GRIT LAB: THE SCIENCE AND PRACTICE OF PASSION AND PERSEVERANCE

PSYC0405 / OIDD2000 Fall 2024

Professor Angela Duckworth

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In-person, interactive classes: Tuesdays 3:30PM to 6:30PM ET in SHDH351

COURSE DESCRIPTION AND GOALS

The aims of Grit Lab are three-fold: (1) to equip you with generalizable knowledge about the science of passion and perseverance; (2) to help you apply these insights to your own life; and (3) to inspire you to share these insights with others.

At the heart of this course are cutting-edge scientific discoveries about how to foster passion and perseverance for long-term goals. As in any undergraduate course, you will have an opportunity to learn from current research. But *unlike* most courses, Grit Lab encourages you to try these ideas out for yourself and share your experiences with others. Yes, this class aims to change you. If you don't like that idea, keep in mind that this is an elective required by no concentration or major.

This course is part of the Stavros Niarchos Foundation (SNF) Paideia Program, which serves as a hub for dialogue in undergraduate education at Penn. SNF Paideia designated courses integrate students' personal, professional, and civic development through "dialogue across difference" – i.e., engaging with diverse ideas and people for the purposes of mutual understanding, collective problem solving, and individual and community wellness. Engage further with Paideia's mission to "educate the whole person" at https://snfpaideia.upenn.edu.

WHO CAN ATTEND THE COURSE, AND HOW DO I APPLY?

As a Paideia Program course, Grit Lab is open to all Penn undergraduates of any school (Arts and Sciences, Engineering, Nursing, and Wharton), via an application process. In case there are more applicants than seats available, we will give priority to Paideia Student Fellows.

The application is here, and it is due by 11:59PM Eastern Time on Sunday March 31, 2024.

Because so much of Grit Lab happens in a team structure, <u>there is no auditing permitted</u>.

HOW WILL I GET TO KNOW, ANGELA, MY PEERS, AND MY TA?

At the start of the semester, you will be assigned to a team of four students (including you). You will stay in the same team throughout the course. As a team, you will meet during class to discuss the previous week's assignment and/or to do team activities. Each week, one student will be designated the moderator of the team discussion—*in alphabetical order by first name (i.e., for our first class, the moderator is the student in the team whose first name comes first in the alphabet, and for the second class, it will be the next student, etc.).*

You will be assigned one of the following TAs, and each TA will mentor up to 6 teams:

- A
- B
- C
- D
- E
- F

For grading questions, please contact your TA.

For concerns that are *not* specific to your TA, including technology or logistics, please email penngritlab@gmail.com.

Optional open office hours with Prof. Duckworth will be on TBD inTBD. No sign up necessary.

You are also required to meet with your assigned TA one time during the semester: before the midterm essay (by October 16th; you must contact your TA by 9/30 to schedule the first meeting). Students are encouraged to meet their TAs more than once, but it is not required. You will schedule office hours with your TA by emailing them directly. Meeting can be in-person or virtual, depending on your mutual convenience.

TYPICAL WEEKLY SCHEDULE

When	What
By Sunday at 11:59PM	- As a preview, read your TA's reflection - Complete and submit the assigned activity - Complete your reflection and post it on Canvas
By Tuesday at 3:30PM	Read assigned readings
Tuesday, 3:30 to 6:20PM	In-person quiz, lecture, discussion, and group activities

	5-minute welcome 7-minute quiz taking (mostly on readings) 20-minute team discussion and activity 20-minute staircase thoughts and discussion 10-min BREAK 50-minute lecture 10-min BREAK 50-minute lecture and discussion, preview of next week's activities, and kaizen feedback for Angela

GRADING

A+	100 - 97	**A**	96.9 - 93	**A-**	92.9 - 90
B+	89.9 - 87	**B**	86.9 - 83	**B-**	82.9 - 80
C+	79.9 - 77	**C**	76.9 - 73	**C-**	72.9 - 70
D+	69.9 - 67	**D**	66.9 - 63	**F**	62.9 - 0

We do not round up or down in this course.

