

# Course Syllabus

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## Syllabus for Positive Psychology

### Section Info

- PSYC 4820 Section 001
- Fall 2020, 08/19-12/11
- M,W, or F 10:10 – 11:00, online meeting; otherwise asynchronous

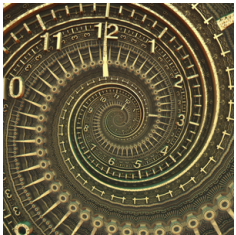
### Instructor

Dr. Cynthia Pury [cpury@clemsn.edu](mailto:cpury@clemsn.edu) (<mailto:cpury@clemsn.edu>)

I try not to take myself too seriously, and I think that learning should be fun. This is probably my favorite photo of myself:



### Office Hours



**Email me to set up a Zoom time.**

In your email, let me know:

1. That you want to meet about your 4820 class
2. All times that you could meet for 20 minutes or so over the next week, including that very day if you like
3. A general idea of what you want to meet about (e.g., "to see how I can improve on the quizzes", "to review notes I got from a classmate with you", "for help with the term paper", even "just to say 'hi'")

I will set up an appointment at the first mutually available time, and you should hear back from me within a few hours (24 hours tops unless I get it between 5 pm Friday and 8 am Monday).

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## Course Description and Prerequisites

Examines the research, theories, and applications of the psychology of human strengths and well-being. Fundamental research into the cultural, emotional, personality, cognitive/motivational, and developmental correlates of strengths and well-being is examined, as well as application of these principles to a variety of organizational settings. Preq: **PSYC 2010** ([http://catalog.clemson.edu/content.php?filter%5B27%5D=PSYC&filter%5B29%5D=4820&filter%5Bcourse\\_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur\\_cat\\_oid=18](http://catalog.clemson.edu/content.php?filter%5B27%5D=PSYC&filter%5B29%5D=4820&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=18))

## Course Overview

Although there's decades of psychological research showing why and how people become miserable (and how they can be less miserable), in the past 15 years or so psychologists have made a concerted effort to understand why and how people flourish (and how they can become happier, wiser, and better to those around them).

## Value Statements

### Content Value

In this class, you will learn what we know so far and what we still need to learn about how people lead good lives. This is useful knowledge to help you live your life better.

### Process Value

You will also learn how to combine research results from multiple studies into a larger theoretical picture and how individual studies contribute to the larger picture. This skill will improve your ability to write scholarly papers in college and beyond and is crucial for evaluating claims in any field that are based on empirical studies.

## Learning Outcomes

### Content Goals

By the time you finish this course, you should be able to understand and explain: the scientific study of positive emotions, positive traits and behaviors, and positive environments; the application of this knowledge to individuals and organizations; an understanding of positive psychology as a developing field; and areas of growth for positive psychology. You should be able to apply them, at a basic level, in your personal and professional life.



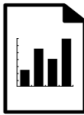


### Process Goals

Positive Psychology is a relatively new discipline, and, as such, I fully expect that much of the material you learn in this class will be supplanted by additional research in the future. My biggest goal for this class, therefore, is to help you to sharpen your critical reading and thinking tools so that you are equipped to evaluate psychological research. Thus, you will be expected to read, understand, and use a good deal of material written for and by researchers rather than a textbook. I expect this to be somewhat difficult at first and I've planned a good deal of class time at the beginning of the course to teach you the skills you will need.

## Your Typical Week

You'll be assigned to one of three small group discussion days. Each synchronous discussion day will follow one week's worth of asynchronous material on a specific topic. In a typical week, you'll get a framing question that will guide a set of readings and lectures.

Each reading and lecture set will start with a **framing question**, setting the stage and the overarching goal for that week's activities. This will be followed by three reading/lecture sets, consisting of:

-  A short (5 - 10 minute) introductory lecture telling you what to look for in that day's reading
- A review chapter\* or paper  or empirical article 
- A short (5 - 15 minute) lecture expanding on and updating what you just read 
- A short graded open book, open note quiz about the reading and, sometimes, its fit with previous material 

Your graded assignments will serve as a springboard for your weekly graded synchronous discussion



Most weeks will thus look like this:

## Framing Question



## Discussion



Discussions will meet at the assigned class time: you'll be assigned to one of the three class days for discussion during the first couple of days of classes. The remaining class times are open to you; you might want to budget that time for coursework or even small group work with others from your discussion group if you like.

\*Note: you will not be reading the book chapters in order!! Don't let that throw you - the topical structure of the course is a bit different than the topical structure of the book.

