

**SOWK 720**

**Section(s) #**

**Communication and Influence for Social Good**

**Summer 2020**

**Instructor:**

**E-mail:**

**Telephone:**

**Office hours:** by appointment (recommended)

**Course Day(s):**

**Course Location:** VAC LMS

**Course Time:** 5p-7:05p (PT)

**I. COURSE PREREQUISITES**

SOWK 704 and SOWK 705

**II. CATALOGUE DESCRIPTION**

This course explores how communication and messaging strategies and newer information technology, such as mobile apps, social media, snap chat, and more, can be used to craft appropriate messaging that would influence decision-makers, members of social groups, campaigns, and/or members of the public to address the Grand Challenges in the interests of the public good.

**III. COURSE DESCRIPTION**

Doctoral students will develop the skills necessary for understanding and developing specific strategies that leverage information technology for public good by using information and message appeals in such a way as to influence and persuade public opinion and public policy to support and further their innovation, Capstone project, and broader progress in the Grand Challenges. Doctoral students will ultimately develop a deep understanding of how well-targeted communication innovations can transform public and private systems so that they are more responsive to client, community, and practitioner needs while efficiently reaching public, business, agency, and government goals. Doctoral students will be exposed to a wide variety of information technology based upon innovations and communication choices across multiple social issues, sectors, and countries. Doctoral students will learn and apply principles of compliance, speaking to be heard, how message strategies are designed and employed to persuade and influence targeted samples of individuals, and how “disruptive innovation” can be used to address social issues.

Overall, doctoral students will develop capabilities to analyze, communicate, and be effective participants in the use, design, and evaluation of communication and messaging for multiple stakeholders.

#### IV. COURSE OBJECTIVES

|    |  |
|----|--|
| 1. | Learn about effective and commonly used persuasion theories; including knowledge of the elements and how theories of persuasion function within persuasive campaigns; applying persuasion using a variety of channels; evaluate when and how others are applying persuasive techniques; Analyze the ways in which a given persuasive scenario targets a specific segment of the population. [DSW #1, 3, 4, 5, 7] |
| 2. | Learn how to use compliance principles in a wide variety of contexts and in campaigns. [DSW #1, 2, 3, 4, 5, 6, 7, 9]   |
| 3. | Learn how to improve on public speaking and “presence” in order to capture audience’s attention, maintain it and persuade viewers. [DSW #1, 2, 3, 4, 5, 6, 7, 9]   |
| 4. | Design new innovative campaigns for social good. [DSW #1, 2, 3, 4, 5, 6, 7, 9]   |
| 5. | Enhance analytic thinking regarding the reasons why some message strategies succeed while others fail. [DSW #1, 2, 3, 4, 5, 6, 7, 9]   |

#### V. COURSE FORMAT / INSTRUCTIONAL METHODS

This course will use a student-centered learning approach that is both didactic and interactive. Case vignettes, video clips and class exercises will accompany lectures and assigned reading. Application to doctoral students’ Grand Challenge projects will be expected.

Professional standards and confidentiality: Students are expected to adhere to all the core principles contained in the NASW Code of Ethics (1999) and are cautioned to use their professional judgment in protecting the confidentiality of clients in class discussions.

#### VI. STUDENT LEARNING OUTCOMES:

| Objective # | Objectives  |
|-------------|---|
| 1           | Demonstrate a communication strategy for mass communication applying personal, interpersonal, team, followership, and organizational skills grounded in behavioral science theory and research. [SLO #1, 3, 4, 5, 7]  |
| 2           | Demonstrate, apply, and communicate skills of advocacy and influence employing skills in influencing mass audiences to achieve social & economic justice for society. [SLO #1, 2, 3, 4, 5, 6, 7, 9]   |
| 3           | Demonstrate knowledge and skills related to communication for influence, and analyzing power, ethics & values, diversity, inclusion, & multiculturalism, when engaging followers, clients, constituents, and diverse populations as change agents in communities, organizations, and systems. [SLO #1, 2, 3, 4, 5, 6, 7, 9] |

| Objective # | Objectives   |
|-------------|--|
| 4           | Demonstrate skills in leading, influencing, motivating, and communicating change for healthy functioning in groups, teams, communities, organizations, and systems to respond to the needs of diverse multicultural populations. [SLO #1, 2, 3, 4, 5, 6, 7, 9] |
| 5           | Demonstrate innovative strength-based communication skills to influence and develop a plan to employ a strategy as a means to influence change. [SLO #1, 2, 3, 4, 5, 6, 7, 9]  |

## VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

| Class Grades |    | Final Grade |    |
|--------------|----|-------------|----|
| 3.85 – 4     | A  | 93 – 100    | A  |
| 3.60 – 3.84  | A- | 90 – 92     | A- |
| 3.25 – 3.59  | B+ | 87 – 89     | B+ |
| 2.90 – 3.24  | B  | 83 – 86     | B  |
| 2.60 – 2.89  | B- | 80 – 82     | B- |
| 2.25 – 2.59  | C+ | 77 – 79     | C+ |
| 1.90 – 2.24  | C  | 73 – 76     | C  |
|              |    | Below – 72  | C- |

### **School of Social Work Grading Policy**

Within the USC Suzanne Dworak-Peck School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School:

**Grades of A or A-** are reserved for student work which not only demonstrates very good mastery of content, but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student.

**A grade of B+** will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being evaluated in the assignment. To earn at least a B, students must incorporate relevant required and recommended readings.

**A grade of B** will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations.

**A grade of B-** will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations.

**A grade of C** would reflect a minimal grasp of the assignment, poor organization of ideas and/or several significant areas requiring improvement.

**Grades between C- and F** will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

As a professional school, class attendance and participation are an essential part of your professional training and development at the USC Suzanne Dworak-Peck School of Social Work. You are expected to attend all classes and meaningfully participate; more than two unexcused absences in class will result in the lowering of your grade by a half grade. Additional absences will result in additional deductions. Meaningful participation requires active engagement in class discussions and maintaining an active screen. Having more than two unexcused absences in class will result in the lowering of your grade by a half grade. Additional absences in the live class will result in additional deductions. Furthermore, unless directed by your course instructor, you are expected to complete all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete two asynchronous units before the live class without prior permission will also lower your final grade by a half grade. Not completing additional units will result in additional deductions. A final audit at the end of the course will result in a lowered grade if asynchronous units are not completed.

## VIII. Required and Supplementary Instructional Materials & Resources

### Required Textbook:

Cialdini, R.B. (2009). *Influence: Science and practice*. Boston, MA: Pearson Press.

### Suggested Textbook:

Perloff, R. (2017). *The dynamics of persuasion: Communication and attitudes in the twenty-first century* (6th Ed.). New York, NY: Routledge Press.

**Readings and other materials will be provided to you by your instructor.**

### Required Websites:

<http://www.adcouncil.org/>

The Ad Council is responsible for a number of exceptional campaigns, including Pet Adoptions, Foster Care Adoptions, Buzzed Drinking, Autism Awareness, and far more. We will be discussing several of these in class.

<http://www.theviralfactory.com/>

The Viral Factory was launched in London in 2001 and is credited with some innovative, novel, viral ads used internationally. Most messages are aimed at adults, and the messages are very creative, and sexy; and mature humor – most never air on TV.

<http://www.warc.com/>

WARC is a database providing resources for a number of topics in advertising around the world and you can search the terms “social media,” “games,” “storytelling,” “twitter,” “mobile,” etc. WARC also lists award-winning campaigns.

You can access the WARC database through USC Libraries at <http://www.usc.edu/libraries/#eresources>.

