

PSY 102 – Introduction to Psychology II

Syllabus

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Course Information

Instructor Information

See the online course in Blackboard for instructor contact information and availability.

Textbook and Course Materials

We will be using McGraw-Hill's Psychology Connect and the Perusall annotation system for the course. **You are required to buy access to Connect and Perusall through the link we provide.** You will be completing assignments and quizzes on Connect; and reading and annotating material on Perusall. Once you buy access to Connect, you will receive immediate access to the textbook, and you will receive an access code for Connect at the same time. You will also have access to the textbook from Perusall. Everything will link to Blackboard for your access. Please note that when you access course resources, you should always go through Blackboard rather than a direct link.

The textbook is: Laura King (2020). *The Science of Psychology, 5E*. New York, NY: McGraw-Hill. ISBN 1260500578

You do not need to buy a physical copy of the textbook. However, some students like to have a hard copy and you are welcome to do so if you wish. If you bought a used textbook or rented a textbook, then you still must buy access to Connect and Perusall for this course through the link we provide.

Connect and Perusall are required for the course - you cannot pass the course without access. There is **no excuse for not having access.** You must use your vwu email address for your account. If you cannot buy access you should drop the course.

Contact the [Scribner Bookstore](#) for ordering information.

Course Description

The second part of the introductory psychology sequence and a prerequisite for other psychology courses. An overview of the study of behavior and mental processes, incorporating current psychological theories, research, and real-world applications.

Covers research methods, motivation, emotion, personality, social psychology, psychological disorders, industrial/organization psychology, and health psychology.

Credit Hours

4 hours

Prerequisites and/or Co-requisites

None

Learning Outcomes

Adapted from [APA Guidelines for the Undergraduate Psychology major](#)

Students who successfully complete the Introductory Psychology series will be able to:

- Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- Understand and apply basic research methods in psychology
- respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.
- Understand and apply psychological principles to personal, social, and organizational issues.
- Weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.
- Demonstrate information competence and the ability to use computers and other technology to communicate effectively in a variety of formats.
- Recognize, understand, and respect the complexity of sociocultural and international diversity.

Course Format and Design

If money doesn't buy you happiness, then what does? Why do memes spread so quickly on the internet? Why do you fall in love with some people and not others? Why doesn't gender always match biological sex? How does personality affect your health? What is best way to address anxiety or depression? Why are so many people scared of spiders and snakes? How do you get people to do what you want?

This class is for curious people. We'll be answering questions such as this during the course of the semester, as well as other questions that might come up as you start to learn about the science of psychology.

The course is offered fully online in modular format. It is designed to provide you with a variety of learning experiences and equip you with learning resources and activities mapped onto learning outcomes. Course activities will include interactive modules to help you learn and retain information, assessment activities in the form of quizzes, a midterm and final, community building exercises in the form of annotated readings and Flipgrid videos, homework in the form of short interactive activities or article reviews, and a more challenging final project to deepen your understanding in one area of psychology of your choosing.

All course materials will be available on McGraw-Hill's Connect course content delivery system, Perusall, and Blackboard. You will need to purchase access to Connect and Perusall, however, an e-copy of the textbook is included with these purchases, so you do not need to purchase an additional textbook unless you would prefer a hard copy for yourself.

University Information and Policies

University Mission Statement

Prepare each student for a meaningful life and career

The mission of Virginia Wesleyan University is to engage students of diverse ages, religions, ethnic origins, and backgrounds in a rigorous liberal arts education that will prepare them to meet the challenges of life and career in a complex and rapidly changing world. In this endeavor, the university employs a wide range of approaches to teaching and learning and provides opportunities to connect the study of the liberal arts with practical learning experiences on campus, in the Hampton Roads region, and throughout the world. In accord with our United Methodist heritage, Virginia Wesleyan aspires to be a supportive community that is committed to social responsibility, ethical conduct, higher learning, and religious freedom.

Special Needs and Accommodations

Virginia Wesleyan University is committed to giving all students the opportunity of academic success. If you are a student who is requesting accommodations based on the academic impact of a disability, speak to your instructor about your accommodations letter and specific needs. If you do not have an accommodations letter for this course, you will need to visit or call for an appointment with a disability support specialist to coordinate reasonable accommodations. Visit [Virginia Wesleyan University Disability Support Services](#) on the Web.

