

Life Hacks through (Psy) Pod Casts

Arts & Sciences 1137*. – Autumn 2021**
First-year seminar – 1 semester-hour credit
Day/Time & Room XXXX

Instructor Details

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Office hours: TBD, or by appointment



Biographical Statement

Dr. CB is a triple alumna of OSU. She earned her BA, MA, and PhD here & is proud to be a lifelong Buckeye. Her passion for teaching started as a teenager, when she taught ballet and musical theatre to children at her performing arts school. During undergrad, she helped train new volunteers to the suicide prevention hotline and has been teaching ever since. She is an award-winning instructor, having won the psychology department's distinguished teaching award, as well as the university's highest teaching award for associated faculty. In addition, she was named to the Princeton Review as a Top 300 professor. She focuses heavily on gender and sexuality, as well as clinical psych in her teaching, but her research is primarily focused on teaching & learning, particularly on the role of reflection in learning. In her personal life, she acts and directs in local theatre, creates stained glass, and travels the world with her wife. She has two brilliant children, both grown now.

Course Description

Psychology research has so much to offer us all, but reading research can be difficult and feel like a chore. New college students already have enough difficult reading to work through, but there are still valuable things that psychology has to offer the entering freshman. Enter podcasts! Employing this useful popular media resource, we will explore a few of the important life lessons psychology has to offer new students. I have curated a list of research-based popular media sources through which we will explore a number of "life hacks" and their implications for students' lives as scholars and in their personal lives.

How This Class is Different From Other Classes You've Taken

- This course is nearly entirely reflection and discussion of interesting material
- In that sense, earning a high grade will be easy and enjoyable
- However, the success of the experience will rely heavily on each member of the community participating fully in the experience, meaning motivation and participation must be active and engaged from start to finish

Course Goals & Learning Outcomes

Course Goal A

Students will develop increased competencies in **transferable skills**

TS 1 Use effective **communication and interaction** skills, including appropriate responsiveness to feedback

TS 2 - Demonstrate **self-regulation** skills, such as time management, dependability, & responsibility

TS 3 - Demonstrate **flexibility** and **inclusiveness** in social interactions

Course Goal B

Students will engage in meta-cognition regarding their experiences using **self-assessment**

SA 1 - Assess strengths, weaknesses, and challenges related to course topics

SA 2 - Reflect on how content can **apply to experience** in personal and professional contexts

Course Goal C

Students will gain increased **knowledge of the research** regarding specific topics in psychology

UPR 1: Accurately **summarize** course content & core concepts

UPR 2: Evaluate **implications** of course content for people from diverse backgrounds, including potential for bias

“Writing in a journal reminds you of your goals and of your learning in life. It offers a place where you can hold a deliberate, thoughtful conversation with yourself.”

~Robin S Sharma

(https://www.brainyquote.com/quotes/robin_s_sharma_531658?src=t_goals)

Coursework

Self-Assessment Journaling

- What: Reflections on and metacognition about your learning and synthesis of the learning across the course. I will provide several prompts to guide your reflections. Each reflection should take about 15 minutes to complete
- How Often: Weekly, due to Carmen by our **class meeting (total of 15)**

Progressive Book Reading

- What: You will select and read 1 of the books from the Progressive Book Project list. Each week, I will ask that you spend 30 minutes reading this book and 15 minutes reflecting on it (outside of class). I will guide your reflections with some general prompts. You will report on the things you are learning from your book to the class 3 times across the semester (TBD first week)
- How Often: Reflections due weekly to Carmen by our **class meeting (total of 15)**; Book reports to class **3x/term** (TBD first week)
- The Reports: You will prepare no longer than 1 minute of a quick take-away (life hack) for the class that comes from your reading - for each report, you will prepare one “handout” to help people remember your life hack – details of these will be discussed on Day 1 – first reports will be in Week 3 and will be during the first 10 minutes of class each week
- Make-up rule: You may change the day of your book report with a documented emergency or advanced notice to Dr. CB of at least 1 week that you will need to switch your reporting day – your rescheduled date must be within 2 weeks of your original scheduled time to report

Class Discussion Attendance & Participation

- What: Each week, during our class meeting, we will discuss and do some activities related to the content from the week’s assigned podcast. Students are expected to have listened and completed their reflections prior to the meeting, as these will form the basis of our discussions. Attendance is necessary for the success of these discussions.
- How Often: Weekly, during class meetings (total of 15)

Academic Integrity and Collaboration for All Assignment Groups

- You may discuss your ideas about all aspects of this course with other students and instructional staff as much as you like, as you work on the assignments
- Your assignment submissions must be your own individual work, should reflect your unique thoughts, and be written in your own words
- You should cite all sources that you use, including pictures, quotes, studies, articles, etc.

