

GRAF PSYCHOLOGY 560 COURSE OUTLINE

TEXT: Psychology by Richard Malott & Donald Whaley

PROFESSOR: Stephen Graf

This is your course outline. I hope it cues your behavior. One type of cue is a rule. We're going to define a rule as a statement that tells us what to do, when to do it, and what will result if we do it or don't do it. *Telling you very carefully what the "rules" of the course are - is one way I have of making it easier for you to do the behaviors which will bring you success.*

Here's another one of my success-makers. A couple of questions that you should try to answer, *to see if my message came through.* These will pop up every few lines:

- @1. What three things does a rule tell you?
- @2. Why are you supposed to know the 'rules' of the course?
- @3. What's one reason for you to answer these study questions?

Here's a third success-maker. We'll set up a system of rewards that can occur almost daily. We'll use these instead of infrequent exams that only happen occasionally. *This should keep us on our toes, instead of letting our study behaviors get way behind.*

We'll call these rewards 'credits'. We'll set up a grading system that simply counts our credits. We'll set standards before we begin that will tell us how many credits we need to earn for an 'A', 'B', 'C', & 'D'. This means we can all earn an 'A'.

- @4. Should you expect exams that are few and far between?
- @5. What's a good reason for daily rewards?
- @6. Will your grade be related to how well other students do?

We'll also insist that we learn the essentials of the course to the point where we can produce those essentials speedily and accurately. These essentials will be 25 statements that everybody must know, so we'll call them 'Must Statements'. And we'll have a special rule for these 'Must Credits', *so that no one will say "I punt on those"*.

As your teacher, my job will be to: 1) Set the rules 2) Give you chances to succeed 3) Give you feedback so you'll know whether or not you succeeded 4) Give you additional chances to succeed if at first you didn't 5) Reward you for your successes 6) Know your name 7) Make the course run smoothly.

- @7. What are the Must Statements?
- @8. Why a special rule for the Must Credits?
- @9. What's your teacher's job?

If I do my job well, here's what should happen. You'll have said or written 24 root principles of behavior so often and so quickly they'll be almost automatic. You'll read and study the entire book (even if you've never done that in a course before). You'll earn a grade of A, B, or C in the course (the more 'A's the better). At or near the end of the course you'll say, "Wow! I did it and I liked it!" (referring, I hope, to the other behaviors above that I've just described). You'll write a brief letter to the dean of your college, or to the Academic Vice-President of the University, saying "Reward Professor Graf for running an outstanding course! More courses should be set up like that" (Or words to that effect.)

- @10. What are some behaviors that should occur if Dr. Graf does his job well?

"WHY, DR. GRAF, WHY, WHY, WHY?"

All Psychologists are not alike, just as all Instructors are not alike. Your instructor is a scientist, as well as a teacher. He analyzes teaching behavior and he analyzes study behavior. Label: Behavior Analyst. Not all psychologists are behavior analysts. Dick Malott and Don Whaley are two good examples of behavior analysts. Your instructor also uses a precise behavioral measurement system to monitor student learning. Label: Precision Teacher. Not all instructors are precision teachers. Og Lindsley and Hank Pennypacker are two good examples of precision teachers.

Some instructors use particular methods because they assume that's the best way to teach. Or because that's the way they were taught. A Precise Behavior Analyst shouldn't make such an assumption, nor use 'tradition' as a reason.

- @11. Are all psychologists "Behavior Analysts"?
- @12. Are all instructors "Precision Teachers"?
- @13. What labels wouldst you use to describe your instructors?
- @14. Why might some instructors spend 95% of the time lecturing?

Some statements not supported by data: "The most effective way to teach is to lecture". "Listening equals learning". "Knowledge is something you can be told". "Instructors impart knowledge to students".

Some statements supported by data: "You learn by doing". "Studying daily is more effective than studying twice a quarter". "You'll learn material better studying for 25 tests than studying for 4 tests".

- @15. Does evidence indicate that lecturing is the most effective form of teaching?

You have a right to ask 'why?' in a course. You'll find some 'whys' in this Course Outline, but they're necessarily brief. See me for a conference if you'd like more detail.

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1. WHAT DETERMINES YOUR GRADE? (Grading Policy)

- A. THE "MUST CREDIT" RULE. Each student must do the "must credit" task successfully two times. Seven chances will be set up. The limit you can receive is two credits, so you get out of class early on "must credit" days if you earn your two credits before all the chances have occurred. If you do not achieve the two "must credits", the highest grade you can achieve is a 'D'.

