COMM 250
Introduction to Communication Research

Spring, 2002
Dr. T. Andrew Finn

Time: Wed., 4:30-7:10 pm
Office: Thompson 111a
Room: Enterprise 80
Office Hrs: M,W 1-3 pm
Teaching Assistants (TAs):

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Course Objectives

If you devote the time required to master the approaches covered in this course you will find that research methods will be one of the most important courses you will take within the Communication major and in college generally. There are several reasons for this, and they are related to the primary objectives of the course. Upon successful completion of this course, a student will have achieved the following specific objectives:

1. Knowledge of the fundamental nature, basic purpose, and varieties of science, theory, and research
2. Mastery of the concepts and technical vocabulary of (communication) research and the ability to intelligently discuss research and research findings
3. Improved critical thinking, overall judgment, reasoning, and logic, particularly pertaining to research issues
4. Become an intelligent consumer of research, able to understand and evaluate research reported in scholarly journals as well as in the popular press
5. Improved ability to conduct library and Internet research, and improved ability then structure, organize, write, and document ideas and arguments (i.e., improved ability to write papers)
6. Experience designing and conducting research studies, particularly survey research
7. The ability to work productively within the structure of a team—to dispassionately design and discuss project options and procedures, and to achieve team goals and ensure the completion of team deliverables. (The importance of your membership and participation in your learning team cannot be overstated. While the “team” objective is listed last, it is an important and valuable component of the course. Many of the activities in this course will be completed and evaluated on a team, rather than an individual, basis.)
**Required Textbooks & Readings**


Supplemental Readings (SR1-SR5)
These readings will be available a) online or b) on reserve in the library.

**Class Organization – Learning Teams**

This class will be organized into *learning teams*. You will be part of a team of (approximately) six people who will work together the whole semester. A great deal of class time and a series of graded assignments will involve work in these teams. Class activities will include team tests and structured team exercises. There will also be team exercises and projects to be completed outside of class. Students are expected to work in teams through electronic partnership. All team members will receive the same score on team tests and projects. Participation in your learning team will involve several types of behavior.

First, each of you will be responsible for supporting, encouraging, and assisting other members of your team to read and understand the assigned material, to participate actively in class and in team exercises, assignments, and meetings.

Second, each of you will be responsible for evaluating other members of your team in a fair, mature, and well-documented manner. It is up to the individuals within each team to determine the evaluation criteria. In fact, determining these criteria for your team is one of the first assignments you will do as a team (see the Peer Evaluation Procedures and Criteria). This assignment is evaluated based on the team’s ability to explain and defend the criteria, in the context of the goals that the team wishes to achieve by the completion of the course.

Third, each of you is expected to demonstrate active participation in all team-related work, including the team exercises, team projects, and the team Readiness Assessment Tests (RATs).

Some of you may have had negative experiences in the past when asked to do group papers or projects. Yet you may already be aware that the ability to work in teams is highly valued in virtually all types of organizations. My commitment to you is to provide you with the information and tools you need to create a high-performing team - and to have fun with your teammates at the same time. We will spend a significant amount of time this semester discussing specific behaviors that make teams work – the rest is up to you!
Policies and Procedures

Reasonable Accommodation
If you have any type of disability that may hinder demonstrating your mastery of the course material, please contact me personally as soon as possible (formal documentation should be provided no later than the 3rd lecture of the term). I will arrange mutually agreeable and appropriate accommodations.

Implicit and Explicit Commitments
Every university course involves a series of agreements made by the student, the professor, and the university – whether implicit or explicit. I prefer to make these commitments explicit, so there is no misunderstanding about them and so each of us is aware of any failure to keep them. I do this by providing you with a list of these commitments – and asking you to formally commit to them. I will also describe (in class) the process we will use whenever someone (you or me) fails to honor any particular commitment. Essentially, this involves staying in communication and recommitting. Some of the commitments on the list are discussed below.

Attendance
Learning in this course takes two major forms--cognitive and experiential. Experiential learning requires participation and observation in common classroom experiences. Therefore, attendance is required. Why? Simply stated, it does not work for me, it does not work for you, and it does not work for your classmates when you miss class. We meet only a small number of times this semester. The first step in receiving full credit for participation is to come to all the classes. In addition, being late for class does not work. Please be on time for all classes, and in your seat at the end of all breaks.

