

UCO 1200-124  
First Year Seminar: The Happiness Project  
Appalachian State University  
Fall 2016  
MW 6:00 – 7:15  
Room: RCOE 321

Instructor: Rebekah Saylor  
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Office Hours: I am in my office from 8 a.m. to 5 p.m. Monday through Friday, however, I may not always be available due to the nature of my position and responsibilities. Therefore, it is best to make an appointment with me. I will try to keep 10 a.m. to noon WF and 2 p.m. to 4 p.m. TR open for office hours.

Instructor Bio: I received my BA in English (Communications) from Lees-McRae College and my MA in Higher Education (Teaching) from Appalachian State University. I have worked in the newspaper industry, college admissions, and currently in the office of the dean for the Reich College of Education as the scholarship coordinator and accelerated admissions recruiter. I utilize reflection journaling and portfolios in the classroom. I have taught English as a second language, first year seminar, intro education, and study abroad courses. I spend my free-time running half-marathons, reading, and teaching.

Course Pedagogy:

Drawing on Yves Bertrand's *Contemporary Theories and Practice in Education*, the course will have the five characteristics of "Self-Actualizing Theories":

- Freedom to learn – students will develop his/her own Happiness Project based on what he/she has learned from the class as well as on his/her own goals. Students will be encouraged to explore the questions how and why for all projects.
- Student's positive orientation – students will be oriented through the residential learning community, Appalachian Community of Educator Scholars. The classroom itself will be considered a place where all voices are heard.
- Experiential Learning – students will develop his/her own Happiness Project that they can then use as a template for setting, reaching, and maintaining goals.
- Teacher as a facilitator – as the instructor, I will provide resources and prompt questions.
- Narratives and Values – students will keep a reflection journal, gratitude journal, and reading list. From these and other class projects, students will develop his/her own happiness philosophy, which will influence his/her Happiness Project. Students will also hear from international students and complete their own World Happiness project to explore the narratives and values of others.

Bertrand, Y. (2003). *Contemporary Theories and Practice in Education*. 2<sup>nd</sup> ed. Madison, Wisconsin: Atwood Publishing.

**Required Text (For Purchase)**

Divakaruni, C. (2010). *One Amazing Thing*. New York: Hyperion.

Rubin, G. (2009). *The Happiness Project: Or Why I Spent a Year Trying to...* New York: HarperCollins.

**Supplemental Text (Encouraged to purchase, however sections will be on reserve in the library)**

Bain, K. (2012). *What the Best College Students Do*. Boston: Belknap Press of Harvard University Press.

Deaton, A. (2008). "Income, Health, and Well-Being around the world: Evidence from the Gallup World Poll." *Journal of Economic Perspectives* 22(2), 53-72.

Duhigg, C. (2012). *The Power of Habit: Why We Do What We Do in Life and Business*. New York: Random House.

Seligman, M. (2011). *Flourish*. New York: Atria.

Other Selected Articles

**Course Catalogue Description**

The First Year Seminar (UCO 1200) provides students with an introduction to the four goals of a liberal education at Appalachian State University. Specifically, students will practice (1) thinking critically and creatively and (2) communicating effectively. In addition, students will be introduced to the learning goals of (3) making local-to-global connections and (4) understanding responsibilities of community membership. While each First Year Seminar course engages a unique topic examined from multiple perspectives, each course also introduces students to a common set of transferable skills. As such, First Year Seminar facilitates student engagement with: fellow students, the university, the community, and the common reading; essential college-level research and information literacy skills; and the habits of rigorous study, intellectual growth, and lifelong learning.

**Course Topic Description**

This section in particular uses Gretchen Rubin's book, *The Happiness Project*, to explore goal setting and how to reach those goals in the student's personal life, academic life and career, and global/social issues. Students will develop their personal "happiness" philosophy through reflection, research, discussions, and collaborative projects. Enrollment in this section is restricted to members of the ACES Residential Learning Community.

## Course Goals

The following course goals are common to all First Year Seminar courses. The course assignments are designed to accomplish these goals:

### Goal 1: Thinking Critically and Creatively

A. Recognize, differentiate, and effectively employ appropriate and increasingly sophisticated strategies to collect and interpret information;

(This goal is accomplished through all course assignments.)

B. Successfully integrate disparate concepts and information when interpreting, solving problems, evaluating, creating, and making decisions;

(This goal is accomplished through the Happiness Project assignment.)

