

Personality  
Psyc 342, Fall 2018

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Student Hours:

MWF 9:20-10:20 am

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Schedule a meeting at  
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**What will I learn in this course?**

“Personality psychology is the scientific study of individual differences in people’s thoughts, feelings, and behavior, and how these come together as a whole”

(<http://www.spsp.org/about/what-socialpersonality-psychology>). In this class, we’ll explore the theories and research about what makes us tick, where personality comes from, how we cope with stress, how we regulate our behavior and more. Our discussions of personality will be framed by the five major theoretical approaches to the study

of personality: psycho-dynamic orientation, trait-theory, cognitive/social learning theory, humanistic/existential/narrative theory, and evolutionary theory.

By the end of this course, you will be able to do three things. First, you will be able to remember, understand, and apply foundational knowledge about personality. We will rely on the textbook to provide that foundational knowledge.

Second, you will be able to critically analyze current research. The knowledge

you gain from the book will provide the foundation for you to be able to understand the current research in the field. You will build on that by critically evaluating the research methodology, identifying and discussing the implications of the findings, generating ideas for future research, and integrating the theory and findings with other theories.

Finally, you will be able to conduct personality research to gain new knowledge.

**What will I be doing in this course?**

Athletes practice before the game. Actors rehearse before the performance. In this class, you will have the opportunity to practice and rehearse your knowledge and skills before exams

and papers are due. The figure below summarizes the course objectives and the activities and assignments you will do to both practice/rehearse and perform.

	<b>Practice / Rehearsal</b>	<b>Game / Performance</b>
Discover new knowledge	Lab activities in class	Lab reports
Critically analyze current research	Reading guides	Group essay exams
Demonstrate foundational knowledge	Reading quizzes	Exams

Details about these assignments are provided later in this syllabus, but first, let’s look at how your work will be combined into your grade.

## How does the grading work in this course?

You will have an enormous amount of control over the grade you earn in this course. All assignments in the course will be evaluated as Satisfactory or Unsatisfactory. Each assignment includes the details of what is required to earn a Satisfactory. In general, Satisfactory should not be viewed as “minimally competent” (as is typical for a C- grade), but rather as a mark of having achieved the assignment’s learning goals and specifications (probably more like a B+ or A- grade in an average Simpson course). Either an assignment meets the goals, or it does not—there is no gradation of assessment.

The only letter grades given in the course will be your midterm grade and your final grade, and those grades will reflect the “bundles” of assignments and requirements you have satisfactorily accomplished in the class. That final

letter grade is not an assessment of your intelligence, your abilities, or your value as a person—in fact, I will never grade “you” directly, and grading is never a reflection of who you are as a person. Rather, the grade reflects what you demonstrated that you learned in the course: no more, no less.

Built into this system is a good deal of choice as to how much you wish to learn and how hard you want to work to demonstrate and apply that learning. You might decide that passing the course with a C is sufficient for your goals—it is perfectly appropriate and worthy of respect for you to make that choice, especially if it allows you to proactively allocate your time to other endeavors at Simpson or beyond. If you strive to get an A in the course and maximize your learning, you should know that you are

taking on that work and challenge yourself.

### **How are satisfactory/unsatisfactory scores combined into a course grade?**

I’ll determine your grade by selecting the column furthest to the right that reflects the work you have successfully completed. For example, imagine that a student has the following grades at midterm: 5 of the reading quizzes, 6 of the reading guides, 2 lab assignments, 1 exam, and 1 group exam. That student will earn a C for midterm. Although having 5 reading quizzes and 6 reading guides puts the student on track for an A, in order to earn an A, everything in the A column needs to be met in order to earn that grade. Because only 2 labs were satisfactorily completed, the only column completely met is the column for a C.