Why the "must credit"? What we don't learn very well - we don't remember very well. To do something accurately and fast, we have to overlearn it. And work on building up that speed! As a result, that well-learned response will be there when you want it. And you can apply it when you need it. What good is something if you didn't learn it, can't remember it, and can't apply it?

- @16. How many chances do you have to get two "must credits"?
- @17. What is the limit on the "must credits" you can achieve?
- @18. What happens if you don't achieve two "must credits"?
- @19. What the heck good is an education that you didn't learn, can't remember, and can't apply?

- B. THE "EARN CREDITS FOR GRADE" RULE. If the two "must credits" are achieved, your grade is completely determined by the number of credits you earn. Earn 60 or more credits and you'll get an 'A'. Earn 50-59 credits and you'll get a 'B'. Earn 34-49 credits and you'll get a 'C'. Earn 20-33 credits and you'll get a 'D'. Earn less than 20 credits and you'll get an 'F'.

Bonus. You can make the All-Stars. By the last day of class, you may have earned 60 credits. If so, you make the Graf All-Stars, and receive a certificate and a free trip (to the stage) amidst a thundering ovation by your classmates. If you have earned 50 credits by the last day (and you can get to 60 on the Final), you make the second team All-Stars.

- @20. How is your grade determined, if you have both "must credits"?
- @21. How can you make the Graf All-Stars?

Why "earn credits for grade"? So you can work on your own learning, and not have to worry about how your fellow students are doing. The standards are absolute, rather than relative. This means everyone can earn an 'A'. In a relative system, your grade is based on how you did relative to everyone else. I don't like that. You could do quality work, but your grade would suffer if enough people did better. Then too, your performance could be shoddy, yet you could get an 'A' because everybody else was even worse. Another reason: credits are more immediate than something like a mid-term grade.

- @22. State two reasons for the 'credit' system you'll be in.
- @23. What do 'absolute' standards mean?

2. HOW DO YOU EARN THE CREDITS WHICH DETERMINE YOUR GRADE?

- A. The Entrance Assessment. (32 credits possible) A test over all 32 chapters of Malott & Whaley's Psychology. Takes place the first week. Each chapter is scored separately. If you score 80 or better on any chapter, you earn an "entrance credit" on that chapter. If you score less than 80 on a chapter, you don't get any credit on that chapter. Don't freak out over this test. I don't expect you to get any credits.

Why the Entrance Assessment? So I can measure your performance level as you enter the course, rather than assume that it's zilch.

- @24. What score do you need to earn an "entrance credit" on a chapter?
- @25. How many "entrance credits" is it possible to earn?
- @26. Does Dr. Graf expect you to earn any "entrance credits"?
- @27. Why have an "entrance assessment"?

- B. Surveys. (32 credits possible) Takes place every Monday & Thursday (week 2 through week 9). Sometimes twice on Thursdays (week 4 through week 9). A test on four chapters of Malott & Whaley. See the Course Calendar in the Appendix for what chapters are covered on which days. Each chapter is scored separately. If you score 86 or better on a chapter, you get a "survey credit" for that chapter. You can only get a "survey credit" once on a chapter. You get three different chances on the first 24 chapters, and two different chances on the last eight chapters. Note: The Entrance Assessment and its 32 credits are completely separate from the 32 Survey credits.

Should you take a Survey on four chapters that you already got a "survey credit" for? Sure. But you can't get any more than one "survey credit"? Correct. *Then why do it? Because you can find out how well your behavior is holding up, without risk. Can you lose a survey credit after you earn it? Nope.*

- @28. What days are the Surveys on?
- @29. How many chapters are covered by each Survey?
- @30. What score do you need to earn a survey credit on a chapter?
- @31. If you get 87, 100, and 93 on three surveys covering chapter 2, how many credits have you earned?
- @32. Can you lose a credit once you've gotten it?
- @33. How many survey credits can you earn?
- @34. If you get an entrance credit on a chapter, can you earn a survey credit on the same chapter?

Why so many Surveys? We don't all succeed on the first try. So you get feedback, study some more, and try again. And again. Doesn't this make more sense than a one-shot test where you sink or swim and never go back and get it right if you mess up?