C. Examine and evaluate how their own personal, historical, and cultural perspectives affect the discovery and generation of knowledge;

(This goal is accomplished through the 100 Days of Gratitude and Happiness Project assignment.)

### Goal 2: Communicating Effectively

A. Articulate and comprehend effectively, using verbal or non-verbal communication suitable to topic, purpose, and audience;

(This goal is accomplished through the 100 Days of Gratitude, World Happiness presentation, and other homework presentations.)

B. Use writing effectively to discover and develop ideas and to articulate positions in contexts of increasing complexity;

(This goal is accomplished through the Happiness Project, the Reflection Journal, 100 Days of Gratitude, and the World Happiness presentation.)

### Goal 3: Making Local to Global Connections

Create connections with the University, the community, and the world.

(This goal is accomplished through the World Happiness presentation and Happiness Project assignment.)

### Goal 4: Understanding the Responsibilities of Community Membership

A. Collaborate effectively with others in shared processes of inquiry and problem-solving.

(This goal is completed through the Happiness Project assignment and homework assignments.)

### Purpose of Liberal Education

“Liberal Education is an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of interest. A liberal education helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings.”

From: [http://www.aacu.org/leap/what\\_is\\_liberal\\_education.cfm](http://www.aacu.org/leap/what_is_liberal_education.cfm)

**Grades will be calculated as follows:**

A:	93-100
A-:	90-92
B+:	86-89
B:	83-85
B-:	80-82
C+:	76-79
C :	73-75
C-:	70-72
D+:	66-69
D:	63-65
D-:	60-62
F:	<60

**Grading:**

*\*All projects are graded with a rubric.*

Happiness Project – 20%

World Happiness Presentation – 20%

Reading List – 20%

100 Days of Gratitude – 10%

APorfolio – 10%

Homework/Participation – 20%

**Assignments**

*\*Assignments will be graded and returned within one week.*

*\*Late work makes me unhappy. Therefore, **late work will not be accepted**. You each receive on "OOPS" card to use in lieu of an assignment. You can make prior arrangements with me if you are going to be absent the day an assignment is due.*

Your Happiness Project – Create your own Happiness Project for 2018, including a paper on how and why you chose your themes and goals. The project will include your commandments, truths of adulthood, themes, and goals. At least one goal should be a personal goal, an academic goal, a professional goal, and global goal. Sources cited required. This assignment includes a library/research component.

World Happiness Presentation – Select a country. In a group, you will give a presentation on your country regarding happiness, habits, goal settings, and the country's gross happiness index. (Presentation must be between 10 minutes.) Sources cited required. This assignment includes a library/research component.

Reading List – You will keep a list of books and articles (sources such as websites, blogs, movies, TV shows, radio clips, etc. must be pre-approved before use) that will influence your happiness project. Some of the assigned readings during class will count as part of your reading list. This assignment will be completed throughout the semester. You must have a minimum of ten (10) sources. Each entry must be APA formatted. Each entry includes a summary paragraph, an assessment of the source paragraph, and a reflection paragraph. This assignment includes a library/research component.

100 Days of Gratitude – You will keep a gratitude journal in a social media platform (prefer Instagram). Each week you will upload a photo and a description as to why you are grateful. Each entry must include #saylorgratitude for the entry to count.

APortfolio – You will design an electronic portfolio that will include four of the class assignments: about me, info graph, world happiness, and happiness project. You may add additional information to your portfolio (see examples). There will be three checks: beginning of the semester, mid semester, and end of the semester.

Homework/Participation – Homework assignments will include reflection journals, positive health info graph presentation, and other assignments as needed. Participation includes being present for class and participating in the class discussion.

### **Attendance**

You are required to be in this class as part of your program of study at Appalachian State University, and students are expected to attend every meeting of this class. My attendance policy allows for a total of three (3) absences before your grade is affected. Please keep in mind that an absence occurs when you are not in class, with all your materials, and for any reason (illness, work, legitimate, or otherwise). If you miss this class more than three (3) times, your grade will automatically be dropped a letter grade. Use your absences wisely.

The classroom experience is vital to your learning, in other words, you need to be here. Any day that you do miss, it is YOUR RESPONSIBILITY to catch up, find out missed assignments, work, etc. You can email me, call me, or contact one of your fellow classmates.

