SYLLABUS

PSYCHOLOGY 16 LIFESPAN DEVELOPMENT

SPRING 2017—T TH 3-4:25 PM

DR. MICHAEL WYNNE

OFFICE: ARTB 302D HOURS: M T W TH 9:30-10:30 AM; TH 2-3 PM

NOTIFICATION PROCEDURE

YOU CAN CONTACT ME AT (310) 660-3593 EXT. 3562 DURING OFFICE HOURS. IF I AM NOT IN THE OFFICE, PLEASE SEND AN EMAIL BY USING YOUR ECC EMAIL ACCOUNT. MY E-MAIL ADDRESS IS: mwynne@elcamino.edu

COURSE INFORMATION

3 UNITS; 3 HOURS LECTURE
PREREQUISITE: PSYCHOLOGY 5 WITH A MINIMUM GRADE OF C
RECOMMENDED PREPARATION: ELIGIBILITY FOR ENGLISH 1A
CREDIT: DEGREE APPLICABLE TRANSFER CSU, UC

COURSE DESCRIPTION

THIS COURSE EXAMINES PHYSICAL, COGNITIVE AND PSYCHOSOCIAL DEVELOPMENT THROUGHOUT THE HUMAN LIFESPAN FROM CONCEPTION TO DEATH. SPECIAL EMPHASIS IS PLACED ON CULTURE, FAMILY RELATIONSHIPS, AND THE INTERPLAY OF GENES AND ENVIRONMENT. ATTENTION IS ALSO DEVOTED TO THE PRACTICAL APPLICATION OF RESEARCH FINDINGS TO ONGOING DEVELOPMENTAL PROBLEMS AND ISSUES.
NOTE: THIS COURSE DOES NOT MEET THE REQUIREMENTS OF THE EL CAMINO COLLEGE NURSING PROGRAM.

COURSE OBJECTIVES

1. COMPARE AND CONTRAST THE MAIN FOCUS, KEY CONCEPTS, AND BASIC ASSUMPTIONS OF THE MAJOR THEORIES OF LIFESPAN DEVELOPMENT.
2. DESCRIBE THE STEPS OF THE SCIENTIFIC METHOD AND EXPLAIN SPECIFIC RESEARCH METHODS USED IN THE STUDY OF LIFESPAN DEVELOPMENT.
3. EVALUATE THE BIDIRECTIONAL INFLUENCES OF GENETIC AND ENVIRONMENTAL FACTORS ON VARIOUS ASPECTS OF DEVELOPMENT.
4. IDENTIFY AND APPRAISE THE INFLUENCE OF MULTIPLE CONTEXTS SUCH AS HISTORY, CULTURE, AND SOCIOECONOMIC STATUS ON LIFESPAN DEVELOPMENT.
5. DISCUSS THE MAJOR DEVELOPMENTAL MILESTONES OF THE PRENATAL PERIODS AND DISTINGUISH THE SPECIFIC EFFECTS OF TERATOGENS ON EACH.
6. DISCUSS NORMATIVE COGNITIVE CHANGES ACROSS THE LIFESPAN AS SUGGESTED BY PIAGET AND OTHER DEVELOPMENTAL PSYCHOLOGISTS.
7. OUTLINE THE SEQUENCE OF AND INFLUENCES ON LANGUAGE DEVELOPMENT THROUGHOUT THE LIFESPAN.
8. DESCRIBE GAINS AND LOSSES IN INTELLECTUAL FUNCTIONING ACROSS THE LIFESPAN AND EXPLAIN FACTORS THAT CONTRIBUTE TO DECLINE AND THRIVING AT EACH STAGE.
9. TRACE THE DEVELOPMENT OF THE BRAIN FROM CONCEPTION THROUGH THE END OF LIFE, NOTING GENETIC AND ENVIRONMENT INFLUENCES AT DIFFERENT AGES.
10. ASSESS THE ROLE OF RELATIONSHIPS WITH FAMILY AND FRIENDS ON THE DEVELOPMENT OF THE INDIVIDUAL.
11. EXPLAIN HOW RESEARCH ON TEMPERAMENT, PERSONALITY, AND ATTACHMENT ILLUSTRATE BOTH STABILITY AND CHANGE IN DEVELOPMENT.
12. DIFFERENTIATE TYPICAL AND ATYPICAL DEVELOPMENT ACROSS THE LIFESPAN.
13. RECOGNIZE HOW THE PHYSICAL, COGNITIVE, AND PSYCHOSOCIAL DOMAINS OF DEVELOPMENT INTERRELATE.
14. ANALYZE THE MAJOR PSYCHOLOGICAL CHALLENGES OF DEATH, DYING, AND BEREAVEMENT.