- @35. Why so many surveys?

- C. The Exit Assessment. (32 credits possible) Another test over all 32 chapters of your text. Takes place the 10th week of class. Each chapter scored separately. If you score 80 or better on any chapter, you earn an "exit credit" on that chapter. Plus that chapter won't be on your Final. If you score less than 80 on a chapter, you don't get any exit credit on that chapter. All the chapters on which you don't get "exit credit" become the chapters for your Final Assessment.

- @36. What score do you need to earn an exit credit on a chapter?
- @37. How many chapters are covered on the Exit Assessment?
- @38. What chapters are covered on your Final Assessment?
- @39. Thought Question. *Why an Exit Assessment?*

- D. The Final Assessment. (Only credits possible are the chapters where you didn't get exit credits) Takes place during Finals Week. Each chapter is scored separately. If you score 80 or better on any of these chapters, you earn a "final credit" for that chapter. If you score less than 80 on a chapter on both the Exit and Final, you don't get any "exit-final credit" on that chapter.

- @40. Can you earn another credit on the Final Assessment for a chapter you got on the Exit Assessment?

- E. The Must Credits. (2 credits necessary) Opportunities take place on 7 different days (see Appendix for specific days). The 24 "must statements" appear on the last page of the course outline. Your task? Learn the 24 so well that you can write them in less than eight minutes. Or, if you choose, you can say them for me in 100 seconds or less. If you want to replace a 'write' try with a 'say' try, you sign up on a sheet that I'll have put on the front stage. 'Say' tries occur in my office. 'Write' tries occur at the end of class.
- @41. How long do you have to write the 24 Must Statements?
 - @42. If you choose to "say" the Must Statements, how long do you have in which to say them?
 - @43. How do you go about replacing a 'write' try with a 'say' try?
 - @44. How many tries can you have on any one day?
- F. The Class Credits. (8 credits possible) One class credit can be earned each week (week 2 through week 9). In class on Tuesdays and Wednesdays, I ask questions. The questions are selected from the "study questions" in your text. Tuesday the questions cover the first two chapters of the four we cover each week. Wednesday the questions cover the last two chapters of that week. We cover all four chapters in a single day if a holiday shortens a week.

Once I ask a question, I then call on somebody to answer it. I only call on you if you have volunteered to be in the "class credit" pool. If you're in the pool, you're eligible for class credit. If you're not in the pool, you're not eligible for class credit.

If you're the first person called on to answer a question, you have 10 seconds to start your answer. I start my watch when you receive the microphone (we use a microphone to make sure everyone can hear what you say). If you don't start your answer within 10 seconds, a beep occurs. The beep means you receive a 'skip' for the question. If you do start your answer within 10 seconds, we all listen and then I give you feedback. Unless I can't hear you. If I can't hear you, a buzzer sounds. The first buzz is a warning signal. It means: talk louder immediately. If you don't, the buzzer sounds again, and you can't receive your class credit for that week (but you'd still be in the pool).

Often more than one person will be called on to answer the same question. If so, you have three seconds to begin your answer. My watch starts when you receive the mike. If you don't start within three seconds, a beep occurs and you get a 'skip' for the question.

Books, cards, notes and neighbors are not allowed to be consulted, when you're asked a question. If you do consult one of the above, you lose your opportunity for the class credit for that week, and you'll hear a zap.

When I hear your answer to a study question, I label your feedback. "Bulls-eye" indicates your answer's fine. "Close" means it's close to being right. "Try" means it's off the target. At the end of class on Wednesday you've earned one class credit if you got a "try", "close", or "bulls-eye" each time you were called upon that week. Note: You haven't earned a class credit until the end of class on Wednesday. If I call on you and you're not in class, you receive a "no chance". Receiving a "no chance" drops you out of the pool. If you wanted back in you would need to notify me some time before the following week's class credit session started. If you didn't get back in the pool, you wouldn't be able to earn any more class credits. If you ask to get back in, but late, you'll be back in the following Tuesday. A "no chance" at any time during the two class credit sessions of a week = no class credit that week.

Any 'skip', 'beep', 'zap', or '2 buzzes' also mean no class credit for you that week. But you'd still be in the pool if any of these occurred. My hope is that everyone gets the class credit every week. In the past, obtaining all the class credits has increased a person's course grade by one letter in one out of two cases.