## Major Assessment Activities

- **Graded reading quizzes** (30% of total) Graded reading quizzes (4 points each) will be a mix of short answer, fill-in-the-blank, multiple choice, and the occasional brief essay questions about each reading. Think of each quiz as a tiny part of a midterm exam, rather than a whole test in itself, or as a potential 4 points added to your every-growing pile of points.
- **Graded class discussions** (20% of total) Your participation in weekly class discussions. You'll be assigned a discussion day, to meet synchronously during class time, and continue with the same small subset of students and me throughout the semester.
- **The term paper** (25% of total) is a 10-page paper exploring empirical psychological research on one of the topics from class. Requirements for the term paper will be discussed at length in class and must be followed.
- **The creative project** (15%) is any brief creative work related to a theme or themes of the class. It can be visual arts piece (video, photography, drawing, painting, sculpture, collage, etc.); a poem; a very, very short story; a proposed building; a song; something wearable (clothing, jewelry, etc.); a storyboard for a movie or cartoon; a prototype or proposal for a new product; a proposed public service campaign; an idea for a community service project; or anything else you would like to do as approved by me. Your work must be original to you, and may not be a speech accompanied by PowerPoint – it should be more creative. However, I am no artist and I am certainly not an art teacher: your grade will be based primarily on how well you explain the relationship of your work of art to the topic(s) you have chosen. Whatever you do, you will have 5 minutes to present your creative project to your discussion group AND explain how it relates to what we have learned over the semester. So, if you would like to do something that unfolds over time, like a song or a story, be brief!
- **Final reflections** (10%) will be an essay pulling from the themes of the class and extrapolating them to something about your future plans.

Each assessment requires you to understand and explain course material, and requires that you are able to read, understand, and use original empirical original psychology research.

You may collaborate with others on written work, but all answers need to be in your own words and to reflect your own thoughts on the topic.

## Grading Policies

### Missed Work

Things happen. I'll drop your lowest 6 scores for the graded quizzes, no questions asked. Any quiz you don't complete by the due date (11:59 pm the day before your assigned discussion group) will earn a 0. If you complete all of the graded quizzes on time, I'll drop the lowest 6 scores. However, you'll want to have at least some familiarity with each of the readings before our discussion, so make sure to take a look at those and the lectures before we meet.

### Late Work

Students must contact me directly ([cpury@clemsun.edu](mailto:cpury@clemsun.edu) (<mailto:cpury@clemsun.edu>)) for permission to submit late term papers, creative projects, or final reflections. There may be a penalty of up to 5% per day, depending on your circumstances.

### Missed Discussion

Again, things happen. You can be absent from one discussion, no questions asked. After the second one, however, I'll be contacting you to be sure you are okay and to figure out the best path forward.

## Grading Breakdown

The following letter grades will be assigned to your total percent of points in the class. There are many, many different types of assessments given in the class over many different occasions, thus I will not "round up" grades.

- A: 100% - 90.00%
  - B: 89.99% - 80.00%
  - C: 79.99% - 70.00%
  - D: 69.99% - 60.00%
  - F: 59.99% - 0%
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## Course Feedback

Please complete the standard end-of-course student evaluation, linked to the left. This will open a few weeks before the end of class. If 80% of the class or more has completed the evaluation before the final exam period, I will give everyone a 1% bonus on the final reflection paper.

If you have something you'd like me to know about the course prior to the end, let me know! If you email me from a private (non-Clemson) email account, I won't make any effort to trace it back to you should you prefer to remain anonymous (however, note that it won't actually be anonymous)

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## Topical Outline

In this class, we will cover 12 units:

- Broaden and Build Theory
- Subjective Well-Being
- Flow and Engagement
- Eudaimonia
- Mindfulness
- Virtue Psychology
- Optimism and Hope
- Courage
- Positive Relationships
- Positive Strategies for the Individual
- Individual Interventions
- Positive Work, School, and Leisure

Each unit will have a framing question, lectures, readings, assignments, and small group discussion as described above.

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## CT<sup>2</sup> Class

This is a CT<sup>2</sup> (Clemson Thinks Critical Thinking) class.



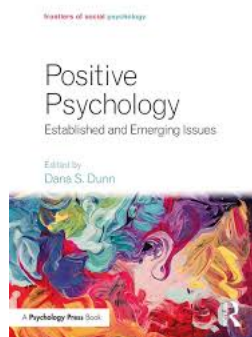
## Definition and Goals

I define critical thinking as the ability to step back from your own initial thoughts and feelings about a question to thoughtfully and intentionally examine the logic and evidence behind it, and the ability to suspend your own intellectual impulses for long enough to consider other options, which can also be analyzed thoughtfully and intentionally. As part of this ability in science, you need to be able to read and understand original empirical research in the area and to be able to put it into the larger theoretical picture. We will be doing both of these things as a regular part of the readings and discussion.

## Artifacts

Your term paper, which requires you to find and read original empirical research articles, then to synthesize the findings based on content rather than source, will serve as a CT<sup>2</sup> artifact that will be shared with CT<sup>2</sup> program faculty and staff at Clemson for evaluation purposes. Selected quizzes may also be scanned and submitted for course evaluation.

## Required Materials



Dunn, D. (2017). *Positive Psychology: Established and Emerging Issues*. New York: Routledge. ISBN 978-1138698666 - ebook or print version OK.

Readings from the Dunn book will be referred to as "review readings", because the chapters are review articles, or a synthesis of many other empirical and theoretical articles. They are actually meant to be your introduction to the material - I am using the word "review" the way that it is used in scholarship rather than the way that it is used in education.

