# General Manual

For PSY 101: General Psychology  
At Delta State University

## Computer-Aided Personalized System of Instruction (CAPSI)

Academic Year: 2005-2006

Heidi L. Eyre  
Darlene E. Crone-Todd  
Joseph J. Pear

Thanks to Wayne Chan, Toby Martin, Gabriel Schnerch, and Kirsten Wirth for their valuable contributions made to previous versions of this manual.
General Manual for PSY 101: General Psychology
Computer-Aided Personalized System of Instruction (CAPSI) Taught
Course At Delta State University
2005-2006
H. L Eyre, D. E. Crone-Todd, & J. J. Pear

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A. **Instructors:**

All four sections of CAPSI-related PSY101 courses are taught on Tuesdays and Thursdays. Note the section in which you are registered to determine which instructor will be teaching your course.

**Dr. Darlene E. Crone-Todd**

If you are registered for my course for either the 08:00 – 09:15 or 09:25 – 10:40 section, then I will be the instructor. Here is my contact information:

Internet email (preferred): dctodd@deltastate.edu  
CAPSI email: cronetodd  
Office: Ewing 353  
Office Hours:  
- Monday: 14:30 – 15:30  
- Tuesday: 11:00 – 12:00 & 15:00 – 16:00  
- Wednesday: 10:00 – 12:00 & 14:30 – 15:30  
- Thursday: 11:00 – 12:00  
- Friday: 08:00 – 09:00 & 10:00 – 12:00  
Phone Number: (662) 846-4394  
CAPSI Website: [http://www.webcapsi.com](http://www.webcapsi.com)  
Course website: [http://ntweb.deltastate.edu/VP_Academic/dacronetodd/](http://ntweb.deltastate.edu/VP_Academic/dacronetodd/)

**Dr. Heidi L. Eyre**

If you are registered for my course for either the 10:50 – 12:05 or 13:40 – 14:55 section, then I will be the instructor. Here is my contact information:

Internet email: heyre@deltastate.edu  
CAPSI email: heyre  
Office: Ewing 349  
Office Hours:  
- Monday: 10:00-10:50 & 17:00 – 17:50  
- Tuesday: 13:00 – 13:30  
- Wednesday: 08:00 – 08:50 & 10:00 – 10:50  
- Thursday: 13:00 – 13:30  
- Friday: 08:00-08:50; 10:00 – 10:50; & 14:00 – 17:00  
Phone number: (662) 846-4365  
CAPSI Website: [http://www.webcapsi.com/](http://www.webcapsi.com/)  
Course Website: [http://ntweb.deltastate.edu/heyre2](http://ntweb.deltastate.edu/heyre2)

Please consult the link to “Course Information” frequently as course information and changes will be available on this website.

B. **Required Materials**

C. Teaching Method & Goals

We use a teaching method known as Personalized System of Instruction (PSI). Originally developed by the behavioral psychologist Fred S. Keller, and hence also known as the "Keller Plan," PSI is based on learning principles. A computer program facilitates course administration; hence, the version of PSI used here is termed Computer-Aided Personalized System of Instruction (CAPSI). The goal of teaching courses using CAPSI is that students are able to think, talk, and write knowledgeably about the course material. The question-answer mastery procedure is designed to help students achieve this type of proficiency.

CAPSI originated at the University of Manitoba over two decades ago, as developed by Dr. Joseph Pear and his associates. Dr. Crone-Todd has used it successfully for several years at both the University of Manitoba and at Delta State University. Dr. Eyre has used it successfully since arriving at Delta State University. We look forward to helping you be successful in mastering your learning objectives in this course by using this system.

D. Major Course Components

Students will attend class meetings and participate in class-related activities. You are urged to contact your instructor by any of the methods identified in Section A if you have any course-related problems or questions at any time. You are also urged to check the CAPSI course homepage and their CAPSI-based email (http://www.webcapi.com) regularly for course information. Points towards a final grade are earned in the following course components.

D.I. Unit tests (78 points)

The material in PSY 101 is divided into 13 units. To do well in this course, it is recommended that you attend to all of the components available for grades. Opportunities to take unit tests and to review and provide feedback on other students' unit tests (called "peer-reviewing," see below) are provided to help students prepare for the examinations. The other components for course grading are explained below.


Access to the internet, including the CAPSI website http://www.webcapi.com/ and all Course-related websites and email capability.

*Suggested:* Access to the website affiliated with the textbook http://psychology.wadsworth.com/weiten_themes6e

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Heidi L. Eyre, Darlene E. Crone-Todd, and Joseph J. Pear
Each unit test will consist of three randomly chosen questions from the study questions listed in the Course Manual for PSY 101: General Psychology. There is a time limit of 60 minutes for writing each unit test. The study questions are of the short-essay type: it is important that students be able to answer them in clear English sentences. Many of the answers to the questions for Unit 1 (which is on the course procedures) are contained in this manual. Answers to the questions for the remaining units may be obtained through reading and understanding the material in the textbook (see Section O: A Guide to Taking a CAPSI-Taught Course). Unit tests may be taken at any time using a computer connected to the Internet. (Information on which computers to use and how to use them is provided in this manual under Section M: Using the CAPSI Program.) Tests will be evaluated by the instructor, an upper-level psychology student mentor, or two peer-reviewers -- i.e., students who have previously passed a test on that unit (see below). A student passes a test on a unit by demonstrating mastery of the material in the unit (i.e., the student has completely and correctly answered all of the unit test questions). Unit tests must be taken in numerical order, and (after Unit 1) students may not take a test on a given unit until they have passed a test on the previous unit. This ensures that students will have the necessary background to master each unit, since the units build systematically on the material in previous units.

There is no penalty for not passing a unit test. In this case, you will receive either a “restudy” or a “conditional”. At this time, only an instructor (Dr. Eyre or Dr. Crone-Todd) can render a “conditional”. In the case of a restudy, you simply try again with a new test on that unit, after a minimum period of thirty minutes for restudying. In the case of a conditional, you will be asked to submit additional information to correctly and completely answer the question(s) that were unclear. There is no limit on the number of attempts permitted on any unit.

Each unit test counts for 6 points, making a total of 78 points if all units are completed by the last day of classes regularly scheduled classes at Delta State University. No unit tests may be written after that day.