Why the complex rules and penalties? Specifying the behavior we want, the behavior we don't want, and the results that occur in either case - is one way that we have of encouraging appropriate behavior.

During the last two minutes of each class credit session, we have a "two-minute drill". Yes-no true-false type questions are used. The action is wild and hectic. As many students as possible are called upon. If you don't get called on during the class credit sessions in a week (and you were in the pool), you get a 'free' class credit.

- @45. How many class credits can be earned in one week?
- @46. Where do the questions come from?
- @47. How many chapters are usually covered in one day of a class credit session?
- @48. What students get called on in a class credit session?
- @49. If you are the first to answer a question, how long do you have to start your answer before you'd be charged with a 'skip'?
- @50. What happens if you don't talk loud enough to be heard?
- @51. How long do you have to start your answer if someone else already has had a shot at the question you are asked?
- @52. What does a 'beep' mean?
- @53. When would a 'zap' occur, and what would be the result for a student?
- @54. When have you earned a class credit for a week? (Be careful on this one)
- @55. What would be the result if you received a 'try' on the only two questions you were asked in the two class credit sessions of a week? (This is crucial information)
- @56. When does a 'no chance' occur? What are the two results?
- @57. What would happen if (for example) you got a 'close' on a question you answered, then you left, and you got called on in the two minute drill?
- @58. What happens if you're in the pool but you don't get called on during a week?

- G. The Q-C Credit. (1 credit possible) If you fill out and hand in the "First Day Information Sheet", the "Last Day Information Sheet", and you schedule and show up for a brief conference with me in my office sometime during the quarter, the result is that you earn a "Q-C credit". The conference must take place prior to the last day of class. "Say" tries for the Must Credits do not count as a conference.
 - @59. What three actions are required for you to earn the one Q-C credit?
- H. The Extra Credit. (1 credit possible) You will receive a separate sheet later in the Quarter on the rules for obtaining the 'extra credit'.

3. HOW MANY CREDITS ARE POSSIBLE ?

You could earn 108 credits. 32 of those occur on the Entrance Assessment. I don't expect you to get any of those 32, but any that you do get - you've got them ! 32 Entrance + 32 Survey + 32 Exit-Final + 2 Must + 8 Class + 1 Q C + 1 Extra = 108.

@60. How many credits are possible in the course?

@61. REVIEW. What must you have, in order to be able to get a grade higher than a 'D'?

@62. REVIEW. How many credits do you need for an 'A'? 'B'? 'C'? 'D'?

@63. REVIEW. If you earned 14 credits in the course, including the 2 Must Credits, what grade would you receive?

4. WHAT HAPPENS IF YOU MISS CLASS? (Attendance Policy)

You are expected to know what is scheduled for each class period. You'll find this information on the Course Calendar (the next to last page of your course outline). The policy on attendance is: If you miss, you miss. No make-ups are given for the Entrance Assessment. No make-ups are given for a Survey. No make-ups are given for the Exit Assessment. Very, very rarely are make-ups given for the Final Assessment. No make-ups are given for the Must Credit tries. No make-ups are possible if you miss a Class Credit session.

Why no make-ups? So many opportunities exist for achieving success in this course, that a student who misses a class only on rare occasions will usually have no difficulty finding another class period in which to compensate for the absence. Those students who miss frequently are encouraged to withdraw from the course.

@64. What happens if you miss class?

@65. Why no make-ups?

5. WHEN DOES CLASS START?

On time. I get to class early so I can talk with you if you want to see me about anything. But we can talk only up until it's time for class to start. I'll also be available immediately after class. We try our best to finish class on time.

@66. When does class start?

6. WHAT IS THE SCAN SHEET RULE?

You'll get a scan sheet to use on Assessments and Surveys. You'll need to bring a #2 pencil. Use the pencil to print your NAME and SEAT NUMBER at the top. Fill in your STUDENT NUMBER and its MARKS. Your answers go in as MARKS next to the appropriate question numbers. The marks of your student number are what the machine reads to identify you.

You'll also need to print an 'O' or an 'E' on the top line. This tells whether you are 'Odd' or 'Even' (There are always two different tests being used). Your seat number has 3 digits. The middle digit determines odd or even. If middle digit is 1,3,5,7, or 9, your seat is odd. If middle digit is 0,2,4,6, or 8, your seat is even.