Other readings will be posted as .pdfs in the assignments.

You will also need a laptop with Word, a .pdf reader, and the usual setup for Zoom conferences (internet access, camera, microphone, etc.)

## Required Technical Skills

To be successful in this course, you must have a minimum working knowledge of your computer system, a web browser, and a word processing program. If you do not have this knowledge or the skills, consider taking a short computer course.

For technical assistance with the course site, students should contact [ithelp@clemson.edu](mailto:ithelp@clemson.edu) (<mailto:ithelp@clemson.edu>) or visit [CCIT's website](http://ccit.clemson.edu) (<http://ccit.clemson.edu>).

## Is this course for you?

Below are some details of the class that students frequently either love or hate. Some are based on actual student comments. Please consider them in light of your own preferences and strengths.



- **This class will be taught at a junior graduate school level.** I plan to teach you how to read primary source research articles and how that information gets summarized in review chapters (exemplified by the Dunn book), textbooks, and popular press articles. I think that the rewards for being able to do this (being able to interpret new findings, write better papers, and getting a head start on what you'll need to do in grad school if that's where you are headed) outweigh the costs (there are no pretty color photographs in your book, readings are typically dryer than what you'll find in textbooks).
- You will be reading primary source articles. They are not as much fun to read as a textbook. They don't have educational features, pictures, or exercises in them. They rarely contain jokes or anecdotes. However, this is the way that real science gets done. Think of this as the scientific equivalent of going from picture books to novels – you lose some entertainment but you gain depth.
- I do not use PowerPoint slides regularly in in-person classes and won't in this class either. Experience has shown me (and, sadly, my students) that I am kind of boring with PowerPoint. Look for videos or blog posts to cover lecture material.
- I'm convinced that the topics we will cover are those that people care most about: how to live a happy and rewarding life, how to live your life to the fullest, and how to be a better person.
- Positive psychology is a relatively new field: some areas of research have only attracted serious, programmatic research within the last few years. Thus, for some topics, the material presented and the discussions about it will be more speculative and philosophical than definitive and empirical.
- Other areas have a much longer research tradition, and will require you to master certain basic facts.
- There is a discussion-based component to this class and you will be graded on the quality and quantity of your contributions to it. You will need to talk and to contribute to class. This ability is important for your future careers, whatever they may be. I've yet to talk to a friend with a successful career who is not expected to engage in group discussions at his or her job.
- You will need to be tolerant of and respectful to your peers' contributions.
- You will need to do the readings and watch/read the lecture material prior to each discussion. Discussions do not work unless you and your classmates are coming to class prepared.
- The written assignments on each reading will be brief and will only be worth a few points. It is very possible for A students to earn a 50% or less on a couple of assignments. Don't let this freak you out: again, remember that each quiz is really just a small section on a "midterm" that lasts all semester.
- I believe that true knowledge requires a person be able to apply material in a variety of ways. Therefore, the assignments will contain a mix of multiple choice, short answer, and extremely short essay questions. Multiple choice questions are included because the course covers a wide range of material – they allow me to test your knowledge and ability to discern good information from bad over the breadth of the course. Short answer questions help me assess your recall of the main points of lecture and readings. Essay questions allow me to assess your ability to explain the material at a more in-depth level. I'll try to use a mix of formats over the span of the course.
- True knowledge also involves the ability to research and communicate information in a variety of ways. Thus, we will have two assignments requiring different types of research and communication: a term paper requiring original source research and scholarly/professional communication, and a creative project requiring translation of a class concept into lay-level communication.
- Finally, true knowledge requires that you put it all together. We will have a comprehensive reflection due at the end of the class requiring you to do just that.
- Because we have regular assessments, I don't see the need for a midterm. The final reflection will require integration of course material from different parts of the class. It will be cumulative in the sense that material from all parts of the semester will be needed.
- Reading assignments also will be cumulative at times, with some questions requiring you to link the new material for the day with material from previous classes.
- I will do my best to get your reading assignments graded before the discussion, but this might not happen all the time.
- I tell stories in lectures and discussion to illustrate the material we are discussing. Although the specifics of the stories are not covered on assessments, the concept that the stories illustrate are covered.
- **The paper will be different than other papers you've written.** I expect a more scholarly result. However, the class is set up to teach you the skills you will need to accomplish this. There will be extensive instructions given at the date listed in the syllabus.
- I'd rather set up a Zoom meeting at a time that works for both of us than hang out on Zoom for a set time each week. Email me to set up a time and I will make an appointment for you!
- There are two types of additional primary source readings you will complete. One type is an empirical article that came out before the assigned book chapter and that is cited in it. From these, I want you to learn how to extract information from an empirical article for your own writing.

- The second type is a more current empirical article on one or more of the constructs or theories described in the chapter. From these, I want you to see how theories are tested and refined.

