GEORGETOWN UNIVERSITY
School *of* Continuing Studies
Summer and Special Programs

GENERAL PSYCHOLOGY (PSYC-001-130)

Dates: June 6, 2016 - July 29, 2016

Location: Online

Faculty: W. Gerrod Parrott

Faculty Contact Information: Please email through the Canvas Inbox. If you have issues with the Canvas Inbox, you can use parrottg@georgetown.edu

Virtual Office Hours: By appointment through Canvas Conference. Contact me by email to set up an appointment.

COURSE DESCRIPTION

This introductory course surveys the field of academic psychology and acquaints students with its major approaches and topics. The course is taught online with all teaching activities taking place asynchronously.

COURSE OBJECTIVES

By the end of this course, students will be able to:

- Understand four overarching themes that characterize the study of contemporary Psychology.
  - The conceptual development of the discipline.
  - The development of the individual.
  - The ecological context of human development.
  - The relationships of thinking and understanding to brain function, and their expression in human and animal life.
- Understand the ecological context of human development.

- ○ Understand the major theories and empirical findings that inform current thinking about the ways in which individuals function within and are affected by relationships with and among peers and groups.
  - ○ Understand broadly the theories and empirical findings that inform current thinking about the effects of family life on human development.
  - ○ Understand how culture affects the expression of thought, emotions, and behavior, and how norms of the expression of each can be culturally mediated.
- Understand the values that guide research in Psychology.
  - ○ Appreciate and assimilate the positive roles of curiosity, healthy skepticism and doubt in scientific inquiry.
  - ○ Evaluate psychological explanations and recognize that such explanations are inherently complex and must take into account variability along the continuum of human and animal life.
  - ○ Recognize the evolving and cumulative nature of psychological explanations.

REQUIREMENTS

Textbook

Exploring Psychology in Modules, 10th ed., by David G. Myers and C. Nathan Dewall (Worth Publishers, 2016).   NOTE: There are many versions of this text and you must be careful to get the correct one! First, get the 10th edition—it's much more up-to-date. Second, get EXPLORING Psychology, not plain Psychology—it's briefer. Third, get Exploring Psychology IN MODULES—it's divided into 45 mini-chapters rather than into 15 mega-chapters. You can obtain this book in either of two formats: paperback or loose-leaf, either of which is perfectly fine. Here is the ISBN number for each format:

- Paper text ISBN-13: 978-1-4641-5438-6
- Loose-Leaf Sheets ISBN-13: 978-1-4641-5436-2

Online Courseware

Acrobatiq Smart Courseware, Introduction to Psychology. Access can be purchased from courses.acrobatiq.com using following course ID key:

- PSYC-001-130-PARROTT-ONLINE-SUMMER2016

STUDENT EXPECTATIONS

This course consists of 8 weekly units and an orientation. All units are open and available to you at the start of the course for your planning purposes. However, the modules and activities must be done sequentially and certain activities and assignments must be completed by certain dates.

You are expected to complete all the course material. There are weekly deadlines for Acrobatiq Checkpoint quizzes and biweekly deadlines for exams. You will be expected to post contributions to online discussion forums at least twice each week, and to take the lead in initiating a new discussion topic when asked to do so by the professor (it will be your turn approximately twice during the course). During the first week of the course you will be asked to post an introductory video of yourself.

Participation is essential to your success in this class. In distance education courses you are required to participate just as if you were in a face-to-face course. This means that in order to get full credit for participation, you will have to complete all of your module activities and assignments by the assigned dates.

This course is taught entirely asynchronously so you can participate on your own schedule from any place in the world (subject to the weekly deadlines set forth in this syllabus). There are weekly deadlines to keep you on track throughout the course; they are always on Sundays at midnight EDT. In sum, you have total freedom within weeks but no freedom whatsoever between weeks! You may work whenever and wherever you want during the week, but by the end of each week there are activities and assessments you must have completed.

TIME EXPECTATIONS

Our online classes are designed to meet the same academic standards as our place-based (face-to-face) courses. Our accelerated units truncate a 15-week class into 7.5 weeks while requiring the same level of participation, commitment, and academic rigor. Thus students should plan on spending 15-20 hours per week on the work for any online unit.