The Scan Sheet Rule: If your student number is 'marked' correctly, you'll receive scores on your performance. If you mess up your student number marks, your scan sheet won't get processed. That means you'll lose any chance for getting credit from that particular Survey or Assessment since you won't get any scores.

@67. Should you use a pen to fill in a scan sheet?

@68. If your seat number was 145, would you be odd or even?
236? 902? 903?

@69. What happens if you forget to mark your student number?

@70. Thought question: Who will you blame if you don't fill in your scan sheet correctly?

7. WHAT TEXT INFORMATION ARE YOU RESPONSIBLE FOR?

All the questions on Assessments and Surveys are from the study questions in your text. Questions will be in a multiple-choice form.

@71. Where do the questions on Assessments and Surveys come from?

8. HOW DO YOU FIGURE OUT WHAT IS IMPORTANT?

Look at the first page of the Appendix: Study Question Weights. Each study question in each chapter has a value I have given to it. The weight of the question tells you how much it "counts" toward your score. Weights range from 1 to 10. Note on the sheet that chapter numbers run across the top. Study question numbers run from top to bottom. With this sheet you can pinpoint the 'crucial' questions from each chapter.

@72. What is the weight of Question 1 in Chapter 14?
Question 40 in Chapter 8?

9. HOW MUCH TIME SHOULD YOU EXPECT TO SPEND STUDYING FOR THIS COURSE?

Eight hours a week outside of class, according to the Youngstown State University Bulletin. Your pace for reading, studying, and preparing might be more or less than 8 hours per week. Your other responsibilities - work, school, social, and home- can also be factors that will cue your behavior.

@73. How many hours per week should you expect to spend studying Psychology?

10. HOW SHOULD YOU STUDY AND PREPARE?

A. For the Entrance Assessment. Since this is a test to see where you stand as you enter the course, you don't have to study at all for this test. Since any credits you can earn will count, you are welcome to cram as hard as you can the night before, if you think it will help.

B. For the Surveys. (And in general) Let's look at three behaviors: Gathering information. Producing information. Manipulating information. Gathering information refers to behaviors such as reading, listening, looking, smelling, or touching. Students often believe that gathering information is all there is to studying. Not so! They listen to lectures, take notes, read their text, underline, reread, etc. All these are only information-gathering behaviors.

Producing information is when you try to produce the answer to a study question without having the answer available. Much harder than just reading the answer. And, much more productive. Produce an answer. Then check it. Bullseye? Close? Try? Or skip? Skipping is a cop-out because you didn't produce an answer. *Note: I hope you see how the Class Credit sessions relate to this.*

Manipulating information refers to behavior such as ordering, grouping, making inferences, and making choices. And generalizing. You'll see test questions that ask: "Which of the following is an example of (something or other)?" And maybe none of the four choices are the same as the example cited in the text.

If your prior behavior consisted of reading and underlining, you're in trouble because the question above will look like new stuff.

If your prior behavior consisted of producing answers, but the answer you produced was the example cited in the text, you're again in trouble because what you're producing isn't matching exactly with the choices you're now given.

How to handle such questions. You need to manipulate information, by first asking yourself: "What are the critical features of (something or other)?" Then: "Which of these choices contains those critical features?"

I don't think this type of 'thinking behavior' comes naturally. I do think we can help it develop. That's why we'll spend a lot of Class Credit Session time on citing examples (of something or other).

I hear many of you say "In this class, you've got to get it on your own." What you're saying (and you're correct) is that gathering the information has got to be done outside of class. On the Surveys, twice a week, you're manipulating information. And in the Class Credit Sessions, twice a week, you'll be both producing and manipulating information. You'll be able to gather some information from me when I help clarify your answers, but it won't be enough, in itself, to pull you through. You've got to do that first information gathering on your own.

Here is how I suggest that you operate outside of class. Read a chapter. On 3x5 cards, write out the study questions, one to a card, with study question number and its weight. Write out the answer to each question on the back of the card. Shuffle the cards. Go through the deck, looking at the questions. Force yourself to try and answer the study questions as they come up. If you can produce an answer, check it with what's on the back of the card. Sort the cards into three piles: hits, tries, and skips. The "hits" include 'bulls-eyes' and 'closes'. The "tries" are those that you tried to answer but messed up, as you found when you checked the correct answer. The "skips" are those that you didn't try to answer (because you knew you couldn't produce).