Assignment Due Dates
All assignments are due at specific dates and times (see the Course Schedule below). Late assignments are penalized one letter grade for every day they are late. As with rental cars, any part of a day counts as a full day. However, if you communicate successfully with your TA at least 48 hours in advance of a deadline, he or she has my permission to cut that penalty in half. “Staying in communication” successfully is more than sending an e-mail – it requires that you complete the conversation with your TA (whether by phone or by e-mail – your TA will tell you her/his preference).

Staying in Communication
Staying in communication is something that I value highly. Since it is also valued in the business world, it is great training for all of us. After my website (mason.gmu.edu/~afinn), your teammates are always your first point of contact to request clarification about documents, assignments, or other basic information about the course (see the section on Helping Behavior below). Since you have a team, make requests of them freely. Your second point of contact is your TA. Any time your TA gets a call or e-mail, he/she will assume you have an issue with which none of your teammates could help. Also, remember that the other TAs have many students and teams of their own; please stick with your own TA. I am your third point of contact. Any time I receive a call or e-mail, I will assume you have an issue that your TA is not empowered or able to resolve. I’ve put this policy in place because the class is so large. At the same time, note that I’ve given you my home, cell, and office phone numbers. I am available to any student at any reasonable time of day, seven days a week, to discuss any issue that you feel has not been handled by the support structure I have
put in place (the handouts, the web site, your teammates, the TAs, my office hours). My preference is that you use e-mail or my cell phone to contact me. If you choose the telephone, do not simply leave a message at the office requesting a callback. Keep trying one of my numbers until you reach me directly.

Now to explain “staying in communication.” In the course of the semester, you may decide that one of your outside commitments (to work, family, health, play, etc.) supersedes your commitment to one of the course agreements (being in class, being on time, completing an assignment on time, etc.). When this happens, please communicate that fact as soon as possible to your TA and your team. Please note – you’re not a bad student when you miss a commitment, and you’re not “wrong” to choose another commitment over one of the course commitments (or vice versa). All I ask is that you deal with such situations with integrity and power. This means communicating your intentions and behavior clearly and in advance. Often, people are not clear about such situations in their own minds, or not realistic about what is possible. Sometimes we dread telling someone that we will break (or have broken) a commitment. Yet putting off the communication only makes it harder to clear it up later. And until you straighten it out, you are out of integrity. When we are out of integrity, we are “incomplete” and thus not dealing powerfully with life. When we clear up those issues (such as by having a conversation about a missed commitment), we can get back in integrity and can once again operate at full power. And I want each of us operating at full power!

Consequently, my request to you is: communicate as soon as you know you will not keep one of the course agreements. The one exception is if you are going to be late for class. The rule is: if you’re going to miss class, contact your team and your TA by e-mail to let them know. Do not contact them just to tell them you will be late for class. Staying in communication is considered part of your class participation – and if you read the section above on Assignment Due Dates, you know it has other benefits.

Making Requests
If you discover that you will miss one of the assignment deadlines due to extraordinary circumstances, you can make a request of me – for an extension or some other consideration. If I grant a request it means I will waive the original penalty associated with the missed commitment. Any request must be very specific – for example, propose a new date and time by which you will complete the assignment. Such requests must be made at least one week in advance of any deadline – the earlier the better. Please note that requests sometimes get the answer yes and sometimes the answer no.

Web, E-Mail & Computer Skills Required
We will be using the World Wide Web and electronic mail frequently this semester. You are expected to know how to use e-mail and send MS Word documents as attachments.

In fact, there are two things you and your team need to do as soon as possible:
1. Every student must join their TA’s e-mail “listserv” within 48 hours of the first class
2. After 48 hours, I will send an electronic Team Roster form to the 3 TA listservs. Every team must send their TA an electronic version of their “Team Roster” within 4 days of the formation of their team

See the course web site (mason.gmu.edu/~afinn) for directions on these two requirements.
For each written assignment listed in the Course Schedule section (below), you must hand in two versions:

- **An electronic copy must be e-mailed to your TA as an MS Word attachment by 12 noon**
- **A printed copy must be put in your team folder at the beginning of class**

If either version is late, the assignment is considered late. Team assignments require the same two versions, but only one copy per team.

