✎ Edit

IDS2935: Language and Emotion

I. Course Information

Quest 1 Theme: Identities

Fall 2024

Meeting Day/Time: asynchronous, online

Location: Canvas course site, **https://elearning.ufl.edu** ⤷ **(https://elearning.ufl.edu)**

Primary General Education Designation:

Humanities (H)

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

Secondary General Education Designation:

Diversity (D)

This designation is always in conjunction with another program area. Courses with Diversity should demonstrate that a majority of the course addresses Diversity content and engagement and it should be a substantial, defining feature of the course.

In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population. Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people's understandings of themselves and an increasingly diverse U.S. society.

Writing Designation: Writing Designation (WR) 2000 words

A minimum grade of C is required for general education credit. Courses intended to satisfy the general education requirement cannot be taken S-U.

Instructor Information

- Dr. Eleonora Rossi
- Office location: Zoom conferences
- Office hours: by appointment
- Contact: **eleonora.rossi@ufl.edu (mailto:eleonora.rossi@ufl.edu)**
- **(mailto:eleonora.rossi@ufl.edu)**

Teaching Assistant Information

- Cesar Rosales
- Office location: Zoom conferences, course site
- Office hours: TBA
- Contact: **rosalesc@ufl.edu (mailto:rosalesc@ufl.edu)**
- Leah Honsinger
- Office location: Zoom conferences, course site
- Office hours: TBA
- Contact: **dhonsinger@ufl.edu (mailto:dhonsinger@ufl.edu)**

Course Description

Reference to emotion is ubiquitous in American society. The experience of emotion is part of human social interaction and generating it is part of the appeal of written and visual media. Despite its being so central to human experience, philosophers, psychologists and scientists still debate how to define emotion. The course begins at the beginning, with a definition of emotion from the perspective of neuroscience, and then turns to examination of the expression and processing of emotion by means of the languages of emotion, which include facial expression, bodily expression, and the human voice. We then study the ways in which different languages conceptualize emotion. We also learn about the ways in which those who are not neurotypical may differ in the expression and processing of emotion through language. Finally, we examine the ways in which emotional expression in self-presentation or in interaction with others can pose challenges in particular environments. We will investigate the ways in which certain stereotypes, such as gendered experience of and expression of emotion, can affect the reception of the self and professional agendas in the public domain.

The course is interdisciplinary in nature: readings targeting the language of emotion are drawn from cognitive neuroscience, experimental linguistics, general linguistics, sociolinguistics, psychology, sociology, and literary studies, among others. The objectives of the course are to enhance our ability to recognize and respond to emotion across different settings and interlocutors, and to consider how others may react to the emotional identity we construct for ourselves.

Required & Recommended Course Materials (to purchase/rent)

Selected journal articles and book chapters in UF Course Reserves, accessible through the Canvas course site.

Recommended Writing Manuals:

Purdue Owl, **https://owl.purdue.edu/owl/research_and_citation/resources.html** ⇨
(https://owl.purdue.edu/owl/research_and_citation/resources.html)

UF Writing Studio, http://www.writing.ufl.edu

Materials and Supplies Fees: n/a

Prerequisites: n/a

Minimum technology requirements

The University of Florida expects students entering an online program to acquire computer hardware and software appropriate to his or her degree program. Most computers are capable of meeting the following general requirements. A student's computer configuration should include:

- Webcam
- Microphone
- Broadband connection to the Internet and related equipment (Cable/DSL modem)
- Microsoft Office Suite installed (provided by the university)

Individual colleges may have additional requirements or recommendations, which students should review prior to the start of their program.

Minimum technical skills

To complete your tasks in this course, you will need a basic understanding of how to operate a computer, and how to use word processing software.

Responsibility Statement:

As this is an online class, you are responsible for observing all posted due dates, and are encouraged to be self-directed and take responsibility for your learning.

