**Personality and Social Development**

|  |  |
| --- | --- |
| **Instructor: Jessica Williamson, Ph.D.****E-mail:** jwilliamson12@csub.edu **Office:** DDH B121 | **Student hours to visit me in my office****Monday:** 12:00 – 1:00 pm**Tuesday:** 3:00 - 4:00 pm, **7**:00 - 8:00 pm**Thursday:** 2:00 – 4:00 pmOr by appointment**E mail to set up an in-person appt outside of office hours or to set up a Zoom appt online** |

Contents

[**Getting started** 1](#_Toc17470526)

[**Communication Expectations (do not e mail course work to me) and office hours:** 2](#_Toc17470527)

[**Course Description** 2](#_Toc17470528)

[Goals 3](#_Toc17470529)

[Applying Quality Matters goals: 3](#_Toc17470530)

[Psychology Department goals: 3](#_Toc17470531)

[Student knowledge, minimum technology requirements, computer skills and digital information, expectations of prerequisite knowledge 3](#_Toc17470532)

[**Course Textbook, Readings and Lectures** 3](#_Toc17470533)

[**Grading Information** 3](#_Toc17470534)

[**Quizzes and Exams** 4](#_Toc17470535)

[Quizzes 4](#_Toc17470536)

[Exams 4](#_Toc17470537)

[**Discussions** 5](#_Toc17470538)

[**Readings** 5](#_Toc17470539)

[Course and institutional policies 5](#_Toc17470540)

[Late Work and Technical Difficulties 5](#_Toc17470541)

[Withdrawal 5](#_Toc17470542)

[Academic Integrity 6](#_Toc17470543)

[Academic Support 6](#_Toc17470544)

[Disenrollment Policy 6](#_Toc17470545)

[Student Mental Health Services 6](#_Toc17470546)

[**Topics and Tentative Schedule** 6](#_Toc17470547)

[Important dates: 7](#_Toc17470548)

# **Getting started**

**NAVIGATING THE COURSE:**

**Everything you need is in the "Modules" and "Syllabus" section.**

**The Modules section contains all the units/modules for the course. Each module contains:**

* **A page on module alignments as per QM requirements**
* **1-3 lectures which are embedded in graded discussion boards per module - students watch the lectures and answer the discussion question (more information about discussion boards can be found in the "syllabus" section)**
* **A quiz OR exam (more information on quizzes and exams can be found in the syllabus section)**
* **A section with readings (both required and supplementary - more information on readings is provided in the syllabus link on the left side menu)**
* **To start the course, go to Modules --> START HERE --> complete the syllabus quiz after reading the syllabus.**

Communication Expectations (do not e mail course work to me) and office hours:

I will not respond to e mails between 4:00 PM and 8:00 AM on weekdays. I will not respond to e mails on weekends. In general, you can expect a response from me within 48 hours during the week. When e mailing me, identify yourself with your name and the course you are taking.

Never e mail assignments to me (e.g. if you are having difficulty with an online submission) unless I ask you to do so; it is very easy to forget or misplace such e mails. I also prefer to have all submissions in a permanent, easily searchable space. Furthermore, I often use rubrics and specific grading functions embedded in blackboard to provide feedback. I am not able to do so when files are e mailed to me. Unless I specifically tell you that you can e mail me an assignment, I will not grade any e mailed assignments.

My office hours are listed at the top of the syllabus. These are hours I hold for students to come visit my office. You don’t have to make an appointment to stop by during these hours. These are hours I set aside specifically for student visits, so don’t be afraid to stop by! If these hours don’t work for you, feel free to e mail me to set up an appointment to meet. In the event that I have to cancel office hours, students will be immediately notified and hours will be made up either during that week or the next week (with students being kept up to date on additional hours). If you are taking the course long distance, feel free to e mail me to set up a zoom meeting.

# **Course Description**

Lifespan Personality Development is a 3 credit survey course covering a biopsychosocial model of personality development, growth, and diversity. Students will gain a brief introduction to personality, explore methods for personality and personality development research, and learn about different theoretical viewpoints of personality. We will also cover biological bases of personality (evolution, genetics, temperament, biological correlates), cognitive/learning aspects of personality, and social/cultural influences on personality development. In addition to looking at the development of the individual, we will also discuss societal/cohort trends in personality development.