## Course and University Policies



(<https://www.flickr.com/photos/95141439@N00/4188827473>)

(<https://www.flickr.com/photos/83073875@N00/2291816634>)

### Attendance

I will absolutely do my best send an announcement via Canvas should i need to cancel class for any reason. However, If I am not present 15 minutes after the start of class, you can consider it cancelled.

Because privacy regulations stipulate that faculty and staff communicate with students through authorized University channels, use your University email account or Canvas's messaging system to contact me.

Canvas allows you as a student to quickly notify instructors of an absence from class and provides set categories (e.g. court attendance, illness, family illness or death, military duty, hospitalization, university function, religious observance). This does not serve as an excuse from class but allows students to communicate with instructors (all or some, of their choice). Consult with instructors when discussing absences. The Dean of Students' office can also be of assistance.

### Student Accessibility Services

Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to this class should let the professor know, and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling 864-656-6848, by emailing [studentaccess@lists.clemson.edu](mailto:studentaccess@lists.clemson.edu) (<mailto:studentaccess@lists.clemson.edu>), or by visiting Suite 239 in the Academic Success Center building. Appointments are strongly encouraged – drop-ins will be seen if at all possible, but there could be a significant wait due to scheduled appointments. Students who receive Academic Access Letters are strongly encouraged to request, obtain and present these to their professors as early in the semester as possible so that accommodations can be made in a timely manner. It is the student's responsibility to follow this process each semester. You can access further information at the [Student Accessibility Services Website](http://www.clemson.edu/academics/studentaccess/) (<http://www.clemson.edu/academics/studentaccess/>) and the [Office of Access and Equity Website](http://www.clemson.edu/campus-life/campus-services/access/) (<http://www.clemson.edu/campus-life/campus-services/access/>).

### Email Policy / Response Time

You can expect a response to your email inquiries within 36 hours, excluding weekends and university holidays. It is likely that you will hear back from me within a few hours though; I have an email problem.

### Submission of Work from Other Courses:

You may not submit any work done in other courses. You may absolutely not submit any work done by others.

### Copyright

All materials found in this course are strictly for the use of students enrolled in this course and for purposes associated with this course; they may not be retained or further disseminated. Clemson students, faculty, and staff are expected to comply fully with institutional copyright policy as well as all other copyright laws.

### Privacy Policy

This course is designed with your privacy in mind. If, however, you feel that an assignment or technology tool undermines your right to privacy, please contact me immediately. We will work together to determine an alternative assignment that will help you achieve the course learning outcomes.

### Online Conduct

Appropriate online academic conduct means maintaining a safe learning environment based on mutual respect and civility. All participants in Clemson courses are expected to behave professionally by adhering to these standards of conduct:

- Never transmit or promote content known to be illegal.
- Respect other people's privacy as well as your own.
- Forgive other people's mistakes.
- Never use harassing, threatening, embarrassing, or abusive language or actions.

Online communication that fails to meet these standards of conduct will be removed from the course. Repeated misconduct may result in being blocked from online discussions, receiving a grade penalty, or being dismissed from the course. Such misconduct in the online environment may also be reported to officials for appropriate action in accordance with University policy. If you ever encounter inappropriate content in our course, please contact me with your concerns.

#### Academic Integrity

As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.

A simple definition of plagiarism is when someone presents another person's words, visuals, or ideas as his or her own. The instructor will deal with plagiarism on a case-by-case basis. I will use, at my discretion, the Plagiarism Resolution Form. All infractions of academic dishonesty will be reported to Undergraduate Studies for resolution through that office.

See the [Undergraduate Academic Integrity Policy](https://www.clemson.edu/studentaffairs/student-handbook/universitypolicies/academic_integrity.html) ([https://www.clemson.edu/studentaffairs/student-handbook/universitypolicies/academic\\_integrity.html](https://www.clemson.edu/studentaffairs/student-handbook/universitypolicies/academic_integrity.html)) website for additional information about academic integrity at Clemson.

#### Academic Grievances

Students are advised to visit the [Ombuds' Office](http://www.clemson.edu/administration/ombudsman/index.html) (<http://www.clemson.edu/administration/ombudsman/index.html>) prior to filing a grievance. After discussion with the undergraduate academic ombudsman, students should contact Undergraduate Studies (656-3022) for assistance filing official paperwork.

#### Non-Discrimination

Clemson University is committed to providing a higher education environment that is free from sexual discrimination. Therefore, if you believe you or someone else that is part of the Clemson University community has been discriminated against based on sex, or if you have questions about Title IX, please contact the Title IX Coordinator, Alesia Smith, who also serves as the Executive Director of Equity Compliance, at 110 Holtendorff Hall, 864-656-3181 (voice) or 864-656-0899 (TDD). The Title IX Coordinator is the person designated by Clemson University to oversee its Title IX compliance efforts. Please consult the [University's Title IX policy](http://www.clemson.edu/campus-life/campus-services/access/title-ix/) (<http://www.clemson.edu/campus-life/campus-services/access/title-ix/>) for full details.