II. Coursework & Schedule

1. List of Graded Work

Assignment	Description	Requirements	Percentage

Data and Reflection posts (6 of each required)	*Data post:* Identification and discussion of an example of the target data. Explain how and why it exhibits the phenomenon under focus. *Reflection post*: Self-report, or analysis and discussion. You will address the question that is posed, and provide reasoning in support of your response.	150-300	20%
Discussion board activities	You are asked to comment on a text or topic associated with the assigned reading, to post a photo, or to take an online emotion assessment. For full credit, post comments to at least 2 classmate postings.	varies	10%
Data analysis essay topic	Identify the text (print or visual media) you will analyze, and briefly outline why it is compelling in terms of emotion expression. Provide bibliographic information and/or URL as applicable.	One paragraph	01%
Essay No. 1, Data Analysis	In this essay, you will examine the expression of emotion in a short story, a scene from a tv show or film, a public speech, or an interaction that you have observed or participated in. In this essay, you should a. Identify the type of emotion(s), the stimulus for the emotion, and the reaction to the expression of emotion. b. Analyze the vocal properties that convey the expression of the emotion (as applicable), and the form of language (e.g., vocal burst, lexical item, word order, etc.) that is used to convey it. Cite previous studies as appropriate to support your interpretations.	1200-1500 words	14%

	c. If you are using a short story or a scene from visual media, also address facial and bodily expressions of emotion.		
Experiential learning essay topic	Visit the Harn Museum of Art in Gainesville (or other museum if not in Gainesville), and select an object from the general Collection exhibition or other exhibit of your choice. Identify your selection, and include a photo of it. Briefly identify the emotion(s) the object evokes.	One paragraph plus image.	01%
Essay No. 2, Experiential learning	Visit the Harn Museum of Art in Gainesville (or other museum if not in Gainesville), and select an object from the general Collection exhibition or other exhibit of your choice. Write an essay on the object that you have selected that responds to the following questions: a. What emotion(s) do you feel when viewing this work? What aspects of the object make you feel this way? b. What aspects of the artist's work evoke this emotion for you? Refer to colors, shapes, line, composition, space, light, and texture as appropriate. c. You may also wish to briefly research the artist, and incorporate any perspectives that are relevant in interpreting the object.	800-1200 words	14%

Online quizzes	Short quizzes on key concepts of one or more assigned readings.		10%
Exam 1	Modules 1-3		10%
Exam 2	Modules 4-7		10%
Exam 3	Modules 8-12		10%
Total			100%

2. Policy on submissions and late submissions

1. Assignments, including quizzes and exams, can be submitted prior to the date.
2. Assignments that are submitted after the due date are subject to the following loss of points:
3. Discussion Boards
4. Initial posts: 1 point off per day of late submission
5. Comments on class-members' posts: no late submissions (these are due the Monday that follows the date of the initial post due date)
6. Data and Reflection posts: one week to submit beyond the due date without penalty. No submissions accepted beyond one week after the due date.
7. Essays (Data analysis and Experiential: 5 points off per day of late submission.

3. Weekly Course Schedule

Note: Discussion Board posts are due on the date they appear in the syllabus, but the final version, with comments on at least two other class members' posts, is due on the Monday of the following week. All other assignments are due on a Monday, including Quizzes. See syllabus file.

III. Grading

1. Statement on Attendance and Participation

Attendance and Participation:

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: **https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/** ▷ **(https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/)**

- Attendance: this is an asynchronous course and attendance will not be taken or graded.

- <u>Participation:</u> Consistent informed, thoughtful, and considerate class participation on Discussion Board activities is expected and will be evaluated using the rubric below.
- <u>NOTE:</u> If you have personal issues that prohibit you from joining freely in Discussion Board activities, e.g., shyness, language barriers, etc., contact the instructor as soon as possible to discuss alternative modes of participation.

Classroom Response Time

I will make every effort to have each assignment graded and posted within three weeks of the due date.

Late submissions

1. Discussion boards
   1. initial posts: 1 point off per day of late submission
   2. Comments: no late submissions
2. Data and Reflection posts: one week to submit beyond the due date without penalty. No submissions accepted beyond one week.
3. Essays: 5 points off per day of late submission

Discussion board activities Grading Rubric

	Excellent	Good	Needs Improvement	Points
Informed: Shows evidence of having read the assigned reading.	4	3	2	4
Thoughtful: Comments show evidence of having understood and considered issues raised.	4	3	2	4
Considerate: Responds to at least two other postings, and takes the perspectives of others into account.	2	1	0	2
Total				10

2. Writing and Grading Rubrics

The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. Grades for courses that count towards the writing requirement have two components. To receive Writing Requirement credit, a student must receive a grade of C or higher for the course, and must satisfactorily complete the assignments in the writing component of the course.

