

WEEK	DATE	LOCATION	TOPIC
1	19 Aug	LH-110	Introduction to the course
2	24	LH-110	Quiz 1: Wayne, Ch. 1: Presidential Selection: A Historical Overview
	26	LH-110	
3	31	LH-110	Quiz 2: Wayne, Ch. 2: Campaign Finance
	2 Sep	LH-110	
4	7	LH-110	Quiz 3: Wayne, Ch. 3: The Political Environment
	9	LH-110	
5	14	LH-110	Quiz 4: Wayne, Ch. 4: The Race for Delegates Abramson, et al., Ch. 1: The Nomination Struggle
	16	LH-110	
6	21	LH-110	Quiz 5: Wayne, Ch. 5: Spring Interregnum: Consolidating Victory and Posturing for the Election Abramson, et al., Ch. 2: The General Election Campaign
	23	LH-110	
7	28	LH-110	Quiz 6: Wayne, Ch. 6: Organization, Strategy, and Tactics
	30	LH-110	
8	5 Oct	TBA	POLI-SCI DAYS
	7		FALL BREAK
9	12	LH-110	Quiz 7: Wayne, Ch. 7: Media Politics
	14	LH-110	
10	19	LH-110	Review
	21	LH-110	MIDTERM EXAM: Wayne chapters 1 - 7; Abramson, et al., chapters 1 & 2
11	26	LH-110	Quiz 8: Wayne, Ch. 8: Understanding Presidential Elections Abramson, et al., Ch. 3: The Election Results
	28	LH-110	
12	2 Nov	LH-110	
	4	LH-110	Quiz 9: Abramson, et al., Ch. 4: Who Voted?
13	9	LH-110	Quiz 10: Abramson, et al., Ch. 5: Social Forces and the Vote
	11	LH-110	
14	16	LH-110	Quiz 11: Abramson, et al., Ch. 6: Candidates, Issues, and the Vote
	18	LH-110	
15	23	LH-110	Quiz 12: Abramson, et al., Ch. 7: Presidential Performance and Candidate Choice
	25		THANKSGIVING VACATION
16	30	LH-110	Quiz 13: Wayne, Ch. 9: Reforming the Electoral System Abramson, et al., Ch. 12: The 2000 and 2002 Elections and the Future of American Politics
	2 Dec	LH-110	Review
17	10 Dec	LH-110	FINAL EXAM: Wayne chapters 8 & 9; Abramson, et al., chapters 3 - 7 & 12 Friday, 8 - 11 am

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. 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. 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 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 each week outside the classroom for each course credit hour.
 - Since this course earns 3 course credit hours, that means you should budget a minimum of **6 hours per week** outside of class for reading, review, study, and self-testing for this course.
 - Notice that, if you are taking a normal full-time course load of 5 three-credit-hour courses, you should budget a minimum of 30 study hours per week. Hence, your minimum class and study time total 40 hours per week – easily the equivalent of a full-time (40 hour/week) job.
- Maximize your learning efficiency.
 - Find a quiet location with no distractions.
 - Find your best time of day for study. Research indicates that most people are more efficient in the morning than in the afternoon or evening.
 - Break up your study sessions. After 40 or 50 minutes, take a 5 or 10 minute break.
- Read with a purpose.
 - Use some systematic method to mark important information presented in the text.
 - Make marginal notes to yourself in the text or on the chapter outline that summarize the content and organization of the chapter.
- Review early and often.
 - Don't wait until the last day and try to cram for all the material covered in many chapters.
 - Instead, review your notes at the end of each major subject heading. There are typically half-a-dozen major subject headings in most textbook chapters.
 - Review all of your notes after completing the entire chapter.
- Recruit other students into a study group.
 - Compare study notes.
 - Quiz each other on facts, concepts, and theories covered in your reading assignments.