Because this is such a large class, e-mail communication to the TAs and to me must be clear and unambiguous. **You must follow these guidelines when labeling e-mails and MS Word attachments:**

- Your first and last name must appear in the “From” field (not simply your e-mail ID)
- The “Subject” field of ALL e-mail messages should always begin with “COMM250-Team# - ” (where # = your team number), followed by a descriptive title (e.g., “comm250-team31 – critique 1”)
- Put other identifying information in the body of the e-mail - at a minimum, your team number and “critique 1” if critique 1 is attached)
- Always include your **last name** in the title of individual critiques (e.g., critique1-finn.doc)
- Always include your **team number** in the title of team assignments (e.g., assign2-team18.doc). MS Word files MUST NOT be given generic names.
- Always put identifying information within the MS Word files (name, team #, assignment name and number)

**Spelling/Vocabulary/Grammar**
While it should go without saying, I’ll say it anyway: students must use correct spelling and punctuation in all written assignments. The use of appropriate grammar in oral and written communication is also very important. Please **read (and then edit) your work carefully before you hand it in.** If you typically do fewer than two drafts, followed by a final read and edit, you are not taking written assignments seriously enough.

**Promoting Intellectual Honesty**
Academic standards demand intellectual honesty. **Intellectual dishonesty** is a fancy term for cheating. While it should go without saying, I’ll say it anyway: cheating and plagiarism in any form, regardless of any justification, will not be tolerated. Any student whom the instructor has sufficient evidence to believe has cheated or plagiarized in the course will receive an automatic "F" (failure) in the course, and referred for appropriate disciplinary action. There will be no exceptions.

Please note that **the most common form of intellectual dishonesty is plagiarism.** Often, students are unaware of, or uncertain about, the various forms of plagiarism. One component of intellectual honesty involves crediting the ideas of others through citations in the text and full references at the end of your work. **Each of your written assignments must have a set of (APA style) citations in the text, and an accompanying set of (APA style) references at the end, documenting the source of any ideas that are not your own.**

Policies related to cheating/plagiarism (as well as excused absences, withdrawal, incompletes, final exams and common exams) can be found in your copy of the **GMU Student Handbook** and/or the current semester’s **Schedule of Classes.** As students and faculty at George Mason University, we are all responsible for adhering to university policies. You should be particularly familiar with the **George Mason University Honor Code.**
Evaluation and Grading Criteria

The primary goals of this course are listed at the beginning of this syllabus. At the same time, however, academic tradition and rules require that your performance be evaluated. Final grades for each student will be based on three primary components:

<table>
<thead>
<tr>
<th>Individual Performance:</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Readiness Assessment Tests: RATs (5 of 6)</td>
<td>180</td>
</tr>
<tr>
<td>Critiques (4)</td>
<td>130</td>
</tr>
<tr>
<td>Telephone Survey Data Collection (3)</td>
<td>30</td>
</tr>
<tr>
<td>Class Participation (Individual Exercises)</td>
<td>60</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Team Performance:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Readiness Assessment Tests: RATs (5 of 6)</td>
<td>180</td>
</tr>
<tr>
<td>In-Class Team Exercises</td>
<td>70</td>
</tr>
<tr>
<td>Team Projects:</td>
<td></td>
</tr>
<tr>
<td>T1 - Procedures &amp; Criteria for Peer Evaluation</td>
<td>20</td>
</tr>
<tr>
<td>T2 - Getting to Know You</td>
<td>10</td>
</tr>
<tr>
<td>T3 - Peer Evaluations (T3a, T3b)</td>
<td>20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Helping Behavior:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall (Team &amp; Instructor Evaluation)</td>
<td>100</td>
</tr>
</tbody>
</table>

