

Rochester Institute of Technology
1 Lomb Memorial Drive Rochester, NY 14623

Positive Psychology PSYC 239-01

INSTRUCTOR CONTACT INFORMATION:

Dr. William J. Premo wjpgsh@rit.edu

Preferred contact times 15 minutes after class

CLASS MEETINGS:

Fall 2023 Semester

Start: August 28, 2023 and End December 11, 2023 for the Course

Monday, Wednesday and Friday 3:00 to 3:50 pm

Wallace Library Room 4620

Course Text:

1. Lopez, S., Pedrotti, J. & Snyder, C. (2019). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths* 4th ed. Sage Publications Inc. ISBN: 978-1-5063-5735-5
2. (Optional) Publication Manual of the American Psychological Association, 6th ed. (2010). Washinton, DC: APA. ISBN: 978-1433805615
3. Original articles will be assigned for supplementary readings on various chapters covered in this course. This will be assigned in class.

EVALUATION METHOD:

Evaluation Method	Weight (Specific Points or Percentage)
Assignment papers x 6 =	30%
Individual Research Paper	25%
Quiz's x 2 =	20%
Final Quiz	10%
Personal Project	15%
Total Available=	100

Final Grades:

93 to 100	A
90 to 92	A-
87 to 89	B+
83 to 86	B
80 to 82	B-
77 to 79	C+
73 to 76	C
70 to 72	C-
60 to 69	D
Below 60	F

Course Syllabus

Department: Psychology

Date: August 2023

I. Course Prefix and Number: CoLA-PSYC-239-01

Course Name: Industrial and/or Organizational Psychology

Credit Hours and Contact Hours: 3 credit hours and 3 contact hours

Catalog Description

This course will provide a survey of the emerging field of Positive Psychology. Topics covered will include defining and assessing “the good life”; the relationships between life satisfaction and personal factors such as wealth, education, and longevity; cross-cultural perspectives; virtues and strengths; and biological factors (i.e., genetics and neurological correlates). The focus will be on contemporary empirical psychology literature, though the course will also draw on literature from historical, philosophical, and economic disciplines. (CLA-PSYC-101-IntroductionToPsychology) Class 3, Credit 3 (Fall, Spring, Summer)

II. Course Student Learning Outcomes:

Upon completion of this course, the student will be able to:

a) To be able to explain the approach of Positive Psychology.

- b) To explain the major theories and concepts in Positive Psychology.
- c) To explain the historical roots of Positive Psychology.
- d) To demonstrate how to apply Positive Psychology in life and work settings.
- e) Apply positive psychological concepts to understand and improve psychological functioning in important life domains.
- f) Enhance complex critical thinking and lifelong learning skills.

III. Assessment Measure.

Methods of Evaluation

1) Essay Writing Assignments: There will be 6 assignments of 500 words each where you will answer the question posed in the syllabus and hand in on the assigned date (**to mycourses**) also provided in the syllabus. You will apply critical thinking to answering the question as well as using multiple references of which 1 source used outside of the textbook for a **total of 2 references per assignment minimum**. You MUST use APA 7.0 format for every paper in this course. Therefore your references and intext citations should be formatted accordingly. **Each assignment is worth 5% of your overall grade for the course adding up to 30% of your course grade for these brief writing assignments.**

2) Individual Research Assignment: For this Research assignment you will select 1 of the topics listed below and review journals of research findings related to this subject area. Students will prepare a summary of their findings in 6-8 pages with a minimum of 5 references following APA format standards 7th edition APA. **This will be worth 25% of your course grade.**

Pick one of the topics below:

- a)
 - How will lack of attachment early on impact life in later stages?
 - What is the purpose of Emotion and how should we use it in our lives?
 - Paper on cultural differences in perception
 - Explain the differences between Problem Focused and Emotion Focused Coping strategies. What are they and when do you tend to use them?
 - What is Love? Is it something we need like a drive or is it just something we want because everybody else is looking for it?
 - Compare Western and Eastern Perspectives on Positive Psychology and connect these views to one of these specific Life Task areas: Work, Love, Friendship/Social, Spiritual, or Self
 - Throughout the term you will engage in activities from the text that will enable you to apply what you're learning in class to your own life. You will describe your participation in and the results of the activity in a typed journal entry.
 - You will engage in 10 hours of community/volunteer service (e.g., homeless shelter, after school reading, Meals on Wheels, Habitat for Humanity), keep a reflection journal, and write a short paper in which you identify and explain positive psychology concepts that were in action throughout the service learning experience. One goal of the project is to learn through direct experience how helping others can increase one's sense of happiness and well-being.