For the full attendance policy of the university, please refer to

<http://academicaffairs.appstate.edu/syllabi>.

Also, please be on time. Punctuality is important in a class like this, as every late person is a disturbance to the class. Be on time.

### **Electronic Device Policy**

Part of being happy is being present, therefore, NO LAPTOPS, NO PHONES, NO TRI-CORDERS, and NO SONIC SCREWDRIERS will be allowed during class time. If laptops are needed for in class assignments/projects, I will notify students at least one class time prior.

### **Academic Integrity**

As a community of learners at Appalachian State University, we must create an atmosphere of honesty, fairness, and responsibility, without which we cannot earn the trust and respect of each other. Furthermore, we recognize that academic dishonesty detracts from the value of an Appalachian degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form and will oppose any instance of academic dishonesty. This course will follow the provisions of the Academic Integrity Code, which can be found on the Office of Student Conduct Web Site: [www.studentconduct.appstate.edu](http://www.studentconduct.appstate.edu).

### **Statement on Student Engagement with Courses**

In its mission statement, Appalachian State University aims at “providing undergraduate students a rigorous liberal education that emphasizes transferable skills and preparation for professional careers” as well as “maintaining a faculty whose members serve as excellent teachers and scholarly mentors for their students.” Such rigor means that the foremost activity of Appalachian students is an intense engagement with their courses. In practical terms, students should expect to spend two to three hours of studying for every hour of class time. Hence, a fifteen hour academic load might reasonably require between 30 and 45 hours per week of out-of-class work.

### **Disability Services**

Appalachian State University is committed to making reasonable accommodations for individuals with documented qualifying disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. If you have a disability and may need reasonable accommodations in order to have equal access to the University’s courses, programs and activities, please contact the Office of Disability Services (828.262.3056 or [www.ods.appstate.edu](http://www.ods.appstate.edu)). Once registration is complete, individuals will meet with ODS staff to discuss eligibility and appropriate accommodations.

**Religious Observances Policy**

Faculty members are required to make reasonable accommodations for students requesting to miss class due to the observance of religious holidays. All ASU students are allowed a minimum of two absences per year for religious observances. Up to two absences for such observances will be excused, without penalty to the student, provided that the student has informed the instructor in the manner specified in the syllabus. Notice must be given by the student to the instructor before the absence occurs and no later than three weeks after the start of the semester in which the absence(s) will occur. Arrangements will be made to make up work missed by these religious observances, without penalty to the student. For the purposes of this policy, ASU defines the term “religious observance” to include religious holidays, holy days, or similar observances associated with a student’s faith that require absence from class. Faculty, at their discretion, may include class attendance as a criterion in determining a student’s final grade in the course. On the first day of class, faculty must inform students of their class attendance policy and the effect of that policy on their final grade; both policies must be clearly stated in the class syllabus.

**Additional Resources**

For additional resources, check out the First Year Seminar website:

<http://firstyearseminar.appstate.edu/>.

Also, be sure to check out Director of First Year Seminar, Dr. Martha McCaughey’s blog:

<http://thisblogisnotrequired.wordpress.com/>.

For additional information on the common reading selection:

<http://commonreading.appstate.edu/>.

**Course Calendar Outline:**

<b>COURSE SCHEDULE</b>			
<b>DATE</b>	<b>TOPIC</b>	<b>ACTIVITY IN CLASS</b>	<b>HOMEWORK &amp; ASSIGNMENTS <u>DUE</u></b>
MON, 08/21	Black & Gold Convocation 10:00AM		
<b>Happiness and Yourself</b>			
WED, 08/23	Welcome	<p><i>Students will explore their own definitions of happiness.</i></p> <p>What is Happiness? discussion &amp; activity</p> <ul style="list-style-type: none"> <li>define happiness</li> </ul> <p>Happiness “equation”</p> <p>Review Syllabus &amp; Course Expectations</p>	<p><b>Review Syllabus</b></p> <p><b>Complete</b> <a href="#">Authentic Happiness Inventory</a></p>
MON, 08/28	APortfolio Presentation	<p><i>Dr. Elaine Gray will introduce how to use APortfolio.</i></p>	<p><b>Syllabus Quiz</b></p> <p><b>Library Module #1: Exploring Library Research</b></p> <p><b>Reading Assignment:</b> “Flourish” chapter on ASULearn</p>
WED, 08/30	Positive Psychology & Subjective Well-Being	<p><i>Students will master an introduction to positive psychology and subjective well-being.</i></p> <p><a href="#">“Positive Psychology in a Nutshell” video</a> &amp; discussion</p> <p>Tripartite Model of Subjective Well-Being</p> <ul style="list-style-type: none"> <li>relationship with social activity</li> </ul> <p>Introduce Happiness Project</p> <p>Introduce <a href="#">100 Days of Gratitude Project</a></p>	<p><b>Complete</b> <a href="#">Gratitude Survey</a></p> <p><b>Reading Assignment:</b> Happiness article (uploaded article) and Note to the Reader and Getting Started</p>