TOTAL POINTS 1000

Optional Credit

<table>
<thead>
<tr>
<th>1 Extra Telephone Survey</th>
<th>10</th>
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</thead>
<tbody>
<tr>
<td>Comm Research Web Site Review &amp; Annotation</td>
<td>10-20</td>
</tr>
</tbody>
</table>

Final letter grades will be assigned based on the following point distribution:

<table>
<thead>
<tr>
<th>Grade</th>
<th>My Point Range</th>
<th>GMU Grade Points</th>
<th>Grade</th>
<th>My Point Range</th>
<th>GMU Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>930-1000</td>
<td>4.0</td>
<td>C+</td>
<td>770-790</td>
<td>2.33</td>
</tr>
<tr>
<td>A-</td>
<td>900-920</td>
<td>3.67</td>
<td>C</td>
<td>700-760</td>
<td>2.0</td>
</tr>
<tr>
<td>B+</td>
<td>870-890</td>
<td>3.33</td>
<td>D</td>
<td>600-690</td>
<td>1.0</td>
</tr>
<tr>
<td>B</td>
<td>830-860</td>
<td>3.0</td>
<td>F</td>
<td>Below 600</td>
<td>0.0</td>
</tr>
<tr>
<td>B-</td>
<td>800-820</td>
<td>2.67</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Scores in between any of these ranges will be rounded up or down, which ever is closer.
Description of Graded Course Components

Scores in three major performance areas will determine final grades: Individual Performance, Team Performance, and “Helping” Behavior. This course consists of a series of assignments, each of which must be completed. There are two optional assignments for extra credit (see my web site for information about these assignments).

1. Individual Performance

*Individual Readiness Assessment Tests (RATs)*
There will be six (6) short Readiness Assessment Tests (RATs) given during the course. (The same test will be given to individuals first and then teams, at the beginning of class). The lowest score will be dropped at the end of the semester. You must take each RAT in class when it is given to everyone; there are no make-up RATs.

These will consist of 12 objective questions (multiple choice and true/false). The questions will cover all reading and lecture material since the last RAT, including readings due the day of the RAT. Note that you will need to purchase approximately seven (7) Scantron™ forms for these six (6) tests (available at the Bookstore).

*Critiques*
Each student will write four (4) separate critiques on specific topics assigned by your instructor. A couple of these assignments are quite short and a couple are longer. See the course website for complete details.

*Telephone Survey Data Collection*
Students will gather data through surveys conducted by telephone. Each student must complete three surveys. See the course website for complete details.

*Final Exam*
Students will take a comprehensive final exam on Wed., May 8, 4:30-7:10 PM. (Note: there will be no opportunity to take this exam earlier).

2. Team Performance

*Team Readiness Assessment Tests (RATs)*
There will be six (6) short, Readiness Assessment Tests (RATs) given during the course. (The same test will be given to individuals first and then teams, on the same day). The lowest score will be dropped at the end of the semester. You must take each RAT in class when it is given everyone; there are no make-up RATs.

*Team Exercises*
Each of these (mostly in-class) team exercises this semester asks you to participate in discussing an important issue in telecommunications. Sometimes you will first tackle the problem individually, then with your whole team. More information will be provided as we approach each exercise.
Team Projects
There are three team projects (TP1-3) this semester:

TP1: Peer Evaluation Procedures & Criteria The team must develop instruments and procedures for providing performance feedback to team members that will: 1) facilitate individual growth and learning and 2) enhance the team’s overall effectiveness. Read Peer Evaluation Procedures & Criteria for more information. Note that this assignment is due quite early in the semester.

TP2: Getting to Know You Between the second and third class (Jan. 29 – Feb. 6) each team must gather for 1-3 hours outside of class to talk (cook a meal together, go out to dinner). A brief write-up is required from each team. See Getting to Know You for more details.

TP3: Peer Evaluations Each team must use their Peer Evaluation Procedures & Criteria (a document and a set of rating scales) to provide feedback to all teammates at least twice during the semester. A copy must be handed in to your TA to confirm your team has completed this assignment (T3a and T3b). This assignment is to be handed in as hard-copy only (no e-mail versions, please). See Peer Evaluation Procedures & Criteria for more details.