From the three piles, read through the questions and answers for the "tries" and "skips". Rehearse them if you want. Then shuffle and go through the "tries" and "skips", again sorting into three piles. Continue to recycle in this way. Notice that you're always dealing with those questions that you "tried" or "skipped". As soon as a card goes on the "hit pile, you're no longer working with it. The deck gets smaller and smaller until you've put all the cards on the "hit" pile. Start all over with the whole deck when you want to review.

- @74. What are the three behaviors involved in study and preparation?
- @75. Cite an example of information-gathering behavior.
- @76. Cite an example of information-producing behavior.
- @77. Cite an example of information-manipulating behavior.
- @78. What mistake do most students make with respect to studying (assuming that they do study)?
- @79. What type of behavior will be involved in Class Credit sessions? Cite an example.
- @80. What does a student mean who says "In this class you've got to get it on your own."
- @81. Thought question. What type of student behavior goes on in your other classes (in class)?
- @82. What do you have to do if you want chapter cards?

- C. For the Exit Assessment. Look at the scores for each chapter on your TIPS Output Sheet (which you'll receive every Tuesday). Pick the chapters that you've done best on and review them (using information-producing behavior). You don't have to answer chapters in order. Just make sure each question number matches each answer number.
- D. For the Final Assessment. Use the TIPS Output Sheet and study only those chapters on which you didn't receive 'exit credits'.
- E. For the Must Credits. Make 25 cards with the statement on one side and its number on the other. Shuffle the cards. Look at the number, then say the statement, without looking at the statement first. Practice until you can say them all without hesitation, out of order. Then put them in order. Next, without using the cards, think the number '1' and say the Must Statement that goes with it. Think '2' and say the statement, etc. You should be able to get through all 25 in less than 100 seconds. Next practice writing the statements out in order, in less than 8 minutes.
- F. For the Class Credits. The biggest hurdle is making sure you get to class. The next biggest hurdle is making sure you give each question a try, even if you're not sure of the answer. This applies even when you're not the person called on. Remember: You'll be rewarded for a 'try'. You might want to make some notes on the corrective feedback given.
- G. For the Q-C Credit. You're off to a good start on this one if you've turned in the First Day Information Sheet by the time you read this. The conference doesn't take any preparing. You do need to locate the sign-up sheet. It will usually be found on the front stage before and after class. Look for a time when you're free, sign up, and make a note to yourself not to forget it. Don't worry if you can't schedule a conference right away. They'll be spread over the entire quarter. You should bring your latest TIPS Output Sheet with you to your conference. Conferences usually take about 5 minutes. The Last Day Information Sheet is the final part of the Q-C credit and asks for your comments on various aspects of the course.
- H. For the Extra Credit. See the "Extra Credit Hand-Out", when it is handed out.
- @83. Are you required to have a conference during the quarter?

STUDY QUESTION WEIGHTS

EXPLANATION: Each study question in each chapter has been weighted to indicate its relative importance. The larger the weight, the greater the importance of that question.

STUDY QUESTION NUMBERS	CHAPTER NUMBER																															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
1	1				3	1	5	1	2	2	3	1	5	1	3	6	3	1	1	1	1	1	1	1	1	1	1	2	2	4	2	1
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Graf's COURSE CALENDAR for PSYCHOLOGY 560 (3401) Spring 1983

