

WEEK	DATE	LOCATION	TOPIC
1	14 January	TL-1009	<b>Introduction to the course</b>
	16	TL-1009	<b>Wilson, Ch. 1: What Should We Know About American Government?</b>
2	21	TL-1009	<b>Quiz 1: Wilson, Ch. 1: What Should We Know About American Government?</b>
	23	TL-1009	<b>Wilson, Ch. 2: The Constitution</b>
3	<b>28</b>	TL-1009	<b>WEATHER CANCELLATION</b>
	<b>30</b>	TL-1009	<b>WEATHER CANCELLATION</b>
4	<b>4 February</b>	TL-1009	<b>Quiz 2: Wilson, Ch. 2: The Constitution</b>
	<b>6 February</b>	TL-1009	<b>Discussion: Wilson, Chs. 3 &amp; 4: Civil Liberties and Civil Rights [NOTE: TWO CHAPTERS]</b>
5	<b>11 February</b>	TL-1009	<b>Quiz 3: Wilson, Chs. 3 &amp; 4: Civil Liberties and Civil Rights [NOTE: TWO CHAPTERS]</b>
	<b>13 February</b>	TL-1009	<b>Discussion: Wilson, Ch. 5: Federalism</b>
6	<b>18 February</b>	TL-1009	<b>Quiz 4: Wilson, Ch. 5: Federalism</b>
	<b>20 February</b>	TL-1009	<b>EXAM I: Wilson chapters 1 - 5</b>
7	25	TL-1009	<b>Wilson, Ch. 6: Public Opinion and the Media</b>
	27	TL-1009	<b>Quiz 5: Wilson, Ch. 6: Public Opinion and the Media</b>
8	4 March		<b>Spring Vacation</b>
	6		<b>Spring Vacation</b>
9	11	TL-1009	<b>Wilson, Ch. 7: Political Parties and Interest Groups</b>
	13	TL-1009	<b>Quiz 6: Wilson, Ch. 7: Political Parties and Interest Groups</b>
10	18		<b>Wilson, Ch. 8: Campaigns and Elections</b>
	20		<b>Quiz 7: Wilson, Ch. 8: Campaigns and Elections</b>
11	25	TL-1009	<b>Wilson, Ch. 9: Congress</b>
	27	TL-1009	<b>Quiz 8: Wilson, Ch. 9: Congress</b>
12	1 April	TL-1009	<b>Wilson, Ch. 10: The Presidency</b>
	3	TL-1009	<b>Quiz 9: Wilson, Ch. 10: The Presidency</b>
13	<b>8</b>	TL-1009	<b>EXAM II: Wilson chapters 6 - 10</b>
	10		<b>Wilson, Ch. 11: The Bureaucracy</b>
14	15	TL-1009	<b>Quiz 10: Wilson, Ch. 11: The Bureaucracy</b>
	17		<b>Easter Vacation</b>
15	22	TL-1009	<b>Quiz 11: Wilson, Ch. 12: The Judiciary</b>
	24	TL-1009	<b>Wilson, Chs. 13 &amp; 14: Making Domestic Policy; Making Foreign and Military Policy [NOTE: TWO CHAPTERS]</b>
16	29	TL-1009	<b>Quiz 12: Wilson, Chs. 13 &amp; 14: Making Domestic Policy; Making Foreign and Military Policy [NOTE: TWO CHAPTERS]</b>
	1 May	TL-1009	<b>Reading Day</b>
17	Tuesday 6 May	TL-1009	<b>FINAL EXAM: Wilson chapters 11 - 14 3:00 - 6:00 pm</b>

## MY PHILOSOPHY OF EDUCATION

I believe that good teachers can be best recognized by two traits. First, good teachers enjoy assisting their students in mastering knowledge and knowledge-acquisition skills. Hence, good teachers invest a great deal of time and effort in designing learning experiences (assignments, lectures, discussions, quizzes, exams, etc.) that motivate and bring out the best in students. In other words, good teachers work hard to help their students.

Second, good teachers also recognize their obligation to uphold academic standards. They meet their responsibility to their discipline, institution, and society to verify that the students they certify have mastered appropriate knowledge and knowledge-acquisition skills. Only then do the grades, credits, and degrees granted have meaning, integrity, or worth. Hence, good teachers expect hard work from their students.

These two teaching traits are not contradictory. Good teachers exhibit both traits. They do this by clearly stating requirements, stressing high standards from the very beginning of class, and not wavering from that commitment to excellence. Once it is clear what the rules are -- and that those rules will not be capriciously waived or bent -- then the good teacher works hard to aid student efforts to achieve those high standards. But, the good teacher also expects hard work from all students. **Mastery of knowledge and knowledge-acquisition skills at the university level is not an easy challenge. It requires significant time and effort from every student.**

## STUDY HINTS

For this course, you are expected to complete the reading assignments (listed on the previous page) **before the class meets**. Learning experts suggest five ways to improve your study habits:

- Budget your time.
  - A reliable rule of thumb is 2 hours of study outside the classroom for every hour in class.
  - For this course, that means **about 4 hours per day** for reading, review, and study (not counting the 2 hours spent in class).
- Maximize your learning efficiency.
  - Find a quiet location with no distractions.
  - Find your best time of day for study. Research indicates that most adults are more efficient in the morning than in the afternoon or evening (which is why surgeries are scheduled for early morning hours), but that may not be the case for you.
  - Break up your study sessions. After 40 or 50 minutes, take a 5 or 10 minute break.
- Read and listen critically.
  - Make marginal notes to yourself in the text and on the chapter outline handed out in class.
  - Be an active participant in class. Ask questions about any reading materials or classroom discussions that are not clear to you or that you disagree with.
- Read and review daily
  - Don't wait until the last day or weekend before an exam to try to cram.
  - Read each chapter ahead of class discussion.
  - Review your class notes and textbook notations after every class.
- Recruit other students into a study group.
  - Compare study notes.
  - Quiz each other on facts, concepts, and theories covered in your reading assignments.