

# ADVANCED GENERAL PSYCHOLOGY FOR LEADERS



AY 21-1  
(2020-21)

PL150 COURSE GUIDE

**Department of Behavioral Science & Leadership**

# ADVANCED GENERAL PSYCHOLOGY FOR LEADERS

## PL150 COURSE GUIDE

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# ADMINISTRATIVE INFORMATION

## Welcome

Advanced General Psychology for Leaders (PL150) is an introductory course that focuses on the development of an awareness and understanding of one's own behavior and the behavior of others. PL150 emphasizes the application of behavioral principles to your life—as a cadet, as an officer, serving as a leader of character committed to the values of Duty, Honor, Country & prepared for a career of professional excellence & service to the Nation.

Accordingly, PL150 is relevant to you as a course with both academic and professional significance. This is your first leadership course at the academy and will serve to form a foundation for how behavioral sciences can help you understand human behavior and how to lead Soldiers. As a professional course, it represents for many cadets the first step in a continuing practical study of the art and science of leadership. This course, your PL150 instructor, your classmates, and your own efforts will help you attain the learning outcome to:

**Be a more ethical and effective leader because of your scientific understanding of human behavior.**

Enjoy the course and your future at West Point and in the United States Army.

Elizabeth L. Wetzler, PhD  
Associate Professor  
Course Director, Advanced General Psychology for Leaders

## Why Study Psychology?

General of the Army Dwight D. Eisenhower recognized the importance of understanding human behavior for leaders in the Army. In a letter dated 2 January 1946 to then Superintendent Major General Maxwell Taylor he wrote:

A feature that I should like very much to see included in the curriculum is a course in practical or applied psychology ... Too frequently we find young officers trying to use empirical and ritualistic methods in the handling of individuals - I think that both theoretical and practical instruction along this line could, at the very least, awaken the majority of Cadets to the necessity for handling human problems on a human basis and do much to improve leadership and personnel handling in the Army at large.

Indeed, West Point's curriculum has always been and continues to be tightly aligned with the needs of the Army. Given the rapid, ever-changing global arena of the 21<sup>st</sup> century, the Academy cannot train its graduates for every situation they will possibly encounter. Therefore, West Point is dedicated to educating cadets broadly so they can anticipate and respond effectively in any situation.

Toward this end, PL150 provides a broad foundation for future Army officers to understand the people they lead, follow, support, and serve. Leadership, after all, is a human endeavor and understanding human behavior is critical to the intellectual development of West Point graduates.

## Learning Outcome

The *Learning Outcome* of a course identifies the reason for which the course is presented. As a result of your experiences and study in PL150, you should:

*Be a more ethical and effective leader of character because of your scientific understanding of human behavior.*

## Course Goals

The *Course Goals* specify the behaviors that are expected at the completion of the course. Achieving the Course Goals is the measure of success in PL150.

**The two Course Goals for PL150 are:**

*Apply the scientific method to investigate causes or correlations of human behavior in a given situation.*

*Be an effective leader of character using your scientific understanding of human behavior to explain, predict, and change behavior in a given situation.*

## Course Design

### Assumptions

This course rests on a clear set of assumptions about learning. A rich body of educational literature suggests that students learn best and enjoy the process of learning more when they:

- a) have a clear statement of what they are expected to do;
- b) are given clear criteria for success at the outset;
- c) are evaluated against a standard—not against one another; and
- d) play an active role in the learning process.

## Shared Responsibility

By developing a course that incorporates these important assumptions, PL150 instructors have already completed a large part of their roles in the learning process. The job of the instructor is to create a supportive learning environment, facilitate learning activities, provide resources and experiences, and offer feedback about the degree of learning you achieve. The job of the student is to contribute to a positive learning climate by being prepared for class, engaging in activities and discussions, respecting others and their perspectives, and proactively communicating with others when additional assistance or guidance is desired or special scheduling arrangements are necessary.

## Recording in the classroom

An open exchange of ideas in the classroom is essential to the learning process. In order to facilitate this open discussion, departmental policy forbids cadets recording any class or portion of a class without the written consent on the instructor and any speakers or other guests, and each cadet attending the class.