STUDENT LEARNING OUTCOMES:

1. STUDENTS WILL BE ABLE TO DESCRIBE AND CONTRAST SPECIFIC RESEARCH METHODS IN THE STUDY OF LIFESPAN DEVELOPMENT (E.G., LONGITUDINAL, CROSS-SECTIONAL, SEQUENTIAL DESIGNS) AS WELL AS ASSESS THE STRENGTHS AND WEAKNESSES OF EACH.
2. STUDENTS WILL BE ABLE TO IDENTIFY, EXPLAIN, AND COMPARE THESE ASPECTS OF THE MAJOR THEORETICAL PERSPECTIVES OF LIFESPAN DEVELOPMENT: MAIN FOCUS, KEY CONCEPTS, AND BASIC ASSUMPTIONS.
3. STUDENTS WILL BE ABLE TO APPLY FUNDAMENTAL LIFESPAN PRINCIPLES (E.G., TEMPERAMENT, ATTACHMENT, PERSONALITY, PARENTAL STYLE, MILESTONES, INTERPERSONAL AND FAMILIAL RELATIONSHIP) IN THEIR EFFORTS TO UNDERSTAND EVERYDAY LIFE EXPERIENCES (E.G., CHILD REARING, BEREAVEMENT).

STUDENTS WILL BE ASSESSED BY WRITTEN EXAMS, ESSAY EXAMS, RESEARCH-BASED ARGUMENTATIVE PAPERS, OR ORAL PRESENTATIONS OF ARGUMENTS.

ADA STATEMENT

EL CAMINO COLLEGE IS COMMITTED TO PROVIDING EDUCATIONAL ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES UPON THE TIMELY REQUEST BY THE STUDENT TO THE INSTRUCTOR. A STUDENT WITH A DISABILITY, WHO WOULD LIKE TO REQUEST AN ACADEMIC ACCOMMODATION, IS RESPONSIBLE FOR IDENTIFYING HERSELF/HIMSELF TO THE INSTRUCTOR AND TO THE SPECIAL RESOURCES CENTER (310-660-3295).
TITLE IX EMPLOYEE REPORTING OBLIGATIONS

EL CAMINO COLLEGE IS COMMITTED TO PROTECTING THE SAFETY OF OUR STUDENTS. IF YOU HAVE BEEN A VICTIM OF MISCONDUCT/ASSAULT (INCLUDING EXPERIENCES OF SEXUAL HARASSMENT, SEXUAL ASSAULT, STALKING AND INTIMATE PARTNER VIOLENCE), HELP IS AVAILABLE. YOU CAN:

1. SPEAK WITH AN INSTRUCTOR. BY LAW, FACULTY MUST REPORT TO THE OFFICE OF STAFF AND STUDENT DIVERSITY ANY INFORMATION ABOUT SEXUAL OR GENDER-BASED MISCONDUCT SHARED BY STUDENTS IN PERSON, VIA ELECTRONIC COMMUNICATION AND/OR IN CLASSROOM PAPERS OR HOMEWORK EXERCISES. ONCE AN INCIDENT HAS BEEN REPORTED YOU CAN DECIDE WHETHER TO COOPERATE WITH THE INVESTIGATION.