-Explain Emotional intelligence and how it makes a difference in our lives. How does it help us emotionally and with staying hopeful and positive.

-Explain the theories of Courage outlined in the text and apply it to your own life. How do you use courage in your own life to help overcome fear and meet your goals.

-Explain Mindfulness and Spirituality, are they related or different? Does one impact the other? How do these factors work with or against cultural context(s)?

-Take 3 different assessments shown in the textbook and explain the results relative to achieving your goals, positivity, and mental health impact longterm.

-Attachment, Love, and Forgiveness are factors related to developing meaningful relationships. How do they work together to cultivate deeper more healthy relationships with friendships, parents, and loved ones?

b) Custom paper around your interests from any chapters listed in our text. Must get approval from Professor by the end of the 3rd week in writing. Provide an outline to Professor for review and approval.

3) Quizzes: There will be two quizzes in this course. The first quiz will be on chapters 1, 2, 4 & 5 on week 5 and the second quiz will be on chapters 6 - 9 on week 9. These quizzes will be true/false and Multiple Choice. **These quizzes are worth 20% of your grade combined.**

4) Final quiz on last week of class. **This will be worth 10% of your grade.**

5) Personal Project: Pick a personal mini-experiment from any chapter in the textbook where you have to do an assessment. Pick one that is important and personal to you. Do the assessment and report what you have learned about yourself from doing this specific Personal Mini-experiment. 3 to 5 pages in length. **This will be worth 15% of your grade.**

NOTE: There is NO option for extra credit in this course. So ensure you are submitting assignments on time.

IV. General Outline of Topics Covered:

- 4.1 What is Positive Psychology?
- 4.2 Humanistic and Empirical Roots of Positive Psychology
- 4.3 Research Methods: Happiness
- 4.4 Causes of Happiness
- 4.5 Benefits of Happiness
- 4.6 Positive Emotions
- 4.7 Character Virtues and Strengths
- 4.8 Love & Compassion

4.9 Altruism

4.10 Forgiveness

4.11 Gratitude

LATE ASSIGNMENT POLICY:

Any assignment not handed in on time due to illness of any kind must be handed in the next class period. If not, 0 points will be given for that assignment. Any test, assignment, or quiz that is **late** will automatically have 20% of the assignments score taken off.

TESTING/COMPETENCY POLICY:

MAKE-UP WORK – It is the student's responsibility to obtain missed assignments, material, or other distributed class information. It is important to attend all sessions, especially on test days.

If you are going on a planned vacation you can hand in the assignment early and take the test early. However, if you do **not** notify me that you are going out of town and any assignment or test given during this time is missed the late assignment policy listed above will be put into action.

OTHER COURSE POLICIES:

Mask Requirements for Class

Masks need to be worn at all times during class this semester. **No exceptions.**

Preparation of Written Materials

Learning work generally means that much time will be spent communicating in writing. It is important that you assume that communicating correctly is a necessity. Submitted papers, therefore, should be free of typographical, spelling, and grammatical errors and will be typed and handed in via email.

All written materials should be produced in such a way that they are easy for the instructor to read. **All pages should be numbered, double-spaced and in APA format for citation of references and using in-text citations.** Below is an example of the Heading format for your homework papers and projects:

The instructor reserves the right to modify this syllabus and/or any assignments or exams at any time during the semester. In the event of modification to the syllabus, a revised syllabus will be provided. Therefore, if you miss class, you are responsible to check in with your instructor, a classmate for this class to make sure that changes have not occurred.

Class Structure

Class sessions may include lectures, small or large group discussions, or audiovisual materials where applicable. During class we will strive to clarify, supplement and analyze materials. We will learn much more from your opinions and knowledge, and you are encouraged to contribute in class. **You are responsible for all assigned readings and all materials presented in class.**

Student responsibilities

Students who meet the responsibilities outlined below will receive maximum benefit from their educational experience in this course.