## Course Organization

There are 30 periods of instruction; all meet for 70 minutes each. The PL150 Lesson Sequence can be found just before “Lesson 1” this document. Be sure to make note of the major graded events, evening lecture, extra credit opportunities, etc. in your planner for the semester. This will help you anticipate and resolve schedule conflicts and help you plan your studies proactively.

Please note that it is customary that you notify your instructor of any planned absence prior to class and take responsibility for “**making-ahead**” work that may be missed. Similarly, it is the course policy to arrange to “make-ahead” any graded events that you may miss due to planned absences, i.e., athletic competitions, etc. This includes all Written Partial Reviews and Daily Study Quizzes. Grade penalties may be incurred if you do not make-ahead your work.

## Key Materials

### Course Text

You are NOT required to purchase a textbook for PL150. The PDF version of the text is free and posted on Blackboard. The title is “Discover Psychology – PL150 Resources AY21” and it is a NOBA open source text that I custom created for this class. Every module is written by experts in that particular area of psychology and all modules have been reviewed by other experts. If you would LIKE a print copy, I will let you know how to order one directly from the print company in class. The cost for you to order one would be about \$25.

### Course Guide

The PL150 Course Guide was specially prepared to provide you with important information that you will need to prepare for class. Contained in the Course Guide are assignments, lesson objectives, and performance objectives for each lesson of the course. Additionally, it includes references to specific supplemental readings that provide material not in the text but which is important to your studies. An

electronic version is available to you on Blackboard. ***Please note that changes are made to the Course Guide each semester. Even when Performance Objectives and Integrated Performance Objectives are similar to/or the same as past Course Guides, the answers likely differ somewhat. Bottom line: do not borrow anyone's old course guide to help you complete your homework or you will significantly compromise your success in this course. Doing so would also be an honor violation. DUE TO THE SWITCH TO AN OPEN ACCESS TEXT, THIS COURSE GUIDE HAS CHANGED FROM PRIOR YEARS.***

You should bring your completed course guide to each lesson. Depending upon your instructor, this may be printed out and completed electronically or by hand and organized in a binder. Or, if your instructor permits laptops in the classroom, it may be completed electronically and accessed in class. In any event, you should have all completed lessons and other works available at all times for each lesson. ***Please note that you should not try to print this out at the library as you are allowed limited printing privileges and this has been an issue in the past. The course guide is approximately 150 pages without answers. The caveat is that you may try to print a couple of lessons at a time but just be aware that it will be counted against your limit.***

## Supplemental Material

Supplemental learning material is prepared to help you learn and practice some of the material for each lesson. When not already provided in the PL150 Course Guide, supplemental materials may be posted by instructors on Blackboard.

## Lesson Preparation

### Assignments

Your homework for each lesson consists of **fully completing the course guide for the current lesson**. This includes reading the assigned pages and completing the POs and IPOs. As a guideline, students should expect homework to take **more than 2 hours per lesson** prior to class in order to complete all requirements and **given the 70-minute lesson format**; plan accordingly and work efficiently.

**Lesson Objectives (LOs)** are the focus of each lesson in PL150—they represent the “mission” for each lesson. They are stated in the Section Introductions in each particular lesson that they pertain to. Your preparation before class and your engagement in discussion and exercises that take place during the class period all contribute to your ability to accomplish the Lesson Objectives.

**Performance Objectives (POs)** specify exactly what you should know and be able to do in order to accomplish the "mission" (lesson objective). Accordingly, your preparation for a particular lesson should focus on the mastery of the performance objectives. Performance Objectives are presented in the lesson notes using an outline format. Use the Performance Objectives as a guide when preparing for class. It is highly recommended that you define or describe all terms, principles and concepts that are introduced in the POs. Instructors will not necessarily “cover” the POs in class. If you have any questions about the POs, do not hesitate to seek clarification in class. *You may need more space to answer the POs than is provided in the course guide.*

