

## **I. BASIC COURSE INFORMATION**

### **A. Course Description:** (as stated in the bulletin, including necessary pre-requisite courses, credit hours)

#### **Psychology 2301 - General Psychology. Three hours credit.**

Survey of major topics in psychology. Introduces the study of behavior and the factors that determine and affect behavior. A basic overview of the discipline known as psychology and a brief history of the field.

Attention will be focused on such areas as: interaction of heredity, environment, and maturation; personality and mental health; psychopathology; sexuality; and aging and death. General Psychology is a survey of the major psychological topics, theories and approaches to the scientific study of behavior and mental processes.

### **B. Intended Audience:**

The intended audience is any student who desires to improve their knowledge and understanding of psychology.

### **C. Instructor:**

**Name:** Kelly Naramore

**Office Location:** N/A

**Office Hours:** By Appointment

**Phone:** 936-366-8596

**E-Mail Address:** knaramore@angelina.edu

## **II. INTENDED STUDENT OUTCOMES:**

### **A. Core Objective Required for this Course:**

- 1. Critical Thinking:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- 2. Communication:** to include effective development, interpretation and expression of ideas through written, oral and visual communication.
- 3. Empirical and Quantitative Skills:** to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
- 4. Social Responsibility:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

### **B. Course Learning Outcomes for all Sections (Texas Higher Education Coordinating Board, Lower-Division Academic Guide Manual):**

**Upon successful completion of this course, students will:**

- 1. Research methods:** Identify research findings through the application of the scientific method. OR Exhibit an understanding and ability to apply basic research methods in psychology including research design, data analysis, and interpretation.
- 2. Identify factors in the historical development of the study of human behavior** including current theoretical perspectives prominent in the field of psychology.
- 3. Identify terminology unique to the study of psychology.**
- 4. Identify accepted approaches and standards in psychological assessment and evaluation.**
- 5. Identify factors in physiological and psychological processes involved in human behavior.**

### **C. Course Outcomes as determined by the Instructor –**

*There are no other specific objectives for this course.*

### III. ASSESSMENT MEASURES:

#### A. *Assessments for the Core Objectives:*

1. **Critical Thinking:** Students will demonstrate the ability to think creatively, to innovate, inquire, and analyze, evaluate and synthesize information. They will be assessed using embedded questions. Outcomes will be assessed using the Angelina College standardized rubric.
2. **Communication:** Students will demonstrate the ability to effectively develop, interpret and express ideas through written, oral and visual communication. They will be assessed using embedded questions. Outcomes will be assessed using the Angelina College standardized rubric.
3. **Empirical and Quantitative Skills:** Students will demonstrate the ability to manipulate and to analyze numerical data or observable facts resulting in informed conclusions. They will be assessed using embedded questions. Outcomes will be assessed using the Angelina College standardized rubric.
4. **Social Responsibility:** Students will demonstrate the ability to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. They will be assessed using a "Social Responsibility Flyer" assignment. Outcomes will be assessed using the Angelina College standardized rubric.

#### B. *Assessments for the Course Learning Outcomes –*

1. Students will demonstrate the ability to identify research findings through the application of the scientific method OR exhibit an understanding and ability to apply basic research methods in psychology including research design, data analysis, and interpretation through the successful completion of embedded exam questions, class discussions, and assignments. Outcome will be assessed using the Angelina College standardized rubric.
2. Students will demonstrate the ability to identify factors in the historical development of the study of human behavior including current theoretical perspectives prominent in the field of psychology through the successful completion of embedded exam questions, class discussions, and assignments. Outcome will be assessed using the Angelina College standardized rubric.
3. Students will demonstrate the ability to identify terminology unique to the study of psychology through the successful completion of embedded exam questions, class discussions, and assignments. Outcome will be assessed using the Angelina College standardized rubric.
4. Students will demonstrate the ability to identify accepted approaches and standards in psychological assessment and evaluation through the successful completion of embedded exam questions, class discussions, and assignments. Outcome will be assessed using the Angelina College standardized rubric.
5. Students will demonstrate the ability to identify factors in physiological and psychological processes involved in human behavior through the successful completion of embedded exam questions, class discussions, and assignments. Outcome will be assessed using the Angelina College standardized rubric.