Midterm Grade	C	B	A
Reading Quizzes	4 or more	4 or more	all 5
Reading Guides	4 or more	5 or more	all 6
Labs	Good faith attempt on 3; 2 successfully completed	3 or more	all 4
Group Exams	Exam taken, but not satisfactorily	1	1
In Class Exams	1	1	1
Adjustments	C+ if one extra quiz or guide	B+ if one extra quiz or guide	A- if 1 quiz or guide missing

Final Grade	C-	C	C+	B-	B	B+	A-	A
Reading Quizzes	7 or more	7 or more	7 or more	8 or more	8 or more	8 or more	9 or more	9 or more
Reading Guides	9 or more	9 or more	9 or more	10 or more	10 or more	10 or more	11 or more	11 or more
Labs	4 or more	5 or more	5 or more	6 or more	6 or more	7 or more	7 or more	all 8
Group Exams	1 or more	1 or more	2 or more	2 or more	all 3	all 3	all 3	all 3
In Class Exams	Attempt 3; pass 2 or more	Attempt 3; pass 2 or more	Attempt 3; pass 2 or more	all 3				

Grades below a C- (i.e., D+, D, D-, F) will be determined by me at the end of the semester.

### **Built-In Second Chances**

When you first complete a new type of assignment, it is easy to think you have met the specifications for that assignment when in fact you have not. To account for this, if you get an unsatisfactory grade on any of the items listed below, you will be able to revise and resubmit your assignment (or complete a makeup assignment) within 72 hours of the unsatisfactory grade being posted on Scholar.

- The first exam, which is scheduled for September 20.
- The first group exam, which is scheduled for September 25.
- The first section of a lab report, which is due September 13 (but might be submitted on the 11<sup>th</sup>).

Reading quizzes and reading guides and not included in these built-in second chances, because you will *always* be able to make up a missed quiz or reading guide.

### **Tokens**

Since every element of the course is assessed on an all-or-nothing basis, it might be stressful to strive for Satisfactory given that the stakes for not meeting that threshold may be significant. To ease stress, to allow for flexibility—and most of all, to maximize opportunities for learning—every student starts the course with 4 virtual tokens that can be “exchanged” for some leniency or opportunities for revision. Using a token will allow a student to do one of the following:

- Revise and resubmit the second or third group essay exam (note that the first group essay exam has a built-in make-up option)

- Complete a make-up assignment to earn a satisfactory grade on the second or third exam over the book (note that the first exam has a built-in make-up option)
- Revise and a section of a lab assignment (note that the first lab assignment has a built-in revision option)

### **Earning Extra Tokens**

To earn an additional token, satisfactorily complete *three* of the options listed below. To “purchase” an additional token, go to the tab labeled Earn Tokens and upload three alternative learning opportunities:

#### *Alternative Learning Opportunities*

Use Cmap (free concept map software) to summarize the key points in one of the reading assignments (book or article). Visit <http://cmap.ihmc.us/docs/learn.php> to learn what a concept map is and see examples of concept maps. Visit <https://cmap.ihmc.us/cmptools/cmptools-download/> to download the program.

Create a jeopardy game at <https://jeopardylabs.com> to review information from one of the chapters. Your game should have at least two columns and five rows. When you click Save, you’ll be given a URL to play the game. Submit that URL.

Create a jeopardy game at <https://jeopardylabs.com> to review information from two of the assigned articles. Your game should have at least two columns and five rows. When you click Save, you’ll be given a URL to play the game. Submit that URL.

Find an empirical article related to one of the chapters in the book. Read the article and write 3-4 thoughtful questions

to accompany that article. The questions should be specific to that article, and not the same questions that were on the reading guide for the article we read associated with that chapter.

Create visual materials to explain a difficult concept in the course. Not everyone prefers to learn by reading a book. Many people prefer visual representations of concepts to written descriptions of them. Therefore, the goal of this option is to have you create materials for visual learners. You could create a video or a PowerPoint presentation that has audio recorded on each slide. Please be sure to put diagrams or figures rather than text on your slides; you should not have more than 5 words on any one PPT slide.

Organize and facilitate a study session for this class; take notes on what was discussed. Facilitating the session means having a plan of topics to discuss or questions to answer; it does not mean you should take primary responsibility for explaining the material to the people who attend. At least one other student needs to attend your study session for you to get credit for it. These study sessions need to be offered for the entire class. At least 48 hours before your study session, send me an e-mail containing the details so I can forward the information to the rest of the class. Send me a copy of the notes you took to get credit for this alternative learning opportunity.

Attend two study sessions organized by someone else in the class and submit notes you took during the session.