**Integrated Performance Objectives (IPOs)** provide a means for you to apply the various concepts and principles that you learn to a realistic situation. To successfully complete an IPO, you must combine your understanding of several performance objectives and apply them to a situation. IPOs are typically studied in depth and often at higher cognitive levels than POs due to the greater importance and complexity of the IPOs. Your instructors may choose to focus more on this level of understanding during class time. *You may need more space to answer the IPOs than is provided in the course guide.*

## Blooms Taxonomy of Educational Objectives

The following list of key words and their definitions is provided to promote your understanding of exactly what is required by performance objectives and their associated examination questions. The key words are derived from Bloom’s Revised Taxonomy of Educational Objectives and presented in order of an ascending hierarchy. Those terms which require little original thought are presented first. When evaluating student performance, the instructor assumes the lower level skills have been mastered in lesson objectives that are stated at a higher level. It is not necessary to memorize this list of key words.

<b>COGNITIVE DOMAIN (Level of Understanding)</b>	<b>ACTION VERBS WITH DEFINITIONS</b>
<b>Remember:</b> Requires recall of specific information, concepts and theories from the assigned material.	<p><b>Identify:</b> To recognize and indicate specific concepts and theories from information such as definitions, names, principles, etc.</p> <p><b>List:</b> To reproduce an itemized set of terms, principles or things in a prescribed order if appropriate.</p> <p><b>Define:</b> To state the meaning of a term.</p> <p><b>Describe:</b> To give a detailed account of a theory, concept, thing or an event.</p> <p><b>Differentiate:</b> To give a detailed account of distinctions between related theories, concepts, things or events.</p>
<b>Understand:</b> Requires, in addition to recall, demonstrated awareness of the implications of assignments. Comprehension subsumes knowledge of the material	<p><b>Summarize:</b> To express assigned material in concise form without losing key implications of reading</p> <p><b>Illustrate:</b> To make plain, clear and intelligible a term, concept or theory by means of figures, examples, comparisons, etc.</p> <p><b>Infer:</b> To draw conclusions or make generalizations suggested by a specific set of data.</p> <p><b>Classify:</b> To place concepts, terms, objects, words or situations in categories according to specific criteria.</p> <p><b>Relate:</b> To bring into logical or natural association by stating the connection between concepts, theories, terms, issues, etc.</p> <p><b>Predict:</b> To use a concept, theory or principle to forecast an outcome.</p>
<b>Apply:</b> Requires the use of abstractions from assignments to solve particular problems. It includes the ability to predict a probable outcome.	<b>Explain:</b> To use a given theory or concept, to account for the occurrence of a given phenomenon.



Application subsumes comprehension of the material to be applied	<b>Apply:</b> To use learned material such as rules, concepts, principles or theories to solve a problem in a given situation.
<b>Analyze:</b> Requires breaking a situation, issue, or event into its constituent elements so that the assumptions or components are made clear and the relationships between them are made explicit. Analysis subsumes comprehension of the material to be analyzed.	<b>Compare:</b> To state similarities by bringing theories, concepts, paradigms, or principles together for the purpose of demonstrating likeness. <b>Contrast:</b> To state dissimilarities by bringing theories, concepts, paradigms or principles together for the purpose of demonstrating unlikeness. <b>Analyze:</b> To break down a situation, issue or event into its component parts, summarizing relationships among components.
<b>Evaluate:</b> Requires judgment about the value of material based on quantitative or qualitative criteria.	<b>Discuss:</b> To state arguments for and against an issue, concept or term. <b>Evaluate:</b> To form a conclusion as to whether a concept, principle, theory, etc., is right, just or valid when compared against definite criteria established by the instructor or provided by the student.
<b>Create:</b> Requires combining elements or parts so as to form a new whole.	<b>Design:</b> To conceive, contrive, or create a plan which draws on two or more elements and has reasoned purpose or intent. <b>Synthesize:</b> To combine separate elements into an orderly, functional, structured new whole.

## Additional Instruction

Whenever you need extra help in order to gain a more complete mastery of the material, contact your instructor for some additional instruction (AI). There is no formal schedule for AI; it is your responsibility to initiate the request for assistance. AI is available and readily provided; be sure to respect the opportunity by coming prepared with specific questions and completed homework in order to make the most of it.