### D.2. Examinations (180 Points)

Four exams will be administered through the CAPSI program on the dates indicated on the course calendar; however, you do have the option of taking these exams early (see section D.2.1 below). Exams 1, 2, and 3 will each be worth 40 points for a total of 120 points, and Exam 4 will be worth 60 points. Regularly scheduled exams will be taken during regularly scheduled class time in the Center for Teaching and Learning Computer Lab (2nd floor of Ewing) and will be supervised. All exams will be closed book and closed notes. Although the examination is planned as being within the CAPSI system, if there are technical difficulties, then students may be required to take the examination via other electronic methods (e.g., MS Word) or via paper and pen. The alternative forms of the exam will be at the discretion of the instructor. Therefore, you should always come prepared for these eventualities.
The exams will consist of six questions selected quasi-randomly from each of the units covered by that exam. You will choose the 5 questions that you want to answer out of the six presented. Only 5 questions will be graded, so you must be sure to indicate which of the five you want graded (otherwise I just grade the first 5 I read). The exams will have a 50-minute time limit, so be sure to be on time. Unlike the unit tests, partial credit will be given on exams. On Exams 1, 2, and 3, each answer will be worth up to 8 points each, and on Exam 4, each question will be worth up to 12 points each.

The procedure for writing exams is similar to that for writing unit tests, as described above. A student requests an exam from the CAPSI program during the allotted examination time while in the CTL computer lab. The CAPSI program will present the exam to the student who will then have 50 minutes in which to answer the questions. At the end of the 50-minute time period students must submit their examinations whether or not they are completed.

Students must also sign in and out after class to document they were physically present in the computer lab during the examination (the CAPSI program also maintains a transaction log to verify the sign in sheets). If a student is found to have requested, written, or taken (in whole or in part) an exam at a different time or place than specified in the syllabus or by pre-arrangement with the instructor, then they will receive a grade of "zero" on the exam, and no makeup exam will be allowed.

Although students are not required to have completed the units covered on the exam before writing it, doing so will help them be maximally prepared for the examination.

D.2.1. Optional Self-Pacing for Exams (work ahead)

In the past, a number of students have completed their unit tests ahead of schedule. If you would like to work through the course at a rate faster than described in the tentative schedule, you may attempt this option. Optional early exams will be available each Friday at the following times: 07:45 – 08:50; 10:00 – 11:30; or 13:00 – 17:00. The location for these exams will be noted on the sign-up sheet. In this case, you can choose to attempt writing your exam(s) earlier than scheduled exam dates if you meet certain criteria as describe below.

The criteria for writing an early exam include:

• You must have passed all of the units covered on the exam by Thursday at class time
• You must sign-up for this option in your class section the day before the exam (e.g., you must sign up during the Thursday class to take the exam on Friday).
• You must have either earned a mastery level of 85% on a previous early exam, or have taken the previous exam at the scheduled date in the course schedule (see below for more information).
If you choose this option, and you do so several weeks ahead of a scheduled exam, then you may choose to write the exam on more than one occasion. For example:

Sarah Lee has passed the first four unit tests by Sept 1. She then signs up in class that day to write Exam 1 on Sept. 2. She earns an 86% on Exam 1. She has met the mastery criteria for Exam 1, so she can now move on to attempt Exam 2 (after she has completed the next three unit tests). However, Sarah Lee decides that she would rather try to an “A” on the exam. She chooses to sign up to write another form of the exam on Sept. 9. She gets a 93% on this exam. If she so chooses, she can continue retaking this exam, trying for her highest score until the date of the scheduled Exam 1 in the syllabus. She may take the Exam again during the scheduled time in the CTL lab, or if she has received her desired score, she does not need to come to the lab on that exam day. Note that all students must write each exam by the date scheduled in the general manual, unless documented reasons are provided for unforeseen emergencies or serious illness.

No matter how many attempts you make on the exam, your instructor will count your highest score. Remember, though, you must meet the above criteria to be able to write the exam early! If you sign up to take an exam early, but do not show up or show up more than 10 minutes late to take that exam, you will be given a zero for that attempt. However, you can still write the exam on a different Friday, as long as it is before the scheduled Exam day.

If a student does not score at least 85% (e.g., they score 80% or 70%), and they choose to keep that score as the Exam score, then they must wait until after the scheduled date for that exam has passed before they can write another early exam. To see how this works, consider the following example:

Tommy Lee has worked ahead on his units, and passed all of the units covered on Exam 2. He signs up in class on Thursday to write Exam 2 on the next day at 07:30. He earns a score of 75% on that exam. He decides that he can live with that score, so does not schedule any other early attempts at Exam 2, and does not show up at the scheduled time for Exam 2. Instead, he works ahead on the units covered on Exam 3 and continues to peer review to earn additional points. In this case, Tommy Lee will have to wait until after the scheduled date for Exam 2 to make an early attempt at Exam 3.

If you choose to complete all four of your exams earlier than scheduled, you can complete the course in less than a semester. If you meet the criteria to choose this option, then your performance in the course will be pro-rated based on your attendance and work completed in the course by the time you complete the course. You can also choose to stay in the course, and continue working on peer reviewing or other assignments until you are satisfied with your grade.
D.2.2. Feedback on Exams in this Course

As a general guideline, you can expect feedback on your written exams within approximately 1.5 – 2.0 weeks after taking the exam. There may be exams that receive feedback earlier, but we cannot guarantee an earlier turnaround time.

You should ensure that you read the feedback on each exam and unit test in this course. By doing so, you may learn something that will help you improve your answers on future tests and exams. Be sure to check both the general comments and the comments for each answer so that you can receive maximum feedback.

D.3. Peer-reviewing (Total points vary, but can be approximately ≥ 22))

A student will earn 1.5 points each time he or she serves as a peer-reviewer for another student. Although the 1.5-points-per-unit-test peer-reviewed may seem small, these points can add up to a difference of half a letter grade or more in your final grade. To be eligible to be selected for service as a peer-reviewer on a given unit test, the student must have indicated willingness to be a peer-reviewer during the time period in which the test is submitted, and must have previously passed a test on that unit. Peer-reviewers are required to mark each test within 24 hours after the computer has submitted it to them; failure to do so results in a penalty of 1.5 points. The reason for this rule is to ensure rapid feedback to students on their unit tests. Peer-reviewers will be expected to perform their duties conscientiously; anyone who does not may forfeit the opportunity to peer-review.

There is no stated restriction on the number of times you can peer-review throughout the course. In practice, the number of times you can peer-review will be limited by the fact that peer-reviewers will always be selected from among those eligible students who have peer-reviewed the fewest number of times. Students who proceed slowly will not have as much opportunity to peer-review as those who move more rapidly. In general, it should be possible for a student who works at a steady rate to peer-review at least 15 times, and thus to earn at least 22 course points for peer-reviewing. Many students earn far more than that, although this depends upon class size and the frequency of unit test writing by students in the course.