#### C. *Assessments for Course Outcomes as determined by the Instructor –*

N/A

### IV. INSTRUCTIONAL PROCEDURES:

#### A. *Methodologies common to all sections*

*Methodologies which are utilized in presenting course content include (but are not limited to) reading material, assignments, discussions, audio-visual presentations, and critical thinking exercises.*

#### B. *Methodologies determined by the Instructor*

N/A

### V. COURSE REQUIREMENTS AND POLICIES:

#### A. *Required Textbooks, Materials, and Equipment –*

##### Required Text:

Charlton, S., Sobel, S., and Sobel, K. **Psychology: The Science of Who We Are**. 2nd Edition. Fountainhead Press Publishers.

**Recommended (Not Required) Material:** Access code to accompany **Psychology: The Science of Who We Are**

**Required Equipment:**

Reliable computer and reliable internet access. Mobile devices (cell phones and tablet devices) do not adequately support or run course content and are **NOT** to be used in this class.

**Required Browsers:** Chrome, Opera, or Firefox. Do not attempt to use Explorer or Safari as they will not allow access to all course content. It is your responsibility to make sure that your computer is set up properly to navigate through all aspects of the class.

**B. Course Policies – (This course conforms to the policies of Angelina College as stated in the Angelina College Handbook.)**

**Academic Assistance –**

Educational Accommodations – If you have a disability (as cited in Section 504 of the Rehabilitation Act of 1973 or Title II of the Americans with Disabilities Act of 1990) that may affect your participation in this class, you may fill out the Educational Accommodations application within your AC Portal, under the “Student Services” tab. A Student Success team member will contact you once the application is received. At a post-secondary institution, you must self-identify as a person with a disability in order to receive services; for questions regarding the application process you can visit the Office of Student Success and Inclusion in the Student Center (205A); text 936.463.8078; or email [access@angelina.edu](mailto:access@angelina.edu). To report any complaints of discrimination related to a disability, you should contact Mr. Steve Hudman, Dean of Student Affairs, in Room 101 of the Student Center. You may also contact Dean Hudman by calling (936) 633-5292 or by emailing [shudman@angelina.edu](mailto:shudman@angelina.edu).

**Attendance -**

Attendance in an internet course is essential for successfully mastering the course objectives. Attendance in an internet course is registered by logging onto the class **daily**. **An important responsibility for you as a student is to respond to e-mails. If you do not respond to my e-mails promptly, then you will lose attendance points for that week. This will require you to log on daily to check your e-mails. Also, if you do not respond to my e-mails you may be prohibited from participating in the class. This may also include being denied access to the class.** If you are denied access, or prohibited from participation, the deadlines and requirements for all class work are still applicable. Blackboard has a tracking system that allows the instructor to monitor each student’s navigation throughout the system. It is not enough to simply log on and leave. You **will** need to log on daily to gather information, complete assignments, answer e-mails, and etc. You will have weekly discussions and other assignments that you will have to complete. You will receive an Attendance Grade in this class, so “attending” class will benefit you and not logging on will result in loss of attendance points (as well as any assignments you will have missed). If you fail to log on, then you will be considered absent. If you are absent more than allowed by Angelina College, then you **may** be dropped from the class. If you decide to no longer remain in this class on a permanent basis, it is your responsibility to formally withdraw from the class in the Admissions Office. Do not assume that you will be dropped from the class.

**Additional Policies Established by the Individual Instructor –****INTERNET CLASS WORK:**

Internet classes require a greater degree of independence and responsibility than traditional classes. You must learn to pace yourself, and find time in your schedule to work on the class. Internet classes typically take as much time as traditional classes overall. Internet classes just allow you to be more flexible with the time. **You still have to put in the time.** If you allow yourself to neglect your studies you will fall quickly behind and end up performing below your expectations. You should also have a reliable computer or access to a computer. Computer problems are **NOT** a valid reason for not completing work by the due date.

**CORRESPONDENCE WITHIN THE CLASS:**

**Communication** regarding this internet class (**e-mails, turning in assignments, etc.**) should be done using the e-mail function within **Blackboard**. I will typically respond to e-mails within 24 hours within Blackboard. I expect the same response time from students. If you contact me through other means it may be longer before you receive a response. (However, you should remember that Angelina College is closed on Saturday and Sunday. If you e-mail me on Friday, you may not receive a response until Monday at the earliest). Therefore, you should not wait until the last minute before something is due before trying to contact me. The due dates for assignments will **not** be changed or extensions given. **If you send attachments through Blackboard, then make sure they are in Microsoft Word or RTF. DO NOT send attachments using MS Works. If I can’t open it, then I can’t grade your assignment.**

**CLASS CONDUCT:**

Respect for your fellow class members and the instructor is expected at all times. You are expected to conduct yourself in a professional manner at all times. The impersonality and informality of the internet sometimes allows people to say things they may regret. If you are disrespectful, rude, or offensive to me or any other student in the class, you will be dropped from the course. If you use disrespectful, off-color, or vulgar language in any of your Blackboard communications, you will be dropped from the course. **There is a zero tolerance policy for this unacceptable behavior.** Inappropriate behavior will not be tolerated and will result in permanent expulsion from the class and the issuance of a grade of "F" for the class. When a grade of "F" is issued for the above reasons, then the numeric grade will be recorded as a "o (Zero)" for the semester.