2. SPEAK WITH A PSYCHOLOGIST AT STUDENT HEALTH. THIS ASSISTANCE IS FREE AND CONFIDENTIAL – PSYCHOLOGISTS ARE NOT REQUIRED TO REPORT TO THE OFFICE OF STAFF AND STUDENT DIVERSITY. TO SCHEDULE AN APPOINTMENT, CALL THE STUDENT HEALTH CENTER AT 310.660.3643 OR VISIT THEIR WEBSITE: HTTP://WWW.ELCAMINO.EDU/STUDENTSERVICES/HEALTH/

3. CONTACT THE OFFICE OF STAFF AND STUDENT DIVERSITY AT 310.660.3813 OR VISIT THEIR WEBSITE FOR MORE INFORMATION ABOUT RESOURCES ON AND OFF CAMPUS: HTTP://WWW.ELCAMINO.EDU/ADMINISTRATION/HR/DIVERSITY/

STUDENT RESOURCES AND STUDENT SUCCESS ACT

STUDENT RESOURCES: YOUR SUCCESS IS THE NUMBER ONE PRIORITY AT EL CAMINO COLLEGE. COLLEGE RESOURCES TO HELP YOU SUCCEED INCLUDE COMPUTER LABS, TUTORING CENTERS, HEALTH SERVICES, AND SERVICES FOR DESIGNATED GROUPS, SUCH AS VETERANS AND STUDENTS WITH DISABILITIES. FOR A COMPREHENSIVE LIST OF ACADEMIC RESOURCES AND SUPPORT PROGRAMS, VISIT: HTTP://WWW.ELCAMINO.EDU/ADMINISTRATION/VPAS/AIMS/AIMS_DOCS/ARSP.PDF

STUDENT SUCCESS ACT: NEW STATE REGULATIONS MAY AFFECT YOUR ELIGIBILITY FOR FINANCIAL AID, YOUR REGISTRATION PRIORITY, AND YOUR ABILITY TO REPEAT CLASSES. FOR MORE INFORMATION, VISIT: HTTP://WWW.ELCAMINO.EDU/ADMINISTRATION/VPAS/AIMS/AIMS_DOCS/S3PF15.PDF. AFTER COMPLETING 15 UNITS OR PRIOR TO THE END OF THE THIRD SEMESTER, ALL STUDENTS MUST DECLARE A MAJOR AND COMPLETE A COMPREHENSIVE EDUCATIONAL PLAN. SCHEDULE AN APPOINTMENT TO SEE A COUNSELOR FOR AN UP-TO-DATE EDUCATIONAL PLAN BY VISITING: HTTPS://WWW.ELCAMINO.EDU/STUDENTSERVICES/CO/APPOINTMENTS.ASP.
TEXTBOOK AND OTHER MATERIALS NEEDED

1. BOYD, D. & BEE, H. (2015) LIFESPAN DEVELOPMENT. (7TH. ED.) PEARSON. (REQUIRED)
2. GREEN SCAN-TRON SHEETS (FORM 882) AND #2 PENCILS ARE REQUIRED FOR THE EXAMINATIONS.

READING ASSIGNMENTS

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**USE OF TEXTBOOK AND DISCUSSIONS**

It is important that you utilize the **SQ3R STUDY METHOD**. This method will assure improved comprehension and make it easier to prepare for exams. Also, you must bring your textbook to every class meeting and come prepared to take notes. The discussions will only focus on certain main points in each chapter. They are meant to be a **review** and not a substitute for reading the whole chapter. If you do not read the chapter, then the class discussions will not be very useful to you, you will probably be confused in class, and it will probably be much more difficult for you to pass the class. On occasion, adult language may be used in the class. If such language is offensive to you, you might want to consider dropping the class.

**ETUDES**

This course utilizes the **ETUDES** course management system. It can be used to create and manage course content, evaluate performance and communicate with students. Announcements, course syllabus, assignments and grades can be posted.
WHEN YOU LOGIN FOR THE FIRST TIME, YOU WILL BE REQUIRED TO ENTER TWO PIECES OF INFORMATION: YOUR USER ID AND YOUR PASSWORD.
YOUR USER ID IS: YOUR FIRST NAME (UNDERSCORE) LAST NAME [ALL LOWER CASE]. SOME ECC STUDENT ID’S HAVE BEEN ADJUSTED TO ACCOMMODATE MULTIPLE PERSONS WITH THE SAME NAME.
YOUR DEFAULT PASSWORD IS THE MONTH AND DATE OF BIRTH INCLUDED IN YOUR ECC RECORD (MMDD).
NOW YOU ARE READY TO LOGIN! STARTING ON THE FIRST DAY OF THE SEMESTER (AND AFTER WAITING 24 HOURS AFTER YOU REGISTERED FOR THE CLASS), LOGIN TO YOUR CLASS BY GOING TO THE ETUDES PORTAL (https://myetudes.org)
REMEMBER TO BOOKMARK THIS SITE TO ACCESS YOUR CLASS QUICKLY! WRITE DOWN YOUR USER ID AND PASSWORD AND STORE THEM IN A SAFE PLACE.