COMMUNICATION STRATEGIES

Canvas

Georgetown University School of Continuing Studies (SCS) uses Canvas as its Learning Management System. This course will be taught entirely through the Canvas platform. To learn more about Canvas, please go through the Canvas Guide for Students.

Communication with Peers

You will be expected to communicate with your peers via the discussion board.

Email

In this course we will use Canvas to send email for private messages. You can either check your messages in the Canvas system or set your notifications to your preferred method of contact. Please check your messages at least once per day. When submitting messages, please do the following:

- Put a subject in the subject box that describes the email content with your name and module.
- Do not send messages asking general information about the class, please post those in the NEED HELP? question forum.

Questions

In online courses, everyone will likely have many questions about things that relate to the course, such as clarification about assignments, course materials, or assessments. Please post these in the NEED HELP? question forum, which you can access by clicking the DISCUSSIONS button in the course navigation links. This is an open forum, and you are encouraged to give answers and help each other.

Turnaround / Feedback

If you have a concern and send me a message, you can expect a response within 2 business days. Please allow 3 business days for assessment submission feedback.

Netiquette Guidelines

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. The topics in this course are sometimes controversial and promote debate. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others' opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

And finally, what happens in a class discussion stays in a class discussion unless you receive permission from the instructor to share something outside the class.

All activities for this course will be accessed via Canvas. This course is taught entirely asynchronously so you can participate on your own schedule from any place in the world (subject to the weekly deadlines set forth in this syllabus).

As part of this course you will be:
- reading materials online and in your textbook
- watching instructional videos
- completing online activities that help you to develop and check your understanding
- discussing ideas with your peers via discussion boards
- working on daily quizzes and biweekly exams
- watching weekly lectures by the Professor that outline the major topics of the week and supplement the other course materials by explaining difficult concepts or presenting supplementary material
- able to communicate with your Professor by email, and to arrange able to speak with your Professor if desired

The online Acrobatiq course modules were chosen to take the place of traditional classroom lectures, demonstrations, and activities. Much like traditional face-to-face classes, they present material in a way that supplements the course readings by presenting a subset of topics in a more dynamic and interactive fashion and by presenting additional supplementary material.

Students are responsible for obtaining the textbook on their own. *Exploring Psychology in Modules* is a concisely-written traditional textbook.

Discussion Forums are a way for you to engage with each other about the course content. Each lesson module will have several questions that link to a forum. I'll post some of these questions and each week I'll invite several students to initiate additional discussions by posting a comment to start a new thread. You can also access each forum by clicking on the DISCUSSIONS button in the course navigation links. In order to get full credit for each discussion, you will need to post a thoughtful, well-written response to the question and respond to one of your classmates' answers.

Course grades are based on 4 exams, the best 40 of 49 "checkpoint" quizzes, and class participation, as detailed below.

Quizzes

Each of the 49 modules has a "checkpoint" quiz that will be graded. They will be in multiple-choice format. The lowest 9 quizzes will be dropped and the average percentage correct of the remaining 40 will count 35% toward the final course grade. All checkpoint quizzes must be completed by the last day of the week in which they are assigned (Sunday evening at midnight, EDT). Any quizzes not completed by that time will automatically be scored as a zero. (Recall that nine quizzes will be dropped, so a few zeros will not matter.)

Exams

Four examinations will each cover 25% of the course material. Exam questions are in a short-answer format. They will cover the textbook readings and the lectures as well as the Acrobatiq modules. The purpose of the exams is to provide a comprehensive assessment of course mastery. Exams will contain both factual questions and conceptual, integrative questions. The average of these four exams will count 40% toward the final course grade. The deadline for completing each exam is the last day of each even-numbered course module (Sunday evenings at midnight, EDT). Exams will be accepted up to 72 hours after that deadline but a penalty of 10 percentage points will be applied during the first 24 hours of lateness, a penalty of 20 percentage points during the second 24 hours of lateness, and a penalty of 30 percentage points during the third 24 hours of lateness. Exams will not be accepted later than 72 hours after the deadline.

Class Participation

Each week you should participate in at least two class discussions by responding to one of the topics that I post as well as to one of the topics your classmates post. If it is your turn to initiate a student post (I will invite several students to do so each week), you should do so within two days so your classmates will have time to read and respond to you. Each week I will post a grade to assess your contributions to class. The average of those eight weekly scores will constitute your class participation grade which will count 25% toward the final course grade.