Students who do not wish to peer-review may do a project instead for a maximum total of 22 points. The project would consist of a term paper of 8 double-space typewritten pages, not counting references, written in the style of a standard psychological journal article, and would be due by the last day available for unit tests. The topic of the paper must be clearly related to the course material, and must be approved by the instructor by the second examination date (see Course Calendar). The paper would be due by the third examination. Please contact the instructor for more information if you wish to pursue this option. That being said, I would like to point out that peer-reviewing is a very valuable part of the learning process, and it would be far more beneficial to students to do so. I strongly encourage students to participate in the course by peer-reviewing rather than writing a paper.
D.4. Research Participation

D.4.1. Course-Related Research Participation (Inside Class - 20 points)

As part of this course, students are asked to participate in several research studies related to the course procedures. One of the first assignments in this course is to write a pretest. This pretest will not be graded – it is simply designed to assess the skills you have coming into this course as well as your course-related attitudes and opinions. When you have completed the pretest, you will have earned 4 points toward your research participation. At the very end of the course you will be given a posttest that will be similar to the pretest. The completion of the posttest will also be worth 4 points.

After each exam you will be given the opportunity to complete a Study Behaviors Questionnaire. This questionnaire assesses how you studied for the exam as well as asking general opinions about the course. Please be honest in these questionnaires – they will only be used to get feedback about how the course is going and where improvements might be made. No student will be individually identified. This questionnaire may be completed during class after the exam (if time permits) or immediately after the exam on your own time. Each one of the Study Behaviors Questionnaires will be worth 3 points for a total of 12 points. Note: If you are completing the exams ahead of schedule, please be sure to complete the Study Behaviors Questionnaire immediately after you have completed your first attempt at the exam.

D.4.2. Psychology Subject Pool Research Credit (Outside class – 20 points)

As part of this course, students are asked to participate in several research studies offered by psychology professors and students – 5 hours worth of research to be exact (1 hour = 1 experiment credit = 4 points; _ hour = _ experiment credit = 2 points).

Research opportunities will be posted periodically in the Psychology hallway (near our offices in the Ewing building) or announced in class. Please check the hallway often since experiment sign-up sheets are often only posted the day before the experiment is scheduled to take place. Students should make certain to record the experimenter’s phone number and the name, day, time, and place of the experiment. The experimenter will record whether or not a student receives credit for participating in an experiment and they will inform your instructor regarding your participation. The instructor will keep a record of student research participation. Students should also keep a detailed record of their participation in experiments. However, students should NOT inform their instructor of their participation in each experiment. This will be taken care of by the experimenter. A student who signs up for an experiment but realizes he/she cannot attend must notify the experimenter via phone or e-
mail at least 24 hours before the experiment to be excused. Otherwise, the student will receive a minimum grade of zero for the missed experiment. The researcher also has the option to assign penalty points to a student’s research participation grade for failing to attend an experiment (4 penalty points per “no show”).

If a student chooses not to participate in experiments, he or she may write a research paper about a topic in psychology. Your must meet with your instructor to determine a suitable topic. The paper must be at least 8 pages typed in 12-point Times New Roman font, double spaced with one-inch margins, and consist of at least 3 references from approved sources. The topic of the paper must be approved by the instructor by the third examination date (see Course Calendar). The paper would be due by Dec 2.

D.5. Psychological Reports (2 x 20 points = 40 points)

In this course students will be asked to write two short psychological reports (2-3 pages, typed, and double-spaced). (1) Violate Those Norms Paper: The first report is on violating social norms and the specific requirements for that assignment are listed in your textbook on the insert sheet immediately before p. 687. In short, the assignment asks the student to conduct an experiment in which he or she violates a social norm and then reports the results of his or her experiment. This paper is due Oct. 25 (late papers will be accepted until Nov. 1 for a 50% late penalty).

(2) Psychological Disorders Paper: The second report will be a critical analysis of a movie that portends to portray a psychological disorder. Students use what they know about specific psychological disorders in order to determine whether they believe the movie accurately portrays that disorder or not. A handout outlining the specifics of this assignment is available in your textbook immediately before p. 605. This paper is due Nov. 29 (late papers will be accepted until Dec. 5 for a 50% late penalty).

D.6. Attendance, Participation, and Assignments (60 points)

Regular and punctual attendance at all scheduled classes and activities is expected of all students and is regarded as integral to course credit. University policy holds that students must attend a minimum of 75% of all scheduled classes and activities. When, for any reason, a student accumulates absences greater than 25% of scheduled meetings of class [7 days], the student receives a grade of F in the class.

Each student is directly responsible to the individual professor for absences and for making up work missed. A student absent from class when an exam is scheduled is entitled to a makeup exam only if evidence is presented to the instructor [upon immediate return to class] that the absence was due to illness or death in the immediate family. All authorized make-up exams will be given on Friday Dec. 2.
Official absences are granted to students required to miss class for University sponsored events (see p. 73 of the University Bulletin for examples). Commuting students are excused from classes when the Weather Bureau has issued a weather advisory of hazardous driving conditions (see pp. 72-73 of the University Bulletin).

**If a student arrives in class 10 minutes late or more, or leaves class early, he or she will be counted as absent for that class period.**

In the case where a student opts to complete their unit tests and exams early performance in the other course grade criteria will be determined based on the classes they have attended up to their earlier finish date. If you choose this option, you are strongly encouraged to meet with your instructor to discuss your grade before you stop attending classes!

**Attendance and Assignments (20 points):** Small in-class and out-of-class assignments will be periodically given. These assignments will be graded simply as completed or not completed (100% or 0%). At each exam, assignments and attendance will be averaged to create this portion of your course grade (5 points per exam).

**Participation (40 points):** The research has consistently shown that lecturing is the least effective way for students to learn. Thus, in this course lecturing will be kept to a minimum and will be primarily used to introduce new concepts or clarify difficult concepts. Therefore, class time will make use of large-group or small-group discussion. In this type of format, each student is responsible for bringing prepared answers to class to the study questions that correspond with that day’s topic. Students will either be placed in groups where they will share their answers or they will individually be asked to answer a given question from the text.

Answers may be given with open notes, but not open book. That is, students are expected to have prepared answers to the study questions by either writing out the answer in its entirety, by memorizing an answer, or by having jotted down notes that will help them form an answer on the spot. Simply highlighting the answer in the text will not be sufficient since textbooks must be closed during this portion of class.