			sections and Chapter 1 of "The Happiness Project" (HP)
MON, 09/04	<b>Labor Day</b>	<b>No Class</b>	
WED, 09/06	OIED and Communication Skills and World Happiness	<p><i>Students will learn communication techniques that promote happiness and harmony in a work environment.</i></p> <p><a href="#">Nonverbal Communication &amp; Active Listening</a> instructor presentation &amp; activity</p> <p>Intercultural Communication - discuss interviews</p> <p><i>Students will investigate cultural variations of happiness.</i></p> <p>World Happiness instructor presentation</p> <p><a href="#">Health, Wealth, &amp; Inequality</a> video</p> <p>World Happiness group check in</p>	<p><b>Reading Assignment:</b> <a href="#">Gallup World Poll Happiness</a> Article</p> <p><b>Reading List Entry:</b> Gallup World Poll Happiness Article</p>
MON, 09/11	Power of Habit	<p><i>Students will learn the techniques of goal setting and reflect on the application to happiness.</i></p> <p>Reading Assignment Discussion</p> <p>Goal Setting</p> <ul style="list-style-type: none"> <li>• SMART Goals</li> <li>• Best Possible Self activity</li> </ul>	<p><b>Library Module #2: Finding, Locating, and Retrieving Information Sources</b></p> <p><b>Reading Assignment:</b> "Power of Habit" chapter selection on ASULearn</p> <p><b>Reading List Entry:</b> "Power of Habit" article</p>
WED, 09/13	Relationships	<p><i>Students will be educated on "Red Flags" of sexual, interpersonal, and dating violence. Students will reflect on empathy with applications from the library module.</i></p> <p><a href="#">Red Flag Training</a> Guest Speaker - Red Flag Educators</p>	<p><b>Reflection Journal:</b> <i>Complete a mindfulness practice and reflect on the</i></p>

		Empathy - caring for other like we care for ourselves	<p><i>experience.</i></p> <p><b>Reading Assignment:</b> Chapter 2 HP</p> <p><b>World Happiness Project:</b> Interviews questions submitted</p>
MON, 09/18	Values & Identity	<p><i>Students will identify personal values and reflect on social identities.</i></p> <p><a href="#">Values Identification Card Activity</a></p> <p><a href="#">Social Identity Wheel Activity</a></p>	<p><b>Reflection Journal:</b> <i>Identify a Happiness Hero - who do you admire and why?</i></p> <p><b>Reading Assignment:</b> Chapter 3 HP</p>
WED, 09/20	Suicide Prevention Workshop - Guest Speaker	<p><i>Students will gain awareness of resources and techniques for identifying mental illnesses.</i></p> <p>Guest Speaker – Wellness &amp; Prevention Services</p> <p>Applications to Teaching</p> <p>Cognitive Behavioral Therapy/Review Mindfulness</p>	<p><b>Library Module #3:</b> <b>Understanding Credibility and Authority</b></p> <p><b>Reading Assignment:</b> “The Empathy Exams” essay</p> <p><b>World Happiness Project:</b> Interviews questions final draft</p>
MON, 09/25	TEA Fellows – World Happiness Interviews	<p><i>Students will interview their TEA Fellow for their World Happiness Project</i></p>	<p><b>Reading Assignment:</b> Chapter 4 HP</p>
WED, 09/27	Life Challenges & Stress Management	<p>Padeia Seminar - Sheryl Sandberg’s UC Berkeley Commencement Speech</p> <p><a href="#">Growth Mindset Quiz</a></p>	<p><b>Happiness Project:</b> Personal Goal &amp; Reflection</p>