Course Grade

> 35% Average of 40 best quizzes
> 40% Average of the 4 exams
> 25% Average of the 8 weekly class participation scores

Grading Scale

94+	A
90 - 93	A-
86 - 89	B+
82 - 85	B
78 - 81	B-
74 - 77	C+
70 - 73	C
66 - 69	C-
63 - 65	D+
60 - 62	D
0 - 59	F

ABSENCES

There are no absences in an online course. Students are expected to complete all work by the

due date. If a student fails to submit and/or complete any of the assignments due in a module, including participating in discussion postings, quizzes, and/or exams, the student will receive a zero on the assignment.

MAKE-UP POLICY

In order to be excused from any assignment or activity in a module, you must have a doctor's excuse and permission from your Dean, and/or have secured my permission well in advance.

ACCOMMODATION

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities are provided reasonable accommodations to ensure equity and access to programs and facilities. Students are responsible for communicating their needs to the Academic Resource Center, the office that oversees disability support services, (202-687-8354; arc@georgetown.edu; http://academicsupport.georgetown.edu/disability) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the Georgetown University Academic Resource Center website. Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

ACADEMIC INTEGRITY

All students are expected to maintain the highest standards of academic and personal integrity in pursuit of their education at Georgetown. Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to, failure of the course, termination from the program, and revocation of degrees already conferred. All students are held to the Honor Code. The Honor Code pledge follows:

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: To be honest in any academic endeavor, and To conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

Plagiarism

Stealing someone else's work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another." More guidance is available through the Gervase Programs at http://gervaseprograms.georgetown.edu/honor/system/53377.html. If you have any doubts about plagiarism, paraphrasing, and the need to credit, check out http://www.plagiarism.org.

COMPUTER REQUIREMENTS

Students need to have sufficient technology and Internet access to complete this course.

Here are the requirements listed by Canvas:

Operating Systems

- Windows XP SP3 and newer
- Mac OSX 10.6 and newer
- Linux - chromeOS

Mobile Operating System Native App Support

- iOS 7 and newer
- Android 2.3 and newer

Computer Speed and Processor

- Use a computer 5 years old or newer when possible
- 1GB of RAM
- 2GHz processor

Internet Speed

- Along with compatibility and web standards, Canvas has been carefully crafted to accommodate low bandwidth environments.
- Minimum of 512kbps

Audio and Video Capablity

- You will need an internal or external microphone. Most computers now come with them built in.
- You will need an internal or external camera. Most computers now come with them built in.

TECHNICAL SKILLS REQUIREMENTS

As an online student your "classroom" experience will be very different than a traditional student. As part of your online experience, you can expect to utilize a variety of technologies, such as:

1. Communicate via email including sending attachments
2. Navigate the internet using a Web browser
3. Use office applications such as Microsoft Office or Google Docs to create documents
4. Learn how to communicate using a discussion board and upload assignments to a classroom Web site
5. Upload and download saved files
6. Have easy access to the Internet
7. Navigate Canvas, including using the email component within Canvas
8. Use a microphone to record audio through your computer
9. Use an internal or external camera to record video through your computer

TECHNICAL SUPPORT

Canvas

Click on the Help link (on top-right of page in Canvas) to reach Canvas Support, including the Canvas Student Guide and 24 hour Canvas Support Hotline at 855-338-2770.

Google Apps

Use of Georgetown University-issued accounts (Links to an external site.) for Google Mail, Calendar, Groups, Talk, Docs, Sites, Video, and Contacts is governed by the contract between Georgetown University and Google. For help managing your Google Documents, visit Google Drive Help Center (Links to an external site.)

STUDENT SUPPORT SERVICES

Learning Resources

SCS offers a host of learning resources to its students. Two that you might find particularly helpful in this course are the Writing Center and Refworks.

- The Writing Center offers professional writing support through its online peer tutoring service.

- [Refworks](#) is an online research management tool that aids in organizing, storing, and presenting citation sources for papers and projects.