3. Helping Behavior

Your instructor will ask all students to rate the helpfulness of each of the other members of their teams at the end of the semester. Most students will base their ratings on the “peer evaluations” the team has been conducting periodically throughout the semester. Individual helping behavior scores will be calculated using two scores—(a) the average of the points they receive from the members of their group; and (b) a similar score they receive from the instructor.

There are several key things you can do to help your teammates - and your team.

• Take on that you are 100% responsible for how your team performs! (It isn’t necessarily true, but if everyone on your team takes that attitude, I promise you, your team will romp!)
• Be open, honest, and supportive of each of your teammates. If you find yourself thinking that one (or more) of your teammates are deficient in some way - give that up! Expect great things of them and then keep giving them chances to rise to the occasion.
• Volunteer for team assignments, whether leading, organizing, researching, e-mailing, typing documents, or editing and proofing. Don’t sit back and wait for someone else to do it.
• Offer - multiple times - to assist other teammates with their individual assignments (explaining things, or reading and editing their written assignments). Your team could set up a “buddy system” for this.
• Make requests of others on the team. Ask for help. Consider that keeping to yourself - hiding out - is a way of being stingy with your team. Give your teammates an opportunity to contribute!
• Design ways to make this fun! Meet to study before RATs, or to team assignments together.

Spring, 2002 Deadlines

Fall, 2001 GMU Deadlines  Jan. 29:  Last day to drop with no tuition liability
                             Feb. 22:  Last day to drop
# Course Schedule

**Revised version (2/21) – BCW book is now in the bookstore**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings / Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>1/23</td>
<td>Course Overview; Team Formation; The Nature of Science and Inquiry I; Concepts; The Research Process</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td>1/30</td>
<td>The Nature of Science &amp; Inquiry II; Correlation &amp; Causality; Paradigms &amp; Paradigm Shifts; Making Teams Work I</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td>2/6</td>
<td>RAT1; Quantitative &amp; Qualitative Methods; Communication Department Welcome Event</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td>2/13</td>
<td>Research Questions &amp; Hypotheses; Making Teams Work II</td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td>2/20</td>
<td>RAT2; Research Questions &amp; Hypotheses (continued); Library &amp; Internet Research; Source Credibility</td>
</tr>
<tr>
<td><strong>Week 6</strong></td>
<td>2/27</td>
<td>Operationalization; Survey Research I</td>
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<tr>
<td><strong>Week 7</strong></td>
<td>3/6</td>
<td>RAT3; Survey Research II</td>
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<td></td>
<td></td>
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<tr>
<td>3/13</td>
<td>Spring Break</td>
<td>BCW1-5; TP3a Due; C1 Due</td>
</tr>
<tr>
<td><strong>Week 9</strong></td>
<td>3/20</td>
<td>RAT4; Survey Research III</td>
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<tr>
<td><strong>Week 10</strong></td>
<td>3/27</td>
<td>Survey Research IV; Experimental Research I</td>
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<tr>
<td><strong>Week 11</strong></td>
<td>4/3</td>
<td>RAT5; Experimental Research II; Reliability &amp; Validity</td>
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<tr>
<td><strong>Week 12</strong></td>
<td>4/10</td>
<td>Experimental Research III; Descriptive &amp; Inferential Statistics I</td>
</tr>
<tr>
<td><strong>Week 13</strong></td>
<td>4/17</td>
<td>RAT6; Descriptive &amp; Inferential Statistics II</td>
</tr>
<tr>
<td><strong>Week 14</strong></td>
<td>4/24</td>
<td>Content Analysis; Ethics in Science &amp; Research</td>
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<tr>
<td><strong>Week 15</strong></td>
<td>5/1</td>
<td>Naturalistic Research; Intellectual Development; Summary &amp; Wrap-up</td>
</tr>
<tr>
<td>5/8</td>
<td>Final Exam <em>(Wed., May 8, 4:30 - 7:10 pm)</em></td>
<td>All: Join Listserv <em>(by 1/25)</em>; Teams: E-mail Your List to Your TA <em>(between 1/26-27)</em></td>
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<tr>
<td></td>
<td></td>
<td>SR1; FBK1,2; Read Syllabus &amp; Web Site</td>
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<tr>
<td></td>
<td></td>
<td>FBK4; TP Due; TP2 Due</td>
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<td>FBK3</td>
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<tr>
<td></td>
<td></td>
<td>SR2; FBK8</td>
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<tr>
<td></td>
<td></td>
<td>BCW1-5; TP3a Due; C1 Due</td>
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<td></td>
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<td>FBK3</td>
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<tr>
<td></td>
<td></td>
<td>SR3; BCW14-15; TSDC Due; OCA1 Due</td>
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<td>FBK7; C2 Due</td>
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<td></td>
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<td>FBK5; TP3b Due</td>
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<td>FBK11,12; C3 Due</td>
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<td></td>
<td>FBK13,14</td>
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<tr>
<td></td>
<td></td>
<td>SR4; FBK6,9; OCA2 Due</td>
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<tr>
<td></td>
<td></td>
<td>SR5; FBK10,15; C4 Due</td>
</tr>
</tbody>
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**Explanation of Codes for Readings**