Honor Code

As a liberal arts university, Virginia Wesleyan is committed to values of citizenship and social responsibility fundamental to a community of scholars. People who join this academic community agree to maintain academic honesty and, therefore, not to cheat, lie, falsify data, or commit plagiarism or academic theft. Refer to the [Virginia Wesleyan Honor Code](#) for definitions, rights, responsibilities, and procedures.

Student Handbook

All students are expected to uphold the university's mission statement and abide by the university's honor code, the Virginia Wesleyan Creed, and all other standards that govern the conduct and behavior of students. For more information, refer to the [student handbook](#).

Technology Requirements

Online courses require that you have access to a computer with a reliable Internet connection (high-speed access recommended). A backup plan is recommended in the event of an Internet outage. You will also need a means by which to film short videos. You can use your phone, or your computer if it has a camera and microphone built in.

You will need to have access to and be able to use the following:

- A Web browser (Google Chrome is required for quizzes and tests.)
- Adobe Acrobat Reader ([Get Adobe Acrobat Reader free.](#))
- Microsoft Office 365 ([Get Office 365 free.](#))
- Windows 7, 8 or 10, MacOS 10.12 or higher
- A Virginia Wesleyan e-mail account
- A Java plug in
- A Flash plug in
- Popup windows enabled

For assistance with passwords and user IDs, contact the [Virginia Wesleyan Help Desk](#).

For assistance with Blackboard, please contact [the Help Center](#).

Instructional Technology

For information, support, and training in the academic software of the university, refer to the university's department of [Instructional Technology](#).

Learning Center

Contact the [Learning Center](#) for the following services:

- Academic advocacy and communication
- Academic planning and workshops
- Academic tutoring
- Computers and assistive technology
- Disability support services
- Individualized writing assistance
- Speech lab

Hofheimer Library

The Hofheimer Library supports the Virginia Wesleyan community by providing services, resources, and facilities that advance the academic program. Visit the [Hofheimer Library](#) on the Web for information, resources, services, and hours.

You will be asked to complete a final project which includes reviews of research articles. Thus, you may want to familiarize yourself with some of the resources offered by the library.

Nondiscrimination Statement

Virginia Wesleyan University does not discriminate against students of any race, religion, color, creed, gender, national and ethnic origin, age, marital status, covered veteran status, handicap, sexual orientation, or any other legally protected status in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other university-administered programs and facilities.

Diversity Statement

Virginia Wesleyan University values the benefits of its diversity. We are committed to educating the campus community about issues of diversity. The campus promotes freedom of thought and opinion in the spirit of mutual respect. Our campus community is enriched through programs, activities, and interactions by celebrating our uniqueness as well as our commonalities.

This commitment to diversity links programs and services that support the distinctiveness of individuals regardless of racial and ethnic backgrounds, physical and cognitive abilities, family status, sexual orientation, gender identity, socioeconomic status, age, and religious and spiritual values.

An essential feature of this community is an environment in which all students, faculty, administrators, and staff are able to study and work free from bias and harassment. Such an environment contributes to the growth and development of each member of the community.

Course Policies

Participation

This is an online course, and thus physical participation is not a component. However, participation and interaction will help you learn the material better, do well in the course, and will make it more fun. Thus, it is critical that you are an active participant.

You are strongly encouraged to reach out to your instructor with any questions or concerns that you may have. You are also encouraged to develop a rapport with your fellow classmates. This can be accomplished via the Flipgrid videos, annotation activities, and discussion posts. There is great value in peer-to-peer interaction and instruction - you will learn a lot from your classmates. You will also consolidate your own knowledge by helping others.

Note as well that because of the compressed schedule, in order to stay on top of material it is essential you not fall behind. We want you to earn a good grade in the course, and to do so, you must work hard in the short time you have to learn all the material and complete all the work effectively.

Late Work

Late work will be not be accepted. It is your responsibility to make sure work is completed on time. Due dates for all materials are on the syllabus, on the assignments themselves, and listed directly on each link to the work.

Please also note that in the event an **unexpected** emergency or illness arises that interferes with your ability to complete work within the scheduled time, you will be asked for documentation. Documentation is requested of everyone because asking for documentation ensures that those who would use these methods unethically are less likely to do so if they know they are unlikely to succeed.

Makeup Work

Makeup work is not allowed without verified and documented excuses as outlined in the late policy.

Extra Credit

There is no extra credit for this course.