Support Services

SCS offers a variety of support systems for students that can be accessed online, at the School of Continuing Studies downtown location, and on the main Georgetown campus:

- **Academic Resource Center**
  202-687-8354 | arc@georgetown.edu
  http://academicsupport.georgetown.edu/
- **Counseling and Psychiatric Services**
  202-687-6985
  http://caps.georgetown.edu/
- **Institutional Diversity, Equity & Affirmative Action (IDEAA)**
  (202) 687-4798
  https://ideaa.georgetown.edu/

COURSE CONTENT OUTLINE

This course is divided into 8 units (one unit per week), plus an initial orientation to the course and to Canvas. Below is a detailed outline for each unit.

WEEK 1: June 6 - 12

LEARNING OBJECTIVES

- Learn time-management skills and study strategies
- Learn psychology's subject matter, history, levels of analysis, and subfields
- Learn about the scientific method and the research strategies used in psychology
- Learn how nerve cells function, communicate, and influence behavior

MODULE ACTIVITIES & ASSESSMENTS

- ❖ View Overview Lecture
- ❖ Myers Preface section on Time Management, pp. xlix-lv
  - ➢ Self-assessment in Myers' Table 1 (not graded)
- ❖ Acrobatiq Unit 1
  - ➢ Self-assessment "Did I Get This? (not graded)
- ❖ Acrobatiq Unit 2 Module 1
  - ➢ Complete Acrobatiq Module 1 Checkpoint before midnight June 12
- ❖ Myers Module 1
- ❖ Acrobatiq Module 2

- ➢ Complete Acrobatiq Module2 Checkpoint before midnight June 12
- ❖ Acrobatiq Module 3
    - ➢ Complete Acrobatiq Module 3 Checkpoint before midnight June 12
- ❖ Myers Module 2
- ❖ Acrobatiq Module 4
    - ➢ Complete Acrobatiq Module 4 Checkpoint before midnight June 12
- ❖ Myers Module 3
- ❖ Acrobatiq Module 5
    - ➢ Complete Acrobatiq Module 5 Checkpoint before midnight June 12

WEEK 2: June 13 - 19

LEARNING OBJECTIVES

- Identify the structures and functions of the "old brain" and of the cerebral cortex
- Understand the methods used to study brain structure and functions
- Describe the major parts of the nervous system and their functions
- Understand and apply the basic concepts of sensation and perception

MODULE ACTIVITIES & ASSESSMENTS

- ❖ View Overview Lecture
- ❖ Myers Module 5
- ❖ Acrobatiq Module 6
    - ➢ Complete Acrobatiq Module 6 Checkpoint before midnight June 19
- ❖ Myers Module 4
- ❖ Acrobatiq Module 7
    - ➢ Complete Acrobatiq Module 7 Checkpoint before midnight June 19
- ❖ Acrobatiq Module 8
    - ➢ Complete Acrobatiq Module 8 Checkpoint before midnight June 19
- ❖ Myers Module 16
- ❖ Acrobatiq Module 9
    - ➢ Complete Acrobatiq Module 9 Checkpoint
    - ➢ Take Exam 1 before midnight June 19

WEEK 3: June 20 - 26

LEARNING OBJECTIVES

- Identify structures of the neural pathway of vision and describe visual processing
- Understand how knowledge and sensation combine in perception
- Know the basic components of classical conditioning and their application to learning and phobia

- Distinguish between classical and operant conditioning, and understand how reinforcement and punishment influence behavior
- Understand the limitations of conditioning as an explanation of learning and knowledge

MODULE ACTIVITIES & ASSESSMENTS

- ❖ View Overview Lecture
- ❖ Myers Module 17
- ❖ Acrobatiq Module 10
  - ➢ Complete Acrobatiq Module 10 Checkpoint before midnight June 26
- ❖ Myers pp. 81-86 (6pp from Module 7 on "Selective Attention" and "Dual Processing")
- ❖ Acrobatiq Module 12 (Note: we are skipping Acrobatiq Module 11)
  - ➢ Complete Acrobatiq Module 12 Checkpoint before midnight June 26
- ❖ Myers Module 20
- ❖ Acrobatiq Module 13
  - ➢ Complete Acrobatiq Module 13 Checkpoint before midnight June 26
- ❖ Myers Module 19
- ❖ Acrobatiq Module 14
  - ➢ Complete Acrobatiq Module 14 Checkpoint before midnight June 26
- ❖ Myers Module 21
- ❖ Acrobatiq Module 15
  - ➢ Complete Acrobatiq Module 15 Checkpoint before midnight June 26