## Assessment & Evaluation

There are a many purposes of assessment in education: teaching and learning, program planning and evaluation, screening and diagnosing, guidance and counseling, recognition and awards, and research and development. Evaluations of the learning process provide feedback for students to assess students' competency and provide information in which to regulate their study techniques. They also offer the instructor a measure of the effectiveness of the educational program.

**PL150 employs a variety of assessments and evaluations to help meet the course goals:**

### Daily Study Quizzes (DSQs) & Wild Card DSQs

Daily Study Quizzes (DSQs) vary in format but take their cue from the assigned readings or the associated assigned supplemental material. Some may be in the form of multiple-choice questions; others may be course guide checks, written self-reflections, etc. They are intended to both review your



understanding of the content from the previous lesson and assess your preparation, readiness to learn, and current level of understanding. At the same time, they serve as an incentive to encourage thorough review, study and careful preparation. You may only reference your own written answers – you cannot your textbook, supplemental readings, someone else’s answers or notes or the internet during the quizzes.

## **Integrative Reflection Paper**

The purpose of this paper is for you to discover psychology applications outside the classroom by observing and reflecting upon psychological phenomena in your everyday environment. You will complete one reflection paper in the course. Additional guidance for this assignment can be found in your course syllabus and will be posted on Blackboard. This assignment will be **due about halfway through the semester**—your instructor will inform you of the date and how he or she would like to receive your paper (i.e., electronic and/or hard copy). Detailed instructions will be provided later in the semester. The Purdue Owl web link below is an additional resource that may help you with APA style for both papers.

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

## **Group/Applied Psychology Research Proposal Paper**

All students must participate in small groups and engage in the production of a written research proposal. Group projects will be completed in groups of 2 or 3 students. The group will be expected to meet regularly once the topic has been decided and approved by the instructor. Each group will submit a detailed written paper on their topic that is presented in the form of a research proposal. You are required to reference topics from the PL150 course lessons as well as scholarly psychology peer-reviewed journal articles in your analysis. Additional guidance for this assignment is located in your course syllabus. The purpose of this paper is to build upon your critical thinking skills, your understanding of research methods, and to expand your ability to apply relevant peer-reviewed research as a leader of character. This paper will help you become more effective critical thinkers in the field of psychology and other published science, technology, engineering and mathematic areas.

## **Class Leader Presentations**

The purpose of this assignment is to allow you to become a more active participant in your learning process. You will have the opportunity to select a date (on a topic that interests you) in which you will lead an activity or discussion on the assigned topic for that day. The intent is not for you to lecture or “teach” the material, rather you come up with a fun or interesting activity/discussion to enhance the lesson. This is an opportunity for you to think about the material in a fun, new, interesting way and share that with your classmates. You will work individually or in groups of two. Grading will be determined through peer and instructor evaluation. PLEASE NOTE: if we must switch to a remote learning format, this assignment may change to be due near the end of the semester and shared with classmates on the day of Lesson 30.

## Written Partial Reviews

Written Partial Reviews (WPRs), administered during the last lesson of most sections of the course, will evaluate your mastery of the material studied in those lessons. WPRs are 70 minutes in length. Exams will be given in your regular classroom. Each WPR may contain multiple-choice, fill-in-the-blank, matching, and several short answer questions based on the course guide and ALL readings from that area.

## Cadet Evaluation Files

All WPRs will be maintained and secured by your instructor. **You may review your exams with your instructor by appointment.**

## Restrictions

Note the following restrictions that pertain to accessing cadet files:

- a) Your instructor will limit access to his or her office when not present. Notify your instructor in advance to ensure that your file will be accessible when you wish to use it.
- b) You may **not** remove any file from the office area without consulting with your instructor.
- c) You may **not** access another cadet's folder even if the cadet has given you permission to do so.
- d) You may not remove any documents from your folder without your instructor's approval.
- e) You may make notes about the topics covered on the WPR; however, you cannot copy the questions or the answers.
- f) You may not take pictures of any portion of your WPR, answer sheet, or answer key.
- g) In the remote environment, all exams will be administered with **Respondus LockDown Browser**, no course materials will be permitted during the exam.