## **Demonstrating Foundational Knowledge: Reading Quizzes and Exams**

### **Quizzes**

I don’t want to waste your time in class by telling you information you already understand; I want to use the time to answer your questions and to provide you with opportunities to meaningfully engage with the course material. Thus, to make sure everyone has read the chapter carefully enough to be able to discuss it, we will start class with a reading quiz. To pass the quiz, you need to get 70% of the items correct.

### **Makeup Assignment for Quizzes**

I understand that sometimes you will need to miss class or come to class without being fully prepared. On those days that you do not pass the reading quiz, you can complete a makeup assignment. I have written a series of makeup assignments for each chapter of the book. These assignments consist of a set of questions about the reading. You will see a place on Scholar where I post your grade (1 if you pass, 0 if you

don’t) for the day’s quiz. Upload your responses to these questions on Scholar in the spot where the quiz grade is posted. To earn a satisfactory on a makeup assignment, you must make a good faith attempt to answer all but one of the items on the assignment. The preference is for you to make a good faith attempt to answer all parts of all the items, but if you accidentally skip an item or part of an item, you’ll still earn a satisfactory.

## Exams

Three times during the semester you will have the opportunity to demonstrate your learning of the concepts in the book on exams. These exams will be multiple choice. Like everything else in this course, the grades on the exams will be recorded as satisfactory (1) or unsatisfactory (0).

The exam will be written to be completed in less than 60 minutes. You will then have the opportunity to retake the exam in small groups. If your group receives an A on the exam, 3 percentage points will be added to your individual exam grade. If your group receives a B, 2 percentage points will be added to your individual exam grade. If your group receives a C, 1 percentage point will be added to your individual

exam grade. To receive credit for an exam, you must get at least a 70% (including the points earned from the group exam) on the exam.

*Missing an Exam.* If you know you are going to miss an exam (for example, because you will be competing in an athletic event), please contact me at least 48 hours before the exam to arrange to take the exam at another time. If you miss an exam because you are sick, be sure to leave a message for me before the exam starts. You can always leave a message at my office, text me, or e-mail me. You will only be allowed to make up an exam if you have a legitimate excuse (preferably documented in writing).

*Exam Accommodations.* If you have a disability that requires that you take

exams in the Center for Academic Resources, you are responsible for contacting the Center before the exam to schedule a time to take it. The Center has space for a limited number of students to take exams at any given time, so you are encouraged to schedule your exams as early as possible.

Please take the exam on the same day it is being taken by the class and have it completed by noon. That provides The Center with time to get your completed exam to me so you can still retake the exam in groups during class time. In addition, please call me the day before the exam to remind me to have a copy of the exam delivered to the Center for you.

## Critically Analyzing Research: Reading Guides and Group Essay Exams

### Reading Guides

The reading guides are designed to help you identify the important information in the articles and to help you prepare for class discussion. Please bring two copies of your reading guide to class. Put one copy on my desk before class starts. If you would prefer, you can submit an electronic copy of your assignment on Scholar prior to the start of class. The other copy is for you to use and revise as we discuss the article. Because you will have the opportunity to edit your responses in class, the copy that you give to me will not be returned.

These assignments will be graded satisfactory or unsatisfactory. To earn a satisfactory on a reading guide, you must make a good faith attempt to answer all but one of the items on the assignment. The preference is for you to make a good faith attempt to answer all parts of all the items, but if you accidentally skip an item or part of an item, you'll still earn a satisfactory. *In addition*, you need to be in class for the discussion of the article.

### Makeup Assignments

If you do not earn a satisfactory on a reading guide (either because you didn't complete the guide before class or because you missed class), you may submit both the reading guide and a 250-500 word reflection on Scholar within 72

hours of class. Please note that if were in class, but didn't have the reading guide done before class, you still need to submit both the reading guide and the reflection.

*Writing the Reflection.* In your reflection discuss your response to the following four topics:

1. Critically evaluate the research methodology. What are the strengths and weaknesses of the methodology the researchers used? What makes these strengths and weaknesses? For example, if one of the weaknesses is that the variables were measured via self-report, what is that a problem, and how might the results have differed if the variables were measured in a different way?
2. Implications of the findings. What are the theoretical implications of the findings of the study? Does the theory need to be modified, and if so, how? What are the practical implications of the findings? Can these findings be applied in the real world? Given these findings, what should we be aware of or do in the real world?
3. Generate ideas for future research. Given what you now know from this article, what is the next study that should be done to build on these

- findings? What would you expect to find if this study were conducted; why? Often, the best suggestions for future research test a moderator variable or a mediator variable.
4. Integrate this article with prior knowledge. If this article were to be included in the textbook, where would it be added and why? Compare and contrast these findings with other theories and findings in the book.