**IT IS HIGHLY RECOMMEND SIGNING UP ON THE WARC SITE AND GET UPDATES RELEVANT TO YOUR OWN PERSONAL INTERESTS (MOBILE, TWITTER, HEALTH, GEN Z, ETC.), OR FOR THE CAMPAIGNS YOU EXPLORE IN THIS CLASS. WARC IS A GLOBAL AUTHORITY ON ADVERTISING AND MEDIA EFFECTIVENESS.**

### **Assignment Overview**

|    |  |     |               |
|----|--|-----|---------------|
| 1. | Grand Challenge Short Form Video           | 20% | Due week 5    |
| 2. | Grand Challenge Campaign Paper             | 40% | Due week 8    |
| 3. | Innovative Ideas Recorded Rehearsal & Talk | 20% | Due week 7-10 |
| 4. | Short Form Marketing Video                 | 20% | Due week 12   |

#### **Course Assignments:**

#### **1. Grand Challenge Short Form Video (20%) Due week five**

We live in a world of “short form video.” Any number of Social Causes and Non-profit organizations will feature persuasive short videos of “Our Story,” “Reducing Stress,” “Bike Ride,” presenting highlights of successful projects completed during the summer, at Halloween, etc. We will see plenty of examples of these messages.

This assignment builds upon coursework from units one through seven (Speaking to be heard and to influence). Many short-form videos are **two to four** minutes long. Speed of speech should be fairly quick, but not hurried. You will want to speak fluidly, clearly, and you want to engage your audience. The organization needs to be easy to follow, like “problem-solution,” or “chronologically ordered.” **Most successful short-form videos are cast in positive, up-beat with sympathy communicated for victims/survivors and a clear focus on successfully overcoming a problem.** Inspirational messages are often the one’s most liked and more often forwarded to others. The Talk will be uploaded onto the LMS. An “A” presentation is flawless, enjoyable to view and persuades viewers. The professor and class members will critique & provide feedback.

#### **2. Grand Challenges Campaign Paper (20%) Due week eight**

**Part I:** Doctoral students will write a review of a campaign or a movement of choice related to one’s Grand Challenge or Innovation. There are many options: Equality, Freedom, Food Justice, Human Trafficking, or a health or safety issue (Smoking, Obesity, Breast Cancer, Heart Disease, etc.). Campaigns focusing on the Grand Challenges include Human Trafficking (UN Blue Heart, ENDIT in the USA), Partner control and violence (“loveisrespect,” No More, Joyful Heart), “Stroke Awareness,” “Heart Truth,” “Truth” (tobacco control), Bullying, Cyber-bullying, “the Meth Project,” “Foster Care Adoptions” and much more. Also, look at the 100+ campaigns housed within the Ad Council. If possible, select a campaign that has won awards. Award winning campaigns are listed in Effie.org (for Effective Campaigns), or in the WARC database. There is usually more material written on Award winning campaigns than other campaigns.

Many campaigns (even corporate ones) appeal to values, like “Save a Child by 5,” and P&G’s projects on fighting labels and working toward equality.

**Outline for Part I:**

|             |   |
|-------------|---|
| <b>I.</b>   | An introduction, statement of the problem, reason for the campaign;   |
| <b>II.</b>  | How the campaign was conceived and researched (we call this ‘formative’ research) and elements selected—using what media, targeting what audience, how were messages designed, etc. |
| <b>III.</b> | How the campaign was launched, how it was assessed, and with what outcomes;   |
| <b>IV.</b>  | Conclusion; what worked, what did not work, what is proposed as next step.  |

**Outline for Part II:**

|             |   |
|-------------|---|
| <b>I.</b>   | Why is your new campaign needed;  |
| <b>II.</b>  | Description of your new campaign;   |
| <b>III.</b> | What do you know about the target group (your receivers; beneficiaries)?  |
| <b>IV.</b>  | How is your new campaign different from your researched campaign;   |
| <b>V.</b>   | <b>For your new campaign:</b><br>a) What is the message(s) and appeal (logic, emotional; which emotions)?<br>b) Who are the speakers or sources (celebrities, average people, experts, etc.);<br>c) Which channels/media are used (TV, social media, radio, internet, direct mail? etc.). |

**Part II:** is intended for the doctoral student to design a campaign to market, advertise, disseminate, educate, and inform mass audiences about your grand challenge initiative and/or innovation. This is your communication plan/strategy and informs your final capstone paper.