MyPsychLab

EITHER GO TO http://www.mypsychlab.com OR CLICK ON THE MyPsychLab TAB IN ETUDES.
TO REGISTER FOR THE FIRST TIME, CLICK STUDENT IN THE “Register” BOX. CLICK OK Register now. CLICK Yes, I have a Course ID ON THE Student Registration PAGE. ENTER wynne24561. CLICK Go>. CLICK Next>.
SIGN IN WITH YOUR PEARSON ACCOUNT OR CREATE A PEARSON ACCOUNT
IF YOU HAVE AN ACCESS CODE THAT CAME WITH YOUR BOOK, CLICK Access Code AND FOLLOW THE INSTRUCTIONS.
IF YOU DO NOT HAVE AN ACCESS CODE, YOU CAN BUY ONLINE Student Access for MyPsychLab for Boyd, Lifespan Development, 7e.
CLICK Check your browser now. FOLLOW THE INSTRUCTIONS CONCERNING Pop-ups, JavaScript, and plug-ins.
CLICK ON Course Calendar TO OPEN UP THE Study Plan.

YOU WILL RECEIVE 3 EXTRA CREDIT POINTS FOR COMPLETING THE STUDY PLAN FOR EACH CHAPTER. THIS INCLUDES TAKING THE PRE-TEST AFTER READING THE CHAPTER, DOING THE INDIVIDUALLY DEVELOPED STUDY PLAN, AND THEN TAKING THE POST-TEST. IF YOU PASS THE PRETEST, YOU MUST STILL TAKE THE POSTTEST TO RECEIVE THE EXTRA CREDIT POINTS. ALL STUDY PLANS FOR A PARTICULAR EXAM MUST BE COMPLETED BEFORE THE DATE OF THAT EXAM.

FACULTY WEB PAGE

YOU CAN REACH MY FACULTY WEB PAGE BY GOING TO http://www.elcamino.edu/faculty/mwynne. MY WEB PAGE HAS HANDOUTS ON THE SQ3R STUDY METHOD, TIME MANAGEMENT, ACTIVE LISTENING, NOTE TAKING AND TEST TAKING. IT ALSO HAS SOME GENERAL INFORMATION.
HOMEWORK ASSIGNMENTS

1. YOU MUST FINISH THE READING ASSIGNMENTS PRIOR TO THE DUE DATES. THIS WILL ALLOW YOU TO KEEP UP WITH THE DISCUSSIONS AND ASK QUESTIONS ABOUT CONCEPTS THAT WERE NOT CLEAR TO YOU FROM THE READINGS.

QUIZZES

THERE WILL BE A WRITTEN QUIZ GIVEN NEAR THE END OF MOST CLASS SESSIONS. YOU WILL BE ASKED TO DEFINE ONE OF THE KEY TERMS COVERED IN THE CHAPTERS THAT ARE BEING DISCUSSED. YOU WILL EARN 3 POINTS FOR A CORRECT ANSWER AND 1 POINT FOR ATTEMPTING THE QUIZ. THESE QUIZZES WILL BE COUNTED AS EXTRA CREDIT POINTS, WILL ONLY BE GIVEN IN CLASS, AND THERE WILL BE NO MAKE-UPS.

ESSAYS

THERE WILL BE FOUR SHORT ESSAY ASSIGNMENTS REQUIRED FOR THIS COURSE. EACH ASSIGNMENT WILL BE WORTH A MAXIMUM OF 50 POINTS.

EXAMINATIONS

1. EXAM 1 50 MULTIPLE CHOICE QUESTIONS ON CHS. 1 THRU 6. TENTATIVE DATE: 03/16.
2. EXAM 2 50 MULTIPLE CHOICE QUESTIONS ON CHS. 7 THRU 10. TENTATIVE DATE: 04/18.
3. EXAM 3 50 MULTIPLE CHOICE QUESTIONS ON CHS. 11 THRU 14. TENTATIVE DATE: 05/11.
4. FINAL 50 MULTIPLE CHOICE QUESTIONS ON CHS. 15 THRU 19. DATE: 06/06.