Each response given (either from the group or from the individual) will count toward an individual’s participation points. Participation will be divided into 4 sets corresponding to each exam. That is, a student may earn up to 10 participation points per exam (totaling 40 points).
E. Course Grade

You earn points for seven major course components, weighted as follows:

E1. Number of Points For Each Course Component

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams 1, 2, &amp; 3 (40 each)</td>
<td>120.00</td>
</tr>
<tr>
<td>Exam 4</td>
<td>60.00</td>
</tr>
<tr>
<td>Unit tests (13 x 6 points)</td>
<td>78.00</td>
</tr>
<tr>
<td>Peer-reviewing</td>
<td>22.00</td>
</tr>
<tr>
<td>Course-Related Research Participation</td>
<td>20.00</td>
</tr>
<tr>
<td>Psychology Subject Pool Participation</td>
<td>20.00</td>
</tr>
<tr>
<td>Psychological Reports (2 x 20)</td>
<td>40.00</td>
</tr>
<tr>
<td>Seminar/Participation/Preparation</td>
<td>60.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>420.00 (or more)</strong></td>
</tr>
</tbody>
</table>

The number of points you earn during the course determines your final letter grade:

E2. Number of Points Required for Each Letter Grade

- A 360 – 420+
- B 320 – 359.99
- C 280 – 319.99
- D 240 – 279.00
- F 239.99 and below

F. COURSE CALENDAR:

Tentative Class Schedule for PSY 101 (Fall 2005)

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Discussion (CAPSI unit being covered)</th>
<th>Weiten Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 23</td>
<td>Welcome to CAPSI - meet in CTL Computer Lab (Unit 1)</td>
<td>pp. 27-33</td>
</tr>
<tr>
<td>Aug 25</td>
<td>Welcome to CAPSI - meet in CTL Computer Lab (Unit 1)</td>
<td>pp. 27-33</td>
</tr>
<tr>
<td>Aug 30</td>
<td>Research Methods in Psychology (Unit 2)</td>
<td>Ch. 2</td>
</tr>
<tr>
<td>Sept 1</td>
<td>Research Methods in Psychology (Unit 2)</td>
<td>Ch. 2</td>
</tr>
<tr>
<td>Sept 6</td>
<td>Biological Bases of Behavior (Unit 3)</td>
<td>Ch. 3</td>
</tr>
<tr>
<td>Sept 8</td>
<td>Biological Bases of Behavior (Unit 3)</td>
<td>Ch. 3</td>
</tr>
<tr>
<td>Sept 13</td>
<td>Sensation and Perception (Unit 4)</td>
<td>Ch. 4</td>
</tr>
<tr>
<td>Sept 15</td>
<td>Sensation and Perception (Unit 4)</td>
<td>Ch. 4</td>
</tr>
<tr>
<td>Sept 20</td>
<td>Exam 1 – meet in CTL Computer Lab (Units 1-4)</td>
<td>Ch. 5</td>
</tr>
<tr>
<td>Sept 22</td>
<td>Variations in Consciousness (Unit 5)</td>
<td>Ch. 5</td>
</tr>
<tr>
<td>Sept 27</td>
<td>Variations in Consciousness (Unit 5)</td>
<td>Ch. 5</td>
</tr>
</tbody>
</table>
Sept 29  Memory (Unit 6)  Ch. 7
Oct  4  Learning (Unit 7)  Ch. 6
Oct  6  Learning (Unit 7)  Ch. 6

Oct 11  Exam 2 – meet in CTL Computer Lab (Units 5-7)

Oct 13  Fall Break – No Classes

Oct 18  Language and Thought (Unit 8)  Ch. 8
Oct 20  Intelligence (Unit 8)  Ch. 9
Oct 25  Social Psychology (Unit 9)  Ch. 16
Oct 27  Social Psychology (Unit 9)  Ch. 16
Nov  1  Development (Unit 10)  Ch. 11
Nov  3  Development (Unit 10)  Ch. 11

Nov  8  Exam 3 – meet in CTL Computer Lab (Units 8-10)
Nov 10  Personality (Unit 11)  Ch. 12
Nov 15  Personality (Unit 11)  Ch. 12
Nov 17  Psychological Disorders (Unit 12)  Ch. 13
Nov 22  Psychological Disorders (Unit 12)  Ch. 13
Nov 24  Thanksgiving Holiday – No Classes

Nov 29  Treatment (Unit 13)  Ch. 14
Dec  1  Treatment (Unit 13)  Ch. 14

Dec  5-9  Exam 4 - meet in CTL Computer Lab (Units 11-13)

Time and Day based on class section – see Final Exam Schedule Below

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Section</th>
<th>Class Time</th>
<th>Final Exam Date</th>
<th>Final Exam Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Crone-Todd</td>
<td>Section 3</td>
<td>8:00-9:15 am</td>
<td>Tuesday, Dec 6</td>
<td>8:00-11:00 am</td>
</tr>
<tr>
<td>Dr. Crone-Todd</td>
<td>Section 2</td>
<td>9:25-10:40 am</td>
<td>Thursday, Dec 8</td>
<td>8:00-11:00 am</td>
</tr>
<tr>
<td>Dr. Eyre</td>
<td>Section 4</td>
<td>10:50-12:05 pm</td>
<td>Tuesday, Dec 6</td>
<td>3:00-6:00 pm</td>
</tr>
<tr>
<td>Dr. Eyre</td>
<td>Section 5</td>
<td>1:40-2:55 pm</td>
<td>Thursday, Dec 8</td>
<td>3:00-6:00 pm</td>
</tr>
</tbody>
</table>

Other Important Dates

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Available Day to Write Unit Tests</td>
<td>Aug. 23</td>
</tr>
<tr>
<td>Last day to withdraw from a course without a grade of W or F</td>
<td>Sept. 19</td>
</tr>
<tr>
<td>Midterm Grades</td>
<td>Oct. 17</td>
</tr>
<tr>
<td>Social Norms Paper Due</td>
<td>Oct. 25</td>
</tr>
</tbody>
</table>
G. Missed Examinations

If you miss an exam due to illness or death in the immediate family, please notify the instructor as soon as you return to class and provide documentation as to your absence (e.g., funeral notice, doctor’s note). Make-up exams will all be given on Dec. 2. On Nov. 29, a sign-up sheet will be posted on your instructor’s door with available times for a make-up exam. Please sign up for a given time slot and be sure to note the location of the make-up exam. You will only be allowed to make-up an exam if you have previously consulted with your instructor and provided documentation regarding the nature of your absence.

H. Course Policies

University Cheating and Plagiarism Policy: From the Bulletin of Delta State University, 2005-2006 (p. 53):

“Cheating and plagiarism are not tolerated. If it is established that a violation has occurred, instructors may determine the penalty and should report the offense to the division/department chair, the student’s advisor, the dean and the Office of Academic Affairs. The usual minimum penalty involves a grade of zero on the test, examination, or paper in question. A second offense by any student will be reviewed for more stringent action and will usually result in suspension. Any additional offenses will usually result in expulsion from the university.”