Assignment *Due date*	Grading Details	% of Final Grade *Grade Breakdown*
Weekly activities & weekly reflections *Due on Sundays at 11:59PM ET unless otherwise noted*	Weekly reflections need to be submitted before the deadline to be graded. Furthermore, they will be graded only if you submit the required activity materials. There is no (full or partial) credit for late assignments. Reflection Grading Rubric	**44%** *11 weekly reflections (4% per reflection)*
Weekly quizzes	Closed-book quizzes are administered on paper, at the start of each lecture, including lecture 1. Quizzes are mostly about the assigned readings for the current week. There are no make-up quizzes. At the end of the semester, we will drop your two lowest quiz grades to factor in any excused absences or issues you might have had in preparing for the lecture.	**22%** *13 quizzes total,* *11 quizzes will count towards final grade, 2 quizzes will be dropped,* *10 questions per quiz* *(2% per quiz; .2% per question)*
Mid-term Essay on Discovery Project *Due by October 16 at 11:59PM ET*	The reflection will be graded on 3 criteria: ● number and quality of activities ● personal insight (i.e., what you learn about yourself and this domain) ● integration with course content Late submissions will be penalized 10 percentage points for each day past the deadline.	**10%**

Discovery Project Final Essay and In-Class Presentation *Essay and slides due by TBD*	This in-class presentation will be graded on both content (90%) and delivery (10%). The content (essay) will be graded on 3 criteria: ● number and quality of activities ● personal insight (i.e., what you learn about yourself and this domain) ● integration with course content	**20%**
Class participation	● Full attendance ● PollEv participation ● Questions and comments during class discussion ● Engagement and attentiveness as recorded by TAs	**4%**

As for readings, your requirement is to read everything.

The book that you will be reading throughout the semester is the following:

i.   [Grit, The Power of Passion and Perseverance](#)

You will receive a free copy of Grit. We only have one copy of each book per student, so no replacement copies will be issued.

Note: we are not reading the book chapters in order.

All other readings (journal papers) are available on Canvas and a printed copy will also be distributed in class. **Optional readings** for all lectures can be found at the end of the syllabus.

Graded quizzes at the start of each lecture are largely based on the readings.

ATTENDANCE

Attendance is essential and mandatory except in the case of religious / secular holidays or previously contracted appointments (e.g., medical appointment). It is required that you write to penngritlab@gmail.com and to your assigned TA **within the first week of class (by TBD)** to notify us of any planned absences and the reason why. Additional exceptions and excused absence requests decisions will be made on a case by case basis.

We take attendance in every class, with the help of a seating chart and confirmed by the weekly in-class quiz and random class check-ins.

Being on time is important for success in Grit Lab; the weekly quiz will be taken at the start of class and there are no make-up quizzes. In addition, arriving promptly is a sign of respect towards your classmates and professor—no one likes having their attention disrupted by a classmate entering.

In the event of an absence that cannot be avoided (ie. personal health issue, family emergency, etc.), you may request an excused absence by emailing penngritlab@gmail.com and ccing your TA. If your excused absence request is approved, you will receive access to the recording. Obviously, the recording will become available only after the lecture takes place, so you will not have access to it beforehand. Then, in lieu of in-class participation, you must email your TA and Professor Duckworth (TBD) a written reflection on the lecture recording before the following class. Your participation reflection must be between 300 and 500 words, integrate concepts illustrated by Prof. Duckworth in the lecture, and in general, adhere to written reflection standards. Failure to submit a suitable participation reflection or failure to submit it on time will result in being marked absent for the class. (Remember: class attendance and participation counts for 4% of the final grade). There are no make-up quizzes; at the end of the semester, we will drop your two lowest quiz grades.

WHAT IS THE DISCOVERY PROJECT?

Throughout the semester, you will complete five tasks off the Discovery Project checklist to help you discover and develop either a vocational interest (that may lead you toward a career one day) or an avocational interest (i.e., a hobby).