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## Student Support Services

#### Academic Success Center

The Academic Success Center provides free services, including tutoring, academic coaching, and academic skills workshops, for all Clemson students. Visit the [Academic Success Center website](http://www.clemson.edu/asc) (<http://www.clemson.edu/asc>) for more information on their services and workshops.

#### Writing Center

Clemson University's Writing Center offers free one-on-one tutoring for all Clemson students. Visit the [Writing Center's website](https://clemson.mywconline.com/) (<https://clemson.mywconline.com/>) for more information about their services or to make an appointment.

#### Cooper Library

Reference librarians are available in person and via text, phone, email, and chat to answer your research questions. Visit [Ask a Librarian](https://libraries.clemson.edu/ask/) (<https://libraries.clemson.edu/ask/>) for more information or to get in touch with a librarian.

#### Technical Support

If you are having hardware or software problems, CCIT's Service Desk may be able to help you. Contact them at [ITHELP@clemson.edu](mailto:ITHELP@clemson.edu) (<mailto:ITHELP@clemson.edu>) with a detailed description of your problem.

#### Academic Advising

















[Academic advising](http://www.clemson.edu/academics/advising/index.html) (<http://www.clemson.edu/academics/advising/index.html>) is an ongoing educational process that connects the student to the University. Academic advising supports the University's mission of preparing the student for learning beyond the confines of the academy. Academic advisors represent and interpret University policies and procedures to the student and help the student navigate the academic and organizational paths of the institution.

















#### Registrar

















The [Registrar's office](http://www.registrar.clemson.edu/html/indexStudents.htm) (<http://www.registrar.clemson.edu/html/indexStudents.htm>) provides information about important deadlines, degree and program requirements, and other key information, including use of iROAR to add, drop, or withdraw from courses. Go to the Registrar's website and click on "Academic Calendar" to see the relevant dates for this term.

















## Course Summary:

Date	Details	
Fri Nov 2, 2018	 <a href="https://clemons.instructure.com/courses/116744/assignments/708454">Term paper</a> <a href="https://clemons.instructure.com/courses/116744/assignments/708454">https://clemons.instructure.com/courses/116744/assignments/708454</a>	due by 10:10am
	 <a href="https://clemons.instructure.com/courses/116744/assignments/708411">Audited citation from term paper</a> <a href="https://clemons.instructure.com/courses/116744/assignments/708411">https://clemons.instructure.com/courses/116744/assignments/708411</a>	due by 5:00pm
	 <a href="https://clemons.instructure.com/courses/116744/assignments/751247">Quiz 1.1</a> <a href="https://clemons.instructure.com/courses/116744/assignments/751247">https://clemons.instructure.com/courses/116744/assignments/751247</a> (Monday Discussion)	due by 11:59pm
Sun Aug 30, 2020	 <a href="https://clemons.instructure.com/courses/116744/assignments/751248">Quiz 1.2</a> <a href="https://clemons.instructure.com/courses/116744/assignments/751248">https://clemons.instructure.com/courses/116744/assignments/751248</a> (Monday Discussion)	due by 11:59pm
	 <a href="https://clemons.instructure.com/courses/116744/assignments/751249">Quiz 1.3</a> <a href="https://clemons.instructure.com/courses/116744/assignments/751249">https://clemons.instructure.com/courses/116744/assignments/751249</a> (Monday Discussion)	due by 11:59pm
Mon Aug 31, 2020	 <a href="https://clemons.instructure.com/calendar?event_id=205214&amp;include_contexts=course_116744">Monday PSYC 4820 Discussion</a> <a href="https://clemons.instructure.com/calendar?event_id=205214&amp;include_contexts=course_116744">https://clemons.instructure.com/calendar?event_id=205214&amp;include_contexts=course_116744</a>	10am to 11am
	 <a href="https://clemons.instructure.com/courses/116744/assignments/751247">Quiz 1.1</a> <a href="https://clemons.instructure.com/courses/116744/assignments/751247">https://clemons.instructure.com/courses/116744/assignments/751247</a> (Wednesday Discussion)	due by 11:59pm
Tue Sep 1, 2020	 <a href="https://clemons.instructure.com/courses/116744/assignments/751248">Quiz 1.2</a> <a href="https://clemons.instructure.com/courses/116744/assignments/751248">https://clemons.instructure.com/courses/116744/assignments/751248</a> (Wednesday Discussion)	due by 11:59pm
	 <a href="https://clemons.instructure.com/courses/116744/assignments/751249">Quiz 1.3</a> <a href="https://clemons.instructure.com/courses/116744/assignments/751249">https://clemons.instructure.com/courses/116744/assignments/751249</a> (Wednesday Discussion)	due by 11:59pm
Wed Sep 2, 2020	 <a href="https://clemons.instructure.com/calendar?event_id=205228&amp;include_contexts=course_116744">Wednesday PSYC 4820 Discussion</a> <a href="https://clemons.instructure.com/calendar?event_id=205228&amp;include_contexts=course_116744">https://clemons.instructure.com/calendar?event_id=205228&amp;include_contexts=course_116744</a>	10am to 11am
	 <a href="https://clemons.instructure.com/courses/116744/assignments/751248">Quiz 1.2</a> <a href="https://clemons.instructure.com/courses/116744/assignments/751248">https://clemons.instructure.com/courses/116744/assignments/751248</a> (Friday Discussion)	due by 11:59pm
Thu Sep 3, 2020	 <a href="https://clemons.instructure.com/courses/116744/assignments/751249">Quiz 1.3</a> <a href="https://clemons.instructure.com/courses/116744/assignments/751249">https://clemons.instructure.com/courses/116744/assignments/751249</a> (Friday Discussion)	due by 11:59pm
	 <a href="https://clemons.instructure.com/courses/116744/assignments/751247">Quiz 1.1</a> <a href="https://clemons.instructure.com/courses/116744/assignments/751247">https://clemons.instructure.com/courses/116744/assignments/751247</a> (Friday Discussion)	due by 11:59pm
Fri Sep 4, 2020	 <a href="https://clemons.instructure.com/calendar?event_id=205270&amp;include_contexts=course_116744">Friday PSYC 4820 Discussion</a> <a href="https://clemons.instructure.com/calendar?event_id=205270&amp;include_contexts=course_116744">https://clemons.instructure.com/calendar?event_id=205270&amp;include_contexts=course_116744</a>	10am to 11am
Mon Sep 7, 2020	 <a href="https://clemons.instructure.com/calendar?event_id=205215&amp;include_contexts=course_116744">Monday PSYC 4820 Discussion</a> <a href="https://clemons.instructure.com/calendar?event_id=205215&amp;include_contexts=course_116744">https://clemons.instructure.com/calendar?event_id=205215&amp;include_contexts=course_116744</a>	10am to 11am
Wed Sep 9, 2020	 <a href="https://clemons.instructure.com/calendar?event_id=205229&amp;include_contexts=course_116744">Wednesday PSYC 4820 Discussion</a> <a href="https://clemons.instructure.com/calendar?event_id=205229&amp;include_contexts=course_116744">https://clemons.instructure.com/calendar?event_id=205229&amp;include_contexts=course_116744</a>	10am to 11am