## E-Portfolio (“My Site”)

Pending availability, all cadets may be required to upload the *Integrative Reflection Paper* and the *NEO* personality test to an individual E-Portfolio site. This will support the West Point Leader Development System (WPLDS) program initiative to capture reflective writing assignments and personal assessments that can then facilitate mentorship and reflection during each cadet's development at the Academy. Your instructor will provide more detail on how to upload during the course.

## Late Policy

**Papers that are not turned in on time will be marked as late and will incur a 10 percent grade reduction for every 24-hours period that the work is late.** The 24-hour period includes weekends and holidays and begins at the date/time the project was due. The first 10% penalty is assessed immediately after the work is late (i.e., the work was not turned in at the date/time it was due). Failing to meet a suspense for the submission of the project is an academic as well as a professional duty failure. If an assignment becomes more than 24 hours late, your instructor may notify the PL100 Program Director and your Tactical Officer.

## Term End Examination

The TEE serves as a **comprehensive** evaluation of your mastery of material covered during the entire course. The TEE consists of multiple-choice and short answer questions based on the Course Guide and readings. This is a cumulative exam, therefore, it covers all material from the course.

## Grading

### Distribution of Points

Your final grade is determined by the number of points that you have earned by the end of the course. The distribution of the 1000 total points available in the various graded requirements is shown below:

Instrument	Points
DSQs/Wild Card DSQs	150 (cumulative - 5-10 pts each)
WPR I	125
WPR II	125
Integrative Reflection Essay	100
WPR III	100
Group/Applied Paper	100
Class Leader	50
TEE	250
<i>Total</i>	<i>1,000 pts</i>

Note that your grade for each graded event, and for the entire course, is based upon your accomplishment of the stated goals and objectives. You are not competing against your fellow students. This is a difficult course and the class average is generally between 80-83%. To beat this average, you will need to **complete and review** your course guide regularly and take notes in class.

### Letter Grades

Letter grades are awarded based on the following scale:

A+	97-100%
A	93-96%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D	67-69%
F	Below 67%



Cadets who achieve a 97% or better on a WPR will be awarded a PL150 Tab

Cadets who achieve a 97% or better in the course overall will be awarded a Master Tab

## Recognition of Excellence

In addition to the PL150 Tabs for excellence on a WPR or TEE, another method of formal recognition for excellence in PL150 is possible.

The Colonel Johnston “Jack” Beach Award for Excellence in General Psychology for Leaders was established in 2002 in honor of COL (Retired) Jack Beach. COL Beach developed the core course in General Psychology. The Beach Award recognizes the PL100/150 student who earned the highest overall average in PL100/150 for the entire Academic Year.

## Extra Credit

### Research Participation

The first extra credit option is to be a participant in a research study. Researchers are either upper class cadets or faculty members. There are a limited number of studies available each term. When they are available, you will be notified via email. Space is limited, so you are highly encouraged to sign up for those you can commit to as soon as possible. You can find information about the studies and sign up at the following site: <http://usma-bsl.sona-systems.com/>.

The time of participation varies by study, i.e., some require only one hour, others can take three hours. You will receive 10 bonus points (or equivalent of 1% of possible course points) for each hour of participation.

All research projects are subject to approval by USMA’s institutional review board to ensure compliance with ethical guidelines.

### Individual Scholarship (Journal Reviews)

As an alternative to participating in a research project, you may review a journal article from a scholarly journal and draft a 2-page summary. Your instructor will provide you detailed instructions should you be interested in this option. Each article review is worth 10 points.

### Bonus Points and Course Failures

You may receive extra credit for participating in research and/or scholarship, but you **may not exceed 30 total points of extra credit**. It is the Program Director’s policy that bonus points will only be added to the academic grades of those cadets who achieved a passing grade at the conclusion of all graded events. Bonus points will be tracked throughout the semester by individual instructors; however, they will **only be added** after the TEE as long as your final grade in the course is at least a D. Essentially, **you can improve your final grade through bonus points only if you pass the course.**

# The Department of Behavioral Science & Leadership

## Advanced Academic Individual Development (AIAD) with BS&L

Each summer, BS&L provides approximately 200 cadets with AIADs in government agencies, social organizations, and top corporations, across the United States and in other countries. These exciting educational opportunities are available to cadets with a major in a field offered by BS&L (Psychology, Engineering Psychology, Leadership, Management, or Sociology). Please speak to your instructor if you are interested.