1. This course carries **2,000** words in that count towards the UF Writing Requirement.
2. The instructor will evaluate and provide feedback on the student's written work with respect to organization and coherence, analysis, argument and support, links to course materials (as appropriate), style, grammar, punctuation and other mechanics.
3. Writing rubrics and provided for each of the essays that are counted for satisfaction of the writing assignment ("Evaluation rubric for Data analysis essay" and "Evaluation rubric for Experiential learning essay").
4. ***Evaluation rubric for Data analysis essay.***

Organization and coherence. Introduction that clearly identifies the text to be examined, and explains the reasons for your choice. Throughout, paragraphs are organized so as to effectively develop your arguments.	10%
Data analysis, argument and support. Various parameters of the emotion expression are considered; analysis and interpretation are elaborated and justified. Logic is employed in the development of arguments.	40%
Links to course materials and other scholarly resources. Reference is made to concepts and studies read and discussed in class and, as relevant, discussed in other resources.	10%
Presentation of data. Data is clearly presented without error. If visual media is used, a link to the clip is provided in the list of references.	05%
Style, mechanics and documentation. Careful attention to word choice that results in precision of expression; cohesion and ease of reading is achieved through a variety of sentence connectives. Free of spelling, punctuation and grammatical errors.	15%
Conclusion. Conclusion that summarizes your findings and mentions factors which are beyond the scope of the paper but which might be of interest for future research. Reference to links to major. Includes a personal, reflective statement articulating how findings have affected the	10%

ways in which you may present yourself and your emotional identity in public and professional settings.	
References. Sources are acknowledged in the body of the essay, and documented on a separate page titled "References." Entries follow an established format.	10%
Total	100%

Evaluation rubric for Experiential learning essay.

Organization and coherence. Introduction identifies the title of the artwork, the artist, the medium, and the date of the work. Throughout, paragraphs are organized so as to effectively develop your arguments. Conclusion summarizes your findings.	10%
Object analysis, argument and support. An interpretation of how the object evokes emotion in the viewer is provided, and it is based on analysis of the elements of the work (color, shape, line, composition, space, light, texture, etc.).	30%
Explanation of your emotional response. Your emotional response to the object is described and supported by reference to particular elements of the work (color, shape, line, composition, space, light, texture, etc.)	30%
Supporting information. Background on the artist, the period, or the theme of the work as it helps to inform your understanding and appreciation of the object.	20%
Style and mechanics. Careful attention to word choice that results in precision of expression; cohesion and ease of reading is achieved through a variety of sentence connectives. Free of spelling, punctuation and grammatical errors.	5%

References. Sources are acknowledged and documented on a separate page titled "References."	5%	
TOTAL	100%	

Data posts and reflection posts do not count for word totals in satisfying the Writing requirement. The rubric for assessment of data and reflection posts is as follows:

	Excellent	Good	Needs improvement	Total points
Identification Example of target is correctly identified.	3	2	1	3
Description Selected item is sufficiently described.	2	1	1	2
Analysis Ways in which the selected item exemplifies the point under focus is clearly explained	3	2	1	3
Style and mechanics Free of spelling, punctuation and grammatical errors.	2	1	1	2
TOTAL				10

3. Grading Scale

For information on how UF assigns grade points, visit: **https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/** ⤷ **(https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/)**

A	94 – 100% of possible points	C	74 – 76%
A-	90 – 93.99%	C-	70 – 73.99%
B+	87 – 89.99%	D+	67 – 69.99%
B	84 – 86.99%	D	64 – 66.99%
B-	80 – 83.99%	D-	60 – 63.99%
C+	77 – 79.99%	E	<60

IV. Quest Learning Experiences

1. Details of Experiential Learning Component

Quest 1 requires an out-of-classroom learning experience that offers students a different take on ideas discussed in class. Our experiential learning assignment involves the selection of an art object, and an explication of any emotion(s) evoked in viewing it. We have studied emotion expression in physical, facial, and bodily forms. We have also investigated the encoding of emotion in words, the discussion of emotion in talk, and the evocation of emotion in music, literature and film. Here, we investigate emotion expression in another medium (ceramics, photography, painting) through the mechanisms that evoke it (space, line, color, texture, movement).