It is important to note that there is no “unified” or “grand” theory of personality development. Sometimes students expect this course to be solely about personality changes throughout infancy into childhood, adolescence, adulthood, and old age. The problem with this assumption is that there is no grand or unified theory of personality in general. Not everyone agrees on what personality is and what it is made of (there are some people, like Mischel, who don’t believe in traits!). Because of this, there can’t really be a single, linear explanation of personality development. Most textbooks you see on the topic may have a brief section outlining linear change throughout the lifespan (usually focusing on the Big 5 trait theory – which not everyone agrees with!), but the majority of texts focus heavily on different theoretical viewpoints of personality development (and the theorists who created these viewpoints). Some believe personality is biologically-based – this will influence how they think it’s developed throughout the lifespan. Some, like Freud, believe there’s an element of biology, but also that our parents’ guidance can foster positive or negative development. Others, like Erikson, focus on social aspects. Others, like Skinner, focus on personality as a result of learned behaviors. It is important to keep this mind as we go throughout the course – **there is no single agreed-upon theory of development, therefore we focus on different theories and theorists and do not focus on a single linear progression from infancy to old age outside of the context of the different theorists!**

# Goals

## Applying Quality Matters goals:

Goal 1: Students will be able to articulate personal thoughts about different methods of research and data collection as well as different theorists and theoretical orientations related to personality and personality development, including biological views, cognitive/learning views, and social/cultural views.

Goal 2: Students will be able to distinguish between different theoretical orientations and theorists.

Goal 3: Students will apply their knowledge of different topics.

## Psychology Department goals:

* This course will also promote learning in several of the Psychology Department’s Goals and Objectives. Emphasis will be placed on the following (adapted from the information at http://www.csub.edu/psychology/mission/index.html):
	+ **Goal 1: Describing Psychological Knowledge**
	+ **Goal 2: Explaining Psychological Knowledge**
	+ **Goal 3: Discovering Psychological Knowledge**
	**Goal 4: Applying Psychological Knowledge**
	+ **Goal 5: Ethics and Values in Psychology**

*All of these are assessed via quizzes, exams, assignments, and writing requirements*

# Student knowledge, minimum technology requirements, computer skills and digital information, expectations of prerequisite knowledge

Students must be familiar with Canvas, must have stable and reliable internet access, the ability to download and stream audio/video lectures, access e mail, powerpoints, and must have the ability to read pdf files. If a student does not have the necessary programs to access these materials, they can obtain them here: <https://its.csub.edu/support/software-downloads>

# **Course Textbook, Readings and Lectures**

There is no required textbook that students must buy. All readings in the course are listed by the instructor with links, citations, or attachments provided. Many of the readings are chapters that come from free-access e-books.

 For each lecture, a screencast of the powerpoint is provided with audio lecture overlaying the screencast. The powerpoints are also provided on their own. Videos also contain closed captions provided by TechSmith Relay.

# **Grading Information**

|  |  |
| --- | --- |
| **Component** | **Percent of total grade** |
| Exams | 30% |
| Quizzes | 50% |
| Class discussion | 20% |
|  |  |

Final grades will be assigned on the following scale:

|  |  |
| --- | --- |
| A = 93 – 100% | C = 73 – 77.99% |
| A- = 90 – 92.99% | C- = 70 - 72.99% |
| B+ = 88 – 89.99% | D+ = 68 – 69.99% |
| B = 83 – 87.99% | D = 63 – 67.99% |
| B- = 80 – 82.99% | D- = 60 – 62.99% |
| C+ = 78 – 79.99% | F = 59.99% and below |

* I do not curve grades. Curving actually means assigning the 10% highest-scoring students an A, the next 10% highest-scoring students a B, the 60% middle range students a C, and dividing the remaining 20% between D’s and F’s. Students’ grades can actually *be brought down* through curving.
* I also do not “bump up” grades.

***Final grades are not negotiable.*** **Any requests for additional extra credit or grade opportunities will be ignored.** I do not “bump up” grades. Note that percentages are not the same thing as points. Getting a grade of 89.5% does not mean that a student is ½ a point away from an A, but instead means ½ a *percent*, which can equal more than ½ a point.

**If a student asks me for additional opportunities, to round up their grade, etc., I will deduct AT LEAST 1% from their overall grade.** I have made it clear that I do not accept grade haggling. This is not something I want to spend time on during the busiest time of the semester. Respect my time and your fellow classmates who earned their grades without persuasion.