**Grading for this assignment is influenced by:**

|            |  |
|------------|--|
| <b>(a)</b> | Quality and organization of writing (clarity, concise writing) (33%);  |
| <b>(b)</b> | Reasonable comprehension of details about the need, designed message strategy, including message appeals and source characteristics) (33%); and  |
| <b>(c)</b> | A clear, brief exposition of the outcomes; why was or wasn’t the researched campaign successful; and, why could the proposed campaign be successful on one or more group of receivers; relatedness to student’s Grand Challenge (33%). |

**The paper is to be no less than eight full pages to ten pages of text in length; APA-format 12-point New Times Roman font. The first page is a cover page, last page or section is the works cited page; add a header and page numbers.**

**3. Innovative Idea In-class Rehearsal (20%)**

A professional sales pitch or infomercial recorded and uploaded for this assignment should last **5 to 6** minutes and follow the self-presentational and public speaking principles discussed in the readings and discussed in the grading of previous Talks noted above. Doctoral students are encouraged to provide detailed and constructive feedback to one another throughout the semester. Everyone in the class is a member of a learning community of social change agents committed to the greater good. Everyone in this class is expected to be helpful, to give advice, share material, and insights. Classmates are your future friends, colleagues, and collaborators (and sometimes your future employers). \*View: How to look your best for on line meetings & recording <https://youtu.be/ACNGhPKnmok> **Due weeks 7-10**

#### 4. Short Form Marketing Video (20%) **Due week twelve**

This final original short form video –two-minutes - will be recorded and uploaded as your final product for public relations or marketing of your ideas. This SFV is intended for you to communicate your ideas succinctly to mass audiences. This talk is intended to be viewed by a much larger and diverse audience and may be placed on your website. The grading is still based on speed of delivery, fluency, clarity, and flow.

### **Course Schedule Overview**

#### **Note:**

The instructor will recommend additional readings as necessary throughout the course. Students are encouraged to share readings and resources with the class\*.

| <b>Week</b> | <b>Discussion</b>  | <b>Readings/Assignments</b>   |
|-------------|--|---|
| 1.          | <b>Goals and Coursework</b>  | Cialdini, Ch 1; Perloff, Ch 1.<br>Intro to Persuasion   |
| 2.          | <b>Principles of Compliance<br/>Award Winning / Effective<br/>Campaigns</b>        | Cialdini, Ch 2; Perloff, Ch 3 & 12.<br>Interpersonal Persuasion   |
| 3.          | <b>Innovate to Survive</b>   | Cialdini, Ch 3. Other readings may be<br>provided by instructor   |
| 4.          | <b>Processing Messages</b>   | Cialdini, Ch 4; Perloff Ch 5 & 7. Attitudes and<br>Functions; Processing Persuasive<br>Communications   |
| 5.          | <b>Diffusion of Innovation; Spreading<br/>viral messages</b>                       | Cialdini, Ch 5; Perloff, Ch14. Health<br>Communication Campaigns<br><b>*Upload GC short-form video</b>  |
| 6.          | <b>Source Characteristics</b>  | Cialdini, Ch 6; Perloff, Ch 8. Who Says It”<br>Factors in Communication   |
| 7.          | <b>Speaking to be heard and to<br/>influence</b>                                   | Cialdini, Ch 7; Perloff, Ch 9, Fundamentals of<br>the Message. <b>Talk Rehearsals</b>   |
| 8.          | <b>Emotions I: Humor and Ennobling<br/>Emotions; Emotions II: Fear<br/>Appeals</b> | Cialdini, Ch 8; Perloff, Ch. 10. Emotional<br>Message Appeals: Fear and Guilt<br><b>Talk Rehearsals * Grand Challenges<br/>Campaign Paper due after class</b> |
| 9.          | <b>Health, Wellness “thrive”<br/>campaign: Health Belief Model.</b>                | *Student contributions; <b>Talk Rehearsals</b>  |
| 10.         | <b>IPV &amp; Control</b>   | *Student contributions; <b>Talk Rehearsals</b>  |
| 11.         | <b>Human Trafficking: International<br/>and Domestic Campaigns</b>                 | <b>Residency Two; no class</b>  |
| 12.         | <b>* The Future is Now: Millennials<br/>Mature and Gen Z Emerge</b>                | *Student contributions; Debriefing<br><b>*Upload Short Form Marketing Video</b>   |

