
I hope that you had a great vacation and are looking forward to getting started on your Spring-semester courses. In order to get an overview of our course's objectives, structure, assignments, and schedule, please:

- print a copy of these instructions and
 - complete the following two sets of initial assignments and
 - phone or email me if you have any questions or concerns.
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**ASSIGNMENTS TO BE COMPLETED
PRIOR TO OUR 1ST CLASS, THURSDAY, 11 JANUARY 2007**

I. Go to the course web site at: <http://people.uncw.edu/lowery/pls405/index.htm>

A. Click the **SYLLABUS** link,

[if you cannot open the **SYLLABUS** link,
then follow the 5 steps below to download free Adobe Acrobat Reader software to your computer.]

1. Click the **BACK** button on your web browser to go back to the PLS 101 home page, and
 2. Click on the **ADOBE ACROBAT READER** link that is listed under the *Home Pages* heading, and
 3. At the Adobe website, move your cursor over the **DOWNLOADS** link and then click on the **FREE ACROBAT READER** link,
 4. A new page will open, click on the yellow **GET ACROBAT READER** button,
 5. A new page will open, fill in the required information in *Step 1*, *Step 2*, and then click the red **DOWNLOAD** button in *Step 3*.
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B. And then print a copy of the course syllabus.

C. Go back to the course homepage and click the **SCHEDULE** link,

D. And then print a copy of the course schedule.

E. Read the syllabus and schedule carefully. If you have any questions, phone or email me.

II. Purchase the course materials required for this course:

- A. Hershey, Marjorie Randon. 2007. *Party Politics in America*. [12th edition]. New York: Longman.
- B. Brewer, Mark D. and Jeffrey M. Stonecash. 2007. *Split: Class and Cultural Divides in American Politics*. Washington, D.C.: CQ Press.
- C. CPS, 2nd Generation Student-Response Keypad for Higher Education. 2007. Denton, TX: eInstruction Corporation Classroom Performance System. [Make sure that you buy a new – not a used – white and blue colored keypad; do not buy the older blue and orange keypad]

III. Click the **Student-Response-Keypad Instructions** link on the PLS 405 course Web site and print that information.

A. Follow those instructions to activate your student-response keypad.

B. Bring your activated *Student Response Keypad* to every class – starting with the first class meeting.

1. You will use the keypad in every class meeting to anonymously respond to true/false or multiple-choice questions that arise during class discussion.
 2. The aggregated class responses are projected on an overhead screen as full-color bar- or pie-charts, so that the class and I can see and comment upon the distribution of class responses.
 3. I find that the anonymity and confidentiality of this feedback method encourages all students to enthusiastically participate in this interactive form of active learning. Students who rarely or never raise their hand in response to questions are comfortable in responding with their keypads and are more likely to join the resulting discussion of how and why the class divided in their collective responses.
 4. The keypad responses also give me immediate feedback regarding the extent to which students understand concepts being discussed. This allows me to make informed decisions about the pace and organization of class discussions.
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**ASSIGNMENTS TO BE COMPLETED
PRIOR TO OUR 2ND CLASS, TUESDAY, 16 JANUARY 2007**

I. In order to prepare for the first quiz, go to the course web site at:

<http://people.uncw.edu/lowery/pls405/index.htm>

A. Click the link to **TEXTBOOK CHAPTER OUTLINES AND HANDOUTS**

B. Click the link to the Week 2 reading assignments.

C. Print a copy of each of those outlines.

II. Read the Week 2 textbook assignments

A. Take notes on your chapter outline as you read the chapter,

B. Highlight material in the chapter that you judge is likely to be on the quiz,

C. Bring to class:

1. The Hershey textbook and Week 2 outlines,
2. The Brewer & Stonecash textbook,
3. Your activated student-response keypad.