WEEK 4: June 27 - July 3

LEARNING OBJECTIVES

- Compare and contrast the stages of memory and the various types of memory
- Describe long-term memory and how it is affected by encoding
- Describe the brain structures involved in memory and how neurons change to create memory
- Explain why we forget and misremember
- Understand how memory and mental representation affect thinking, problem solving, decision making, and creativity

MODULE ACTIVITIES & ASSESSMENTS

- ❖ View Overview Lecture
- ❖ Myers Module 22
- ❖ Acrobatiq Module 16
  - ➢ Complete Acrobatiq Module 16 Checkpoint before midnight July 3
- ❖ Acrobatiq Module 17
  - ➢ Complete Acrobatiq Module 17 Checkpoint before midnight July 3
- ❖ Myers Module 23
- ❖ Acrobatiq Module 18

> ➢ Complete Acrobatiq Module 18 Checkpoint before midnight July 3
- ❖ Myers Module 24
- ❖ Myers Module 25
- ❖ Acrobatiq Module 19
- ❖ Complete Acrobatiq Module 19 Checkpoint before midnight July 3
- ❖ Take Exam 2 before midnight July 3

WEEK 5: July 5 - 10

LEARNING OBJECTIVES

- Identify the components of language, the brain areas involved in language and their functions, the milestones and theories of language learning and of language's relation to thinking
- Identify fundamental issues of developmental psychology and the stages of prenatal development
- Describe cognitive development in childhood and how it is explained by the theories of Piaget and Vygotsky
- Describe the major milestones in the development of social relationships during childhood and adolescence and the research related to it
- Describe how psychological development continues throughout adulthood

MODULE ACTIVITIES & ASSESSMENTS

- ❖ View Overview Lecture
- ❖ Myers Module 26
- ❖ Acrobatiq Module 20
  - ➢ Complete Acrobatiq Module 20 Checkpoint before midnight July 10
- ❖ Myers Module 10
- ❖ Acrobatiq Modules 25 & 26 (Note: we are skipping Acrobatiq Modules 21-24)
  - ➢ Complete Acrobatiq Module 25 & 26 Checkpoints before midnight July 10
- ❖ Myers Module 11
- ❖ Acrobatiq Module 27
  - ➢ Complete Acrobatiq Module 27 Checkpoint before midnight July 10
- ❖ Myers Module 12
- ❖ Acrobatiq Modules 28 & 29
  - ➢ Complete Acrobatiq Module 28 & 29 Checkpoints before midnight July 10
- ❖ Myers Module 13
- ❖ Acrobatiq Module 30
  - ➢ Complete Acrobatiq Module 30 Checkpoint before midnight July 10

LEARNING OBJECTIVES

- Describe the effects of emotions on thinking and behavior, and describe the classic theories of emotion
- Describe psychological research on the causes and effects of positive emotions
- Describe trait theories of personality, their strengths and limitations, and techniques for measuring personality.
- Describe the major concepts, strengths, and limitations of the psychodynamic and humanistic approaches to personality
- Describe the methods of behavioral genetics and molecular genetics, and explain what conclusions we can draw from them about the determinants of personality

MODULE ACTIVITIES & ASSESSMENTS

- ❖ View Overview Lecture
- ❖ Myers Modules 31 & 32
- ❖ Acrobatiq Module 31
  - ➢ Complete Acrobatiq Module 31 Checkpoint before midnight July 17
- ❖ Myers Module 34
- ❖ Acrobatiq Module 32
  - ➢ Complete Acrobatiq Module 32 Checkpoint before midnight July 17
- ❖ Myers Module 39
- ❖ Acrobatiq Modules 34 (Note: we are skipping Acrobatiq Module 33)
  - ➢ Complete Acrobatiq Module 34 Checkpoint before midnight July 17
- ❖ Myers Module 38
- ❖ Acrobatiq Module 35
  - ➢ Complete Acrobatiq Module 35 Checkpoint before midnight July 17
- ❖ Myers Module 6
- ❖ Acrobatiq Module 36
  - ➢ Complete Acrobatiq Module 36 Checkpoint before midnight July 17
  - ➢ Take Exam 3 before midnight July 17

LEARNING OBJECTIVES

- Describe how social cognition affects our perceptions of others
- Explain the factors that influence human altruism, aggression, conformity, and obedience
- Describe how social groups influence individual performance and decision making