About halfway through the semester you will submit a reflection on your ongoing discovery project. The reflection will be graded according to three criteria: number / qualities of activities performed; integration with course content; and personal insight (See rubric here). At the end of the semester, you will give a TBD-minute presentation to your cohort (your TA and 19 other students) highlighting the key lessons you learned about your interest(s), about yourself, and about grit as a psychological construct. The presentation will be graded as well, both for content, according to the three criteria listed above.

WHAT IS THE TECHNOLOGY POLICY?

To minimize distraction and to avoid distracting others, please have your cell phone accessible only for periodic Poll Everywhere activities. At all other times, your phone should be on mute and out of sight. The quality of this class depends on your participation.

Laptops are not to be used in class. If possible, please take handwritten notes. However, tablets are permitted for note taking. If you need to use a laptop for accessibility reasons, please write to **penngritlab@gmail.com within the first week of class** specifying the required accommodation.

ChatGPT POLICY

You are not allowed to use Artificial Intelligence (AI) platforms (ChatGPT, Bard, and similar) for generating your weekly written reflections. Why? Simply put, writing *in your own words* what you

have experienced is itself an active psychological intervention (called expressive writing). Using ChatGPT to generate a personal reflection is like tickling yourself or getting someone else to write in your diary for you: it doesn't really work.

Note, too, that your written reflection is *not* being graded on writing style. Therefore, we do not allow the use of AI for refining your weekly written reflections. (Using AI to refine your written work is of course appropriate in certain contexts. This is not one of them.)

Finally, while we are not grading on style, we want to point out that the weekly written reflections in this course are an opportunity for you to learn the importance of "voice" in writing—it's *your* voice that we are eager to hear in these reflections.

Using such tools in this course will be considered a violation of Penn's Code of Academic Integrity and we will report suspected use to the Center for Community Standards and Accountability. Please contact us if you have questions about this policy.

ACCOMMODATIONS

Students who require accommodations can go here for Penn resources and can contact penngritlab@gmail.com for more information about the support we can provide.

Disability Services

The University of Pennsylvania is committed to the accessibility of its programs and services. Students with a disability or medical condition can request reasonable accommodations through the Weingarten Center website. Disability Services determines accommodations on an individualized basis through an interactive process, including a meeting with the student and a review of their disability documentation. Students who have approved accommodations are encouraged to notify their faculty members and share their accommodation letters at the start of each semester. Students can contact Disability Services by calling 215-573-9235.

ACADEMIC INTEGRITY

A note on academic integrity: Intellectual development requires honesty, responsibility, and doing your own work. Penn's Code of Academic Integrity applies to Grit Lab.

Using generative AI for generating weekly reflections will be considered a violation of Penn's Code of Academic Integrity and we will report suspected use to the Center for Community Standards and Accountability.

POLL EVERYWHERE

PollEv is a measure of class participation.

It is important to **register on Poll Everywhere before class starts: pollev.com/gritlab**. Follow the registration prompt to create a Poll Everywhere student account. If you encounter problems, please email penngritlab@gmail.com.

SCHEDULE OF TOPICS

See Summary of Key Dates below

1. **Welcome to Grit Lab**

    b. Syllabus Quiz on Canvas (*by August 27th at 3:30pm ET*)

    c. Pre-class readings (*by August 27th at 3:30pm ET*):

        i.   Grit Preface and Chapter 1: Showing Up

        ii. Duckworth, A., & Gross, J. J. (2014). Self-control and grit: Related but separable determinants of success. *Current Directions in Psychological Science, 23(*5), 319-325.

        iii. Mehta, J. (2015). The problem with grit. *Education Week*.

    d. **Class *on August 27th (at 3:30pm ET*):**

        i.   Graded in-class quiz on the readings

        ii. Team activity: *Can I ask you a question? Some creative team activity like the paperclip task?*

        iii. Lecture and discussion: What is grit? How is grit different from talent? What is success? If grit matters to achievement, what is the importance of context?

        iv. On the first day of class, August 27, you will receive *Grit, The Power of Passion and Perseverance*