Netiquette Guide

Security

- Don't share your password with others
- Change your password if you think someone else knows it
- Log out after using the system
- Be careful with the use of personal information (yours and others')
- Do not send confidential information over email

Discussion Board and Annotations

- Before posting your question, check if anyone has asked it already and received a reply.
- Don't write anything that sounds angry or sarcastic even as a joke, because without hearing your tone of voice, your peers might not realize you're joking.
- Always remember to say "please" and "thank you" when asking for help
- Respect the opinion of your classmates. If you feel the need to disagree, do so respectfully and acknowledge the valid points in your classmate's argument. I
- If you reply to a question from a classmate, make sure your answer is accurate! If someone else has already answered, don't post the same response again.
- Be brief. If you write a long post in response to a simple question, it's unlikely that anyone will spend the time to read through it all.
- Don't badmouth others. You may disagree with their ideas but be kind.
- If you refer to something your classmate said earlier, quote just a few key lines from their post so that others won't have to go back and figure out which post you're referring to.
- Before asking a question, check the class FAQs or search the Internet to see if the answer is obvious or easy to find.
- Check the most recent comments before you reply to an older comment.
- Be forgiving. If your classmate makes a mistake, don't badger him or her for it. Just let it go.

Email Netiquette

- Use a descriptive email subject line
- Be brief
- Do not send assignments over email – submit assignments over Blackboard
- Sign your message with your full name
- Double check the sender before you send the email
- If you are asking about course information, check to ensure that information is not available on the syllabus

General Guidelines

- Treat classmates and your professor with respect
- Always use your professor's proper title (Dr. or Professor, not Mr. or Mrs.) and don't use their first name unless they have specifically told you that is alright
- Use correct grammar and spelling for all communications
- Don't use all caps OR YOU WILL SOUND LIKE YOU ARE SCREAMING
- Limit or avoid the use of emoticons ;-)
- Avoid the use of slang terms and texting abbreviations
- Always access Perusall and Connect from the Blackboard links; do not bookmark the pages and go directly there or your scores will not transfer to the gradebook.

Course Grades and Assignments

Grade Allocation

| Assignment | Point Values |
|---|--------------|
| Perusall (9) | 180 |
| LS Modules (9) | 180 |
| Quizzes (9) | 90 |
| Interactivities (3) | 60 |
| Flipgrids (3) | 60 |
| Homework: Power of Process (2) | 100 |
| Infographic (3) <i>Infographic #1: 25 points</i> <i>Infographic #2: 50 points</i> <i>Infographic #3: 75 points</i> | 150 |
| Make it Memeingful | 80 |
| Final | 100 |
| Total Points Possible | 1000 |

Grading Scale

| | |
|----|--------|
| A | 93–100 |
| A- | 90–92 |
| B+ | 88–89 |
| B | 83–87 |
| B- | 80–82 |
| C+ | 78–79 |
| C | 73–77 |
| C- | 70–72 |

| | |
|----|----------|
| D+ | 68–69 |
| D | 63–67 |
| D- | 60–62 |
| F | Below 60 |

Assignment Descriptions

Perusall

Perusall will help you master readings faster, understand the material better, and get more out of this class. To achieve this goal, you will be collaboratively annotating (commenting, asking questions, and answering questions on) the textbook with others in the course. The help you'll get and provide your classmates (even if you don't know anyone personally) will help you resolve confusion and will make the process more fun. While you read, you'll receive rapid answers to your questions and help others answer their questions (which also helps you learn). You can start a new annotation thread in Perusall by highlighting text, asking a question, or posting a comment. You can also add a reply or comment to an existing thread. Each thread is like a chat with one or more members of your class. Your goals in annotating each reading assignment are *to stimulate discussion by posting good questions or comments and to help others by answering their questions*.

[Research](#) shows that by annotating thoughtfully, you'll learn more and get better grades, so here's what "annotating thoughtfully" means: Effective annotations *deeply engage points in the readings, stimulate discussion, offer informative questions or comments, and help others by addressing their questions or confusions*. To help you connect with classmates, you can "@" a classmate in a comment or question to have them notified by email (they'll also see a notification immediately if online), and you'll also be notified when your classmates respond to your questions.