EXAMINATION SCORES

YOUR EXAM SCORE WILL BE ON ETUDES WITHIN 24 HOURS AFTER THE EXAMINATION. THERE WILL BE NO SCORES HANDED OUT IN CLASS.

MAKE-UP EXAMS

IF YOU MISS ONE OF THE EXAMINATIONS, YOU WILL NEED TO CONTACT ME ABOUT MAKING ARRANGEMENTS TO MAKE-UP THE EXAM. (SEE NOTIFICATION PROCEDURE SECTION).
RETAKE EXAMS

IF YOU SCORE BELOW 140 ON EXAMS 1, 2 AND/OR 3 (NOT THE FINAL EXAM), YOU MAY RETAKE THAT EXAM TO BRING YOUR SCORE UP TO 140, WHICH IS THE HIGHEST SCORE POSSIBLE ON RETAKE EXAMS. ALL RETAKE EXAMS MUST BE COMPLETED BY THE THURSDAY BEFORE THE DATE OF THE NEXT EXAM. YOU WILL NEED TO CONTACT ME ABOUT MAKING ARRANGEMENTS TO RETAKE AN EXAM. (SEE NOTIFICATION PROCEDURE SECTION)

ATTENDANCE/PARTICIPATION

CLASS ATTENDANCE IS REQUIRED. YOU ARE EXPECTED TO ATTEND CLASS REGULARLY, TO BE ON TIME, AND TO BE AN ACTIVE PARTICIPANT. IF YOU DECIDE TO STOP ATTENDING THE CLASS, IT IS YOUR RESPONSIBILITY TO OFFICIALLY WITHDRAW FROM THE CLASS.

GRADING SYSTEM

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CLASSROOM RULES

1. **NO SLEEPING** IN THE CLASSROOM AT ANY TIME.

2. **NO FOOD** IN THE CLASSROOM AT ANY TIME.

3. **NO CHILDREN** IN THE CLASSROOM AT ANY TIME.

4. **TURN OFF AND PUT AWAY** ALL CELLULAR PHONES AND OTHER ELECTRONIC DEVICES BEFORE ENTERING THE CLASSROOM.

5. **NO TAPE RECORDING** ALLOWED IN THE CLASSROOM AT ANY TIME.

6. ENTER AND LEAVE THE CLASSROOM QUIETLY.
DISHONESTY

THE FOLLOWING IS PROHIBITED:

1. REPRESENTING THE WORDS, IDEAS, OR WORK OF ANOTHER AS ONE’S OWN IN ANY ACADEMIC EXERCISE INCLUDING THE USE OF COMMERCIAL TERM PAPER COMPANIES OR ONLINE SOURCES FOR ESSAYS, TERM PAPERS, OR RESEARCH PAPERS, WHETHER FREE OR PAID.

2. ALLOWING ANOTHER INDIVIDUAL TO ASSUME ONE’S IDENTITY OR ASSUMING THE IDENTITY OF ANOTHER INDIVIDUAL.

3. CHANGING ANSWERS ON A PREVIOUSLY SCORED TEST, ASSIGNMENT, OR EXPERIMENT WITH THE INTENT TO DEFRAUD.

4. INVENTING DATA FOR THE PURPOSE OF COMPLETING AN ASSIGNMENT, A LABORATORY EXPERIMENT, OR CASE STUDY ANALYSIS WITH THE INTENT TO DEFRAUD.

5. OBTAINING OR COPYING EXAMS OR TEST QUESTIONS.

6. GIVING OR RECEIVING INFORMATION DURING AN EXAMINATION OR TEST BY ANY MEANS SUCH AS SIGN LANGUAGE, HAND SIGNALS, OR SECRET CODES, OR THROUGH THE USE OF ANY ELECTRONIC DEVICE.