Grades

Grading Notes

- Each assignment will have a rubric associated with it
- All passing scores are based on whether you showed critical thinking and answered each prompt given – there are very few “correct” answers in this course
- In each grading tier, you can miss (or make-up) at least 1 assignment in each category and still earn that grade
- I want you to perform evenly across the grade categories, rather than “bulk up” in any one category, so in addition to passing a particular number of items, I have set some conditions to even out your efforts

Pick which grade you’d like, and complete the requirements (there are a total of 48 graded items in this course):

To earn this grade...	You must pass this # of items	% in class overall	# assignments you are able to fail/miss and still earn this grade	Additional conditions for this grade (you will drop to the next lower grade if not met)
A	45	93.8	3	Must do all 3 book reports & have no other category lower than 13/15
A-	43-44	89.6-91.7	5	Must do all 3 book reports; no other category lower than 13/15
B+	42	87.5	6	Must do at least 2/3 book reports; no other category lower than 12/15;
B	40-41	83.3-85.4	8	Must do at least 2/3 book reports; no other category lower than 12/15;
B-	39	81.25	9	Must do at least 2/3 book reports; no more than 2 categories lower than 12/15
C+	37-38	77.1-79.2	11	Must do at least 2/3 book reports; no other category lower than 11/15;
C	35-36	72.9-75	13	Must do at least 2/3 book reports; no other category lower than 11/15;
C-	34	70.8	14	Must do at least 2/3 book reports; no other category lower than 10/15; no more than 1 category lower than 11/15
PA (if you are taking PA/NP)	33	68.8	15	Must do at least 1 book report; no other category lower than 10/15; must attend class at least 1 time in the last 3 weeks of the semester
D+	32-33	66.7-68.8	16	Must do at least 1 book report; no other category lower than 10/15
D	29-31	60.4-64.6	19	Must do at least 1 book report; no other category lower than 9/15
E/EN	28 or lower	Below 60%	NA	NA

Logistics of the Course

Mode of delivery:

- Our class meetings will occur in a classroom face-to-face. Course materials will be posted online using Carmen as the primary source – assignments will be turned in electronically through Carmen
- There are many opportunities for interaction with Dr. CB and other students in this course

Pace of course activities: This course is divided into **weekly modules** based on course topics. Assignments and materials will be available in Carmen at least 1 week in advance of all deadlines. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame. Most assignments are due by class meeting time, all deadlines will be in the final version of the syllabus and posted on Carmen.

Credit hours and work expectations: This is a **1-credit-hour course**. According to [Ohio State policy](#), students should expect around 1 hour per week of time spent on direct instruction (instructor content and in-class activities) in addition to 2 hours of out-of-class work (reading and assignment preparation, for example) to receive a grade of (C) average.

- Outside of class, you should factor into your schedule:
 - Reading your book – 30 mins/week
 - Book reflections – 15 mins/week
 - Listening/watching course material – 30-60 mins/week
 - Self-assessment journals – 15 mins/week
 - 1-minute book “reports” – 3x/semester – max 1 hour to prepare each one (~12 mins/week)
- Class meets ~1 hour/week

Attendance:

- Attendance is required for this course, as the discussions of the material are crucial to the experience of the course
- However, since life often throws curve balls at even the best intentioned of us, each grading tier allows students to miss (or make up) some assignments/class meetings - see the [Grading Table](#) for details



Materials & Technology Requirements

Textbook and Readings

- Each student will pick one of the following books to read for their progressive book project – I selected them as companion pieces to the podcasts and the authors are often the subjects of those. Most of these are under \$20. Please reach out to me immediately if you have any financial barrier to obtaining one of these books.