To select your object, visit the Harn Museum in Gainesville (or other museum if not in Gainesville). Select the object you would like to work on. If you are unable to visit the Harn, you are welcome to select from your local art museum or space where art is displayed.

Write an essay of 800-1200 words on the object that you have selected that responds to the following questions:

1. What emotion(s) do you feel when viewing this work? What aspects of the object make you feel this way?
2. What aspects of the artist's work evoke this emotion for you? Refer to colors, shapes, line, composition, space, light, and texture as
3. You may also wish to briefly research the artist, and incorporate any perspectives that are relevant in interpreting the
4. Include the title of the work, the artist, and the date of the work in your
5. Guidance on writing can be obtained through UF's Writing Studio, **http://www.writing.ufl.edu.** ⤷ **(http://www.writing.ufl.edu/)** For styles, see:

https://owl.purdue.edu/owl/research_and_citation/using_research/citation_style_chart.html
☐→ **(https://owl.purdue.edu/owl/research_and_citation/using_research/citation_style_chart.html)** .

The main elements of your essay, however, should be as follows:

1. Title of your essay
2. Description of the object (object type, medium, artist, date, country)

- Overview of the emotion(s) the object evokes in you, the viewer.

1. Support for your interpretation of emotion(s) evoked in the form of analysis of components of the artwork as outlined in the guidelines on "How to view an art object."
2. Additional perspectives from secondary sources. These can be incorporated into the analysis, as appropriate.
3. Conclusion

2. Details of Self-Reflection Component

Quest requires some formal reflection where students reckon with what they think, why they think it, and what the implications of their thoughts are. This objective is accomplished in this course in direct fashion with Data posts and reflection posts (5 of each, out of a total of 12 possible posts) that ask students to find an example of the target under focus, such as a vocal burst indicating some emotion, or an example of expression of anger in a work context, and to analyze it in context and reflect on any implications for identity display.

This objective is also accomplished in the Data Analysis Essay, and in the Experiential Learning Essay, in which students must select their own text and object for analysis, provide their own interpretation of any emotions expressed and /or evoked, along with supporting evidence for their analysis.

V. Student Learning Outcomes (SLOs)

At the end of this course, students will be expected to have achieved the **Quest** ☐→ **(https://catalog.ufl.edu/UGRD/academic-programs/general-education/)** and **General Education** ☐→ **(http://undergrad.aa.ufl.edu/general-education/gen-ed-courses/structure-of-gen-ed-courses/slos-and-performance-indicators/student-learning-outcomes/)** learning outcomes as follows:

Content: *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the disciplines.*

- Identify, describe, and explain the methodologies used to analyze the facial, bodily, and human languages in which emotion is expressed (**Quest 1, H**). **Assessments**: Weekly quizzes on findings from studies that investigate the expression of emotion at various levels of human language, exams.
- Identify, describe and explain the frameworks used to account for the evocation of emotion in literature, music and film (**Quest 1, H**). Reflection posts, Discussion boards, Data analysis paper.

- Identify the ways in which non-neurotypical individuals' expression and processing of emotion can differ from that of neurotypicals (**Quest 1, D**). **Assessments:** Data and reflection posts, quizzes, and exams.
- Evaluate the effect of differential expectations of emotion expression across age and gender (**Quest 1, D**). **Assessments:** Data posts, Reflection posts, quizzes, exams.
- Identify the ways in which different ethnicities talk about emotion, express emotion, and are assessed in terms of emotion (**Quest 1, D**). Assessments: Data posts, reflection post, quizzes, exams.

Critical thinking: *Students carefully and logically analyze information from multiple perspectives and develop reasonable solutions to problems within the disciplines.*

- Analyze and evaluate models proposed to account for differences in emotion expression and display across and within cultures (**Quest 1, H**). Assessments: Data post, Reflection posts, Discussion boards, Data Analysis Essay, Experiential Learning Essay.
- Analyze the effect of differential expectation of emotion expression across age and gender (**Quest 1, H, D**). **Assessments:** Data and reflection posts, quizzes and exams.
- Interpret the ways in which talk about emotion, and expression of emotion, may differ across ethnicities and cultures (**Quest 1, H, D**). **Assessments**: Data analysis essay, Experiential learning essay.
- Analyze the role of emotion informed assessments in professional contexts (**Quest 1, H**). **Assessments:** Reflection posts, Discussion boards.