Date	Details	
Fri Sep 11, 2020	 <a href="https://clemsun.instructure.com/calendar?event_id=205271&amp;include_contexts=course_116744">Friday PSYC 4820 Discussion</a> <a href="https://clemsun.instructure.com/calendar?event_id=205271&amp;include_contexts=course_116744">https://clemsun.instructure.com/calendar?event_id=205271&amp;include_contexts=course_116744</a>	10am to 11am
Mon Sep 14, 2020	 <a href="https://clemsun.instructure.com/calendar?event_id=205216&amp;include_contexts=course_116744">Monday PSYC 4820 Discussion</a> <a href="https://clemsun.instructure.com/calendar?event_id=205216&amp;include_contexts=course_116744">https://clemsun.instructure.com/calendar?event_id=205216&amp;include_contexts=course_116744</a>	10am to 11am
Wed Sep 16, 2020	 <a href="https://clemsun.instructure.com/calendar?event_id=205230&amp;include_contexts=course_116744">Wednesday PSYC 4820 Discussion</a> <a href="https://clemsun.instructure.com/calendar?event_id=205230&amp;include_contexts=course_116744">https://clemsun.instructure.com/calendar?event_id=205230&amp;include_contexts=course_116744</a>	10am to 11am
Fri Sep 18, 2020	 <a href="https://clemsun.instructure.com/calendar?event_id=205272&amp;include_contexts=course_116744">Friday PSYC 4820 Discussion</a> <a href="https://clemsun.instructure.com/calendar?event_id=205272&amp;include_contexts=course_116744">https://clemsun.instructure.com/calendar?event_id=205272&amp;include_contexts=course_116744</a>	10am to 11am
Mon Sep 21, 2020	 <a href="https://clemsun.instructure.com/calendar?event_id=205217&amp;include_contexts=course_116744">Monday PSYC 4820 Discussion</a> <a href="https://clemsun.instructure.com/calendar?event_id=205217&amp;include_contexts=course_116744">https://clemsun.instructure.com/calendar?event_id=205217&amp;include_contexts=course_116744</a>	10am to 11am
Wed Sep 23, 2020	 <a href="https://clemsun.instructure.com/calendar?event_id=205231&amp;include_contexts=course_116744">Wednesday PSYC 4820 Discussion</a> <a href="https://clemsun.instructure.com/calendar?event_id=205231&amp;include_contexts=course_116744">https://clemsun.instructure.com/calendar?event_id=205231&amp;include_contexts=course_116744</a>	10am to 11am
Fri Sep 25, 2020	 <a href="https://clemsun.instructure.com/calendar?event_id=205273&amp;include_contexts=course_116744">Friday PSYC 4820 Discussion</a> <a href="https://clemsun.instructure.com/calendar?event_id=205273&amp;include_contexts=course_116744">https://clemsun.instructure.com/calendar?event_id=205273&amp;include_contexts=course_116744</a>	10am to 11am
Mon Sep 28, 2020	 <a href="https://clemsun.instructure.com/calendar?event_id=205218&amp;include_contexts=course_116744">Monday PSYC 4820 Discussion</a> <a href="https://clemsun.instructure.com/calendar?event_id=205218&amp;include_contexts=course_116744">https://clemsun.instructure.com/calendar?event_id=205218&amp;include_contexts=course_116744</a>	10am to 11am
Wed Sep 30, 2020	 <a href="https://clemsun.instructure.com/calendar?event_id=205232&amp;include_contexts=course_116744">Wednesday PSYC 4820 Discussion</a> <a href="https://clemsun.instructure.com/calendar?event_id=205232&amp;include_contexts=course_116744">https://clemsun.instructure.com/calendar?event_id=205232&amp;include_contexts=course_116744</a>	10am to 11am
Fri Oct 2, 2020	 <a href="https://clemsun.instructure.com/calendar?event_id=205274&amp;include_contexts=course_116744">Friday PSYC 4820 Discussion</a> <a href="https://clemsun.instructure.com/calendar?event_id=205274&amp;include_contexts=course_116744">https://clemsun.instructure.com/calendar?event_id=205274&amp;include_contexts=course_116744</a>	10am to 11am
Mon Oct 5, 2020	 <a href="https://clemsun.instructure.com/calendar?event_id=205219&amp;include_contexts=course_116744">Monday PSYC 4820 Discussion</a> <a href="https://clemsun.instructure.com/calendar?event_id=205219&amp;include_contexts=course_116744">https://clemsun.instructure.com/calendar?event_id=205219&amp;include_contexts=course_116744</a>	10am to 11am
Wed Oct 7, 2020	 <a href="https://clemsun.instructure.com/calendar?event_id=205233&amp;include_contexts=course_116744">Wednesday PSYC 4820 Discussion</a> <a href="https://clemsun.instructure.com/calendar?event_id=205233&amp;include_contexts=course_116744">https://clemsun.instructure.com/calendar?event_id=205233&amp;include_contexts=course_116744</a>	10am to 11am
Fri Oct 9, 2020	 <a href="https://clemsun.instructure.com/calendar?event_id=205275&amp;include_contexts=course_116744">Friday PSYC 4820 Discussion</a> <a href="https://clemsun.instructure.com/calendar?event_id=205275&amp;include_contexts=course_116744">https://clemsun.instructure.com/calendar?event_id=205275&amp;include_contexts=course_116744</a>	10am to 11am
Mon Oct 12, 2020	 <a href="https://clemsun.instructure.com/calendar?event_id=205220&amp;include_contexts=course_116744">Monday PSYC 4820 Discussion</a> <a href="https://clemsun.instructure.com/calendar?event_id=205220&amp;include_contexts=course_116744">https://clemsun.instructure.com/calendar?event_id=205220&amp;include_contexts=course_116744</a>	10am to 11am
Wed Oct 14, 2020	 <a href="https://clemsun.instructure.com/calendar?event_id=205234&amp;include_contexts=course_116744">Wednesday PSYC 4820 Discussion</a> <a href="https://clemsun.instructure.com/calendar?event_id=205234&amp;include_contexts=course_116744">https://clemsun.instructure.com/calendar?event_id=205234&amp;include_contexts=course_116744</a>	10am to 11am
Fri Oct 16, 2020	 <a href="https://clemsun.instructure.com/calendar?event_id=205276&amp;include_contexts=course_116744">Friday PSYC 4820 Discussion</a> <a href="https://clemsun.instructure.com/calendar?event_id=205276&amp;include_contexts=course_116744">https://clemsun.instructure.com/calendar?event_id=205276&amp;include_contexts=course_116744</a>	10am to 11am