More specifically, if a student presents another person’s work as his or her own, without proper citation, then it is considered to be plagiarism. This other person may be another student in the course or it may be an author of a published work. Claiming not to know you committed plagiarism is not an acceptable defense. If you are using three or more words from a source (be it the textbook, a book, journal article, website, or another individual), then quotation marks need to be used as well as a citation (including the author, year, and page number the material was quoted from). If the student is paraphrasing material from an author, then the student still needs to include a citation as to the author and year of the material. Please see the DSU Library Guide entitled “Plagiarism Prevention: A Guide for Students” which may be found using the following link: http://library.deltastate.edu/libguides/plagiarismstudents.html for a more complete description

| Optional - Peer Review Alternative Paper Due | Nov. 8 |
| Psychological Disorders Paper Due | Nov. 29 |
| Last Day to Write Unit Tests | Dec. 2 |
| Make-up Exam Day | |
| Optional - Research Alternative Paper Due | |
of how to avoid plagiarism. In short, all papers and homework assignments must be the student's own work and no one else’s work.

Further, impersonation of someone else within the CAPSI system or allowing another person to write answers to your unit tests will result in a minimum of a grade of zero for all CAPSI-related activities. Writing another student’s exam or allowing another individual to write your exam will result in an automatic F for the course.

Pay for Print: Students are responsible for the costs of printing a copy of their papers and homework assignments. In addition students are responsible for the costs of printing off copies of the General Manual and Course Specific Manual that contains the Unit Study Questions.

Student Academic Grievance Policy: If you feel that you have been treated unfairly, it is important that you follow a “chain of command” in raising any issues. Please (1) discuss the problem with me. If it is still not resolved the chain of command for discussing and submitting written appeals would be as follows: (2) to Dr. Hutchens, the Psychology program coordinator; (3) to Dr. Buckley, the Division Chair of Counselor Education and Psychology; (3) to Dr. House, the Dean of Education. If these three individuals cannot resolve the problem, see p. 77 of the University Bulletin for further steps you may take.

Americans with Disabilities Act: If a student has a disability that qualifies under the Americans with Disabilities Act and requires accommodation, he/she should contact the Counseling and Testing Center located in the Student Health Center for information on appropriate policies and procedures. Please note that accommodations cannot be made retroactively and thus it is the student’s responsibility to make the professor aware of any special accommodation needs as early in the semester as possible.

I. Importance of Not Procrastinating

Although the course procedures allow students to go at their own pace, they should not allow this to lull them into a false sense of security. Students who put off doing unit tests will not earn as many peer-review points as those who work at a steady pace, and will also be in danger of not completing all the units. Although the course procedures are intended to ensure that every unit test has the maximum possible chance of being marked within 24 hours, there is no guarantee that it will be. Unit tests sometimes take more than 24 hours to be marked because a peer-reviewer is late and the test is reassigned to another peer-reviewer, who then has another 24 hours to mark it (and, of course, it is possible for this process to be repeated several times). Students are therefore strongly advised to avoid procrastination in writing tests (and in peer-reviewing!).

J. Expectations Regarding Student Behavior

Student Conduct and Absences: Disruptions in class are unfair to all students, and are also distracting to the professor. Please do not:
1. Talk or visit with other students during lecture.
2. Talk with other students about non-class related matters during group work.
3. Have your pager or cell phone “ring” or “flash” in class. Pagers and cell phones should be turned off and put away during class meetings.
4. Talk or text-message on your cell phone or other communication device in class.
5. Arrive late or leave early, unless you have a good reason that you can document.

If any of the above behaviors occur, then the student will be asked to stop. If the behavior persists, the student will be asked to leave the class. If a student is asked to leave the class, it will be counted as an absence.

Treat your conduct as a student as you should treat your conduct as an employee. That is, if you must be absent, you should let me know ahead of time. Be prepared with documentation, and to hand in any work that you would miss. Ensure that you arrange to find out what is going on and get notes from someone else in class. Being absent from a class does not provide an excuse for missing deadlines.

K. **Using Materials During Unit Tests**

These tests are unsupervised, but you should write them without consulting course notes, text, other material or persons. This will help prepare you for writing the supervised examinations and final examination.

L. **Accessing the CAPSI Program**

You may access the CAPSI program from any location (home, workplace, campus, etc.) with a personal computer that is connected to the Internet and that has an appropriate web browser. (The display and other functions of the program generally work best on Microsoft Internet Explorer, which therefore is recommended.) To access the program load your web browser, click the address bar, type [http://www.webcapsi.com](http://www.webcapsi.com) into the address bar, and then push the enter key. The screen you will see is shown in Figure 1.
3. You can visit the course web site to find helpful and important information about your course. To do this, click the line that says “Undergraduate Course Information For Delta State University Students.”

2. You can log in to the CAPSI program. To do this, click the username box (to select it) and begin by entering the last six digits of your student number (this is your new 900-number, not your SSN). Then click the password box (to select it) and enter your password (which at the beginning of the course will be the last six digits of your student number. (If you were previously enrolled in a CAPSI-taught course please try your previous password as the program may have retained it.) Now, at this point the computer may respond: "invalid login". If you try several times and this keeps happening, this simply means that the instructor has not yet entered the last six digits of your student number into the program for the course. Press the escape key to get out of the program and log off the computer. Then contact your instructor and he or she will take care of the problem as soon as possible.

3. You can e-mail support if you are experiencing any problems with the program.

For Delta State University students who want to access CAPSI from campus, you can do this from any computer connected to the Delta State University Computer
M. Using the CAPSI Program

M.I. Main Menu Commands

When your instructor has entered the last six digits of your student number into the program and you follow the above procedure, you will see a menu bar at the top of your “home” screen. (We'll call this the "main menu".) You may select any of the items in the main menu (which are fairly self-explanatory) by simply clicking the chosen item. Do not be afraid to experiment with this just to see what will happen.

M.I.1. Changing Your Password

One of the choices in the main menu is "Change Password." This choice permits you to change your password, which you should do as soon as possible. Your password may be any combination of letters and digits, up to eight characters. No one but you should know your password because an unscrupulous person could use it to get into your account. That person might then find out confidential information about your performance in the course or do any of the functions below (e.g., send out messages, write tests, peer-review tests) in your name, leaving you responsible for any problems he or she may have caused. To change your password, select Change Password from the main menu. A box will appear asking for your current password. See Figure 2.

![CAPSI Interface](image_url)

Figure 2. The screen for changing your password.
Type in your current password, new password, and then re-enter your new password (to make sure the password you entered is the one you really want) in the appropriate fields. Then click “Update Password”.

Passwords may have numbers, letters, and other characters such as punctuation marks, and it is a good idea to use a combination of these. You may use a mixture of upper and lowercase characters.

**M1.2. Quitting the Program**

Note that one of the choices in the main menu is “Log out”. *You should always choose “Log out” before exiting the program.* This is especially important if you are logged in at a computer in a public place (e.g., a university computer lab), because if you don’t the next person who sits down at that computer may access your account.