Communication: *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the disciplines.*

- Develop and present in writing clear and effective analyses of emotion expression and evocation in visual, aural, or written media. (**Quest 1, H**). **Assessments**: Discussion boards, Data analysis essay, Experiential learning essay.
- Identify and interpret emotion expression through vocal properties and word choice in verbal communicative contexts, and communicate these findings clearly and effectively in writing (**Quest 1, H**). **Assessments**: Data posts, Reflection posts, Data analysis paper, Experiential learning paper.

Connection: *Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.*

- Reflect on personal experience of emotion expression through voice quality, vocal bursts, and word choice (**Quest 1**). **Assessments**: Data posts, Reflection posts.
- Connect course content with self-presentation in personal and professional contexts (**Quest 1**). **Assessments**: Data posts, Reflection posts.
- Reflect on personal assessment of, and reaction to, others' emotion expression in a variety of contexts (**Quest 1**). **Assessments:** Data posts, Reflection posts.

VI. Required Policies

1. Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting **https://disability.ufl.edu/students/get-started/** (https://disability.ufl.edu/students/get-started/) . It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

2. UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at **https://gatorevals.aa.ufl.edu/students/** (https://gatorevals.aa.ufl.edu/students/) . Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via **https://ufl.bluera.com/ufl/** (https://ufl.bluera.com/ufl/) . Summaries of course evaluation results are available to students at **https://gatorevals.aa.ufl.edu/public-results/** (https://gatorevals.aa.ufl.edu/public-results/) .

3. University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (**https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/** (https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/)) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

4. Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: **https://counseling.ufl.edu/** (https://counseling.ufl.edu/) , 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

5. The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at **http://writing.ufl.edu/writing-studio/** (http://writing.ufl.edu/writing-studio/) or in 2215 Turlington Hall for one-on-one consultations and workshops.

6. Policy on Recordings

Our course is asynchronous, and therefore will not involve any audio or visual recordings of students.

7. Etiquette and Communication Courtesy:

All members of the class are expected to follow **rules of common courtesy** ⬀ **(https://teach.ufl.edu/wp-content/uploads/2020/04/NetiquetteGuideforOnlineCourses.docx)** in all email messages, threaded discussions, and chats.

8. Technical Difficulties:

For issues with technical difficulties for Canvas, please contact the UF Help Desk at:

- **http://helpdesk.ufl.edu (http://helpdesk.ufl.edu)**
- (352) 392-HELP (4357)
- Walk-in: HUB 132

Any requests for make-ups due to technical issues should be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You should e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

VII. Privacy and Accessibility Policies

For information about the privacy policies of the tools used in this course, see the links below:

- Instructure (Canvas)
  - **Privacy Policy (https://www.instructure.com/policies/privacy)**
  - **Accessibility (https://www.instructure.com/canvas/accessibility)**
- Sonic Foundry (Mediasite Streaming Video Player)
  - **Privacy Policy** ⬀ **(https://sonicfoundry.com/privacy-policy/)**
  - **Accessibility** ⬀ **(https://mediasite.com/wp-content/uploads/Mediasite-7-Content-Accessibility.pdf)**
- PlayPosit
  - **Privacy Policy** ⬀ **(https://api.playposit.com/privacy/)**
  - **Accessibility** ⬀ **(https://go.playposit.com/accessibility)**
- Zoom
  - **Privacy Policy** ⬀ **(https://zoom.us/privacy)**
  - **Accessibility** ⬀ **(https://zoom.us/accessibility)**
- YouTube (Google)
  - **Privacy Policy** ⬀ **(https://policies.google.com/privacy)**
  - **Accessibility** ⬀ **(https://support.google.com/youtube/answer/189278?hl=en)**
- Microsoft
  - **Privacy Policy** ⬀ **(https://privacy.microsoft.com/en-us/privacystatement)**
  - **Accessibility** ⬀ **(https://www.microsoft.com/en-us/accessibility/office?activetab=pivot_1%3aprimaryr2)**
- Adobe
  - **Privacy Policy** ⬀ **(https://www.adobe.com/privacy/policy.html)**
  - **Accessibility** ⬀ **(https://www.adobe.com/accessibility.html)**
- Honorlock