Title	Author	Life Hack
The Honest Truth About Dishonesty: How We Lie to Everyone--Especially Ourselves	Dan Ariely	Be an Ethical Human
Flow: The Psychology of Optimal Experience	Mihali Csikszentmihalyi	Love What You Do
Emotional Success: the power of gratitude, compassion, and pride	David DeSteno	Practice Gratitude & Optimism
The Book of Delights: Essays	Ross Gay	Laugh Often
Think Again	Adam Grant	Be a Healthy Skeptic
Reinforcements: How to Get People to Help You	Heidi Grant	Reach Out for Help
Resilient: How to Grow an Unshakable Core of Calm, Strength, & Happiness	Rick Hanson	Be Resilient & Practice Gratitude & Optimism
The Stoic Challenge: A philosopher's guide to becoming tougher, calmer, and more resilient	William Irvine	Practice Gratitude & Optimism & Be Resilient
Ordinary Magic: Resilience in Development	Ann Masten	Be Resilient
The Sawbones Book: The Hilarious, Horrifying Road to Modern Medicine	Justin & Sydnee McElroy	Be a Healthy Skeptic
Together: The Healing Power of Human Connection in a Sometimes Lonely World -	Vivek Murthy	Have a Social Life

- Any additional readings will be posted on Carmen and will be at no cost to the student
- The podcasts and other media are all free

Baseline technical skills

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer OR mobile device (smartphone or tablet) capable of accessing the internet

Required software

- Microsoft Office 365:** All Ohio State students are eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. **The online set of Office 365 tools are available to all students and do not require a download.** Full instructions can be found [at go.osu.edu/office365help](http://go.osu.edu/office365help).
- Tophat:** All Ohio State students have free access to Tophat, a classroom response system that can be used from all types of mobile phones, computers, and tablets. Click [here](#) for help getting started with Tophat.

Carmen Access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Grading Practices, Late, & Make-up Policies

Grading Feedback:

- For most work you do in this course, you can generally expect feedback within 7 days
- I am looking for evidence of critical thinking – it is MUCH more important to me that you think deeply about the issues in this course than that you are clever, witty, or “right”
- Each assignment will be graded pass/fail – based on whether you answered all prompts & used critical thinking skills & careful reflection in your answers – there will be very few items with a “correct” answer

Late assignments:

- Late submissions will not be accepted except under the most emergent of situations, as they form the basis of our interactions during the live class
 - I will need specific documentation of your emergency to allow any sort of make-up
- Due dates and times will be explicitly given in Carmen.

Extra Credit

I'm open to EC ideas – they must be relevant to our course, free or super cheap, & accessible to our entire class (~90 people)

You must send me an email outline of your idea at least 1 week prior to the event that you would like me to consider for EC – your proposal **must** include:

- What, where, and when the activity is
- The specific learning outcomes that this opportunity would help students achieve
- Exactly what students would do to earn the EC
- What they would need to do to meet the learning outcomes – you should create a rubric just as for the other activities in the course

An email from a student with a good example of how to propose EC:

Psych 4543 Extra Credit Opportunity

Wed 3/6/2019 1:10 PM

To: Cravens-Brown, Lisa <cravens-brown.1@osu.edu>

Hi Dr. Cravens-Brown,

I have fleshed out my potential extra credit opportunity. Please let me know if you need any additional information or clarification.

Event Name: Ain't I a Woman Too: Discussion of Trans Exclusionary Radical Feminists

When: March 25th 7-8:30pm

Where: Suzanne Scharer Room, Ohio Union

Total points = 6

Specific learning outcomes this event would help students achieve:

- Course Goal C: Students will be able to "develop psychology-based strategies to facilitate social change and diminish discriminatory practices regarding gender". This discussion will entail talking about how our culture and communities are working for and against the inclusion of transwomen in our movements and spaces. It will also talk about what womanhood is and who gets to define it. This talk will allow students to learn about some of the ways in which transwomen are discriminated against and some ways in which we as a society can end these discriminatory practices.