CHOOSE EASY

2. **Exploring your interests**

    a. Pre-class activity (*by September 1 at 11:59pm ET*): Take the O*NET Interest Profiler linked in Canvas and then show it to someone who knows you well

    b. Written reflection (*by September 1 at 11:59pm ET*): Tell a story about how one or more of your current interests, as indicated in the O*NET Interest Profiler, emerged earlier in your life. How might your interests inform your discovery project?

    c. Pre-class readings (*by September 3 at 3:30pm ET*):

       i.   <u>Grit</u> Chapter 6: Interest.

      ii.   Westgate, E. C. (2020). Why boredom is interesting. *Current Directions in Psychological Science, 29*(1), 33-40.

     iii.   Video: https://www.ted.com/talks/david_epstein_why_specializing_early_doesn_t_always_mean_career_success

d. Class *on September 3 (at 3:30pm ET*):

       i.   Graded in-class quiz on the reading

      ii.   Team activity: Discussion (directions on slide in class)

     iii.   Lecture and discussion: What is the emotion of interest? What are your interests? How do you develop your interests?

3. Affirming your values

    a. Pre-class activity (*by September 8 at 11:59pm ET*): Write a "This I Believe" essay (500 words or fewer) and read it aloud to someone you care about.

    b. Written reflection (*by September 8 at 11:59pm ET*): How does this relate to your discovery project?

    c. Pre-class readings (*by September 10 at 3:30pm ET*):

       i.   <u>Grit</u> Chapter 8: Purpose.

      ii.   Schwartz, S. H. (2012). An overview of the Schwartz theory of basic values. *Online readings in Psychology and Culture, 2*(1), 2307-0919.

d. Class on *September 10 (at 3:30pm ET*):

       i.   Graded in-class quiz on the reading

      ii.   Team activity: Discussion (directions on slide in class)

     iii.   What are values? What happens when we write about our values? What is purpose?

4. Racing your strengths

    a. Pre-class activity (*by September 15 at 11:59pm ET*): Fill out the The Big Five assessment. You will be asked to invite 3 to 5 people who know you well to

complete the same questionnaire—sharing their observations of you. How does your personality inform your discovery project?

b. Written reflection (*by September 15 at 11:59pm ET*): Review your Big Five Q360 feedback. What confirmed your idea of who you are—and what surprised you? How are your personality strengths related, if at all, to your "talents" and your interests and values?

c. By this point, most students have completed at least one activity in the [Discovery Project checklist](#).

d. Pre-class readings (*by September 17 at 3:30pm ET*):

    i.   <u>Grit</u> Chapter 2: Distracted by Talent.

    ii.   Duckworth, A. L., Eichstaedt, J., & Ungar, L. (2015). The mechanics of human achievement. *Social and Personality Psychology Compass, 9*(7), 359-369.

    iii.   Roberts, B. W., & Mroczek, D. (2008). Personality Trait Change in Adulthood. *Current Directions in Psychological Science, 17*(1), 31–35.

e. **Class on *September 17 (at 3:30pm ET*):**

    i.   Graded in-class quiz on the reading

    ii.   Team activity: Discussion (directions on slide in class)

    iii.   What are your talents? What are personality strengths? Can you change your personality? How do you find a career that fits your interests, values, and strengths?

5. Goal hierarchies

a. Pre-class activity (*by September 22 at 11:59pm ET*): TBD.

b. Written Reflection (*by September 22 at 11:59pm ET*): TBD.

c. Pre-class readings (*by September 24 at 3:30pm ET*):

    i.   <u>Grit</u> Chapter 4: How Gritty Are You?

    ii.   Höchli, B., Brügger, A., & Messner, C. (2018). How focusing on superordinate goals motivates broad, long-term goal pursuit: A theoretical perspective. *Frontiers in Psychology*, 1879. Note, you need only read the sections entitled "Goal Hierarchy" (pg 2-4) and "Characteristics and

Goal-Relevant Processes of Superordinate Goals" (pg 4-8). This includes figure 1 (pg. 3) and figure 2 (pg. 5).

d. Class on *September 24 (at 3:30pm ET*):

    i.   Graded in-class quiz on the reading

    ii.   Team activity: Discussion (directions on slide in class)

    iii.   Lecture: When to quit and when to grit? Goal hierarchies and "callings".

