

WEEK	DATE	LOCATION	TOPIC
1	12 January	LH-110	Introduction to the Course
2	17 19	LH-110 LH-110	Quiz 1: Erikson & Tedin, Ch. 1: Public Opinion in Democratic Societies (<i>MicroCase Exercise 1</i>)
3	24 26	LH-110 LH-110	Quiz 2: Erikson & Tedin, Ch. 2: Polling: The Scientific Assessment of Public Opinion (<i>MicroCase ExplorIt Exercise 2</i>)
4	31 2 February	LH-110 LH-110	Quiz 3: Erikson & Tedin, Ch. 3: Micro-level Opinion: The Psychology of Opinion-Holding (<i>MicroCase ExplorIt Exercise 3</i>)
5	7 9	LH-110 LH-110	Quiz 4: Erikson & Tedin, Ch. 4: Macro-level Opinion: The Flow of Political Sentiment (<i>MicroCase ExplorIt Exercise 5</i>)
6	14 16	LH-110 LH-110	Quiz 5: Erikson & Tedin, Ch. 5: Political Socialization and Political Learning
7	21 23	LH-110 LH-110	Quiz 6: Erikson & Tedin, Ch. 6: Public Opinion & Democratic Stability (<i>MicroCase ExplorIt Exercise 4</i>)
8	28	LH-110	Review
	2 March	LH-110	Midterm Exam (Multiple-choice portion only): Erikson & Tedin chapters 1-6 & related <i>MicroCase ExplorIt</i> exercises
9	7 9		Spring Vacation
10	14 16	LH-110 LH-110	Midterm Exam (Essay portion – everyone must write their essay at this day and time): Erikson & Tedin chapters 1-6 & related <i>MicroCase ExplorIt</i> exercises
			Quiz 7: Erikson & Tedin, Ch. 7: Group Differences in Political Opinions
11	21 23	LH-110 LH-110	Quiz 8: Erikson & Tedin, Ch. 8: The News Media and Public Opinions
12	28 30	LH-110 LH-110	Quiz 9: Erikson & Tedin, Ch. 9: Elections as Instruments of Popular Control (<i>MicroCase ExplorIt Exercise 6</i>)
13	4 April 6	LH-110 LH-110	Quiz 10: Erikson & Tedin, Ch. 10: The Public and Its Elected Leaders (<i>MicroCase ExplorIt Exercise 7</i>)
14	11 13	LH-110	Quiz 11: Erikson & Tedin, Ch. 11: Public Opinion and the Performance of Democracy
			Easter Vacation
15	18 20	LH-110 LH-110	Final Exam (Multiple-choice portion only): Erikson & Tedin chapters 7-11 & related <i>MicroCase ExplorIt</i> exercises
			Term-project lab
16	25 27	LH-110 LH-110	Term-project lab
			Term-project lab (Term project due on or before 5 pm)
17	2 May		Reading Day
	4 May	LH-110	Final Exam (Essay portion – everyone must write their essay at this day and time): Erikson & Tedin chapters 7-11 & related <i>MicroCase ExplorIt</i> exercises, Thursday, 3-6 pm

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 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 effort on the part of the student as well as the teacher.***

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 5 hours per week*** for reading, review, and study (not counting the 2.5 hours per week spent in class).
 - Pulling an all-nighter before the exams will ***not*** make up for investing 5 hours per week each and every week of 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.

PREPARING & GRADING YOUR MICROCASE *EXPLORIt* EXERCISES

- Using the "Getting Started" instructions at the front of your workbook, load your MicroCase *ExplorIt* CD-ROM into a personal computer with a Microsoft DOS or Windows operating system [Note to Macintosh users: you will need PC emulation software or hardware to run MicroCase *ExplorIt* on your Mac].
- Complete the assigned MicroCase *ExplorIt* exercise:
 - for review, you may wish to print all tables, maps, and figures used to complete your assignment,
 - tap the key until you return to the MicroCase *ExplorIt* main menu,
 - tap the key to exit MicroCase *ExplorIt*.
- To grade your exercise:
 - go to the course website and click the link,
 - click the link to the exercise number that you wish to grade,
 - when prompted for a password, type [in lower case letters] and click the button,
 - scroll down to see the answer key,
 - compare its answers to your own and contact me if your answers don't agree with those in the answer key (and you don't know why).