- **Privacy Policy** ⤷ **(https://honorlock.com/student-privacy-statement/)**
- **Accessibility** ⤷ **(https://honorlock.com/accessibility-statement/)**

Course Summary:

Date	Details	Due
Thu Aug 22, 2024	📅 **CLASS STARTS! Start with WEEK 1 (MODULES 1.1; 1.2 and 1.3) (https://ufl.instructure.com/calendar?event_id=3234909&include_contexts=course_515447)**	12am
Wed Aug 28, 2024	🗨 **Discussion 1 (https://ufl.instructure.com/courses/515447/assignments/6182668)**	due by 11:59pm
	🚀 **Quiz 1, Week 1 (covers Adolphs & Anderson Chapters 1, 2, & 3a) (https://ufl.instructure.com/courses/515447/assignments/6182661)**	due by 11:59pm
Sun Sep 1, 2024	🗨 **Discussion 2 (https://ufl.instructure.com/courses/515447/assignments/6182669)**	due by 11:59pm
	🚀 **Quiz 2, Week 2 (Covers Adolphs & Anderson Ch. 3b, pp. 58-81; Darwin, & De Waal) (https://ufl.instructure.com/courses/515447/assignments/6182665)**	due by 11:59pm
Wed Sep 4, 2024	📝 **Data Post 1 (https://ufl.instructure.com/courses/515447/assignments/6182676)**	due by 11:59pm
	🚀 **Quiz 3, Week 3 (Kappas, et al.; Gobl & Chasaide) (https://ufl.instructure.com/courses/515447/assignments/6182659)**	due by 11:59pm
Mon Sep 9, 2024	📝 **Data Post 2 (https://ufl.instructure.com/courses/515447/assignments/6182677)**	due by 11:59pm
	📝 **Data Post 3 (https://ufl.instructure.com/courses/515447/assignments/6182678)**	due by 11:59pm
Wed Sep 11, 2024	📝 **Data Analysis Essay Topic (https://ufl.instructure.com/courses/515447/assignments/6182675)**	due by 11:59pm

Date	Details	Due
	🚀 **Quiz 4, Week 4 (Cowen et al.; Fruhholz et al.; Ponsonnet)** [(https://ufl.instructure.com/courses/515447/assignments/6182653)](https://ufl.instructure.com/courses/515447/assignments/6182653)	due by 11:59pm
Wed Sep 18, 2024	📝 **Data Post 4** [(https://ufl.instructure.com/courses/515447/assignments/6182679)](https://ufl.instructure.com/courses/515447/assignments/6182679)	due by 11:59pm
Thu Sep 19, 2024	🚀 **Quiz 5, Week 5 (Ekman, and Keltner et al.)** [(https://ufl.instructure.com/courses/515447/assignments/6182664)](https://ufl.instructure.com/courses/515447/assignments/6182664)	due by 11:59pm
Sat Sep 28, 2024	🚀 **Test 1** [(https://ufl.instructure.com/courses/515447/assignments/6182655)](https://ufl.instructure.com/courses/515447/assignments/6182655)	due by 11pm
Mon Sep 30, 2024	🗨 **Discussion 3** [(https://ufl.instructure.com/courses/515447/assignments/6182670)](https://ufl.instructure.com/courses/515447/assignments/6182670)	due by 11:59pm
Wed Oct 2, 2024	🚀 **Quiz 6, Week 6 (Elfenbein; Caviccio et al.; and De Gelder)** [(https://ufl.instructure.com/courses/515447/assignments/6182662)](https://ufl.instructure.com/courses/515447/assignments/6182662)	due by 11:59pm
Mon Oct 7, 2024	📝 **Reflection Post 1** [(https://ufl.instructure.com/courses/515447/assignments/6182683)](https://ufl.instructure.com/courses/515447/assignments/6182683)	due by 11:59pm
Wed Oct 9, 2024	🚀 **Quiz 7, Week 8 (Matsumoto et al.; Sugimoto))** [(https://ufl.instructure.com/courses/515447/assignments/6182663)](https://ufl.instructure.com/courses/515447/assignments/6182663)	due by 11:59pm
	📝 **Reflection or Data Post 1** [(https://ufl.instructure.com/courses/515447/assignments/6182688)](https://ufl.instructure.com/courses/515447/assignments/6182688)	due by 11:59pm
Thu Oct 10, 2024	🚀 **Test 2** [(https://ufl.instructure.com/courses/515447/assignments/6182656)](https://ufl.instructure.com/courses/515447/assignments/6182656)	due by 11:59pm
Mon Oct 14, 2024	📝 **Data Analysis Essay** [(https://ufl.instructure.com/courses/515447/assignments/6182674)](https://ufl.instructure.com/courses/515447/assignments/6182674)	due by 11:59pm
	📝 **Experiential Essay Topic** [(https://ufl.instructure.com/courses/515447/assignments/6182681)](https://ufl.instructure.com/courses/515447/assignments/6182681)	due by 11:59pm
Wed Oct 16, 2024	🚀 **Quiz 9, Week 10 (Johnson-Laird & Oatley; Smith & Tagore;**	due by 11:59pm