Based on the overall body of your annotations, you will receive a score for each assignment as follows

- 20 points = demonstrates exceptionally thoughtful and thorough reading of the entire chapter
- 15 points = demonstrates thoughtful and thorough reading of the entire chapter
- 5 points = demonstrates superficial reading of the entire chapter OR thoughtful reading of only part of the chapter
- 0 points = demonstrates superficial reading of only part of the chapter

Your annotations should reflect the effort you put in your study of the text. It is unlikely that that effort will be reflected by just one or two thoughtful annotations per chapter. On the other extreme, 30 per chapter is probably too many, unless a number of them are superficial or short comments or questions (which is fine, because it is OK to engage in chat with your peers). Somewhere in between these two extremes is about right and, thoughtful questions or comments that stimulate discussion or thoughtful and helpful answers to other students' questions will earn you a higher score for the chapter. Note, also, that you must familiarize yourself with each chapter *in its entirety*. Failing to annotate the entire chapter will result in a lower score. In other words, if you

merely annotate material in the first few pages of the chapter, you will not earn a high score.

LS Modules in Connect

The learning modules are interactive questions which will help you practice the course material as well as develop metacognitive skills (in this case, whether or not you are right about how well you know the material). You must complete one learning module for every chapter. If you complete the module, you will receive 100% on the assignment. Whatever proportion of the material you complete is the proportion of points you will receive.

Most learning modules are approximately 1 ½ hour in length, although they vary depending on your performance. If you know the material well, you will progress more quickly. If you do not know the material well, they will take longer.

In order to learn and retain the most information, it is best if you read and annotate the chapter first, and then take the module. Additionally, it is best if you complete the modules over multiple sessions, rather than do the entire module during one sitting. You will retain more of the information in that way, even if it takes the same amount of time to complete the work.

Quizzes in Connect

Quizzes are open-book and are randomly generated for each new attempt. Each quiz is different. You have 20 minutes to answer 10 questions. You may take the quizzes as many times as you like, however, each additional attempt past the first will incur a 10% penalty.

During quizzes, your browser will be locked down. This means that once you open up the quiz, you will not be able to open any other web pages, print off anything, use browser extensions or the clipboard, or download material.

Interactivities in Connect

There will be a variety of short activities for 3 learning units. Generally, these will be relatively brief assignments that supplement the book material and should take approximately 20 minutes or less to complete.

Power of Process in Connect

It is important to be skilled and critical consumers of research and media. In these homework assignments, you will be asked to review, annotate and answer questions about short research studies. Expect to spend about 2 hours on this assignment.

Flipgrids

You will be asked to submit three short (3 minutes or less) videos to Flipgrid (an online video hosting site). You will be able to view and (if you wish) to respond (with either comments or another video) to your classmates' videos. In this way, although you will

likely not physically meet your classmates, you will still have the ability to “meet” them online. These should be relatively short assignments – don’t worry about the video being perfect. Expect to spend about an hour on these assignments.

Make it Memeingful

For this assignment, you will create 4 internet memes related to a concept focused within the field of psychology. The concept must be from the course. In addition to the memes themselves you will also write brief descriptions of about a paragraph in length describing how the item is conceptually related to the course content. Have fun with this – it’s meant to be an entertaining way to engage you with course materials. Expect to spend approximately 4 hours on this assignment.

Infographic Assignments

The homework and final paper are conceptually related. The homework Infographic and Power of Process assignments are designed to scaffold your final Infographic project. These assignments take varying amounts of time. Please review the assignments directly for a sense of how much time you need to budget for them.

In your Infographic homework assignments, you will be asked to (1) specify your chosen myth and identify its representation in popular culture and (2) find two research articles related to your myth. In the Power of Process assignments, you will practice reading journal articles and locating and recognizing the important information.

Final Exam in Connect

The final is an open book, cumulative, multiple-choice test, similar in content and format to the quizzes. The final will have 100 questions and you will have 3 hours to complete the exam and you may take it only one time. Your browser will be locked down during the exam.

Course Schedule

Refer to the [academic calendar](#) for important university dates.