To earn a satisfactory on the makeup assignment, you need to submit a satisfactory reading guide and a reflection that 1) makes a good faith attempt at answering the four questions above, and 2) is between 250 and 500 words in length.



## Group Essay Exams

Three times during the semester you will have the opportunity to demonstrate your learning on group exams. Whereas the exams over the book are multiple choice, the group exams are essays about published articles. You will receive article the class period before the group exam is scheduled. You will have a reading guide to complete in preparation for the group exam.

I understand that it is extremely frustrating to take a group exam with people who are not prepared for the exam. To make sure everyone is prepared, you will only be allowed to take the group exam if your reading guide is with you and completed. If you don't have a completed reading guide, you will not be allowed to take the group exam. You will be able to use both your

completed reading guide and the article itself while you complete the group exam. Like everything else in this course, the grades on the exams will be recorded as satisfactory (1) or unsatisfactory (0).

## Making-up the Group Essay Exam

If your group does not earn a satisfactory on the group exam, you will have the option to individually makeup the group exam by revising and resubmitting your responses. Note that the makeup needs to be done individually, not as a group.

You are welcome to discuss your revisions with any members of the class, but your revisions should be uniquely your own. Early in my time at Simpson, I gave a take-home exam and told students not to talk to each other about it. They decided I couldn't really mean that, so they did talk to each other. However,



they were sufficiently nervous about the possibility that I did mean it, that they made sure when they wrote their responses that I couldn't tell that they had spoken with each other. Now, I encourage everyone to talk to each other, but I still expect that when I read your revision, I will not be able to tell that you spoke with each other.

## Discover New Knowledge: Labs

We will be conducting two lab studies throughout the course of the semester. Most class days, we will spend some class time working on the labs. These in-class lab activities do not contribute to your grade, but you will have trouble writing up the lab report if you aren't in class for those activities. If you miss class, contact other students in class to find out what we did for the lab that day. Although we will only be conducting two labs, there are a total of 8 written lab assignments. The introduction, method, results, and discussion sections are each

treated as separate assignments with separate due dates. The first section due is the method section. As you write subsequent sections, please include the previously written sections in your submission. That will let me determine whether the content of the new section is consistent with the previously written sections. Details about what is expected in each lab report section will be provided later in the semester on Scholar.

You will have a chance to get feedback from your peers on each

section of your paper. The sections will be due 48 hours after the peer review. Here are the peer review dates:

Lab 1 method: T 9/11  
Lab 1 results: T 9/25  
Lab 1 introduction: T 10/2  
Lab 1 discussion: T 10/9  
Lab 2 method: T 10/30  
Lab 2 results: T 11/6  
Lab 2 introduction: T 11/13  
Lab 2 discussion: T 11/20

## Course Schedule

The course schedule is available on Scholar. Please note that the schedule may change throughout the semester. Thus, you are encouraged to check the schedule before completing each assignment. To help you plan for the semester, here are the exam dates.

Exam 1: Th 9/20  
Group Exam 1: T 9/25  
Group Exam 2: T 10/23  
Exam 2: Th 11/8  
Group Exam 3: Th 11/29  
The final exam is Thursday, 12/13 from 1-3pm

## Getting Help on Labs

The **librarians** in the Research Assistance Center are a valuable resource when you have to write a research paper. Research consultations with a librarian offer expert guidance through the research process: topic selection and refinement, effective online database and web searching locating and evaluating resources, and compiling a bibliography. To schedule an appointment, go to <http://simpson.edu/library> and click on *Need a research appointment?*

**Writing consultants** are available to help you at all stages of the writing process. You can meet with a consultant to help you get started with your paper, to discuss writer's block, to outline a paper, to revise a paper, and to help you proofread your work. The writing consultants will help you become a better writer by helping you identify areas for improvement. To schedule an appointment, go to <http://simpson.edu/academics/writing-across-the-curriculum/schedule-an-appointment/>.