- **FBK** Chapters from Frey, Botan, & Kreps (1999) *Investigating communication* . . .
- **BCW** Chapters from Booth, Colomb, & Williams (1995) *The craft of research*
- **SR** Supplemental Readings on reserve or online.

**Explanation of Codes for Written Deliverables (in Bold)**

- **TP** Team Projects (TP1-TP3; electronic versions due by 12 noon before class)
- **RAT** Readiness Assessment Test (RAT1-RAT6, given in-class)
- **C** Critiques (C1-4; electronic versions due by 12 noon before class)
- **TSDC** Telephone Survey Data Collection (3 completed surveys required; 4th is optional)
- **OCA** Optional Credit Assignments (OCA1-2)

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The **Supplemental Readings** (SR1-5) are online, or on reserve (at the Johnson Center Library):

- **SR1** Paradigms & Paradigm Shifts (mason.gmu.edu/~afinn)
- **SR2** Evaluating Source Credibility (mason.gmu.edu/~afinn)
- **SR3** Survey Research (TBD)
- **SR5** Intellectual Development in the College Years (mason.gmu.edu/~afinn)

Look for details about each of the following **Critique topics** on the website:

- **C1** Evaluating Source Credibility
- **C2** Applying BCW: Outlining a paper
- **C3** Critiquing Survey Instruments
- **C4** Applying BCW: Critiquing a Journal Article

Students have three opportunities for **Optional Credit Assignments**:

- **OCA1** One (1) Extra Telephone Survey
- **OCA2** Communication Research Web Site Review and Annotation

### How To Study and How to Get an “A” In This Course

- Come to class.
- Be open to ideas. Listen. Participate.
- Take notes.
- Take notes as though you will be explaining the content to an absent teammate.
- Stay in communication.
- Stay in communication with your team, your TA, and your instructor – about possible absences, late assignments, or anything else that will affect your team and your participation.
- Ask questions if you don’t understand something. Just because others aren’t asking questions doesn’t mean they understand everything being said. If something isn’t clear to you it may not be clear to your classmates. Do them a favor and raise your hand.
- Summarize, re-write, or otherwise review your lecture and class notes between classes. Don’t wait for the night before an exam to re-familiarize yourself with the material covered. Mental preparation is similar to physical exercise. A little bit every day will make you stronger gradually. A strenuous workout after a long layoff will only leave you sore.
- Read the assigned readings twice (including any discussion questions at the end of chapters). Don’t wait for the last minute to read! There’s no reason you can’t read ahead. Take some action to personalize the material. Develop your own set of reading notes, summarize each reading, or write out what you think would be a likely essay question. Don’t simply highlight the readings with a marker (This can be a trap - it isn’t true that “to highlight is to know.”). If there are discussion questions at the end of chapters, spend a few minutes thinking about the questions, don’t simply read them (they are intended as a review of the assigned material).
- Think about your written assignments **before** you write them. Create a detailed outline before you begin to write any assignment. Plan on at least two—and preferably more—drafts of your work (ideally written at different sittings).
- Work with members of your team outside of class on a regular basis.