**PLAGIARISM/CHEATING:**

**Plagiarism, Collusion, or Cheating (in any form) will result in an "F" in the course. Each student's work must be original and their own work. You may not work collaboratively (together) with another student or any other person to complete any work (including exams) in this class. When a grade of "F" is issued for the above reasons, then the numeric grade will be recorded as a "o (Zero)" for the semester.**

**PLAGIARISM/CHEATING ON EXAMS:**

**You may not work collaboratively (together) with another student or any other person to complete the exams in this class. You may NOT use your book, your notes, the internet, or any other type of support on the exams. There is a zero tolerance policy for this unacceptable behavior. This inappropriate behavior will not be tolerated and will result in permanent expulsion from the class and the issuance of a grade of "F" for the class. When a grade of "F" is issued for the above reasons, then the numeric grade will be recorded as a "o (Zero)" for the semester.**

**The following standards, policies, and restrictions apply to all students:**

1. It is to be clearly understood that a student is responsible for fulfilling all assignments **on time**. Any work missed will be assigned a "o". (See No. 3)
2. Instructors are in no way responsible for advising a student of what assignments or tests he has missed during his absence. It is the student's responsibility to find out what work was done and what assignments were made during his absence. Ignorance of a test or assignment will not excuse that person from taking the test, or turning in the assignment, with the rest of the class.
3. If the student is absent from a class on the day an assignment is due (or a test/quiz given), the instructor is under **no obligation** to allow him to make up the assignment or test (or turn it in late) unless the student can produce a valid or legal excuse. If an absence is unexcused, the instructor is under **no obligation** to allow a make-up. If absent because of a school trip, you will be expected to complete all assignments **before** the trip. If a Make-Up Test or quiz is allowed then it will be in the format of an essay test.

**Academic Freedom -**

The college experience frequently questions, researches, evaluates and assesses controversial issues. The classroom may serve as a forum for the presentation of a variety of ideas, none of which are intended injuriously.

VI. **COURSE OUTLINE:** Description of the Course Activities including due dates, schedules, and deadlines.

A. **Assignments** – (Appropriate due dates, schedules, deadlines can be found on the attached "Course Outline" on Page 7)

**TESTS AND ASSIGNMENTS:**

**Four Major Exams**----- 100 points each = 400 points

Each exam may consist of multiple-choice questions, matching, and short answer questions. The fourth exam is the final and will **NOT** be comprehensive. **Each exam must be taken on a specifically scheduled date. It MUST be taken on that specific day. Each exam will be accessible from 12:01 a.m. until 11:59 p.m. on the date that it is scheduled. The exams must be started and completed within this time period. The four exam dates are listed on the Course Outline. There will be a time limit on each exam and you must complete the exam within that designated time period. Once an exam has been started, then it must be finished within a single session. You will NOT be allowed to exit the exam for any reason once you have begun the exam. If you do exit the exam, then the exam session is over and you will not be able to work on it again (all unanswered questions will be graded as incorrect). There will NOT be any resetting of exams. It is your responsibility to make sure that you have ample time to complete the exam, that your learning environment is secure, that your internet connection is reliable, and that your computer is properly configured for each exam session. Exam directions and requirements will be emailed to each student prior to each exam date.**

**Plagiarism/Cheating on Exams:**

**You may not work collaboratively (together) with another student or any other person to complete the exams in this class. You may NOT use your book, your notes, the internet, or any other type of support on the exams. There is a zero tolerance policy for this unacceptable behavior. This inappropriate behavior will not be tolerated and will result in permanent expulsion from the class and the issuance of a grade of "F" for the class. When a grade of "F" is issued for the above reasons, then the numeric grade will be recorded as a "0 (Zero)" for the semester.**

**Weekly Discussion Postings (7 Total)** ----- 25 points each = 175 points

Discussions will be posted in the Blackboard Calendar on Mondays and will also be e-mailed to each student. Discussions will be due on the following Sunday by 11:50 p.m. (unless otherwise specified). Until further notice Discussions must be submitted to the instructor via Blackboard e-mail.