What students need to do

- Attend the event and take a picture proving that you were there
- Write a 1-2 page reflection on the following questions
 - What was your biggest takeaway from the event?
 - How can we as a society become more inclusive of people who are transgender?
 - What are some individual steps that you can take to ensure that you are not participating in discriminatory practices?
 - Define feminism in your own words.
 - Which societal gender norms do you think contribute to the exclusion of transgender people and why?
 - How can we change these preconceived notions?

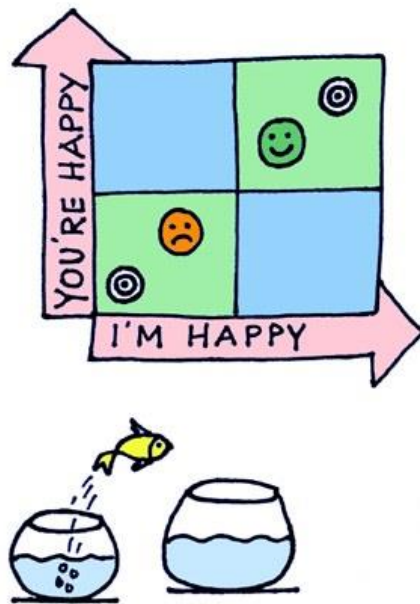
Rubric (rough draft)

Attend Event	Yes = 1 point	No = 0 points
Relate event back to course outcome	Yes = 1 point	No = 0 points
Thoroughly answer questions	Yes = 3 points	Partially = 2 points
Reflection is at least one page	Yes = 1 point	No = 0.5 points

Best,

YOU CAN EXPECT FROM ME

- **Respect** for you and your contributions to this course
- **Help** mastering the material – I am on campus some portion of every weekday, available by phone/email, and hold regular office hours
- **Thoughtful consideration** of your ideas & sincere effort to answer your questions
- **Consistent access** through email, phone, and appointments - I will make every attempt to reply to emails within **24 hours on weekdays when class is in session at the university** – I do not check emails on weekends, but will reply within 24 hours of my return to work on Mondays
- **Fairness** – I will not offer any one student an opportunity to earn points that I do not offer the entire class; I will not alter or award points to any student any points they did not directly earn – please do not ask me to violate this ethical code
- **Mindful Focus During Class Meetings** – I will be fully focused on your learning and our discussion while we are together



nobody
rises
to
low
expectations

I WILL EXPECT FROM YOU

- **Openness** - to new ideas & ways of looking at the topics
- **Respect** - for the views & backgrounds of everyone in the class & use of appropriate speech and behavior (APA 3.2, 4.1). The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.
- **Tone & Civility** - Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. Please do not engage other students with negative feedback about them as a person and remember to always rely on the data and to focus on the argument being made, not the person making it. Remember to adhere to the OSU Student Code of Conduct at all times - <https://studentconduct.osu.edu/>
- **Citation of your sources:** For your contributions in this course, please cite your sources to back up what you say – everyone has opinions, but in this class, we are interested in data and scientific reasoning. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **That what is said in class stays in class:** The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course. Please do not share any course materials or student contributions outside of this class without clear written permission from the student(s) involved AND Dr. Cravens-Brown.
- **Mindful Focus During Class Meetings** – Please be fully focused on learning and the discussion when attending class. Unless we are using them, put your devices away and immerse yourself fully in the conversation.
- **Preparation:** Come to the session having completed any readings or pre-work and be ready to have open, civil, and supportive discussions.
- **Honesty** - DO NOT CHEAT IN MY CLASS! Please see the [Academic Integrity Policy](#) and individual [assignments](#) for details

Health and Safety requirements

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes *following university mask policies* and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.

Academic Integrity & Health/Safety Policy

Ohio State's academic integrity policy

- Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's Code of Student Conduct (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's Code of Student Conduct and this syllabus may constitute "Academic Misconduct."
- The Ohio State University's CODE OF STUDENT CONDUCT (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's CODE OF STUDENT CONDUCT is never considered an excuse for academic misconduct, so I recommend that you review the CODE OF STUDENT CONDUCT and, specifically, the sections dealing with academic misconduct.
- If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. **If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.**
- It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.
- **Other sources of information on academic misconduct (integrity) to which you can refer include:**
 - **Committee on Academic Misconduct web page** (go.osu.edu/coam)
 - **TEN SUGGESTIONS FOR PRESERVING ACADEMIC INTEGRITY** (go.osu.edu/ten-suggestions)
 - **Eight Cardinal Rules of Academic Integrity** (go.osu.edu/cardinal-rules)