The instructor reserves the right to make necessary changes, additions, deletions, and revisions to the course schedule as needed.

| Learning Unit | Readings | Assignments Due |
|---------------|-------------------|---|
| 1 | Chapter 2 | <ul style="list-style-type: none">• Perusall 2• LS Module 2• Quiz 2• Flipgrid 1 |
| 2 | Chapter 10 and 11 | <ul style="list-style-type: none">• Perusall 2 and 3• LS Modules 2 and 3• Quizzes 2 and 3 |

| Learning Unit | Readings | Assignments Due |
|---------------|-------------------|--|
| | | <ul style="list-style-type: none"> • Infographic: Controversy in Psychology |
| 3 | Chapter 12 | <ul style="list-style-type: none"> • Perusall 4 • LS Module 4 • Quiz 4 • Homework: Interactivities • Homework: The Power of Process |
| 4 | Chapter 13 | <ul style="list-style-type: none"> • Perusall 5 • LS Module 5 • Quiz 5 • Flipgrid 2 • Homework: Interactivities |
| 5 | Chapter 14 and 15 | <ul style="list-style-type: none"> • Perusall 6 and 7 • LS Modules 6 and 7 • Quizzes 6 and 7 • Homework: The Power of Process |
| 6 | Chapter 16 | <ul style="list-style-type: none"> • Perusall 8 • LS Module 8 • Quiz 8 • Homework: Interactivities • Infographic: Academic sources |
| 7 | Chapter 17 | <ul style="list-style-type: none"> • Perusall 9 • LS Module 9 • Quiz 9 • Homework: Make it Memeingful |
| 8 | | <ul style="list-style-type: none"> • Flipgrid 3 • Infographic: Final product • Final Exam |

Collaborative Learning

Collaborative learning in this course is achieved via participation in Perusall, the Flipgrid videos and the discussion posts. In order to learn from this effectively and enjoy the experience, it is important to participate in a timely, substantive, on-subject, and professional manner.

Hints for Success in Your Online Course

1. Be sure you have access to proper computer equipment, Internet service, and software as listed above.
2. Designate certain times each week to work on your course. Plan ahead, avoid procrastination, even out your workload, and absorb material before moving on.
3. Have a specific achievement goal for each log-on session to help you accomplish what you need to get done and avoid distractions
4. Actively participate in annotations and Flipgrids. Meaningful interchange will lead to better understanding of various aspects of the course and also contribute to the personality and warmth of the online class community.
5. Practice an informal but organized, concise, and clear writing style that aids online communication.
6. Venture beyond the classroom. The Internet medium of the online classroom gives ready access to electronic libraries and to pertinent websites that offer a significant advantage in understanding material.
7. The class uses short multimedia components to enrich the learning environment. Use them to enrich the learning experience.

Strategies for Success

You are capable of doing well in this course. It is a matter of effort, not ability. The key to success for this course is not to fall behind, and to devote sufficient time and energy to the material. If you put the effort in, you will do well.

We recommend that you should expect to work on this course approximately 3-4 hours a day, 6 days a week.

How to Do Well in This Class

If I were taking this class myself and learning the material for the first time, this is the approach I would use to most effectively learn the material and do well in the course.

First, I would read the chapter carefully, making annotations (the posts in Perusall) as I read. Then, I would begin reviewing the material using the Learning Modules. This is best done in small chunks rather than in one large session. [Research](#) shows you will retain more information if you spread your learning out

A proportion of the points you can earn in this class are effort based. If you complete the work, you will receive all the points. This is true of the Learning Modules. As long as you complete them, you will receive full credit for all the work. Additionally, completing the Learning Modules is a good way to practice the material, as the questions will cycle you through all learning goals for the course. So, by earning all the points, you are preparing for the quizzes.

Note that before telling you if you got the question right or wrong, you are asked how sure you are of your answer. What Connect is trying to do is teach you what is called “metacognitive” awareness. Most people have a gut feeling about how well they know something. Sometimes you know you know something, sometimes you know you don’t know something. That is valuable information. By asking you that question, and then immediately giving you feedback, Connect is trying to teach you whether or not your gut feeling is accurate. Try to listen to that feeling. If you can learn to assess your state of knowledge accurately, you will be better at knowing whether or not you are ready to take a quiz or whether you need further preparation.

While you can toggle off this function if you find it distracting, as you go through the questions in the Learning Modules, the SmartBook will automatically keep track of which learning goals you answer easily, and which learning goals you have more difficulty with. Then, the program will automatically highlight the material in the book with green (for learning goals you easily and correctly answer), yellow (for learning goals you master relatively easily) and red (for learning goals you have more difficulty with). If you miss too many questions tied to a particular learning goal, the program will ask if you want to review the information before continuing on and can even direct you to the exact page where that information is found. Note that you may highlight material and put sticky notes on the SmartBook if you find those options helpful.