**Projects (Two Total)** ----- = 75 points

1) **Chapter Project (50 points)**

2) **Social Responsibility Flyer (20 points)**

Each of the projects will be assigned on Monday or Tuesday and need to be turned in through Blackboard e-mail (Attachment function if necessary). Any other means of turning in an assignment must be pre-approved or specified by me in the assignment instructions.

**Attendance (10 points per week)** ----- = 80 points

For each week that a student logs on, responds to e-mails, AND completes all assignments, five points will be earned towards the attendance grade. If you do not log on during a week, then any assignment, or other class work, due that week may not be accepted.

**TOTAL POSSIBLE POINTS = 730**

**B. Required Content/Topics** – (common to all sections)

Please Refer to Attached Course Outline.

**C. Additional Content** – (as required by the individual instructor)

Relevant material will be provided as necessary.

**VII. EVALUATION AND GRADING:**

**A. Grading Criteria** – (percents, extra credit, etc.)

Grading Scale for Final Class Letter Grade :

657 - 730	POINTS	= A
584 - 656	POINTS	= B
511 - 583	POINTS	= C
438 - 510	POINTS	= D
437	PTS AND BELOW	= F

**B. Determination of Grade** – (assignment of letter grades)

Final Class Letter Grade:

1. The final class letter grade will be based on **total points accumulated** (not percentages) from tests, discussions, projects, and attendance.
2. **Cheating/Plagiarism (intentional or unintentional), or assisting others to cheat will result in an "F" for the course.**
3. Exams and assignments will be discussed individually with students upon request.
4. Each student's work must be original and their own work.
5. The instructor will be available for consultation during office hours or by appointment.
6. **Inappropriate behavior will not be tolerated and will result in permanent expulsion from the class and the issuance of a grade of "F" for the class.**

**VIII. SYLLABUS MODIFICATION:**

The instructor may modify the provisions of this syllabus to meet the individual class needs by informing the class in advance as to the changes being made.

**COURSE OUTLINE**

**EXAM ONE**

*Chapter 1: Understanding Psychology*

*Chapter 2: Science of Behavior*

*Chapter 3: Biopsychology*

*Chapter 4: Sensation and Perception*

**Exam One Date: 1/25**

**EXAM TWO**

*Chapter 5: Development Through the Lifespan*

*Chapter 6: Sexuality and Gender*

*Chapter 7: Learning and Behavior*

*Chapter 8: Consciousness and Sleep*

*Chapter 9: Memory*

**Exam Two Date: 2/6**

**EXAM THREE**

*Chapter 10: Thinking and Intelligence*

*Chapter 11: Emotion and Motivation*

*Chapter 12: Personality*

**Exam Three Date: 2/18**

**EXAM FOUR**

*Chapter 13: Abnormal Psychology*

*Chapter 14: Therapies*

*Chapter 15: Social Psychology*

**Final Exam Date: 3/4**

**\*\*This Course Outline may be modified during the semester**

## **Spring Mini-Mester 2019: January 14 to April 8**

***KELLY NARAMORE - PSYC 2301 – INTERNET  
GENERAL PSYCHOLOGY***

**Chapter Project: 50 points – due 02/01/2019 by 1150 pm**

Chapter 4 (Sensation and Perception)

Chapter 5 (Development Through the Lifespan)

Chapter 6 (Sexuality and Gender)

Choose one of the chapters from the list above that you will not be tested over for this class.

1. Read the Chapter (recommend doing an outline to help you, but you will not be required to turn it in).

2. Answer the following with as much detail as possible.

- (A) **What are the 5 main ideas of the chapter?** One paragraph describing each of the major ideas, 5 paragraphs total.
- (B) What did YOU think was the most important idea of the chapter AND why? One paragraph describing what you believe to be the most important idea of the chapter.

**Section 2 should contain 6 detailed paragraphs total.**

3. Create a **one page** handout highlighting the important aspects, topic and/or ideas for the chapter. Your goal for this handout is to be able to use the information in the handout to teach others about the information in the chapter in a succinct manner. Be creative!!