Specific to this course:

- **Written assignments:** All of your writing in this class should be your own original work. In formal assignments, you should follow APA style to cite the ideas and words of your research sources.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Collaboration and informal peer-review:** The course includes some opportunities for formal collaboration with your classmates. While study groups and peer-review of written projects is encouraged, remember that turning in assignments that are identical is not permitted. If you're unsure about a particular situation and whether it is okay to work together, please ask ahead of time.



BE CAREFUL OF GROUP CHATS

Please be aware of Section 3335-23-14 of the [Code of Student Conduct](#), which states: **“(D) Students have an obligation to report suspected misconduct.”**

If you join a group chat with other students & there are posts to that group chat that indicate someone has committed misconduct, you are obligated to report it

- If you do not report, you are in violation of the Code of Student Conduct and can be reported yourself
- The Committee on Academic Misconduct (COAM) takes cases like this very seriously
- Please use your best judgment about whether to join large group chats and remember to leave the group when you no longer use it – it may be wise to avoid these altogether

Dennis Learning Center

The Dennis Learning Center (<https://dennislearningcenter.osu.edu/>), located within the Younkin success center, has many online and in-person resources available for improving study skills or dealing with test anxiety.

Student Advocacy

The Student Advocacy Center is an office on campus that works with students who have been significantly ill or experienced other traumatic personal issues to minimize the impact these circumstances may have on their academics. They can provide you with resources to cope with your situation and they can also contact instructors to provide documentation on your behalf. Phone: 614-292-1111, web address: <http://advocacy.osu.edu/>

Advising

This link has an overview and contact information for the academic services offered on the OSU Columbus campus: <https://advising.osu.edu/>

Student Services

Manage many of the electronic services on campus: <https://contactbuckeyelink.osu.edu/>

TITLE IX STATEMENT

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu/> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu



STUDENT STRESS

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614--292--5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614--292--5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1--800--273-TALK or at suicidepreventionlifeline.org.

DISABILITY SERVICES (SLDS)



The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292- 3307; <http://slds.osu.edu/> ; 098 Baker Hall, 113 W. 12th Avenue.

	Topic	Preparation
Week 1: 8/24 - 8/27	Get to know the course, each other, and yourself	<ol style="list-style-type: none"> 1. READ the syllabus 2. MAKE an Intro video (instructions on Carmen) 3. REFLECT on course goals & your relationship to them 4. SELECT your book for the progressive book project 5. ATTEND class meeting & do activities with class
Week 2: 8/30-9/3	Life Hack 1 – Have a Social Life	<ol style="list-style-type: none"> 1. LISTEN to Hidden Brain: Why Human Connection is Crucial to our Health 2. RESPOND to the prompts on this episode 3. READ your book project book for 45 minutes 4. REFLECT on how what you read fits into this life hack & your personal goals 5. ATTEND class meeting & do activities with class
Week 3: 9/6-9/10 (9/6 Labor Day)	Life Hack 2 – Practice Gratitude and Optimism	<ol style="list-style-type: none"> 1. LISTEN to Hidden Brain: Where Gratitude Gets You 2. RESPOND to the prompts on this episode 3. READ your book project book for 45 minutes 4. REFLECT on how what you read fits into this life hack & your personal goals 5. ATTEND class meeting & do activities with class
Week 4: 9/13-9/17	Life Hack 2 – Practice Gratitude and Optimism, Pt 2	<ol style="list-style-type: none"> 1. LISTEN to Hidden Brain: Minimizing Pain, Maximizing Joy 2. RESPOND to the prompts on this episode 3. READ your book project book for 45 minutes 4. REFLECT on how what you read fits into this life hack & your personal goals 5. ATTEND class meeting & do activities with class
Week 5: 9/20-9/24	Life Hack 3 – Ask for Help	<ol style="list-style-type: none"> 1. WATCH TEDx: How to Ask for Help & Get a Yes 2. RESPOND to the prompts on this episode 3. READ your book project book for 45 minutes 4. REFLECT on how what you read fits into this life hack & your personal goals 5. ATTEND class meeting & do activities with class
Week 6: 9/27-10/1	Life Hack 3 – Ask for Help (because it hurts not to)	<ol style="list-style-type: none"> 1. LISTEN to Hidden Brain: The Secret Life of Secrets 2. RESPOND to the prompts on this episode 3. READ your book project book for 45 minutes 4. REFLECT on how what you read fits into this life hack & your personal goals 5. ATTEND class meeting & do activities with class
Week 7: 10/4-10/8	Life Hack 4 – Laugh Often	<ol style="list-style-type: none"> 1. LISTEN to This American Life: The Show of Delights 2. RESPOND to the prompts on this episode 3. READ your book project book for 45 minutes 4. REFLECT on how what you read fits into this life hack & your personal goals 6. ATTEND class meeting & do activities with class
Week 8: 10/11-10/15 (10/14-15 fall break)	Life Hack 5 – Be a Healthy Skeptic	<ol style="list-style-type: none"> 1. LISTEN to Sawbones: Jilly Juice 2. RESPOND to the prompts on this episode 3. READ your book project book for 45 minutes 4. REFLECT on how what you read fits into this life hack & your personal goals 5. ATTEND class meeting & do activities with class