WORK SMART

6. Goal setting and planning

    a.   Pre-class activity (*by September 29 at 11:59pm ET*): Have a [curiosity conversation](#) with someone whose career you admire. [My Penn](#) is a terrific resource for contacting alumni. Don't tell me you couldn't set one up! Put a little grit into it! Here are more [directions](#). (you can get [help](#) to email them)

    b.   Written reflection (*by September 29 at 11:59pm ET*): What did you learn from your curiosity conversation?

    c.   Pre-class readings (*by October 1 at 3:30pm ET*):

        i.   <u>Grit</u> Chapter 5: Grit Grows.

        ii.   Oettingen, G. (2014). Stop being so positive. *Harvard Business Review*, 92(10), 9299.

        iii.   Watch [Gabriele Oettingen at the Educator Summit 2018.](#)

        iv.   Keller, L., Bieleke, M., & Gollwitzer, P. M. (2019). Mindset theory of action phases and if-then planning. In K. Sassenberg & L. Vliek (Eds.), *Social Psychology in Action*, (pp. 23-37). Springer, Cham.

    d. Class on *October 1 (at 3:30pm ET*):

        i.   Graded in-class quiz on the reading

        ii.   Team activity: Discussion (directions on slide in class)

        iii.   How do I get from intentions to results? How do I set a goal and make a plan?

7. Deliberate practice

Note the changed deadline for assignments because of Fall Break

a. Pre-class activity (*by **Monday** October 7 at 11:59pm ET*): Carry out the plan you made in class for the WOOP (i.e., try to follow through on your plan over the week). Or, if you change your mind, redo the WOOP.

b. Written reflection (*by **Monday** October 7 at 11:59pm ET*): How successful were you at following your plan? What did you learn from your WOOP?

c. Pre-class readings (*by October 8 at 3:30pm ET*):

  i. Grit Chapter 7: Practice.

  ii. Ericsson, K. A., Prietula, M.J., & Cokely, E.T. (2007). The making of an expert. *Harvard Business Review*.

d. **Class on *October 8 (at 3:30pm ET*):**

  i. Graded in-class quiz on the reading

  ii. Team activity: Discussion (directions on slide in class)

  iii. How do you practice like an expert?

8. Feedback

a. Pre-class activity and written reflection (*by October 13 at 11:59pm ET*): Work on your midterm essay (see below). Submit a list of the Discovery Project activities that you have completed. [Template for Checklist Submission]

b. By this point, students are required to have completed at least three activities in the Discovery Project activities.

c. Midterm essay (500 to 750 words), ***by October 13 at 11:59pm ET***:

  i. What have you learned so far in the Discovery Project?

  ii. Which activity was most meaningful to you and why?

  iii. What concepts and ideas from the class have you implemented in your Discovery Project?

  Midterm Essay Rubric

d. Pre-class readings (*by October 15 at 3:30pm ET*):

      i.   <u>Grit</u> Chapter 3: Effort Counts Twice.

      ii.   Eskreis-Winkler, L., & Fishbach, A. (2019). Not learning from failure—the greatest failure of all. *Psychological Science, 30*(12), 1733-1744.

e. Class on *October 15 (at 3:30pm ET*):

      i.   Graded in-class quiz on the reading

      ii.   Team activity: Discussion (directions on slide in class)

      iii.   How can I receive feedback optimally? How can I give feedback optimally? What is advice and why does it often backfire?

      iv.   Poll Everywhere: Coachability Scale of the Wharton Character Index

      v.   Role play

9. Rethinking failure and stress

a. Pre-class activity (*by October 20 at 11:59pm ET*): YOUR CHOICE: As a team, WOOP a challenging prosocial goal (i.e., a goal that benefits other people than yourselves)—and follow your plan, then evaluate how you did. OR, individually, Create a "failure resume" (see this [example](#)) and submit to <u>http://antiresume.org/</u> and on Canvas.

b. Written reflection (*by October 20 at 11:59pm ET*): What are your 3 key takeaways from this experience?