## Course Policies

### Accommodations for Students with Accessibility Needs

I want everyone in this class to be successful. If you have a physical, sensory, learning, or psychological disability that can interfere with your learning, I want you to receive the accommodations to which you are entitled by law. In order for me to provide accommodations to a student, the student's disability must be documented with the Student Accessibility Office. I cannot assist a student with accommodations that I don't know are needed, so if you need something, please make sure that you either contact me or that you ask the Student Accessibility Coordinator, to do so on your behalf. If you have any further questions on the policies and services for students with disabilities, please refer to the academic catalog or go to <http://simpson.edu/academics/student-accessibility/>.

### Inclusivity Statement

It is my intent that students from all backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

In addition, in scheduling exams, I have attempted to avoid conflicts with major religious holidays. If, however, I have inadvertently scheduled an exam or major deadline that creates a conflict

with your religious observances, please let me know as soon as possible so that we can make other arrangements.

### Illness Policy

I'd like to make sure that everyone remains as healthy as possible throughout the semester. If you think you may have a contagious disease, please do NOT come to class. If you contract any verifiable, serious illness that requires you to miss class for three or more days in a row, I will provide you with an alternative way to earn any points you have missed. Please contact me by phone or e-mail as soon as you know you are sick. I tend to be less supportive when I'm not informed of a problem until after the problem is resolved and you have returned to class.

### Disputing Grades

Although I try to grade as fairly and accurately as possible, sometimes I do make mistakes. If you think you should have earned a satisfactory grade on an assignment, you may request that I regrade that assignment. All requests must be submitted *in writing* no more than *1 week* after you receive the graded assignment. These requests should provide a clear explanation of how you believe your assignment meets each of the specifications for that assignment. Please note that "I worked really hard on this" does not answer the question of how your assignment meets the specs (and it won't help you get a better grade). Be sure to attach the original graded assignment to your request.

### Academic Integrity

In all endeavors, Simpson College expects its students to adhere to the strictest standards of honesty and integrity. In keeping with the College's mission to develop the student's critical intellectual skills, while fostering personal integrity and moral responsibility, each student is expected to abide by the Simpson College rules for academic integrity. Academic dishonesty includes (but is not limited to) any form of cheating, plagiarism,

unauthorized collaboration, misreporting any absence as college-sponsored or college-sanctioned, submitting a paper written in whole or in part by someone else, or submitting a paper that was previously submitted in whole or in substantial part for another class without prior permission. If the student has any questions about whether any action would constitute academic dishonesty, it is imperative that he or she consult the instructor before taking the action. All cases of substantiated academic dishonesty must be reported to the student's academic advisor and the Dean for Academic Affairs. For further guidance on these rules and their sanctions, please see the college catalog.

What counts as academic dishonesty differs from class to class across the College. What follows are clarifications of how to maintain academic integrity in this class.

- You are welcome to work with others when completing the class preparation assignments; however, when you write your responses, be sure to write them in your own words. No two students should turn in exactly the same class preparation assignment. The content of any two assignments is likely to be the same, but the specific words used to communicate that content should be different.
- Unless explicitly told otherwise, your class engagement assignments should be completed individually.
- In class exams should be completed individually and without notes. All the ways you might cheat on an exam are considered violations of the academic integrity policy.
- The group retakes of exams for extra credit points are to be completed by the members of the group, and without consulting books or notes.
- According to the Excelsior OWL, "plagiarism means to take the words, ideas, or analysis that some other person has written and represent them as their own words, ideas, or analysis"

(<http://owl.excelsior.edu/posts/view/405>). Plagiarism is determined by comparing your writing to the original source; whether you intended to plagiarize is not relevant. If you use the words written by someone else, you need to put quotation marks around those words as well as provide a citation. If you paraphrase someone else's words, you are still using that person's ideas. When paraphrasing, be sure to include a citation. In addition, be sure that your paraphrase is really

in your words and uses your own sentence structure. Dropping a few words and replacing a few words with synonyms does not count as paraphrasing. In this class, you should use APA style for your in-text citations and your reference section.

- When writing lab assignments, you are expected to cite any sources you use, including the book and the reading assignments. Do not assume that something does not need to be cited

just because you learned it in this class.