Week 9: 10/18-10/22	Life Hack 5 – Be a Healthy Skeptic (of yourself)	<ol style="list-style-type: none"> 1. LISTEN to Hidden Brain: The Double Standard 2. RESPOND to the prompts on this episode 3. READ your book project book for 45 minutes 4. REFLECT on how what you read fits into this life hack & your personal goals 5. ATTEND class meeting & do activities with class
Week 10: 10/25-10/29	Life Hack 5 – Be a Healthy Skeptic (of your beliefs)	<ol style="list-style-type: none"> 1. LISTEN to Hidden Brain: The Easiest Person to Fool 2. RESPOND to the prompts on this episode 3. READ your book project book for 45 minutes 4. REFLECT on how what you read fits into this life hack & your personal goals 5. ATTEND class meeting & do activities with class
Week 11: 11/1-11/5	Life Hack 6 – Be an Ethical Human	<ol style="list-style-type: none"> 1. LISTEN to Hidden Brain: Liar, Liar, Liar 2. RESPOND to the prompts on this episode 3. READ your book project book for 45 minutes 4. REFLECT on how what you read fits into this life hack & your personal goals 5. ATTEND class meeting & do activities with class
Week 12: 11/8-11/12 (11/11 Veterans' Day)	Life Hack 6 – Be an Ethical Human, Part 2	<ol style="list-style-type: none"> 1. LISTEN to This American Life: Trust Me I'm a Doctor 2. RESPOND to the prompts on this episode 3. READ your book project book for 45 minutes 4. REFLECT on how what you read fits into this life hack & your personal goals 5. ATTEND class meeting & do activities with class
Week 13: 11/15-11/19	Life Hack 7 – Be Resilient	<ol style="list-style-type: none"> 1. LISTEN to Speaking of Psychology: Human Resilience during COVID-19 2. RESPOND to the prompts on this episode 3. READ your book project book for 45 minutes 4. REFLECT on how what you read fits into this life hack & your personal goals 5. ATTEND class meeting & do activities with class
T'giving Week 11/22-11/26 (11/24-26 T'giving break) - NO CLASS – NO ASSIGNMENTS		
Week 14: 11/29-12/3	Life Hack 8 – Love What You Do	<ol style="list-style-type: none"> 1. WATCH TEDx: Flow, the Secret to Happiness 2. RESPOND to the prompts on this episode 3. READ your book project book for 45 minutes 4. REFLECT on how what you read fits into this life hack & your personal goals 5. ATTEND class meeting & celebrate a successful semester
Week 15: 12/6-12/8		<p>NOTE TO REVIEWERS: With days off, there will only be 15 meetings, no matter when the class is scheduled – whatever week is NOT a meeting will shift the material accordingly</p> <p>Also – I will review the podcast list as the course draws nearer for the best in each category</p>
EXAM WEEK – no final exam in this class		