If a student has an issue with a grade (e.g. thinks a grade is missing when it should not be or that something is graded incorrectly), they should contact me within a week of the assignment.

# **Quizzes and Exams**

## Quizzes

Quizzes will be given weekly on Canvas. Quiz due dates are in the course schedule. They will consist of 6 questions randomly pulled from a question bank that I have created. Students will be given 10 minutes per quiz unless otherwise specified by student accommodation services (students must provide letter). Questions may be multiple choice, true/false, short answer, matching, fill-in-the-blank, etc. Students get ONE attempt per quiz. Quiz questions are presented one at a time. Quizzes are set so that students can change their answers if they wish.

Quizzes will consist of questions over material covered since last quiz. Quizzes may also contain questions about the syllabus and course policy. Be prepared to answer these questions at any point in the semester. Quizzes may also contain questions about the required/mandatory readings for that week. Quizzes can potentially contain questions about the required readings. Students should be able to explain how each required reading is linked to personality development/change in some way (E.g. I may ask things like “Buss talks about evolutionary explanations of individual differences – how are his ideas related to personality development?”)

Quizzes are open for 48 hours on Monday 12:00 am-Tuesday11:59 pm in the week following the module material for which they belong. For example, the quiz for the introductory material module will happen the Monday-Tuesday during the trait approach module. Quiz dates are listed in the blackboard syllabus due dates section. Students should take them as soon as possible in case there are technical issues.

Although students may use their notes during quizzes, they are NOT allowed to use each other. Doing so will result in an automatic 0 for the quiz for both students and university-level disciplinary action.

## Exams

Exam dates are provided in the course schedule. 48 hours on Monday 12:00 am-Tuesday11:59 pm. Exams are given through the quiz function in Canvas. During weeks in which we have exams, there will be no quizzes. Exams will consist of 37 questions. Questions may be multiple choice, true/false, short answer, matching, fill-in-the-blank, etc. Students will have 60 minutes per exam once they open the exam unless otherwise specified by student accommodation services.

Students get ONE attempt per exam. Exam questions are presented one at a time. Exams are set so that students can change their answers if they wish.

Exams will consist of questions over material covered since previous exam.

**The final exam is comprehensive** and will contain 75 questions about materials covered throughout the semester. Students will have the full 2.5 hours to complete the final exam.

# **Discussions**

For each lecture I have discussion questions that I pose to the class. Students are expected to post at least one original discussion comment related to the question I pose with the lecture. Once a student posts their comment, they will be able to see comments made by other students. Although it is not part of the discussion grade, students are encouraged to comment on each other’s posts/interact with one another.

Discussions are due the Friday of the module they belong to (due dates listed in Canvas).

Furthermore, if you have questions you’d like to pose for discussion, feel free to post in the “Student-powered discussion” topic of the discussion board. Just post a “reply” on the board with any course-related topic discussion question and other people can add threaded replies. Make sure to clearly refer to which topic you want to discuss!

# **Readings**

In each module there will be several readings. At least one is “required” (and will be marked as such), while the others are supplementary. Required readings means there could be quiz questions over the reading.

Students should be able to explain (in quizzes) how each required reading is linked to personality development/change in some way (E.g. I may ask things like “Buss talks about evolutionary explanations of individual differences – how are his ideas related to personality development?”) as well as answer specific questions about the readings.

# Course and institutional policies

## Late Work and Technical Difficulties

Students should take exams, quizzes, and other timed activities on reliable machines in places with reliable internet access. Students must document any technological issues as proof if asking for an extension or for an assignment, quiz, exam, etc. to be re-opened, which will be done on a case-by-case basis. This can include taking a screenshot (prt sc button) of any error messages with proof that the screen shot is coming from the computer or account of the student in question.

Students should complete assignments, quizzes, exams, etc. as early as possible in case something goes wrong. It would be best to try to complete quizzes, exams, etc. during my listed contact hours in case you need to contact me about anything.

Students are expected to be mindful of due dates and deadlines in the course. Because the course is online and assignments, tests, and quizzes are open for several days, I will not accept any excuse for late work or grant any requests for extensions. If a student is aware of any events that will prevent them from having internet access during a particular assignment, they may request to complete the assignment ahead of time (not after the due date).

Late work is subject to a 50% deduction in points per day late. I do not accept late quizzes or exams.