**M2. Communication with the Instructor through the CAPSI Messaging System**

**M2.1. Receiving messages from the instructor**

CAPSI has a simple email program that allows students to receive and send short messages from and to the instructor. To access the email feature, choose “Message Box” from the main menu bar. A screen will appear listing all the Email you have in your mailbox.

The listing has five headings:
- From - indicates who sent you the message.
- Date – indicates the date the message was sent.
- Time - the time the message was sent.
- Subject - the topic of the message.
- Read (Y/N) - indicates whether you have read the message.
M.2.2. Reading and Replying to a Message

To read an Email message, click the ‘View’ button next to the message. You will see the text of the message, along with the header information you saw in the previous screen (with the exception of ‘Read’).
After you have read a message, you can reply to it by clicking ‘Reply’ in the Read Mail screen (the screen you should be currently at after reading your message).

Click in the top left corner of the ‘Message Detail’ box. You can now type in your response. When you are finished typing your reply, click the ‘Send Message’ button.

You should check your messages daily, as the Instructor may use this messaging system to send important information to students.

**M.2.3. Sending a New Message**

To send a new message to the instructor click the ‘Compose New Message’ button in the top left corner of the email messages screen. You should see the screen shown in Figure 5. (Another way to communicate with the instructor is through your Internet email account, as explained later in this manual. For long questions and answers, this is better than the CAPSI messaging system, which is intended only for relatively short communications.)

![Compose Message](image)

Now, perform the following steps:

1. Click anywhere in the ‘Message Detail’ box. Type in your message here.
2. After you have finished typing your message, click anywhere on the pull-down box next to ‘To’. Select the user that you are sending to. Typically this will be your course instructor.

3. Now click the ‘Subject’ line. Type in the subject or topic of the message.

4. Click the ‘Send Message’ button when you are done if you are satisfied with how your message looks. Otherwise click the "Cancel" button.

After you have done this, you are returned to the initial screen listing the messages in your mailbox.

M.2.4. Deleting a Message

To delete a message from your mailbox, click the ‘Delete’ button next to the appropriate message. A box will pop up asking if you are sure you want to delete the message. Click the ‘OK’ button if you do, and the ‘Cancel’ button if you do not. Either option will then return you to the mailbox screen.

M.2.5. Courses

Selecting the “Courses” option will take you to a screen that lists the CAPSI-taught courses you are enrolled in. You will then be able to engage in the various functions of each of these courses (see below).

M.3. Course Functions

Students can use the CAPSI program to check their current standing in the course, peer-review tests, write unit tests and exams, view marked tests and exams, and appeal restudy results and exam marks. Select "Courses" from the main menu to perform course functions (the command is plural because you may be enrolled in more than one CAPSI-taught course). You will see your course number(s), the academic session, and which section you are enrolled in. You will also see some choices across each course listing. To make these choices, click the appropriate box.

M.3.1. Checking Course Standing

When you click the “View” button for a course. When you will see a screen displaying information regarding your performance in the course (see Figure 6). Note this is different than “Statistics” which refers to how the class is, as a whole doing. So, you may use the “View” button to compare your current course performance with the class as a whole (“Statistics”).
M.3.2. Peer-reviewing

A component of your mark is based on your peer-reviewing unit tests written by other students (your peers) taking the same course you are taking. Because how you write a test depends largely on how it is going to be marked or reviewed, the procedure for peer-reviewing unit tests is described before the procedure for writing unit tests.

M.3.2.1. Setting Your Availability

To make yourself available for peer-reviewing, click the circle next to “Yes” or “No” next to where it says ‘Able to Peer-review’. If you clicked "Yes", you may also go down to the next item and indicate the date and time at which you wish to become available. (Don't worry about whether or not you will have passed any unit tests by that time and date; the computer won't select you to peer-review a test unless you become eligible to peer-review that test by having passed the corresponding unit.) The program will begin assigning tests for you to peer-review only after the date and time that you indicated. The computer uses a 24-hour clock, so a time like 3:00 PM is represented as 15:00. The time 00:00 represents midnight at the beginning of the date indicated, whereas 24:00 indicates midnight at the beginning of the following day. To avoid confusion, it is best not to use these times. The time 23:59 is the
highest value that should be entered and 00:01 is the lowest value that should be entered. If you do not indicate a date or time at which you will become available, the program will assume that you are available right away, and may send you a test to review at any time.

Whenever you change your availability to peer-review, be sure to check to see if a test was sent for you to peer-review just before you changed your availability (or just as you were changing it). This is important, as students have sometimes missed tests assigned to them because a test was sent a moment or so after they checked for one. One very important point regarding changing your availability to peer-review: You must press click the “Save Changes” button or the change will not be saved. If you click any other choice, or simply close the program, you will leave the current-status screen but the change will not be made.

IMPORTANT: You are available to peer-review continuously from the date and time on which you agreed to become available until you change your availability. You are not signed off automatically after 24 hours.

M.3.2.2. Checking for Tests and Viewing Answers

If you signed on to be a peer-reviewer, you should check for a test to peer-review at least once during the time 24-hour limit for reviewing tests. You can check for tests by clicking the ‘Review’ button directly across from it. By default, you will be brought to a screen that lists tests that you previously reviewed as well as current tests submitted to you to review. To restrict this view either just to current or just to previous tests, click the pull-down box at the far right of the screen and then select either “Current” or “Previous.”
If a test has been assigned to you to review, you will see the date and time it was submitted. To see the questions, click “Mark Test”. A screen will appear showing the questions. Select a question and click the ‘Comment’ button next to it to view the full question and the student’s answer. There is also a box for entering your comments on the student’s answer.

M.3.2.3. How to Peer-review

The comments you make on the individual answers and on the test as a whole should be respectful, constructive, and non-punitive. However, as stated earlier, all answers must be complete and correct before a pass result can be given.

If the answer to a question is complete and correct, enter a comment and click the box next to “Displays Mastery.” A small checkmark will appear in the box. If the question is incorrect or incomplete in some way, do NOT click the “Displays Mastery” button (leave it unchecked). To save the comments that you have typed for a particular answer, and the status in terms of mastery displayed or not, click the “Save Comment” button. This will take you back to the previous screen showing the list of questions on the test. You review each question in this way until you have reviewed them all.

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Heidi L. Eyre, Darlene E. Crone-Todd, and Joseph J. Pear
To enter a result for the test as a whole, scroll down the screen that shows the list of questions. There is a comment box that allows you to enter an overall comment for the test. Enter your comments here. Then click the pull-down box next to ‘Mark’. Choose either “Pass” (if all answer are marked “yes” to “Displays Mastery”) or “Restudy” (if any answer is marked “no” to “Displays Mastery”). When you are done these steps, click the ‘Submit Mark’ button at the bottom of this screen. If any answer is incorrect, the test must be given a restudy. When assigning a restudy, please be explicit about which answers did not display sufficient mastery, and suggest how the answer(s) should be changed in order to demonstrate mastery. When assigning a pass result, let the student know about anything that he or she did particularly well.
You may view any test that you have marked by clicking the “Review” button, and then selecting “Previous” on the pull-down box in the top right of the screen. This screen will also show you the submission date and time of any tests that you were late in reviewing. Thus, if you have been penalized points for late reviewing, you may check this screen to find out why.

