb question" is the question that is never asked. If the instructor asks for questions during his lecture and no one has any, then it is ASSUMED that everyone has read and understood the text chapter. The instructor has lots of stories, and most will be related to the topic. If they are not, then be cool anyway! Instructors have to have a life too!

Class Policy:

Disruptive and/or disturbing behavior will not be tolerated. Always be respectful while in class. Certainly there will be no cell phone transmissions while in class. **Late assignments will only be given half credit, period!** Missed exams are considered to be very taboo. If you know in advance that you will miss an important class period, contact the professor before your absence to make arrangements for make up.

Reports:

At the discretion of the instructor, he may require a scientific report as one of the requirements for this course. (Depending upon the type of text selected, there may be a change of five scientific reports instead of the research paper. This will be discussed in class during the first week.) You will complete library research, which will reflect your ability to locate, read, abstract, compose and critique a research subject in psychology. This paper is more specifically identified as a POSITION PAPER. It differs from a RESEARCH PAPER, in that you are allowed to choose a position, for or against the subject you have chosen, and present logical and critical information to support your position. The paper will be presented in class as part of your grade.

The paper will be written in APA format with a minimum of four references. A written paper will be graded **HONORS PLUS, HONORS, PASS, OR FAIL**. A report graded as "FAIL" may be resubmitted for "PASS" credit only. Papers graded with "HONORS PLUS" will be those papers valued at 90% and higher. Papers graded with "HONORS" will be those papers valued at 80% to 90%. Papers graded with "PASS" will be those papers valued at 65% to 80%. Papers graded with "FAIL" and not resubmitted, will receive no points. **NOTE:** The five page position paper might be changed to five separate papers, or any combination therein. Student input will be able to determine this.

It should be noted that late work, if it is accepted, will receive a 50% grade reduction from the assigned points. DO NOT wait until the last minute to complete your reports. Allow some extra time to allow for bad printers, dog ate it, etc.

NOTE: It is important for every student to know that each paper will be submitted and checked at various web sites for any phrases and statements that have been plagiarized. Any plagiarized paper will receive a zero grade. And, the instructor will

attempt to fail any student who submits a plagiarized, or even a previously submitted paper. This paper MUST be your own work. Initial Drafts of your paper will help insure that you do your own work. Be on your guard for cheating of any kind in this class. Issues dealing with suspected cheating will be written up and sent to the Dean of Students for some unpleasant action. Do not let this happen to you.

It is important to submit all your hand written drafts and note cards and submit them with your final paper. Those submitting these materials will be more believable than those electing to not submit any draft materials. Academic integrity is important here at Dixie State College. Do not abuse these academic standards while you are here.

Attendance:

Attendance in this class will be consistent with policies established by the Instructional Services Council. Roll will be taken every day. More than **three** unexcused absences will be taken seriously and can affect your final grade. Plan on attending class every day, unless you have a signed excuse. Those who perform on athletic teams will have to make up any missed work, as any other student is required to do.

Examinations:

There will be **six term exams** worth 100 points each. The **final exam** will be comprehensive and will amount to 150 points. The **ten pop-quizzes** will amount to 200 points. **The five page Position Paper** will be worth 100 points. **Class exercises or mini-assignments** amount to 50 points. **Good class participation** can get you 25 points more. Thus, **1125 points** will be possible. Do the math to figure where you want your grade to be, and then earn it. We will have in-class exams and corrections, with exam feedback and discussion being part of the learning paradigm.

In college there is no such thing as being able to retake an in-class exam. You get one chance to score well on an examination. Take them seriously! Thus, preparation is the key. **I as the instructor will prepare you well as long as you are reading and studying the text.** If you are absent or ill and can't take a scheduled exam, there will be a make up exam and it will be different and probably more difficult than the original exam.

In-class pop quizzes can't be made up **regardless** of the reason for your absence. They will usually be on days where athletic events are not scheduled. There might be some take home exams. There is no such thing as extra credit in college, however, I have been known for giving two or three opportunities for extra credit. It is also, encouraged for you to bring pertinent up-to-date periodical articles, including newspapers, to share in class. This will be part of the 25 pts for class participation.

Grades:

Your course grade will be determined by accumulating all points obtained from all the 5 pop quizzes, chapter exams, any term exams and a final exam, and any reports, and any extra assignments required. There will also be a 5% bonus added to those who actively and knowledgeably participate in class discussions. These points will be added to the total points at the end of the semester.

I do not grade on a curve! I believe in mastery learning against set criteria, not against moving target criteria. Thus, the following percentages from each assignment, as well as the entire point total earned for the course, will determine your grade. **May the Grades Be With You!**

93% - 100% = A	73% - 75% = C
90% - 91% = A-	70% - 72% = C-
86% - 89% = B+	66% - 69% = D+
83% - 85% = B	63% - 65% = D
80% - 82% = B-	55% - 62% = D-
76% - 79% = C+	54% and below = F

Class Schedule – Tuesdays 5:00 p.m. to 7:30 pm (Fall 2010)

Week 1	8/24/2010	(25 th last day to add without signatures.) Intro, Study Skills, Critical Thinking, Overview, Prologue, Chapter 1.	Read & Study
Week 2	8/31	(30 th drop fee of \$10.00 per class begins.) Discussion of Chapters 2 & 3.	
Week 3	9/7	In Class Exam. Discuss Chapter 4.	Exam on Pro- logue and Chapters 1-3.
Week 4	9/14	(13 th last day for REFUND & Pell Grant Survey) (13 th last day to drop with not a "W" grade.) (14 th courses dropped for non-payment.) (17 th the last day to add classes.) Review Exam and Discuss Chapters 5 and 6.	
Week 5	9/21	(18 th the last day to drop Audit Courses.) In Class Exam. Discuss Chapter 7.	Exam over Chapters 4, 5 and 6.
Week 6	9/28	Review Exam and Discuss Chapters 8 and 9.	
Week 7	10/5	(1 st Graduation Application Deadline) In Class Exam. Discuss Chapter 10	Exam over Chapters 7, 8 and 9.

Week 8	10/12	Review Exam and Discuss Chapters 11 and 12.	
Week 10	10/19	In Class Exam. Discuss Chapter 13	Exam over Chapters 10, 11 and 12.
Week 11	10/26	Position / Reaction Paper In-class Presentation	
Week 12	11/2	Discuss Chapters 14 and 15	
Week 13	11/09	(12th Last day to complete withdrawal.) In Class Exam. Discuss Chapter 16.	Exam over Chapters 13, 14, and 15.
Week 14	11/16	(Week is open for early registration.) Review Exam. Discuss Chapters 17 and 18.	
Week 15	11/23	Discuss Chapter 19 Begin Review for Final Exam	
Week 16	11/30	In Class Exam.	Exam over Chapters 16, 17, 18 and 19.
Week 17	12/7	Review for Comprehensive Final Exam, and YEA! Party On!	

Thursday 16 December, 5:00 – 7:00pm – FINAL

NOTE: These weekly courses go by quickly. You need to keep up with the schedule or you will fall seriously behind. Plan effectively and study righteously and you will be well rewarded.

This Course Syllabus may change due to unanticipated happenings. Some of the scheduled “In Class Exams” might in fact be take home exams. However, as the instructor, I will do my best to keep true to what you have read in this Syllabus. If any significant changes occur, they will usually benefit you, the student. At least, take comfort in that! Good luck to you, may you enjoy this class and I hope the content and skills learned will remain long with you.

**WRE
Fall 2010**