## Withdrawal

The last day to withdraw from the course without receiving a "W" on your transcript is **listed on the CSUB website here:** <https://www.csub.edu/facultyAffairs/Academic_Calendars/index.html>. After this, you must have a serious and compelling reason to withdraw from the class, information of which also has a deadline listed in the above-linked website. ‘Serious and compelling’ withdrawals are only granted if 1) the student has completed at least half of the coursework and has earned passing grades in that work, 2) a ‘serious and compelling’ reason for being unable to complete the work develops, and 3) if the chair of the department and the dean of the school agree that the situation warrants a withdrawal.

## Academic Integrity

Academic misconduct is considered a serious offense and repercussions for such behavior can be severe. Academic misconduct includes such things as cheating on exams or quizzes, allowing someone to cheat off your exam or quiz, acts of plagiarism (e.g. using someone else's ideas as your own without providing a citation, buying a paper online, etc.). You can read more about Academic Integrity in your student handbook or course catalog. If you commit an act of academic misconduct, expect to receive a zero for the assignment and an F in the course; I am also obliged to forward the information to the Dean of Student Life. If misconduct occurs more than once, you may be referred to a disciplinary board and possibly may be expelled from the university. Please do not take this chance. It truly is not worth the risk.

## Academic Support

To request academic accommodations due to a disability, please contact the Office of Services for Students with Disabilities (SSD) as soon as possible. Their office is located in SA 140, and they may be reached at 661-654-3360 (voice) or 661-654-6288 (TDD). If you have an accommodations letter from the SSD Office documenting that you have a disability, please present the letter to me during my office hours as soon as possible so we can discuss the specific accommodations that you might need in this class.

## Disenrollment Policy

The instructor reserves the right to disenroll students who disrupt class, fail to respect others' confidentiality and privacy, or create an unsafe learning and working environment for others.

## Student Mental Health Services

Life is hard and college can make it harder. Research shows that college students commonly report high levels of stress, feelings of hopelessness, pain, and sadness. If you feel overwhelmed, you’re not alone and you shouldn’t feel ashamed, but you should try to get help because you don’t deserve to feel that way. Below is a link to the CSUB counseling center where you can find resources for mental health services. Be as well as you can.

<https://www.csub.edu/counselingcenter/>

# **Topics and Tentative Schedule**

*Quizzes may also contain questions about the syllabus to encourage students to remain familiar with the syllabus and course policies.*

|  |  |
| --- | --- |
| Module and week start dates | Topics and goals |
| 1: 8/26 | Introduction to course and Research methods in personality |
| 2: 9/2 | The trait approachTraits throughout the lifespan |
| 3: 9/9 | Biological explanations for personality development |
| 4: 9/16 | Generational influences on personality development (Cohort effects) |
| 5: 9/23 | Freud |
| 6: 9/30 | Jung |
| 7: 10/7 | Adler |
| 8: 10/14 | Horney |
| 9: 10/21 | Sullivan |
| 10: 10/28 | Erikson |
| 11: 11/4 | Maslow |
| 12: 11/11 | Rogers |
| 13: 11/18 | Skinner |
|  14: 11/25 | Social Learning TheoriesThanksgiving week – classes held M-W, School closed TR-FDiscussion due date pushed to next week, quiz due date is also extended. |
| 15: 12/2 | Gender, culture, and personalityNo quiz, no discussion board |
|  | **Semester Ends 12/10****Exams are 12/12-12/18** **Final Exam is opens 12/12 and closes 12/13** |

**Note:** *I reserve the right to change the schedule and syllabus at any point during the semester. If I do, I will notify the students of any changes. We may finish some material earlier than scheduled or some material may take longer to cover than scheduled. The schedule will be adjusted accordingly and distributed to students if changes are necessary.* \*\* **If we have time, we will fit in other topics.**

# Important dates:

**8/26 – First day of classes**

**9/2 – Labor day – campus closed**

**11/11 – Veteran’s day – campus closed**

**11/28-11/29 – Thanksgiving – Campus closed Thursday and Friday**

**12/10 – Last day of classes**

**12/12-12/18 - Exam period for university**

Date

DetailsMon Aug 26, 2019

|  |  |  |
| --- | --- | --- |
| Page | [START HERE](https://csub.instructure.com/courses/1285/pages/start-here) | to do: 11:59pm |

Tue Aug 27, 2019

|  |  |  |
| --- | --- | --- |
| Assignment | [Syllabus quiz](https://csub.instructure.com/courses/1285/assignments/43886) | due by 11:59pm |