### Course Continuity Plan

Should the normal instructional activity on the campus be shortened or interrupted by a campus-wide closing, students will receive information from the instructor or other representative of the college about when and if the course might be continued or completed via Internet, telephone, or United States mail.

## Course Information

### Psychology Program Learning Outcomes

Although not all students who take this course are psychology majors, Personality does contribute to the psychology program. There are four learning outcomes associated with the psychology major:

1. Graduates with a B.A. in Psychology will master the major concepts, theoretical perspectives, and empirical findings in psychology.
2. Graduates with a B.A. in Psychology will be able to apply basic research methods in psychology.
3. Graduates with a B.A. in Psychology will be able to communicate warranted and

justified conclusions based on relevant evidence.

4. Graduates with a B.A. in Psychology will be able to identify the ethical issues inherent in a given situation faced by psychologists and suggest acceptable solutions to those issues.

This course is designed to reinforce the first three of these learning outcomes. More specifically, in this course,

- You will gain an understanding of the major concepts, theoretical perspectives, and empirical findings in personality psychology by reading the book and research articles, taking reading quizzes,

and completing reading guides.

Your mastery will be assessed on three exams and three group exams throughout the term.

- You will practice applying basic research methods in personality psychology by discussing and critiquing empirical articles in personality psychology and by completing three personality labs during class. Your mastery will be assessed on the lab reports you complete and on the group exams.
- You will practice communicating warranted and justified conclusions based on relevant evidence by completing two personality labs. Your mastery will be assessed on the lab reports you complete.

### Contact Hours and Learning Time

This is a four credit course that meets 2 days per week for 90 minutes each day. It is designed to have learning opportunities and activities totaling approximately 146 hours over the 14 weeks of the course.

In class activities: (2 days x 90 minutes x 14 weeks + 2 hr finals week)	44 hours
Book chapters and quiz preparation (10 @ 2 hours)	20 hours
Research articles and reading guides (12 @ 2 hours)	24 hours
Lab Report Sections (8 x 5 hours on average)	40 hours
Preparation for In Class Exams (3 x 4 hours)	12 hours
Group Exam Preparation (3 x 2 hours)	6 hours
Total	146 hours

## Available Help and Support

I want you to be successful in this course. Successful students do not try to handle everything alone; they seek out and receive support from others as needed. Many supportive people and services are available to help you as you strive to achieve your goals.

If you find yourself with questions relevant to course content or assignments, please start by reaching out to me. You can schedule an appointment with me by going to <http://meetme.so/salmeyers>. You are also welcome to email me at [sal.meyers@simpson.edu](mailto:sal.meyers@simpson.edu) or stop by my office. Here are some other great sources of academic support on campus:

**The Center for Academic Resources:** The Center provides one place for you to go (on the first floor of the library) for help with all your academic needs. All the professionals at the Center are respectful and want to help you achieve your goals.

- The **academic coaches** can help you improve your time management, textbook reading, note taking, and test taking strategies. To schedule an appointment with an academic coach, contact Sarah Davitt at [sarah.davitt@simpson.edu](mailto:sarah.davitt@simpson.edu) or Ron Warnet at [ron.warnet@simpson.edu](mailto:ron.warnet@simpson.edu).
- The **librarians** are a valuable resource when you have to write an annotated bibliography or research paper. Research consultations with a librarian offer expert guidance through the research process: topic selection and refinement, effective online database and web searching locating and evaluating resources, and compiling a bibliography. To schedule an appointment, go to <http://simpson.edu/library> and click on *Need a research appointment?*
- **Tutors** are available in a wide variety of academic subjects. For more information, go to <http://simpson.edu/hawley/subject-tutoring-supplemental-instruction/>.
- **Writing consultants** are available to help you at all stages of the writing process. You can meet with a consultant to help you get started with a paper, to discuss writer's block, to write a thesis statement, to outline a paper, to revise a paper, and to help you proofread your work. The writing consultants will help you become a better writer by helping you identify areas for improvement. To schedule an appointment, go to <http://simpson.edu/academics/writing-across-the-curriculum/schedule-an-appointment/>.

**Student Support Services:** SSS helps students achieve their goals by offering academic skills training, additional academic advising, financial literacy training, career and vocational planning, and more. To enroll in SSS, you need to apply. For details on eligibility and application information, visit <http://simpson.edu/trio/student-support-services/>.