Week	Day	Date	Asmt on Chaps.	Survey on Chaps.	Resurvey on Chaps.	Class Credit Chaps.	Must Oppor. #	Comment
1	Mon	28 Mar 83	*	*	*	*	0	First day: Handouts; Where are we?
1	Tues	29 Mar	1-32	*	*	*	-	Entrance Assessment
1	Wed	30 Mar	*	*	*	Sample	1	Details on class procedures
1	Thur	31 Mar	*	Sample	*	Sample	-	Simulate Class Credit, Survey
	Fri	Sat	Sun					NO CLASS
2	Mon	4 Apr 83	*	1-4	*	*	2	Feedback follows Survey every Monday
2	Tues	5 Apr	*	*	*	1&2	-	
2	Wed	6 Apr	*	*	*	3&4	-	
2	Thur	7 Apr	*	1-4	*	*	3	
	Fri	Sat	Sun					NO CLASS
3	Mon	11 Apr 83	*	5-8	*	*	4	
3	Tues	12 Apr	*	*	*	5&6	-	
3	Wed	13 Apr	*	*	*	7&8	-	
3	Thur	14 Apr	*	5-8	*	*	5	
	Fri	Sat	Sun					NO CLASS
4	Mon	18 Apr 83	*	9-12	*	*	6	Last chance for 1st Must Credit
4	Tues	19 Apr	*	*	*	9&10	-	
4	Wed	20 Apr	*	*	*	11&12	-	
4	Thur	21 Apr	*	9-12	1-4	*	-	
	Fri	Sat	Sun					NO CLASS
5	Mon	25 Apr 83	*	13-16	*	*	7	Last chance for 2nd Must Credit
5	Tues	26 Apr	*	*	*	13&14		Must Credit finished
5	Wed	27 Apr	*	*	*	15&16		
5	Thur	28 Apr	*	13-16	5-8	*		
	Fri	Sat	Sun					NO CLASS
6	Mon	2 May 83	*	17-20	*	*		
6	Tues	3 May	*	*	*	17&18		
6	Wed	4 May	*	*	*	19&20		
6	Thur	5 May	*	17-20	9-12	*		
	Fri	Sat	Sun					NO CLASS. Sat.=Last day for 'AU' or 'W'.
7	Mon	9 May 83	*	21-24	*	*		
7	Tues	10 May	*	*	*	21&22		
7	Wed	11 May	*	*	*	23&24		
7	Thur	12 May	*	21-24	13-16			
	Fri	Sat	Sun					NO CLASS
8	Mon	16 May 83	*	25-28	*	*		
8	Tues	17 May	*	*	*	25&26		
8	Wed	18 May	*	*	*	27&28		
8	Thur	19 May	*	25-28	17-20	*		
	Fri	Sat	Sun					NO CLASS
9	Mon	23 May 83	*	29-32	*	*		
9	Tues	24 May	*	*	*	29-32		Class Credits finished
9	Wed	25 May	*	29-32	21-24	..		Surveys & Resurveys finished
	Thur	Fri	Sat	Sun	Mon	Tues		NO CLASS: Prepare for Exit Assessment
10	Tues	31 May	1-32	..	..	..		Exit Assessment: What have you learned?
10	Wed	1 Jun	*	..	..	..		Free day Last day for conferences
10	Thur	2 Jun	*	..	..	..		Last class: Awards, results, evaluation.
	Fri	Sat	Sun	Mon	Tues			NO CLASS: Prepare for Final Assessment
11	Wed	8 Jun 83	1-32	..	..	..		8-10am: Final for those who need it.
11	Thur	9 Jun	..	..	..	..		Course finished
11	Fri	10 Jun	..	..	..	..		Output from Final in TIPS Boxes:8am

PSYCHOLOGY 560

INSTRUCTOR: Ezechiel Jero, Ph.D.

NAME SEAT

Day Wk	Date	1 Min Test	SAFMEDS	S.C. Chart	Questions	CONSUMER INITIALS	TEST CN	DAILY GRADE SCORE for DAY	DAILY GRADE SCORE FOR QUARTER	RATIO	DAILY GRADE	AIM GRADE BEST	AIM GRADE
M 1	28 th MAR 83							1-32					
W 1	30							1-2					
M 2	4 APR 83							3-4					
W 2	6							5-6					
M 3	11							7-8					
W 3	13							9-10					
M 4	18							11-12					
W 4	20							13-14					
M 5	25							15-16					
W 5	27*							1-32					
M 6	2 MAY 83							17-18					
W 6	4*							19-20					
M 7	9							21-22					
W 7	11							23-24					
M 8	16							25-26					
W 8	18							27-28					
M 9	23							29-32					
W 9	25*							1-32					
M 10	30				<i>Memorial Day - No Class</i>			0					
W 10	1 st JUN 83							LAST CLASS					
M 11	6*							1-32					

- 28 March - Entrance Assessment
- 27 April - Early Assessment
- * 4 May - Last week for 'W' or 'AU'
- 25 May - Exit Assessment
- 1 June - Last day of class - evaluations
- 6 June - Final Assessment 8-10 AM

DAILY GRADE	AIM GRADE
30+ = A	45+/min = A*
15-29 = B	40-44/min = B*
10-14 = C	30-39/min = C*
5-9 = D	20-29/min = D*
<5 = F	<20/min = F

*with no more than 2 errors/min