## University Policies and Guidelines

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### IX. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email (**xxxx@usc.edu**) if any anticipated absence or reason for tardiness. Please refer to SCampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

**Plagiarism** – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

### X. SUPPORT SYSTEMS

**Student Counseling Services (SCS)** - (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

**National Suicide Prevention Lifeline** - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

**Relationship & Sexual Violence Prevention Services (RSVP)** - (213) 740-4900 - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

**Sexual Assault Resource Center**

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

**Office of Equity and Diversity (OED)/Title IX compliance** – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>



***Bias Assessment Response and Support***

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

***The Office of Disability Services and Programs***

Provides certification for students with disabilities and helps arrange relevant accommodations. [dsp.usc.edu](http://dsp.usc.edu)

***USC Support and Advocacy (USCSA) – (213) 821-4710***

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. [studentaffairs.usc.edu/ssa](http://studentaffairs.usc.edu/ssa)

***Diversity at USC***

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. [diversity.usc.edu](http://diversity.usc.edu)

***USC Emergency Information***

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. [emergency.usc.edu](http://emergency.usc.edu)

***USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000***

*24-hour emergency or to report a crime.* Provides overall safety to USC community. [dps.usc.edu](http://dps.usc.edu)

**XI. ADDITIONAL RESOURCES**

Students enrolled in the Virtual Academic Center can access support services for themselves and their families by contacting Perspectives, Ltd., an independent student assistance program offering crisis services, short-term counseling, and referral 24/7. To access Perspectives, Ltd., call 800-456-6327.

**XII. STATEMENT ABOUT INCOMPLETES**

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official “Incomplete Completion Form.”

**XIII. POLICY ON LATE OR MAKE-UP WORK**

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

## **XIV. POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS**

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

## **XV. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS**

*Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>*

### **Preamble**

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

## **XVI. ACADEMIC DISHONESTY SANCTION GUIDELINES**

Some lecture slides, notes, or exercises used in this course may be the property of the textbook publisher or other third parties. All other course material, including but not limited to slides developed by the instructor(s), the syllabus, assignments, course notes, course recordings (whether audio or video) and examinations or quizzes are the property of the University or of the individual instructor who developed them. Students are free to use this material for study and learning, and for discussion with others, including those who may not be in this class, unless the instructor imposes more stringent requirements. Republishing or redistributing this material, including uploading it to web sites or linking to it through services like iTunes, violates the rights of the copyright holder and is prohibited. There are civil and criminal penalties for copyright violation. Publishing or redistributing this material in a way that might give others an unfair advantage in this or future courses may subject you to penalties for academic misconduct.

## **XVII. COMPLAINTS**

IF YOU HAVE A COMPLAINT OR CONCERN ABOUT THE COURSE OR THE INSTRUCTOR, PLEASE DISCUSS IT FIRST WITH THE INSTRUCTOR. IF YOU FEEL CANNOT DISCUSS IT WITH THE INSTRUCTOR, CONTACT YOUR ADVISOR. IF YOU NEED TO PURSUE THE ISSUE FURTHER, CONTACT THE DIRECTORS OF THE DSW PROGRAM, DR. NADIA ISLAM ([NISLAM@USC.EDU](mailto:NISLAM@USC.EDU)). IF YOU STILL HAVE NOT RECEIVED A SATISFACTORY RESPONSE OR SOLUTION, CONTACT THE CHAIR OF DOCTORAL PROGRAMS, MICHAEL HURLBURT ([HURLBURT@USC.EDU](mailto:HURLBURT@USC.EDU)).

## **XVIII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE (OPTIONAL)**

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ Complete required readings and assignments BEFORE coming to class.
- ✓ BEFORE coming to class, review the materials from the previous Unit AND the current Unit, AND scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.
- ✓ AFTER you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Keep up with the assigned readings.
- ✓ Have fun!

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*Don't procrastinate or postpone working on assignments.*

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