## The West Point Leadership Center

The West Point Leadership Center offers many margins of excellence programs: Corbin Leadership Forum, Black and Gold Forum, Excel Scholars Program, Elevation Initiative, West Point Negotiation Project, Class of '83 Distinguished Lecture Series and the McDonald Conference for Leaders of Character. Ask your instructor for more information.

## LESSON SEQUENCE

### Introduction

The PL150 Lesson Sequence on the following day corresponds to the 1-day/2-day Class Schedule published by the Office of the Dean, United States Military Academy (“The Buff Card”). You should consult the Buff Card frequently to ensure that you have a good understanding of where you are at on the current academic schedule. On the PL150 Lesson Sequence, the number stands for the lesson (when you actually have class will depend on your particular schedule) and the title represents the topic. PL150 is a comprehensive course, and the lessons build upon each other; therefore, you should be prepared not just for the lesson of the day, but also have a good understanding of the previous lessons.

PL150 has THIRTY LESSONS that fall on the 1-day, which means that sometimes the BUFF card will say it is a 1-day but we will not have class (because there are 40 possible 1-day meetings on the BUFF card). Stay on top of the calendar your instructor provides so that you know which days we will meet. FYSA – PL100 has FORTY LESSONS. That means that sometimes PL100 will have class when PL150 does not. Do NOT use a PL100 course guide for PL150 or follow their calendar. These are different courses! In addition, your preparation for class will differ from your PL100 peers, as you must prepare each time we meet to engage in a 70-minute class session while they are preparing for 55 minutes. If you have any questions, please check with your instructor.

# LESSON SEQUENCE (AY 21-1)

(AS OF AUG 12, 2020 – subject to minor modification)

#	BLOCK	DATE	LESSON NAME
1	INTRO	August 17	INTRODUCTION / ADMIN DAY
2	BLOCK A	August 19	RESEARCH METHODS I
3		August 25	RESEARCH METHODS II
4		August 27	BIOLOGICAL BASES OF BEHAVIOR
5		August 31	SENSATION & PERCEPTION
6		September 2	SLEEP & CIRCADIAN RHYTHMS
7		September 9	LEARNING
8		September 11	LANGUAGE & THINKING
9		September 17	MEMORY & INTEGRATIVE APPLICATION
10		September 21	WPR I (125 POINTS)
11		BLOCK B	September 25
12	September 29		DEVELOPMENTAL PSYCHOLOGY II
13	October 1		PERSONALITY
14	October 5		SIMULATION CENTER EXERCISE (6312B Washington Hall)
15	October 9		*DROP FOR EVENING LECTURE* (PAPER DUE 1600) – OCTOBER 9
16	BLOCK C	October 14	SOCIAL COGNITION, ATTITUDES & PERSUASION
17		October 16	CULTURE & SOCIAL INFLUENCE
18		October 20	GROUP DYNAMICS
19		October 22	PREJUDICE & PROSOCIAL BEHAVIORS
20		October 28	RELATIONSHIPS
21		November 6	AGGRESSION
22		November 9	GROUP/APPLIED PAPER WORK
23		November 12	WPR II (125 POINTS)
24	BLOCK D	November 16	MOTIVATION & EMOTION
25		November 18	STRESS & HEALTH
		November 20	GROUP PAPER DUE AT 1600 (NO CLASS MEETING) - NOVEMBER 20
26		November 23	PSYCHOLOGICAL DISORDERS & THERAPIES
27		December 1	RESILIENCE, COPING & HAPPINESS
28		December 3	COUNSELING
29		December 7	WPR III (100 POINTS)
30	CONCLUSION	December 9	WRAP-UP & CLASS LEADER REPORTS IF REMOTE

No class meetings on the following dates: August 21, September 4, September 14, October 7, October 26, October 30, November 2, November 20, November 25, December 11.