## Spring Mini-Mester 2019: January 14 to April 8

*KELLY NARAMORE - PSYC 2301 – INTERNET  
GENERAL PSYCHOLOGY*

### The Social Responsibility Flyer Project

**25 points – due 02/22/2019 by 1150 pm**

You will need to create a **Social Responsibly Flyer**. The flyer will need to fit on one page and should resemble flyers found on bulletin boards that allow for sharing of information when space is limited.

To complete the flyer you will need to follow these four steps:

1. You will need to look up an acceptable definition of “Social Responsibility” in a written resource or online. You **MUST** cite where you found this definition. You will need to include the term “Social Responsibility” and its definition (including citing where you found the definition) on the flyer since this flyer is about “Social Responsibility”.
2. Pick a behavior/activity that you think is an example of being socially responsible. Discuss **why** this behavior is needed. Also, describe specifically **how** this type of behavior benefits the community.
3. Discuss specifically how a person could effectively **introduce** this behavior into their own community. As in, identify specific ideas and/or strategies that would introduce, or support, these “Socially Responsible” behaviors into their community.
4. Finally, discuss how this behavior may be seen as less important in **other cultures, subcultures, or countries**. This is not saying that other cultures are wrong, but just different in how they perceive and value behaviors. Be sure to mention by name a specific culture, subculture, or country that may see this behavior differently.

Make sure your “Social Responsibility Flyer” includes all of the information listed in the four steps.

Be creative!

25 points

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# Spring Mini-Mester 2019: January 14 to April 8

## ***KELLY NARAMORE - PSYC 2301 – INTERNET GENERAL PSYCHOLOGY***

*Psychology: The Science of Who We Are* (2nd edition)  
Charlton, Sobel, Sobel  
Copyright 2018  
Fountainhead Press

### **EXAM ONE: tentative 01/25/2019**

Chapter 1 (Understanding Psychology)  
Chapter 2 (Science of Behavior)  
Chapter 3 (Biopsychology)  
Chapter 4 (Sensation and Perception) – covered via Chapter Project

### **EXAM TWO: tentative 02/06/2019**

Chapter 5 (Development Through the Lifespan) – covered via Chapter Project  
Chapter 6 (Sexuality and Gender) – covered via Chapter Project  
Chapter 7 (Learning Behavior)  
Chapter 8 (Consciousness and Sleep)  
Chapter 9 (Memory)

### **EXAM THREE: tentative 02/18/2019**

Chapter 10 (Thinking and Intelligence)  
Chapter 11 (Emotion and Motivation)  
Chapter 12 (Personality)

### **EXAM FOUR: tentative 03/04/2019**

Chapter 13 (Abnormal Psychology)  
Chapter 14 (Therapies)  
Chapter 15 (Social Psychology)

## **Spring Mini-Mester 2019: January 14 to April 8**

TO ALL STUDENTS:

Students always ask for tips or tricks for doing well in class, so here are two major tips for doing well in this class:

(1) DON'T GET BEHIND,

(2) COMMUNICATE.

This psychology “mini-mester” is 8 weeks long. This class will cover all the information from a regular fall or spring semester in 8 weeks, therefore the material will be covered quickly and assignments will be due on a weekly basis.

You will read the chapters at your own pace. Chapters are listed that are covered by each exam. Read the chapters, answer the weekly discussions, take the exams, do the two projects, and then the “mini-mester” will be complete.

All assignments and due dates will be posted in the calendar in Blackboard for this class. I will also email all assignments and due dates to you. The two projects will already be known to you via the syllabus, but will also be emailed to you and on the calendar, giving you advanced notice to complete the projects by the due dates.

**DO NOT GET BEHIND.**

Due to the fast pace of this class, it is imperative that you read daily and work on your discussions daily. You will have to read each chapter more than once in order to do well on the exams. You will need to memorize the material from the chapters to do well on the exams. This will take time so again it is imperative that you work on this class daily to meet deadlines and to do well in the class. I have also included some study tips below.

**COMMUNICATE**

When responding to discussions or submitting any work of any kind **DETAIL** is crucial. This class does not have in person face to face discussion which would normally allow the professor to judge if each student understands the material and can apply it. Therefore this class relies on your ability as the student to communicate in writing your understanding of the material in the textbook. You will communicate this understanding via your weekly discussions and two projects. To do well in this class, you will need to use **DETAIL** in your discussions and projects to communicate your understanding. You will need to include as much detail as necessary in order for me, as the professor, to know you understand and grasp the material in the textbook.

Each discussion has multiple parts and is worth 25 points. You will need to answer each question in **DETAIL**. Do **NOT** use bullet points or incomplete sentences. Also make sure you are answering the question being asked. Points will be earned based upon correctly answering the questions and conveying in **DETAIL** your understanding of the material.