7. USING AIDS SUCH AS NOTES, CALCULATORS, OR ELECTRONIC DEVICES DURING AN EXAMINATION OR TEST.

8. HANDING IN THE SAME PAPER OR OTHER ASSIGNMENT IN MORE THAN ONE CLASS.

9. ANY OTHER ACTION WHICH IS NOT A HONEST REFLECTION OF A STUDENT’S OWN ACADEMIC WORK.
SQ3R STUDY METHOD

1. **SURVEY** the material to be learned by reading such things as the full table of contents for a chapter, "Learning Objectives", "Key Terms and Concepts", and the summary at the end of a chapter. Then thumb through the chapter looking at pictures and cartoons and reading their captions and noting charts, figures, and diagrams.

2. **QUESTION** each subsection of assigned textbook material by formulating your own personally meaningful questions about the material to be read. You can do this by turning the subsection heading into a question or by using any questioning method that works for you and gets you interested in the material to come.

3. **READ** the entire chapter or a subsection of it for understanding (do not try to memorize it). Do not underline, highlight, or outline at this point. If you read the entire chapter, it is easier, perhaps, to understand the underlying pattern of the reading and the inter-relationships among individuals topics and facts. However, such a large dose of material can be quite confusing, and you are apt to become fatigued before you finish. Remember, that you are reading for understanding. If you find your attention lagging or find yourself just "reading words" who's meaning does not "stick" you should divide the material into smaller chunks. Many students find it preferable to break down a chapter into parts such as a major section, subsection, or even paragraphs. They then go through the read, recite, and review sequence for each "part" before going on to the next part.

4. **RECITE** the material you have just read by putting the text aside and going over it mentally or saying aloud the main points in the reading and/or writing brief notes, which summarize the reading. Do not use the same words used in the book as this will interfere with your comprehension of the material. After you have reviewed the material, you might also go back over the key words and points in the subsection and underline them. This will serve to highlight the major points in the text and make later examination reviews easier. Remember, you should use this underlining or highlighting technique only in the recitation stage, not during the initial reading. It is only after the initial reading is completed that you can discern the truly essential parts of the material presented.
5. **REVIEW** WHAT YOU HAVE READ, KEEPING IN MIND THE LEARNING OBJECTIVES AND ANY MATERIAL WHICH YOU HAD DIFFICULTY IN READING OR RECITING. IF YOU HAVE UNDERLINED OR HIGHLIGHTED PARTS OF THE SUBSECTION DURING THE RECITATION, EXAMINE THESE PARTS. DO YOU UNDERSTAND EACH POINT AND ITS RELATIONSHIP TO OTHER POINTS? IF YOU HAVE TAKEN NOTES, READ THEM. DO THEY MAKE SENSE? DO YOU UNDERSTAND THE BASIC POINTS MADE BY THE AUTHORS AND THEIR RELATIONSHIPS TO EACH OTHER? IF YOU HAVE TROUBLE RECALLING INFORMATION IN YOUR NOTES OR UNDERLINED IN THE TEXT, TAKE ANOTHER LOOK AT YOUR NOTES OR THE BOOK AND TRY AGAIN. YOUR REVIEW WILL BE OF TREMENDOUS VALUE IN MAKING SURE YOU HAVE GRASPED ALL THE POINTS MADE IN THE SECTION AND FIXING THEM IN YOUR MEMORY.

**LAST MINUTE EXAMINATION REVIEW**

THE FOLLOWING SUGGESTIONS ASSUME THAT YOU HAVE ALREADY COMPLETED THE ASSIGNED READING USING THE SQ3R METHOD AND ARE READY TO REVIEW EACH CHAPTER YOU HAVE PREVIOUSLY STUDIED.

A. REVIEW THE SUMMARY, MAKING SURE YOU CAN RECITE EACH POINT COVERED.

B. REVIEW THE PARTS OF A CHAPTER THAT YOU HAVE UNDERLINED OR HIGHLIGHTED.

C. REVIEW YOUR NOTES.

D. RELAX. IF YOU HAVE FOLLOWED THE RECOMMENDED STUDY METHODS, YOU HAVE NO DOUBT LEARNED A LOT AND THIS LEARNING WILL BE REFLECTED IN YOUR EXAMINATION PERFORMANCE.
Time Management

Most college students have anything but spare time. With heavy class loads, family and work responsibilities, peer study group sessions, homework, physical exercise and relaxation time, taking care of unexpected crises, and still having time for good plain fun—time management becomes an essential part of the life-style for a successful learner. One thing that really helps with time management is having a daily schedule. Here are some tips.