You might consider going back to Perusall and writing an annotation question about one of the red highlighted areas. One of your classmates may be able to answer a question for you in a way that helps you understand that concept better or may stimulate a conversation that helps frame that learning goal for you. Additionally, this may help improve your score for the Perusall assignment.

After completing the Learning Module for the chapter, I would then go through and read my classmates’ annotations, looking to see if I could answer any of their questions. This will help you get a good score for your annotations as well as help consolidate your own learning. This is also a good time to check and review material you feel unsure about and make your final preparations to take the quiz.

You may be ready at this point to take the quiz, or you may need a bit more practice. While you do not get more points for doing extra, you can always practice with the Learning Modules some more, or even use Connect to generate practice quizzes before taking the real quiz (see section on Practice Activities). If despite your preparations you do poorly on a test, you may re-take it, although each additional attempt will incur a 10% penalty.

In addition to the Learning Modules, the annotations, and the quizzes, you also have short activities, Flipgrid videos, and homework assignments. At the beginning of the week, I would sit down and review the assignments, making estimates of how much time they will take to complete, and thinking about when in the week they need to be started in order to complete them on time. Because all assignments (with the exception of the midterm and final) will be open from the first day of class, you can review them and make an estimate of how long they will take to complete. Working backwards, I would think about what tasks need to be completed each day in order to turn work in on time.

The material contained within this course is usually covered within a 15-week semester, including in-class time. You will be covering it within a much shorter time frame, and rather than spending time in a physical classroom, you are expected to take that time and work individually on course content. So, you are completing a larger amount of work in a shorter period of time. Many of you will be working, have family obligations, busy lives, and other responsibilities to attend to at the same time you are taking the course. With a compressed schedule such as this, it is essential you stay on track and are disciplined and organized. So, if you are having difficulty with any of the course requirements, run into problems, are confused about what needs to be done, or have any other issues, please communicate with your instructor about what's going on. We realize and expect this course to be challenging. But we want you to do well, we want you to learn, and we want this to be a positive experience for you. We are here to help and guide you through the process.

Practice Activities

Connect contains a number of functions which can help you improve your performance if you aren't doing as well as you would like to. These activities are optional but may help you improve your grade.

Self-Quiz and Study. The Self-Quiz and Study provides access to a “help yourself” self-study aid. It can help you review key concepts and take practice quizzes and is available in your library. In order to begin, click on **Self-Quiz and Study** from your **Library** menu, and click **begin**. The practice quizzes will be listed according to chapter, and the blue drop down arrow will further differentiate the material by specific learning goals. The page numbers in which the associated material can be found are also listed, and any videos (click **see all**) associated with the content are also listed. Click on the chapter in order to begin questions related to the entire chapter or click on **practice** on the right-hand side for questions related to each individual learning goal.

Recharge. After finishing the LS Modules, if you would like additional practice with the materials, you can “recharge” your learning and continue to work on additional questions. This option can be found after the due date for the LS Modules has passed in the **Further Study** section of your **To Do** page.

SmartBook. After selecting content assigned to you from your **To Do** list or the **Table of Contents** you can begin reading. You can preview the material using the page images on the left. Especially important content will be highlighted yellow. Once you have mastered the concepts these highlights will change to green. You can always turn the highlights on or off if you find them distracting.

Reports. You can use the **Reports** section to evaluate your performance and help you use the SmartBook more efficiently. There, you can review your current **Learning Status** (how much material you have left to learn before mastering learning goals). Under **Topic Scores**, you can view your performance on each section, and identify the sections with which you struggled the most. You can also review the specific items you answered incorrectly on under **Missed Questions**. Alternatively, you can view your performance in terms of learning goals under **Most Challenging Learning Objectives**. There, you can see information on which learning goals you struggled with, as well as the pages from the book you may want to refresh your learning on. You can review your metacognitive awareness of your performance under **Self-Assessment**. There, you can

see the percentage of questions for which you knew you knew the material, didn't know you knew the material, knew you didn't know the material, or didn't know you didn't know the material. This can be helpful for determining if, for example, you need to have more confidence in your knowledge (i.e. didn't know you knew) and "gut feeling" about a question, or whether you don't actually know the material well enough (i.e., didn't know you didn't know or know you didn't know).