c. Pre-class readings (*by October 22 at 3:30pm ET*):

      i.   <u>Grit</u> Chapter 9: Hope.

      ii.   Crum, A. J., Handley-Miner, I. J., & Smith, E. N. (2020). The Stress Mindset intervention. In G. M. Walton & A. J. Crum (Eds.), *Handbook of Wise Interventions: How Social-Psychological Insights Can Help Solve Problems*. New York, NY: Guilford Press.

d. Class on *October 22 (at 3:30pm ET*):

      i.   Graded in-class quiz on the reading

      ii.   Team activity: Discussion (directions on slide in class)

      iii.   What is the stress response, and how can you deal with it? Coping with failure and how that relates to perseverance and goal hierarchies.

10.Strategies and habits

    a. Pre-class activity (*by October 27 at 11:59pm ET*): TBD.

    b. Written reflection (*by October 27 at 11:59pm ET*): TBD.

    c. Pre-class readings (*by October 29 at 3:30pm ET*):

        i. <u>Grit</u> Chapter 11: The Playing Fields Of Grit.

        ii. Wood, W., & Neal, D. T. (2016). Healthy through habit: Interventions for initiating & maintaining health behavior change. *Behavioral Science & Policy, 2*(1), 71-83.

    d. Class on *October 29 (at 3:30pm ET*):

        i. Graded in-class quiz on the reading

        ii. Team activity: Discussion (directions on slide in class)

        iii. How do you scaffold grit? The process model of behavior, your brain on autopilot, why immediate temptation beats long-term goals, and how to make healthy habits.

PAY IT FORWARD

11.Learning from and leaning on other people

    a. Pre-class activity (*by November 3 at 11:59pm ET*): Write a gratitude letter (300 to 500 words) to someone you've never properly thanked. Record a video of you reading it and send it to them or, take a deep breath and actually read it to them in person.

    b. Written reflection (*by November 3 at 11:59pm ET*): Reflect on your gratitude letter experience. How did it land? How did this make you feel?

    c. Pre-class readings (*by November 5 at 3:30pm ET*):

        i. <u>Grit</u> Chapter 10: Parenting for Grit.

        ii. Eden, D., & Shani, A. B. (1982). Pygmalion goes to boot camp: Expectancy, leadership, and trainee performance. *Journal of Applied Psychology, 67*(2), 194–199.

    d. Class on *November 5 (at 3:30pm ET*):

     i.   Graded in-class quiz on the reading

     ii.   Team activity: Discussion (directions on slide in class)

     iii.   How do you grow grit with and for other people? Role models, mentoring styles, and cultures of grit.

12. Paying it forward

a. Pre-class activity (*by November 10 at 11:59pm ET*): YOUR CHOICE: Either (1) do the Good Deed Scavenger Hunt [link] – how many good deeds can you do in one week? (individually then add up as a team) OR, alternatively (2) as a team, collectively and creatively plan a good deed and execute it! Be ambitious! Pay it forward.

b. Written reflection (*by November 10 at 11:59pm ET*): What did you do? How did it go? How did it make you feel?

c. At this point, you should have completed at least five activities in the Discovery Project checklist

d. Pre-class readings (*by November 12 at 3:30pm ET*):

     i.   Grit Chapter 12: A Culture of Grit.

     ii.   Frankl, V. E. (1966). Self-transcendence as a human phenomenon. *Journal of Humanistic Psychology, 6*(2), 97-106.

     iii.   Watch Adam Grant at TED: 'Are you a giver or a taker?

e. Class on *November 12 (at 3:30pm ET*):

     i.   Graded in-class quiz on the reading

     ii.   Team activity: Discussion (directions on slide in class)

     iii.   For what and for whom? The basic human need to contribute, self-actualization, and self-transcendence.