Why Schedules Are Important

- They allow you to focus on the effective use of time.
- They can motivate you to "get to work."
- They can help you eliminate distracting and nonproductive time habits.
- They can help you develop a sense of competence and confidence.

What To Put On Your Schedule

- The meeting time of your classes and labs.
- Wake-up and bedtime.
- Your work hours.
- Library time.
- Study time for each of your classes.
- Time for socializing with friends and family.
- House cleaning, laundry, and shopping time.
- Telephone and TV time.
- Eating, grooming, and physical exercise time.
- Peer group study time.

Important Things To Remember When Making A Schedule

- Schedule inflexible time first—like class time, work hours, and that special TV program.
- Be realistic about how long an activity will take.
- Plan relatively short study sessions, 50 minutes or so followed by a ten minute break or new activity.
- Schedule study time for each of your classes on a regular basis. Distributed practice (brief learning sessions at regular intervals) is much more effective than mass practice (studying the same subject for long periods of time or cramming just before an assignment is due).
- Schedule fun activities so that you are rewarding yourself for using your time wisely.
- You may have to eliminate some of the things you want to do. Allow flexibility in your schedule and find a good balance.

Beware of These Schedule Eaters

- Talking with friends during time scheduled for other things.
- Talking on the telephone and telephone interruptions.
- Watching television during time scheduled for other things.
Active Listening

What Is Active Listening?

- You listen with an “open mind.”
- You take responsibility for your own learning and tell your brain to ”pay attention.”
- You relate to and find examples for what is said to your own life experiences.
- You compare and contrast ideas that are stated to things you already know.
- You silently work at challenging, questioning, wondering about, and understanding what is being said.
- You ask a question when you don’t understand or when you want to know more.

Why Is Active Listening Important?

- It reinforces and clarifies what you have read in your textbook.
- It lets you expand upon the information that you have read in your textbook.
- It allows you to be aware of upcoming tests and other things you must do to fulfill course requirements.

How To Be An Active Listener

- Exercise control over your thoughts by purposefully directing your attention toward what is being said by your teacher.
- Be prepared! Have your assigned reading done before you go to class so that you have adequate knowledge of the topic to be able to comprehend what is being said.
- Silently ask yourself questions about what is being said, and as the lecture proceeds, try to answer them.
- Find examples from your own life that relate to the ideas presented so that the lecture becomes meaningful to you.
- Try to make connections between what is being said now and what you recall from previous lectures or text material.
- Ask questions aloud, when your teacher is ready for them, to clarify anything you missed or did not understand.

Beware of These Listening Distractors

- Deciding without adequate evidence that the subject or topic is a waste of time or will be boring. Give yourself a chance to discover new ideas and ways of thinking.
- Allowing your mind to wander. Your brain achieves goals only when you direct it to do so!
- A hearing loss--perhaps you need to sit closer to the front of the classroom or perhaps you need a hearing test.
How to Take Notes

Listening and writing at the same time can be somewhat distracting. If you are listening actively and intently, you may find it difficult to write down as much as you would like; if you are writing a lot down, you may find yourself falling behind and missing parts of the lecture. For these reasons, it is important to give some thought toward your listening/note taking approach, and during the first few lectures of a course adapt your listening and note taking skills to the style and pace of the lecturer.

As with reading and listening, note taking can become merely a passive activity. If your approach to note taking involves trying to write down, word-for-word, just about everything that your teacher says, you will be more involved in getting words on paper than in focusing your attention and asking questions about what points are important. An effective approach for successful classroom learning is to be an active listener (ask silent questions and answer them as the talk proceeds) and take well-organized and brief, yet explicit, notes; making them complete enough to provide you with an overview of the entire lecture. Here are some ideas that may help you take useful class notes.

Why Are Class Notes Important?

- They provide you with a permanent record of what is said in class.
- They give you an idea of the topics and concepts that your teacher thinks are especially important for you to learn.
- They will contain information that is in your textbook, but the information will be stated in different words. This will reinforce and help you clarify ideas written in your textbook.
- They will contain information that your teacher thinks is important for you to learn and that is not in your textbook. You could be tested on this information.