Given that the class is fast paced and meeting deadlines is crucial to doing well in the class, you will need to communicate any problems or issues **IMMEDIATELY** with the professor. Exams will only be scheduled for the date assigned. If you have difficulty taking the exams or experience problems, these need to be communicated **IMMEDIATELY**.

Most of the communication in this class will take place via Blackboard email (this is the email icon at the top of the left hand side of the class page in Blackboard, as opposed to the bottom of the page). If an immediate response is required, please call or text to my personal cell phone number located on your syllabus.

Also please communicate any questions that you might have regarding assignments, grades, or the material in the textbook. You will not need any outside material for this class, other than information you will research on the Internet for your Social Responsibility Flyer project. Please feel free to contact me anytime with questions. All assignments can be found both in the calendar and in an email. All assignments and communication needs to take place via Blackboard (unless a more immediate response is required as stated above).

Your assignments will be emailed to you via Blackboard and you will send your responses via Blackboard email. You may respond via attachment (see syllabus for acceptable documents) or by typing your response in a return email.

Your grades will be emailed to you via Blackboard. You can determine your status in the class at any time by adding up the points you earned and dividing by the total possible points up to that time. Attendance points are earned weekly by completing all assignments, meeting all deadlines and due dates, and responding to all correspondence in a timely manner (see the syllabus for more detailed information on attendance requirements).

I respond to emails and messages in a timely manner and my expectation is that you do the same. Again given the fast pace nature of this course, timely communication will alleviate any problems and will facilitate the class as a whole.

I hope you enjoy the class!

KNaramore

#### STUDY TIPS:

Often students ask how they can earn better grades on the exams. Low grades on exams are often indicative of one of two problems: either students were able to identify important concepts, but failed to memorize the information or students have difficulty identifying important concepts. This class will not provide you with a study guide as all the information in the chapters in the textbook is considered important and it is your job as the student to study, learn and understand the important information.

As stated above staying on task and not falling behind will help students be prepared for the exams. Reading chapters multiple times and utilizing other study tools will help students memorize important information. When taking a college course, studying daily helps students learn and memorize material to be successful in the class. If you have taken the Learning Frameworks class, they discuss several different study methods. You need to find the methods that work best for you.

Making sure you understand the main concepts is also important. I have found that most students think reading the chapter a few times is sufficient to memorize the material and unfortunately it is not. Typically you would start with the summary at the back of the chapter to help you know what concepts are important before you begin reading the chapter. Then read the chapter and then read it again. The second time you being creating an outline that helps you make note of the important words, definitions and concepts.

Even though this is an online course, you will want to take “notes” just as if you were attending a face to face lecture. The charts and tables in this textbook are very good and I used them to create several questions on the exams. They summarize the material quite well and are excellent ways to memorize the bigger concepts in a succinct manner.

Using flashcards for highlighted words and definitions is also helpful. Going over the information again and again is a must to memorize the information. Once you have created your flashcards, take them with you everywhere. While you are standing in line at the store, review your flashcards. While you are waiting for your lunch to heat up in the microwave, review your flashcards.

Perhaps flashcards are not enough or it is not really the way you study best. You could go online and search for other study methods that might be good additions to your current study habits. There are so many things out there and to some extent it is a trial and error process as you try figure out what works for you. For some this works: read it 10 times, speak it 10 times, write it two times.

Visual learners learn better with charts and graphs, so you may need to create some of your own if the text does not have any. Create examples from your own life that will help you remember the information. Take your flashcards with you everywhere and make sure the information on the cards is what you need, short and to the point, complex things should be broken down on multiple flashcards instead of trying to cram everything onto one card.

Study in short 15 minute bursts. Break down your study sessions over time. Spend one day on Chapter 13. Another day only on Chapter 16, etc. Don't just go over the flashcards you missed, but cycle all of them so you reinforce the information you already know. Say the flashcards out loud as well.

I have noticed that several students simply miss the importance of studying the weekly discussions. Students seem to do well on the discussions, but then can not answer those same questions later on. Memorizing this information would be helpful to you as well.

In this class you can also help your grade by doing all the extra credit and bonus opportunities offered. The syllabus highlights the importance of checking Blackboard daily for this class. If you check your emails daily, you will not miss any important deadlines or bonus opportunities.

Good luck! And enjoy the class!

Remember I am here to help, so contact me as needed.

~KN