13. Discovery project

a. Discovery Project Checklist (*by November 17 at 11:59pm ET*): Submit your Discovery Project Checklist to Canvas.

b. Discovery Project Essay (*by November 17 at 11:59pm ET*): Make sure you've completed <u>at least</u> 5 items on the Discovery [Project Checklist](#). Will you pursue this interest (or these interests) in the future? Why or why not? What did you learn? (500 - 750 words)

[Grading Rubric](#)

c. **Class on *November 19 (at 3:30pm ET*):** Discovery project presentations to cohorts. Note that you will meet in person as a cohort to do 5-minute presentations to the other students in your cohort, and the TA(s) that supervise your cohorts. We will reconvene in our usual classroom at 6pm for a wrap-up and debrief. Feel free to bring food/props to present your project or treats to celebrate the end of the semester with your cohort/team! **If your presentation requires projection (slides, video, etc) or audio, send the necessary files to your TA by 3:00pm on Monday November 18th.** More details here: [Grit Lab 5.0 Lecture 13: Discovery Project](#)

    i. 3:30: Discovery Project Presentations with Q&A in individual cohort rooms (see link above)

    ii. 4:10: Recommended break (at TA's discretion)

    iii. 4:40: Discovery Project Presentations (continued)

    iv. 5:40: Break and walk together to SHDH TBD

    v. 5:50 Wrap up and Grit Lab Unveiled with Angela

d. <u>Note: No in-class quiz this week</u>

No class or deadlines the week of November 25th because of Thanksgiving break.

14. **Concluding lecture**

a. Pre-class *written* activity (*by **Monday** December 2 at 11:59pm ET*): Write <u>at least</u> two paragraphs for each of your teammates. The first paragraph(s) should be about what you most appreciate about your teammate (think of it as a gratitude letter). The more details, the better! The last paragraph(s) should be on what you learned and appreciated about their Discovery Project presentation. You will submit your comments to your peers via [this form](#). *Note: students who do not submit to one or more of their teammates' letters on time will have their Discover Project grade withheld until all materials are submitted.*

b. Pre-class readings (*by December 3 at 3:30pm ET*):

      i.   <u>Grit</u> Chapter 13: Conclusion and Afterword

      ii.   Lee, T.H., & Duckworth, A. L. (2018). Organizational grit. *Harvard Business Review, 96*(5), 98-105.

c. **Class on *December 3 (at 3:30pm ET*):** Highlight reel of Grit Lab.

      i.   Graded in-class quiz on the reading

Optional Readings & Videos for Deeper Learning

a. Lecture 1, Grit

   i. Cody Coleman's 13-minute TED talk: https://tedx.stanford.edu/lineup/cody-coleman

b. Lecture 2, Interest

   i. Silvia, P. J. (2008). Interest—The curious emotion. *Current Directions in Psychological Science, 17*(1), 57-60.

c. Lecture 3, Values

   i. Cohen, G. L., Garcia, J., Apfel, N., & Master, A. (2006). Reducing the racial achievement gap: A social-psychological intervention. *Science, 313*(5791), 1307-1310.

   ii. Serra-Garcia, M., Hansen, K. T., & Gneezy, U. (2020). Can short psychological interventions affect educational performance? Revisiting the effect of self-affirmation interventions. *Psychological Science, 31*(7), 865-872.

d. Lecture 4, Strengths

   i. Park, D., Tsukayama, E., Goodwin, G. P., Patrick, S., & Duckworth, A. L. (2017). A tripartite taxonomy of character: Evidence for intrapersonal, interpersonal, and intellectual competencies in children. *Contemporary Educational Psychology, 48*, 16-27.

e. Lecture 5, Goal hierarchies

   i. Kahneman, D., & Deaton, A. (2010). High income improves evaluation of life but not emotional well-being. *Proceedings of the National Academy of Sciences, 107*(38), 16489-16493.

f. Lecture 6, Goal setting and planning

   i. Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American Psychologist, 57*(9), 705-717.

g. Lecture 7, Deliberate practice

    i.   Kurutz, S. (2020). Anders Ericsson, psychologist and 'expert on experts,' dies at 72. *The New York Times*.

h. Lecture 8, Feedback

    i.   Wiggins, G. (2012). Seven keys to effective feedback. *Educational Leadership, 70*(1), 10-16.

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