M.3.2.4. Additional Advice on Peer-reviewing

Researchers have been analyzing student data in terms of answers, peer feedback, and accuracy since CAPSI was first implemented. We have found many occasions on which a peer-reviewer assigned a pass to a student’s test, even though an independent rater (i.e., researcher) determined the test should have received a restudy. In many of these instances, the peer-reviewer gave substantive feedback, suggesting that the peer-reviewer correctly identified something lacking in the answer. When peer-reviewing, if you feel that there is an area in which an answer is lacking, do not hesitate to assign a restudy. In addition, provide feedback to the student as to what is needed, or where he or she can find further information to help answer that question in the future. Evidence suggests that peer-reviewing this way benefits you as well as the student, because you are reviewing the material as well as other students’ answers. The instructor and teaching assistants periodically review instances of peer-reviewing, and peer-reviewers who regularly pass tests that show inadequate mastery will be asked to improve their level of scrutiny. Conversely, if you feel that a peer-reviewer...
or marker has marked your test too harshly, do not hesitate to appeal the result to the instructor. Regardless of the outcome of the appeal, arguing for the merits of your answer should make you very familiar with the relevant material, and will greatly benefit you if that question is asked on an exam. The appropriate appeal procedure is described below.

**M.3.3. Writing Unit Tests**

To write (i.e., “to take”) a test on your current unit, click the “Test” button for the course. A box will appear advising you that there is a time limit for the unit test and will ask you to confirm that you want to start the unit test now. Remember: *when writing a unit test you have a one-hour time limit in which to submit the test and receive credit.* You may check the amount of time remaining by clicking the line that says “Click here to view current time” on the initial screen listing the test questions (which you will return to each time you finish answering an individual question).

When you get the test, you will see the first part of the selected questions on the screen (see Figure 7). You may answer the questions in any order by clicking the “Answer” button next to the question. After you select a question, will see a window in which to type your answer (see Figure 8).

![Figure 7. An example screen showing that a test has been received.](image)

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Figure 8. An answer box for a test question has been opened.

When you are finished typing your answer, click the ‘Save Answer’ button at the bottom of the screen. **NOTE: CAPSI does not allow for text formatting (i.e., it does not recognize paragraph formatting or skipped lines).** Thus, you need to make sure that your answer reads clearly as one single paragraph. After you have answered all the questions and have saved all of them, click the ‘Submit Test’ button to submit the test. Alternatively, you can click ‘Suspend Test’, or ‘Cancel’. Suspending your test will not re-set the timer – it will however allow you to save the state of your test without submitting it. This would allow you to, for example, save and resume your test at another computer.

M.3.4. Writing Exams

You will write the exams using a procedure similar to that for writing unit tests. On the scheduled examination dates/times, click the ‘Exam’ button when you have the menu from the course on your screen, and the exam will be presented to you in a manner similar to that in which you receive unit tests. Write and submit the exam in the same way that you write and submit a unit test, keeping in mind that partial credit is given for partially correct answers and that it is not possible to cancel or rewrite an exam. **NOTE: CAPSI does not allow for text formatting (i.e., it does not recognize paragraph formatting or skipped lines).** Thus, you need to make sure that your answer reads clearly as one single paragraph. Exams will not be marked by peers; they will be marked by the instructor.
Remember: when writing exams, you have a 50-minute time limit in which to submit the exam.

M.3.5. Viewing a Marked Unit Test or Exam that You Wrote

To view a test or exam you have written after it has been marked, click the “Marks” button on the course menu. You will then be able to see if you passed the test and the comments the reviewer(s) made on it.

M.3.6. Appealing a Test or Exam Result

If you disagree with a test or exam grade you received, you may appeal it. Click the ‘Appeal Mark’ button at the bottom of the final screen of your test. Be sure to state in detail your reasons for appealing. The success of your appeal, which will go to your instructor, will depend on how well you argue your case at least as much as the merits of your case. It will not help your appeal to make any of the following arguments:

(a) The peer-reviewer was being too picky.
(b) Only one of the peer-reviewers said the answer was wrong. The other said it was fine.
(c) I really do understand the material.
(d) I gave this exact answer on a previous test, and it was marked correct.

To make a good appeal, you must defend your answer in terms of its content. That is, you should argue for why the answer meets all of the requirements of the question.
Figure 9. Screen for appealing a test or exam result.

Type your reasons for the appeal in the box shown in Figure 9. When you are finished, click the “Submit Appeal” button to save your message and submit it to the instructor. Click the “Cancel” button if you wish to discard the message. You will receive notification through the CAPSI system when an appeal has been processed.

N. Research on CAPSI

By taking a CAPSI-taught course, you will be helping to advance our knowledge of the educational process. For research purposes, all data in CAPSI-taught courses are archived for later analyses, and the findings from the research may be published or presented at scientific or educational meetings. The analyses and dissemination of the research findings will be done without revealing students’ names, student numbers, or other personal identifying information.

Some course procedures may differ somewhat in the same course from term to term, or from course to course in the same or different terms. The purpose of these variations will be to determine the relative merits of different educational procedures. At the end of the course, students will receive a statement explaining the major independent and dependent variables that will be examined in the context of their courses.
O. A Guide to Taking a CAPSI-Taught Course

O.1. Setting a Sensible Pace

CAPSI provides maximum flexibility for students to progress through a course at their own pace. As such, the system is ideal for enabling students to master the material according to their time schedules.

These benefits do require that students commit a certain amount of time consistently throughout the course to learning the material. If you wait until the last few weeks to complete a substantial number of unit tests, then you may not be able to complete them all. A mark or two may not mean much in terms of your overall grade, but writing and peer-reviewing the unit tests is an important way to obtain feedback and enhance your learning. We have found that students who start early (i.e., the first week or two), who progress at a steady rate, and who peer-review often and attentively, are likely to do well on examinations.

What does this all mean? It means that you should try to complete your unit tests on a regular schedule (and in a timely manner!), and sign-up to peer-review as often as you can. In this way, you ensure that you will receive as many peer-review and unit-test points toward your final grade as you can, and will learn more along the way!

O.2. Types of Questions

Depending on your course, many study questions you will be answering in may have been designated as being at a level ranging from 1 to 4. Different question levels require different sorts of answers. For each study question in the course, a level (e.g., Level 2) is indicated after the question. This should inform you about the type of answer required for a given question. More information about question levels is provided in the textbook in the section entitled “Writing Answers to Questions on Exams.”