Date	Details
Mon Oct 19, 2020	 <a href="https://clemons.instructure.com/calendar?event_id=205221&amp;include_contexts=course_116744">Monday PSYC 4820 Discussion</a> (https://clemons.instructure.com/calendar?event_id=205221&include_contexts=course_116744)
Wed Oct 21, 2020	 <a href="https://clemons.instructure.com/calendar?event_id=205235&amp;include_contexts=course_116744">Wednesday PSYC 4820 Discussion</a> (https://clemons.instructure.com/calendar?event_id=205235&include_contexts=course_116744)
Fri Oct 23, 2020	 <a href="https://clemons.instructure.com/calendar?event_id=205277&amp;include_contexts=course_116744">Friday PSYC 4820 Discussion</a> (https://clemons.instructure.com/calendar?event_id=205277&include_contexts=course_116744)
Mon Oct 26, 2020	 <a href="https://clemons.instructure.com/calendar?event_id=205222&amp;include_contexts=course_116744">Monday PSYC 4820 Discussion</a> (https://clemons.instructure.com/calendar?event_id=205222&include_contexts=course_116744)
Wed Oct 28, 2020	 <a href="https://clemons.instructure.com/calendar?event_id=205236&amp;include_contexts=course_116744">Wednesday PSYC 4820 Discussion</a> (https://clemons.instructure.com/calendar?event_id=205236&include_contexts=course_116744)
Fri Oct 30, 2020	 <a href="https://clemons.instructure.com/calendar?event_id=205278&amp;include_contexts=course_116744">Friday PSYC 4820 Discussion</a> (https://clemons.instructure.com/calendar?event_id=205278&include_contexts=course_116744)
Wed Nov 4, 2020	 <a href="https://clemons.instructure.com/calendar?event_id=205237&amp;include_contexts=course_116744">Wednesday PSYC 4820 Discussion</a> (https://clemons.instructure.com/calendar?event_id=205237&include_contexts=course_116744)
Fri Nov 6, 2020	 <a href="https://clemons.instructure.com/calendar?event_id=205279&amp;include_contexts=course_116744">Friday PSYC 4820 Discussion</a> (https://clemons.instructure.com/calendar?event_id=205279&include_contexts=course_116744)
Mon Nov 9, 2020	 <a href="https://clemons.instructure.com/calendar?event_id=205224&amp;include_contexts=course_116744">Monday PSYC 4820 Discussion</a> (https://clemons.instructure.com/calendar?event_id=205224&include_contexts=course_116744)
Wed Nov 11, 2020	 <a href="https://clemons.instructure.com/calendar?event_id=205238&amp;include_contexts=course_116744">Wednesday PSYC 4820 Discussion</a> (https://clemons.instructure.com/calendar?event_id=205238&include_contexts=course_116744)
Fri Nov 13, 2020	 <a href="https://clemons.instructure.com/calendar?event_id=205280&amp;include_contexts=course_116744">Friday PSYC 4820 Discussion</a> (https://clemons.instructure.com/calendar?event_id=205280&include_contexts=course_116744)
Mon Nov 16, 2020	 <a href="https://clemons.instructure.com/calendar?event_id=205225&amp;include_contexts=course_116744">Monday PSYC 4820 Discussion</a> (https://clemons.instructure.com/calendar?event_id=205225&include_contexts=course_116744)
Wed Nov 18, 2020	 <a href="https://clemons.instructure.com/calendar?event_id=205239&amp;include_contexts=course_116744">Wednesday PSYC 4820 Discussion</a> (https://clemons.instructure.com/calendar?event_id=205239&include_contexts=course_116744)
Fri Nov 20, 2020	 <a href="https://clemons.instructure.com/calendar?event_id=205281&amp;include_contexts=course_116744">Friday PSYC 4820 Discussion</a> (https://clemons.instructure.com/calendar?event_id=205281&include_contexts=course_116744)
Mon Nov 23, 2020	 <a href="https://clemons.instructure.com/calendar?event_id=205226&amp;include_contexts=course_116744">Monday PSYC 4820 Discussion</a> (https://clemons.instructure.com/calendar?event_id=205226&include_contexts=course_116744)
Mon Nov 30, 2020	 <a href="https://clemons.instructure.com/calendar?event_id=205227&amp;include_contexts=course_116744">Monday PSYC 4820 Discussion</a> (https://clemons.instructure.com/calendar?event_id=205227&include_contexts=course_116744)