Date	Details	Due
	Smith & Kojima) (https://ufl.instructure.com/courses/515447/assignments/6182667)	
Fri Oct 18, 2024	🗨 **Discussion 5** (https://ufl.instructure.com/courses/515447/assignments/6182671)	due by 11:59pm
Mon Oct 21, 2024	📝 **Reflection Post 2** (https://ufl.instructure.com/courses/515447/assignments/6182684)	due by 11:59pm
Tue Oct 29, 2024	🗨 **Discussion 6** (https://ufl.instructure.com/courses/515447/assignments/6182672)	due by 12:59am
Thu Oct 31, 2024	🗨 **Discussion 7** (https://ufl.instructure.com/courses/515447/assignments/6182673)	due by 12:59am
	🚀 **Quiz 10, Week 11 (Lartseva et al.; Nguyen; Peterson et al.)** (https://ufl.instructure.com/courses/515447/assignments/6182652)	due by 12:59am
	📝 **Reflection Post 3** (https://ufl.instructure.com/courses/515447/assignments/6182685)	due by 12:59am
Wed Nov 6, 2024	🚀 **Quiz 11, Week 12 (Goodkind et al.; Hess et al.; and Ragins & Winkel)** (https://ufl.instructure.com/courses/515447/assignments/6182666)	due by 10:59pm
	📝 **Data Post 5** (https://ufl.instructure.com/courses/515447/assignments/6182680)	due by 11:59pm
Wed Nov 13, 2024	🚀 **Quiz 12, Week 13 (Brescoll & Uhlmann; Miller et al.)** (https://ufl.instructure.com/courses/515447/assignments/6182657)	due by 11:59pm
	📝 **Reflection Post 4** (https://ufl.instructure.com/courses/515447/assignments/6182686)	due by 11:59pm
Thu Nov 14, 2024	📝 **Experiential Learning Essay** (https://ufl.instructure.com/courses/515447/assignments/6182682)	due by 11:59pm
Mon Nov 18, 2024	🚀 **Quiz 13, Week 14 (Fivush and Wang)**	due by 11:59pm

Date	Details	Due
	(https://ufl.instructure.com/courses/515447/assignments/6182654)	
Fri Nov 29, 2024	🗓 **University of Florida GatorEvals – Spring 2024 Main Project** **(https://ufl.instructure.com/calendar?** **event_id=3233778&include_contexts=course_515447)**	11:59pm
Sat Nov 30, 2024	🚀 **Quiz 14, Week 15 (Charteris-Black & Seale; Oxburgh et al.; Nussbaum)** **(https://ufl.instructure.com/courses/515447/assignments/6182651)**	due by 11:59pm
	📝 **Reflection or Data Post 2** **(https://ufl.instructure.com/courses/515447/assignments/6182689)**	due by 11:59pm
Mon Dec 2, 2024	📝 **Reflection Post 5** **(https://ufl.instructure.com/courses/515447/assignments/6182687)**	due by 11:59pm
Wed Dec 4, 2024	🚀 **Quiz 15, Week 16 (Rivera)** **(https://ufl.instructure.com/courses/515447/assignments/6182658)**	due by 11:59pm
Thu Dec 5, 2024	🚀 **Test 3** **(https://ufl.instructure.com/courses/515447/assignments/6182660)**	due by 11:59pm