How To Take Useful Class Notes

- Develop an outlining system that works well for you. Your notes should reflect major ideas, minor points that follow those ideas, and the relationships among ideas. Try to catch your teacher’s ideas in short phrases that include key words. Having a hi-liter pen handy will allow you to mark key words as you take your notes.
- Make some notation of all ideas brought out in the lecture, even those you have read about in the text or already know, so you can be reminded of all the ideas your teacher felt were important to the main lecture topic.
- Find a “buddy” in the class and compare notes.
- Develop an abbreviation and shorthand writing style for yourself.
- Date your notes.
- Review your notes soon after class.
Test-Taking Strategies

The key to achieving the top scores on exams given in class is to feel relaxed and confident while you take the test. These feelings will come about if you are well prepared.

How to Prepare for Exams

- Preparing for exams should be an ongoing process. As you read your text, listen in class, and take lecture notes; keep in mind--an exam is coming. Then several days before an exam, begin concentrating your studies for the exam. Don’t wait until the day before because time pressure, low energy states, and unexpected events are too likely to arise and interfere with your ability to prepare well. About a week before the exam, you can take the following steps.
- Make a list of things you must know and rank them according to their importance. You will want to give the most important and difficult concepts more preparation time.
- Spend some time predicting test questions. How might they be worded? How general or detailed might they be? How might two or more concepts be combined into one question?
- Begin reviewing. Your text, lecture notes, SQ3R, questions, answers, and summaries in your text will become extremely useful tools at this time.
- Schedule peer group study sessions with other students in your class.
- Sharing ideas about what might be covered on the test, quizzing one another, and talking aloud about the things you have learned will help clarify and solidify your understanding.

General Test-Taking Tips

- Arrive early to class so you can relax and get settled before instructions are given.
- Bring extra pens and pencils.
- Listen carefully to verbal instructions.
- Carefully read instructions printed on the exam.
- Relax and breathe easy. If you find yourself feeling anxious stop working on the test for a minute to relax. If test-anxiety is a major problem for you ask your teacher who on campus can help you overcome your test-anxiety.
- Scan the entire test. Make sure you have all parts of the exam.
- Plan your time.
- Evaluate your study techniques--which ones worked well and which ones did not?
- Evaluate your peer study sessions--how-can you improve your team study approach?
- Celebrate and reward yourself for good grades and improving.
Answering Essay Test Questions

- Essay test questions require that you know the material well enough to recall from memory, in an organized way, both major and minor points that will provide an answer. Often they require that you make use of creative and critical thinking. The questions may ask you to leap beyond information as it was presented in the text or in class or they may ask you to offer your own ideas and opinions. The SQ3R will help you prepare for these types of questions. When presented with an essay test, keep these steps in mind.
- Essay tests often begin with words such as analyze, compare, contrast, criticize, describe, discuss, evaluate, illustrate, apply, interpret, prove, or summarize. Know what these words mean.
- Before you begin to answer any test questions, read all of the questions and make some speedy notes about the major and minor points you will want to cover when answering them. You may want to do this in the form of a quick outline.
- Estimate how much time you can spend answering each question and try to stick to your schedule. You will want to allow more time for difficult questions and questions that carry more points toward the scoring of the test.
- Answer easier questions first.
- Answer each question as directly as possible and avoid wandering and writing too much or too little.
- Leave a few blank lines between answers so you can go back and add ideas if time allows.

Answering Objective Test Questions

- Objective test questions include multiple-choice, true-false, and matching questions. These questions require that you recognize and discriminate among correct and incorrect answers. When taking an objective test keep the following in mind.
- Read each question carefully and completely; do not jump to conclusions and assume you have the correct answer until you have read and considered the entire question.
- Treat each alternative in a multiple-choice test question as a true-false statement. Eliminate alternatives that are definitely false, and if more than one answer seems to be true, choose the one that most thoroughly and directly answers the question.
- Do not spend too much time on any one question. If you are unsure of an answer, put a check mark in the margin next to the question and go back to it later if you have time.
- The rule of thumb about changing answers is to stick with your original answer unless you have strong second thoughts about it. If you feel reasonably sure that your second thoughts are correct, then go ahead and change the answer.