O.3. How to Write Nearly Perfect Answers

- Before writing the answer, consider exactly what the question requires. The levels described in the text serve as suggestions for what to include in your answer, but it is always the question itself that is the primary criterion for adequacy of any answer. After you have written your answer, look both the answer and the question over, and ask, "have I done all of the things this question asked?" That is, make sure if the question contains 4 parts, that the answer clearly addresses all 4 parts.

- Provide enough detail to answer the question fully, but no more. (Assume that the reader knows everything but the answer to the question).
• Use appropriate terminology. The terminology used in each course was developed because it enables us to express the course material clearly and precisely. (Try to avoid the terminology that you use in everyday speech unless you can clearly relate it to the specific items used in the course.)

• Without violating the preceding point, try putting the answer in your own words; you may find that this helps you to master the material. Ultimately, however, it is up to you. It is also acceptable to use wording from the text, except where original answers or examples are explicitly required.

• Similarly, try using your own examples, even when the question does not ask for an original example.

O.4. Restudy Result: Not Failure by Another Name

Sometimes when students receive a restudy on a Unit Test, they take this to mean that they have “failed” the test. However, this is not the case, since failing typically means two things: (a) a very low mark, or (b) a result that cannot be erased, changed, or made-up. Because students in CAPSI-taught courses must fully and completely answer each question, a given answer could be 80% correct and still receive a restudy. However, since students can take as many restudies on a given unit as the time in the course allows, there is no reason that a student cannot ultimately pass all of the course units.

O.5. Study Skills

The following suggestions are intended to help you improve your study skills. If you are unable to follow these suggestions, or follow them but are still having difficulties, check with the Academic Support Lab (846-4654) for further assistance.

O.5.1. Learning the Material

Learning the material well involves all of the question levels. Learning at the higher levels (Types 3 through 6) generally requires that you have learned at the lower levels first. To fully master the course concepts, try to challenge yourself to think about the material at each of the levels outlined, as appropriate. This means that you should master the Knowledge questions, think about how examples are related to the concepts you are learning (Comprehension), think of new examples (Application), and compare and contrast the concepts (Analysis).

O.5.2. The Large Number of Questions: “How Can I Memorize it all?”

While the course includes some items that require knowledge (Level 1), many of them require answers above this level. Students who keep this in mind will find that they do not have to “memorize” answers. You will still have to do some memorization of the factual
material, but this will be minimized because much of the factual material is repeated as new concepts are learned.

When studying for the exams, it is suggested that you constantly evaluate your mastery of the questions for a given unit. The first time that you review a unit, try to answer each of the questions orally, without prompting from your notes, as if you were explaining the matter to a friend. Give yourself a moment to put in a serious effort at each question. You may find that you are able to provide reasonable or even excellent answers to some of them. Immediately prioritize these questions – if you can give a good answer on your first attempt, you will probably do fine with the answer on the exam. If you only missed one or two key points, you will probably find it relatively easy to incorporate them into your answer. This process can reduce the seemingly large number of study questions to be "memorized" to a more manageable set.

O.5.3. The Place

A quiet location, adequate lighting, and an uncluttered workspace are usually helpful. Whatever the circumstances you find most comfortable for study, you should select a place that can be used on a regular schedule, exclusively for the purpose of productive study. Don't study in a place where you also watch TV, chat with friends, talk on the phone, or play games.

O.5.4. The Time

Try to set aside the same days of the week and times for study. It is important that for each course you take, you set aside sufficient time to study the material, answer all the questions, and reflect upon them. As a general rule of thumb for any university course, students should expect to spend at least 2 - 3 hours of work per credit hour outside of classroom time. Because this is a three credit class, you should expect to spend at least 6-9 hours at a minimum per week reading the text, studying, writing unit tests, peer-reviewing unit tests, and communicating with the Instructor and other students about the course material.

O.5.5. The Activity

It is one thing to set aside time to study; it is another thing to get something accomplished! If possible, set an objective goal for each study session. For instance, if you sit down to do a complete unit once per week, make the successful completion of the study questions for that unit your goal. If you have more than one session per week to study, divide the number of questions in the unit by the number of sessions that you are going to have.

O.5.6. Spacing Unit Tests

One of the most difficult problems that students (and in fact almost all of us!) run into is procrastination. Often, students will leave studying to the last minute, and even

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complete self-paced tests and papers during the last few days of a course. This is not a good strategy.

In order to receive the total possible marks students should start on their unit tests as soon as possible. Write the unit tests with the goal to complete at least one “pass” per week in the course. That way, all units will likely be completed in by the end of the course. This will provide more time and opportunity to peer-review and more time to review your notes and previous tests for the examinations. Since there are three units covered in each exam, you should aim to have completed the corresponding unit tests several days before the examination. This will give you time to receive feedback on your own unit tests and be able to peer-review other students’ tests as well. Since the unit test questions are likely to reappear on the exam, this will allow you to receive feedback on your own answers as well as see some other students’ answers to the study questions.

Of course, if you can write more than one or two tests per week, so much the better. The more quickly you proceed through the units the more likely you are to complete all the units before the end of term, and also you will be able to earn more peer-review points.

P. Communicating with the Instructor via Internet Email

In addition to the CAPSI messaging system, Internet email is a very effective way to communicate with the instructor. Your Internet email account is the best choice when you wish to send and receive relatively large messages. For example, it is best to use Internet email when asking the instructor questions that require detailed answers. Please include the course number you are writing in reference to as well as the last six digits of your student number in all email messages to the instructor.

Q. Dealing with Access Problems

If you have successfully followed the access instructions in this manual, but encounter a situation in which the normal access procedures do not work, please do the following things.

* Don’t panic. Computer-mediated courses are made possible by a large network of technological systems, all of which are vulnerable to occasional failures. Any penalties in peer-reviewing or unit test points resulting from technical problems will be redressed.

* Check the course web site. If you’re having a problem, most likely it is affecting everyone. News updates will be provided as quickly as possible when technical problems develop.

* If the website does not describe the problem you’re having, send the instructor a full report (time and location of your use of the program and a description of exactly what happened) via email as soon as possible.
* Continue to study the text and prepare for future unit tests and exams.

* Try to access the system the next day or even later the same day. Service interruptions are generally brief.

R. **Please Send Your Suggestions**

This guide is intended to help you to know what is expected in a CAPSI-taught course. However, you may find it beneficial to use the tips on studying in your other courses as well.

We would appreciate hearing what you think about this guide. At any time, please feel free to send us your comments and suggestions about what you liked, what you feel may be missing, and whether anything was not helpful at all. Our hope is to keep improving upon this guide so that future students may benefit from such information. Please send comments to your instructor. Thank you.