Fri Aug 30, 2019

|  |  |  |
| --- | --- | --- |
| Assignment | [Module 1: Lecture and discussion pt 1](https://csub.instructure.com/courses/1285/assignments/21859) | due by 11:59pm |
| Assignment | [Module 1: Lecture and discussion pt 2](https://csub.instructure.com/courses/1285/assignments/21857) | due by 11:59pm |
| Assignment | [Module 1: Lecture and discussion pt 3](https://csub.instructure.com/courses/1285/assignments/21855) | due by 11:59pm |
| Assignment | [Introduce yourself!](https://csub.instructure.com/courses/1285/assignments/45701) | due by 11:59pm |

Tue Sep 3, 2019

|  |  |  |
| --- | --- | --- |
| Assignment | [Module 1 quiz](https://csub.instructure.com/courses/1285/assignments/21798) | due by 11:59pm |

Fri Sep 6, 2019

|  |  |  |
| --- | --- | --- |
| Assignment | [Module 2: Lecture and discussion pt 1](https://csub.instructure.com/courses/1285/assignments/21854) | due by 11:59pm |
| Assignment | [Module 2: Lecture and discussion pt 2](https://csub.instructure.com/courses/1285/assignments/21852) | due by 11:59pm |
| Assignment | [Module 2: Lecture and discussion pt 3](https://csub.instructure.com/courses/1285/assignments/21849) | due by 11:59pm |

Tue Sep 10, 2019

|  |  |  |
| --- | --- | --- |
| Assignment | [Module 2 quiz](https://csub.instructure.com/courses/1285/assignments/21793) | due by 11:59pm |

Fri Sep 13, 2019

|  |  |  |
| --- | --- | --- |
| Assignment | [Module 3: Lecture and discussion pt 1](https://csub.instructure.com/courses/1285/assignments/21847) | due by 11:59pm |
| Assignment | [Module 3: Lecture and discussion pt 2](https://csub.instructure.com/courses/1285/assignments/21845) | due by 11:59pm |
| Assignment | [Module 3: Lecture and discussion pt 3](https://csub.instructure.com/courses/1285/assignments/21842) | due by 11:59pm |

Tue Sep 17, 2019

|  |  |  |
| --- | --- | --- |
| Assignment | [Module 3 quiz](https://csub.instructure.com/courses/1285/assignments/21803) | due by 11:59pm |

Fri Sep 20, 2019

|  |  |  |
| --- | --- | --- |
| Assignment | [Module 4 lecture and disussion](https://csub.instructure.com/courses/1285/assignments/21840) | due by 11:59pm |

Tue Sep 24, 2019

|  |  |  |
| --- | --- | --- |
| Assignment | [Module 4 quiz](https://csub.instructure.com/courses/1285/assignments/21795) | due by 11:59pm |

Fri Sep 27, 2019

|  |  |  |
| --- | --- | --- |
| Assignment | [Module 5: Lecture and discussion pt 1](https://csub.instructure.com/courses/1285/assignments/21838) | due by 11:59pm |
| Assignment | [Module 5: Lecture and discussion pt 2](https://csub.instructure.com/courses/1285/assignments/21836) | due by 11:59pm |

Tue Oct 1, 2019

|  |  |  |
| --- | --- | --- |
| Assignment | [Exam 1: Modules 1-5](https://csub.instructure.com/courses/1285/assignments/21805) | due by 11:59pm |

Fri Oct 4, 2019

|  |  |  |
| --- | --- | --- |
| Assignment | [Module 6: Lecture and discussion pt 1](https://csub.instructure.com/courses/1285/assignments/21835) | due by 11:59pm |
| Assignment | [Module 6: Lecture and discussion pt 2](https://csub.instructure.com/courses/1285/assignments/21834) | due by 11:59pm |

Tue Oct 8, 2019

|  |  |  |
| --- | --- | --- |
| Assignment | [Module 6 quiz](https://csub.instructure.com/courses/1285/assignments/21801) | due by 11:59pm |

Fri Oct 11, 2019

|  |  |  |
| --- | --- | --- |
| Assignment | [Module 7: Lecture and discussion pt 1](https://csub.instructure.com/courses/1285/assignments/21832) | due by 11:59pm |
| Assignment | [Module 7: Lecture and discussion pt 2](https://csub.instructure.com/courses/1285/assignments/21831) | due by 11:59pm |