Date	Details
Wed Dec 2, 2020	 <a href="https://clemons.instructure.com/calendar?event_id=205241&amp;include_contexts=course_116744">Wednesday PSYC 4820 Discussion</a> <a href="https://clemons.instructure.com/calendar?event_id=205241&amp;include_contexts=course_116744">10am to 11am</a>
Fri Dec 4, 2020	 <a href="https://clemons.instructure.com/calendar?event_id=205283&amp;include_contexts=course_116744">Friday PSYC 4820 Discussion</a> <a href="https://clemons.instructure.com/calendar?event_id=205283&amp;include_contexts=course_116744">10am to 11am</a>
	 <a href="https://clemons.instructure.com/courses/116744/assignments/708416">Creative project</a>
	 <a href="https://clemons.instructure.com/courses/116744/assignments/708417">Creative project presentation</a>
	 <a href="https://clemons.instructure.com/courses/116744/assignments/708437">Participation grade</a>
	 <a href="https://clemons.instructure.com/courses/116744/assignments/788266">Quiz 2.1</a>
	 <a href="https://clemons.instructure.com/courses/116744/assignments/752011">Quiz 2.2</a>
	 <a href="https://clemons.instructure.com/courses/116744/assignments/788279">Quiz 2.3</a>
	 <a href="https://clemons.instructure.com/courses/116744/assignments/752094">Quiz 3.1</a>
	 <a href="https://clemons.instructure.com/courses/116744/assignments/752095">Quiz 3.2</a>
	 <a href="https://clemons.instructure.com/courses/116744/assignments/752096">Quiz 3.3</a>
	 <a href="https://clemons.instructure.com/courses/116744/assignments/752097">Quiz 4.1</a>
	 <a href="https://clemons.instructure.com/courses/116744/assignments/752098">Quiz 4.2</a>
	 <a href="https://clemons.instructure.com/courses/116744/assignments/752099">Quiz 4.3</a>