

WEEK	DATE	LOCATION	TOPIC	READING ASSIGNMENT
1	12 January	LH-111	Introduction to the Course	Red Links on the course website http://people.uncw.edu/lowery/pls302/index.htm
2	17 19	LH-111 LH-111	Quiz 1: Erikson & Tedin, Ch. 1:	Public Opinion in Democratic Societies
3	24 26	LH-111 LH-111	Quiz 2: Erikson & Tedin, Ch. 2:	Polling: The Scientific Assessment of Public Opinion
4	31	LH-111	Quiz 3: Erikson & Tedin, Ch. 3:	Microlevel Opinion: The Psychology of Opinion-Holding
2 February			No class meeting today	
5	7 9	LH-111 LH-111	Quiz 4: Erikson & Tedin, Ch. 4:	Macro-level Opinion: The Flow of Political Sentiment
6	14 16	LH-111 LH-111	Quiz 5: Erikson & Tedin, Ch. 5:	Political Socialization and Political Learning
7	21 23	LH-111 LH-111	Quiz 6: Erikson & Tedin, Ch. 6:	Public Opinion and Democratic Stability
8	28	LH-111	MIDTERM EXAM (REQUIRED - OBJECTIVE)	ERIKSON & TEDIN
	1 MARCH	LH-111	MIDTERM EXAM (OPTIONAL - ESSAY)	ERIKSON & TEDIN CHAPTERS 1-6
9	6 8	LH-111 LH-111	Quiz 7: Erikson & Tedin, Ch. 7:	Group Differences in Political Opinions
10	13 15		SPRING VACATION	
11	20 22	LH-111 LH-111	Quiz 8: Erikson & Tedin, Ch. 8:	The News Media and Public Opinions
12	27 29	LH-111 LH-111	Quiz 9: Erikson & Tedin, Ch. 9:	Elections as Instruments of Popular Control
13	3 April	LH-111	Quiz 10: Erikson & Tedin, Ch. 10:	The Public and Its Elected Leaders
5		LH-111	EASTER VACATION	
14	10 12	LH-111 LH-111	Quiz 11: Erikson & Tedin, Ch. 11:	Public Opinion and the Performance of Democracy
15	17	LH-111	Term-project lab	
	19	LH-111	FINAL EXAM - objective questions (required) Erikson & Tedin chapters 7-11	
	16	LH-111	FINAL EXAM - essay question (optional) Erikson & Tedin chapters 7-11	
	26	LH-111	Term-project lab	
17	1 May		Reading Day	
18	3 MAY	LH-271	TERM PROJECTS DUE IN MY OFFICE BY 5 PM	

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.