Tue Oct 15, 2019

|  |  |  |
| --- | --- | --- |
| Assignment | [Module 7 quiz](https://csub.instructure.com/courses/1285/assignments/21808) | due by 11:59pm |

Fri Oct 18, 2019

|  |  |  |
| --- | --- | --- |
| Assignment | [Module 8: Lecture and discussion pts 1 and 2](https://csub.instructure.com/courses/1285/assignments/21829) | due by 11:59pm |

Tue Oct 22, 2019

|  |  |  |
| --- | --- | --- |
| Assignment | [Module 8 quiz](https://csub.instructure.com/courses/1285/assignments/21813) | due by 11:59pm |

Fri Oct 25, 2019

|  |  |  |
| --- | --- | --- |
| Assignment | [Module 9: Lecture and discussion pt 1](https://csub.instructure.com/courses/1285/assignments/21828) | due by 11:59pm |
| Assignment | [Module 9: Lecture and discussion pt 2](https://csub.instructure.com/courses/1285/assignments/21827) | due by 11:59pm |

Tue Oct 29, 2019

|  |  |  |
| --- | --- | --- |
| Assignment | [Module 9 quiz](https://csub.instructure.com/courses/1285/assignments/21799) | due by 11:59pm |

Fri Nov 1, 2019

|  |  |  |
| --- | --- | --- |
| Assignment | [Module 10: Lectures and discussions for parts 1 and 2](https://csub.instructure.com/courses/1285/assignments/21825) | due by 11:59pm |

Tue Nov 5, 2019

|  |  |  |
| --- | --- | --- |
| Assignment | [Exam 2: Modules 6-10](https://csub.instructure.com/courses/1285/assignments/21809) | due by 11:59pm |

Fri Nov 8, 2019

|  |  |  |
| --- | --- | --- |
| Assignment | [Module 11: Lecture and discussion pt 1](https://csub.instructure.com/courses/1285/assignments/21824) | due by 11:59pm |
| Assignment | [Module 11: Lecture and discussion pt 2](https://csub.instructure.com/courses/1285/assignments/21823) | due by 11:59pm |

Tue Nov 12, 2019

|  |  |  |
| --- | --- | --- |
| Assignment | [Module 11 quiz](https://csub.instructure.com/courses/1285/assignments/21796) | due by 11:59pm |

Fri Nov 15, 2019

|  |  |  |
| --- | --- | --- |
| Assignment | [Module 12: Lecture and discussion pt 1](https://csub.instructure.com/courses/1285/assignments/21821) | due by 11:59pm |
| Assignment | [Module 12: Lecture and discussion pt 2](https://csub.instructure.com/courses/1285/assignments/21820) | due by 11:59pm |

Tue Nov 19, 2019

|  |  |  |
| --- | --- | --- |
| Assignment | [Module 12 quiz](https://csub.instructure.com/courses/1285/assignments/21792) | due by 11:59pm |

Fri Nov 22, 2019

|  |  |  |
| --- | --- | --- |
| Assignment | [Module 13 lecture and discussion](https://csub.instructure.com/courses/1285/assignments/21818) | due by 11:59pm |

Tue Nov 26, 2019

|  |  |  |
| --- | --- | --- |
| Assignment | [Module 13 quiz](https://csub.instructure.com/courses/1285/assignments/21811) | due by 11:59pm |

Mon Dec 2, 2019

|  |  |  |
| --- | --- | --- |
| Discussion Topic | [Module 15: Lecture (no discussion)](https://csub.instructure.com/courses/1285/discussion_topics/9508) | to do: 11:59pm |

Tue Dec 3, 2019

|  |  |  |
| --- | --- | --- |
| Assignment | [Module 14 Lecture and discussion pt 1](https://csub.instructure.com/courses/1285/assignments/21817) | due by 11:59pm |
| Assignment | [Module 14: Lecture and discussion pt 2](https://csub.instructure.com/courses/1285/assignments/21815) | due by 11:59pm |

Thu Dec 5, 2019

|  |  |  |
| --- | --- | --- |
| Assignment | [Module 14 quiz](https://csub.instructure.com/courses/1285/assignments/21791) | due by 11:59pm |

Fri Dec 13, 2019

|  |  |  |
| --- | --- | --- |
| Assignment | [Final Exam: Comprehensive](https://csub.instructure.com/courses/1285/assignments/21794) | due by 11:59pm |