		<a href="#">Growth Mindset Case Studies</a>	<p><b>Reading List Entry:</b> Personal Goal Source</p> <p><b>Reading Assignment:</b> <a href="#">Sheryl Sandberg's UC Berkeley Commencement Speech</a></p>
MON, 10/02	GRIT, Motivation, & Growth Mindset	<p><i>Students will self assess and learn self application of GRIT, motivation, and Growth Mindset.</i></p> <p><a href="#">Angela Duckworth GRIT TED Talk</a> &amp; Discussion</p> <p><a href="#">Dan Pink The Puzzle of Motivation TED Talk</a> &amp; Discussion</p> <p>"Activities for Teaching Positive Psychology" - <i>Internalized Motivation in the Classroom</i> activity</p>	<p><b>Library Module #4: Learning the Value of Information</b></p> <p><b>Complete <a href="#">GRIT Scale</a></b></p> <p><b>Motivational Meme Assignment</b></p> <p><b>Reading Assignment:</b> <a href="#">"5 Characteristics of GRIT" Forbes article</a></p>
WED, 10/04	Holistic Happiness	<i>Students will research dimensions of personal wellness and learn the practice of mindfulness with applications from the library module.</i>	<b>Library Module Quiz</b>
<b>Happiness - School and Work</b>			
MON, 10/09	Resume Workshop	<p><i>Students will learn how to outline and build a resume.</i></p> <p>Guest Speaker - Maureen Cathey, Career Counselor for College of Education</p>	<p><b>Happiness Project:</b> Academic Goal &amp; Reflection</p> <p><b>Reading List Entry:</b> Academic Goal Source</p>

WED, 10/11	College Access & Success	<p><i>Students will discuss and reflect on intellectual wellness, college success, and promoting college access as educators.</i></p> <p><a href="#">Promoting College Access in a K-12 setting</a> presentation Guest speaker - Dr. Chrissy Tillery</p> <p>College Success Seminar</p>	<p><b>Reading Assignment:</b> “What Best College Students Do” chapter</p> <p><b>100 Days of Gratitude:</b> Midterm Check</p>
MON, 10/16	<p>Happiness and Work</p> <p>Work-/Life Balance</p>	<p><i>Students will discuss and reflect on occupational wellness with applications from the library module.</i></p> <p><a href="#">Review Occupational Wellness</a></p> <p><a href="#">Job Satisfaction</a></p> <p>Work/Life Balance</p>	<p><b>Reading Assignment:</b> Chapter 5 HP</p> <p><b>Reading Assignment:</b> “Are you Smart Enough to Work at Google?”</p>
WED, 10/18	Happiness and School	<p><i>Students will lead discussions on local to global correlations between happiness and education.</i></p> <p><a href="#">“Why Learning Leads to Happiness” US News</a> article discussion</p> <p><a href="#">“Does Education Make You Happy?” NYTimes</a> article discussion</p> <p><a href="#">“Best Countries for Education US News”</a> article discussion</p>	<p><b>Reflection Journal:</b> <i>How much of role do you believe academic success plays in American society’s definition of happiness? Reflect on your educational experience and how it influenced your happiness.</i></p> <p><b>Reading Assignment:</b> “Creative Schools: The Grassroots Revolution That’s Transforming Education”</p>

MON, 10/23	Character	<p><i>Students will explore personal qualities and strengths.</i>  <a href="#">“The Science of Character” video</a> &amp; discussion</p> <p>True Colors - follow up on retreat activity</p> <p>Myers Brigg Inventory</p> <p><a href="#">VIA Strengths Inventory</a></p>	<p><b>Happiness Project:</b> Professional Goal &amp; Reflection</p> <p><b>Reading List Entry:</b> Professional Goal Source</p> <p><b>Reading Assignment:</b> <a href="#">The Psychology of Materialism</a> article</p>
<b>Happiness and Others</b>			
WED, 10/25	World Happiness Presentations	<p><i>Students will present World Happiness group presentations.</i></p>	<p><b>World Happiness Project:</b> Presentation &amp; Peer Evaluation Form</p>
MON, 10/30	World Happiness Presentations	<p><i>Students will present World Happiness group presentations.</i></p>	<p><b>World Happiness Project:</b> Presentation &amp; Peer Evaluation Form</p> <p><b>Reading Assignment:</b> Chapter 6 HP</p>
WED, 11/01	Documentary - Happy	<p><i>Students will learn about consumer culture and reflect on how it affects personal well being.</i></p> <p>View Happy</p>	<p><b>Reading Assignment:</b> Chapter 7 HP</p>
MON, 11/06	Servant Leadership	<p><i>Students will reflect on misconceptions of leadership and learn the theory of servant leadership.</i></p> <p><a href="#">Introduction to Leadership</a></p> <ul style="list-style-type: none"> <li>Lollipop moments activity</li> </ul> <p><a href="#">Servant Leadership</a> training</p>	<p><b>Reading Assignment:</b> Chapter 8 HP</p>

