

WEEK	DATE	LOCATION	TOPIC
1	10 January	LH-111	Introduction to the course
2	15 17	LH-111 LH-111	Quiz 1: Abramowitz, Chs. 1 & 2
3	22 24	LH-111 LH-111	Quiz 2: Abramowitz, Chs. 3 & 4
4	29 31	LH-111 LH-111	Quiz 3: Abramowitz, Chs. 5 & 6
5	5 February 7	LH-111 LH-111	Quiz 4: Abramowitz, Ch. 7
6	12	LH-111	Review
	Thursday 14 February	LH-111	EXAM I: Abramowitz chapters 1 - 7
7	19 21	LH-111 LH-111	Quiz 5: Fiorina, Chs. 1 -3
8	26 28	LH-111 LH-111	Quiz 6: Fiorina, Chs. 4-6
9	5 March 7		Spring Vacation Spring Vacation
10	12 14	LH-111 LH-111	Quiz 7: Fiorina, Chs. 7 & 8
11	19	LH-111	Review
	Thursday 21 March	LH-111	EXAM II: Fiorina chapters 1 - 8
12	26	LH-111	Quiz 8: Wayne, Ch. 1
	28 March		Easter Vacation
13	2 April 4	LH-111 LH-111	Quiz 9: Wayne, Ch. 2
14	9 11	LH-111 LH-111	Quiz 10: Wayne, Ch. 3
15	16 18	LH-111 LH-111	Quiz 11: Wayne, Chs. 7 & 8
16	23 25	LH-111 LH-111	Quiz 12 Wayne, Chs. 9 & 10 Review
17	Thursday 2 May	LH-111	FINAL EXAM: Wayne chapters 1 - 3, & 7 - 10 3 to 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 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.