Inability to afford textbooks and food can both interfere with your ability to study effectively; however, there are sources of support available. If you do not have enough money to purchase your textbooks, contact Tracie Pavon in Financial Aid. She can determine if you are eligible for a textbook grant from the Simpson Guild.

If you are having trouble affording food, there are a number of places to turn for help. There is a food co-op in the entry of Smith Chapel. Dirlam Lounge has 24-hour access, so you can access the food in the co-op at any time. If you run out of blocks on your food plan before the end of the semester, you may be able to obtain funds from the SC Cares fund; contact Tracie Pavon in Financial Assistance.

If you encounter stressful situations, you may find it more difficult to concentrate. Please reach out for help from one or more of the following resources:

- **Counseling Services:** Counseling Services can help students resolve personal concerns that may interfere with their academic progress, social development, and satisfaction at Simpson. Some of the more common concerns include difficulty with friends, roommates, or family members; depression and anxiety; sexual identity; lack of motivation or difficulty relaxing, concentrating or studying; eating disorders; substance abuse; sexual assault and sexual abuse recovery; and uncertainties about personal values and beliefs. To schedule an appointment please call (515) 961-1332, email [counseling.services@simpson.edu](mailto:counseling.services@simpson.edu), or stop by the office on the second floor of the Kent Campus Center.
- **Career Services:** Career Services provides assistance with choosing a major, career planning, and applying for jobs and internships. To schedule an appointment, call 515-961-1372, email [careers@simpson.edu](mailto:careers@simpson.edu), or stop by the office on the second floor of the Kent Campus Center.
- **Campus Minister:** If you have spiritual concerns, contact the campus minister, Mara Bailey. Her office is in Smith Chapel.

## Recipe for Success

1. **Come to class** every day. I focus on things that are particularly important, and/or particularly hard to understand. Class is a great place to ensure that you understand the material you've read. It's also a lot easier to come to class than to do the makeup assignments associated with reading quizzes and reading guides.
2. **Build Background Knowledge Before Reading:** When reading the book, review the table of contents and chapter summary before reading the textbook chapters. For journal articles, read the abstract several times, then the beginning of the discussion section to figure out what the main findings of the research are. Then go back and read the entire article. Building your background knowledge will increase the likelihood that you will comprehend the readings (Recht & Leslie, 1998).
3. **Actively Read:** Use the 3R approach. Read: Start with a small section. Recite: Close the book and take notes. Review: Go back and reread this section, filling in notes, and highlighting if you'd like, limiting your highlighting to one to two sentences per paragraph (McDaniel, Howard, & Einstein, 2009).
4. **Review your class notes** before the next class. Rewrite illegible words, fill in gaps, summarize the main points of the class. If something's not clear, write down a question and ask it during class, via email or Scholar, or come in during student/office hours.
5. **Repackage Your Notes:** Combine your reading and discussion board notes using a visually effective organizational note-taking approach such as tables (the matrix approach) or concept maps (Kiewra et al., 1991).
6. **Mentally Organize and Visualize:** Think about how concepts are connected to each other, identify examples, use visual images, and put content into your own words (Dickinson & O'Connell, 1990; Gadzella & Baloglu, 2003).
7. **Apply Concepts:** Where you can, apply the material to your own life and to understanding the world around you.
8. **Test Yourself Often:** Use the makeup assignments for the reading quizzes to test yourself. You can also create your own questions or flashcards with a tool such as Quizlet. Testing has been found to be one of the best ways to learn, and it is a much more powerful way of learning than rereading (Roediger & Karpicke, 2006).
9. **Teach Others:** Teaching is an incredibly powerful way to learn, so find a study group member, family member, or friend who wants to learn about psychology and teach them (Schwartz, Son, Kornell, & Finn, 2011)!
10. **Study Together:** Talk about the material with others – study groups can be a very useful way of showing you where your understanding is solid and where it needs more work.
11. **Spreading out your study time** is a much better way to learn than massing your study time. Distributed practice is one of the most effective learning techniques; why not give it a try?
12. **Take Notes In Class:** Research shows that taking notes by hand is more effective than typing notes. Consider taking notes using the Cornell note-taking system.
13. **Use a Calendar:** Keep both a long-term planner and a weekly planner. This will help you look ahead and prioritize tasks.