WED, 11/08	Situational Leadership	<p><i>Students will understand the theory of situational leadership and adjusting your leadership style to motivate others.</i></p> <p><a href="#">Situational Leadership</a> training</p>	<p><b>Servant Leadership quiz</b></p> <p><b>Reading Assignment:</b> Chapter 9 HP</p>
MON, 11/13	Schlossberg's Theories of Transition and Marginality & Mattering	<p><i>Students will learn the theories of transition and reflect on how it applies to promoting happiness in others.</i></p> <p>Storycorps - Hispanic student</p> <p><a href="#">Student Transition Theory</a> instructor presentation</p> <p><a href="https://www.nationalgeographic.org/activity/breaking-down-invisible-walls/">https://www.nationalgeographic.org/activity/breaking-down-invisible-walls/</a></p>	<p><b><a href="#">Situational Leadership video</a> quiz</b></p> <p><b>Reading Assignment:</b> Chapter 10 HP</p>
WED, 11/15	Tuckman's Theory of Group Development	<p><i>Students will learn the theory of group development and reflect on how it applies to promoting happiness when leading groups.</i></p> <p><a href="#">Tuckman's Group Development</a> instructor presentation</p> <ul style="list-style-type: none"> <li>• Forming</li> <li>• Storming</li> <li>• Norming</li> <li>• Performing</li> <li>• Adjourning</li> </ul>	<p><b>Student Transition Theory quiz</b></p> <p><b>Materialism Assignment on ASULearn</b></p> <p><b>Reflection Journal:</b> <i>Reflect on your materialism assignment.</i></p>
MON, 11/20	Work Day - Happiness Project	<p><i>Students will work on Happiness projects remotely.</i></p>	<p><b>Happiness Project:</b> Global Goal &amp; Reflection</p> <p><b>Reading List Entry:</b> Global Goal Source</p>
WED, 11/22	<b>University Break</b>	<b>No Class</b>	
MON, 11/27	Sanford's Theory of Challenge & Support	<p><i>Students will learn the theory of challenge and support and reflect on how it applies to promoting happiness in others.</i></p> <p><a href="#">Challenge and Support</a> instructor presentation</p>	<p><b>Group Development quiz</b></p>

		<p><a href="#">Challenge and Support chart</a></p> <p>Disgruntled v. Disengaged participants</p>	
WED, 11/29	One Amazing Thing - Conflict Management	<p><i>Students will learn techniques of conflict management and reflect on the common reading book.</i></p> <p>Conflict Management instructor presentation</p> <p>One Amazing Thing activity</p>	<p><b>Reflection Journal:</b> <i>Reflect on your reading of One Amazing Thing. What would you have shared with the group?</i></p> <p><b>Reading Assignment:</b> Chapter 12 HP</p> <p><b>Reading List Entry:</b> The Happiness Project</p>
MON, 12/04	One Amazing Thing - Team Achievement	<p><i>Students will complete a team achievement activity and reflect on the common reading book.</i></p> <p><a href="#">Lunar Landing Activity</a></p> <p><a href="#">Team Achievement debrief</a></p>	<p><b>Reading Assignment:</b> One Amazing Thing</p> <p><b>Reading List Entry:</b> One Amazing Thing</p>
WED, 12/06/	Happiness in Art	<p><i>Students will share expressions of happiness found in art and reflect on the course.</i></p> <p>Share expressions of happiness</p> <p>Happiness definitions - compare and contrast to definitions made at the beginning of course</p>	<p><b>Bring an example of happiness expressed in art</b> (i.e: drawing, painting, ceramics, photography, architecture, sculpture, conceptual art, music)</p>
<p><b>FINAL EXAM – December 11th</b> Potluck Dinner Happiness Project Due 100 Days of Gratitude Due</p>			