- Describe the characteristics of wellness and the practices and therapies that bring balance to life
- Describe how a life out of balance is manifested physically, emotionally, and socially
- Define stress, distinguish types of stressors, identify specific physiological and behavioral responses to stress and the ways in which they can be helpful and unhelpful, as well as strategies for coping with stress

MODULE ACTIVITIES & ASSESSMENTS

- ❖ View Overview Lecture
- ❖ Myers Module 35
- ❖ Acrobatiq Module 37
  - ➢ Complete Acrobatiq Module 37 Checkpoint before midnight July 24
- ❖ Myers Modules 36
- ❖ Acrobatiq Module 38
  - ➢ Complete Acrobatiq Module 38 Checkpoint before midnight July 24
- ❖ Acrobatiq Module 39
  - ➢ Complete Acrobatiq Module 39 Checkpoint before midnight July 24
- ❖ Acrobatiq Modules 40 and 41
  - ➢ Complete Acrobatiq Module 40 and 41 Checkpoints before midnight July 24
- ❖ Acrobatiq Module 42
  - ➢ Complete Acrobatiq Module 42 Checkpoint before midnight July 24
- ❖ Myers Module 33
- ❖ Acrobatiq Modules 43 and 45 (Note: we are skipping Acrobatiq Module 44)
- ❖ Complete Acrobatiq Module 43 and 45 Checkpoints before midnight July 24

WEEK 8: July 25 - 31

LEARNING OBJECTIVES

- Define psychological disorder and describe the history of the concept and the modern biopsychosocial model and criteria for classifying disorders
- Describe the characteristic symptoms and causes of mood disorders
- Describe the characteristic symptoms and causes of anxiety and related disorders
- Describe the characteristic symptoms of schizophrenia, along with the genetic and environmental risk factors for the disorder
- Define and differentiate the various personality disorders
- Describe the symptoms of neurodevelopmental disorders and the diagnostic controversies with them
- Describe dissociative identity disorder and explain the controversies about the validity of this diagnosis
- Distinguish the psychological, biomedical, and social approaches to treatment, then identify and explain the major forms of psychological therapy
- Classify the different types of medications and brain interventions used to treat mental disorders and explain how they each work to reduce symptoms

- Explain the advantages of group therapy and self-help groups for treating disorders
- Describe the methods used to study the effectiveness of treatments for mental disorders and what is known about the relative effectiveness of psychological and biological treatments

MODULE ACTIVITIES & ASSESSMENTS

- ❖ View Overview Lecture
- ❖ Myers Module 40
- ❖ Acrobatiq Module 46
  - ➢ Complete Acrobatiq Module 46 Checkpoint before midnight July 31
- ❖ Myers Module 42
- ❖ Acrobatiq Module 48
  - ➢ Complete Acrobatiq Module 48 Checkpoint before midnight July 31
- ❖ Myers Module 41
- ❖ Acrobatiq Module 47
  - ➢ Complete Acrobatiq Module 47 Checkpoint before midnight July 31
- ❖ Myers Module 43
- ❖ Acrobatiq Module 49
  - ➢ Complete Acrobatiq Module 49 Checkpoint before midnight July 31
- ❖ Acrobatiq Module 50
  - ➢ Complete Acrobatiq Module 50 Checkpoint before midnight July 31
- ❖ Acrobatiq Module 51
  - ➢ Complete Acrobatiq Module 51 Checkpoint before midnight July 31
- ❖ Acrobatiq Module 52
  - ➢ Complete Acrobatiq Module 52 Checkpoint before midnight July 31
- ❖ Myers Module 44
- ❖ Acrobatiq Module 53
  - ➢ Complete Acrobatiq Module 53 Checkpoint before midnight July 31
- ❖ Myers Module 45
- ❖ Acrobatiq Module 54
  - ➢ Complete Acrobatiq Module 54 Checkpoint before midnight July 31
- ❖ Acrobatiq Module 55
  - ➢ Complete Acrobatiq Module 55 Checkpoint before midnight July 31
- ❖ Acrobatiq Module 56
  - ➢ Complete Acrobatiq Module 56 Checkpoint before midnight July 31
  - ➢ Take Exam 4 before midnight July 31