1. **Expectations:** Students are expected to work hard both in class and for six hours each week outside of class; reading, taking notes, reviewing notes, studying and completing assignments. Students are also expected to treat each other and your instructor with dignity and respect. This means, that when you disagree with another student's point of view or understanding of a concept or theory, you tell them and you do so with courtesy. This also means **when someone is speaking, everyone else is listening**. Once class

begins, students are expected to remain in class for the entire class period, (please use the bathroom, get a drink of water, respond to text messages and so forth **before class begins**). Finally, **cell phones should not be seen or heard during class**: Please turn off (or turn to vibrate) and put away your phone before class and **remove all headsets or earphones**. Texting, playing computer games or having side conversations during class will result in one warning; a second incidence will result in expulsion from the class, (and therefore an absence). A third incidence will result in expulsion from the course with a grade of F.

2. Class meetings are primarily designed to clarify concepts and provide experiences that cannot be achieved by the students outside of the school setting. This means that a certain amount of out-of-class work will be assigned to help students prepare.

It is the job of the professor to present in class key items on the topics – not to go over the information the student should learn from reading the text. The student is expected to know all items in the text from the chapters listed in the outline.

3. Readings/Preparation: The course schedule included in this syllabus outlines the material that should be read for each class session. **(Note: the syllabus will change over the course of the class due to the interest and makeup of class discussions.)** This course covers a large amount of material and it's important to keep up with the readings and other assignments. In order to *understand*, *critique*, and *apply* the information presented in class and the textbook, you will need to do more than *read* the assignments; you will need to *re-read* them and *think* about them. You will also find that reviewing your class notes on a regular basis is helpful in terms of discovering what you do and do not understand.

4. Academic Integrity

The following academic integrity policy, adopted by the Department of Psychology in 2012 will be enforced:

Along with the Institute as a whole, the Department of Psychology is dedicated to ensuring that the highest standards of academic integrity are maintained by faculty and students. For students this means that:

any work they submit must be their own;

they cannot use or provide to others any assistance during exams;

the contributions of others are always cited in papers;

their work cannot be submitted to satisfy more than one academic assignment; and,

data reported must be in accord with their findings even when they do not support the hypothesis.

As an institution of higher learning, RIT expects students to behave honestly and ethically at all times, especially when submitting work for evaluation in conjunction with any course or degree requirement. The Department of Psychology encourages all students to become familiar with the RIT Honor Code and with RIT's Academic Integrity Policy, and Student Conduct Policy.

- RIT Honor Code: <https://www.rit.edu/academicaffairs/policiesmanual/p030>.
- RIT Academic Integrity Policy: <https://www.rit.edu/academicaffairs/policiesmanual/do80>.
- RIT Student Conduct Policy: <https://www.rit.edu/academicaffairs/policiesmanual/d180>.

In a just academic environment, students are evaluated and appropriately rewarded or penalized on the basis of their own performance. It is unjust to try to improve one's performance by submitting someone else's work as one's own. This includes cheating on exams, copying from other students, and submitting papers that incorporate plagiarized material. Further, it is also unjust to improve another student's grade by providing unauthorized assistance. Students who observe or become aware of acts of academic dishonesty are encouraged to report these incidents to the course instructor or the Department Chair.

Faculty have the responsibility for monitoring student compliance with these expectations and will normally decide whether the offense merits receiving no credit for the contaminated assignment or further penalty. The course instructor alone decides whether the penalty will be a zero on the assignment or failure of the course. Faculty who uncover acts of academic dishonesty will report them to the Department Chair. The Department Chair is charged with keeping records to discern whether there is a recurring pattern of dishonesty. Repeated offenses or especially serious cases may result in student expulsion from the program and/or institute.

Definitions and details of RIT's academic dishonesty policy can be found at:

http://www.rit.edu/studentaffairs/studentconduct/rr_academicdishonesty.php

5. I reserve the right to modify the grading distribution. If you are disappointed with your performance in class, please come to see me before or after class to have a discussion. It's important to seek help as early in the semester as possible. If you wait until the end, there won't be much I can do for you. I am here to help you learn. If you cannot see me prior or after class, please make an appointment with me so we can discuss in more depth.

6. Accommodations: I would appreciate hearing from anyone in class who has a disability or any other concern that might require special accommodations. I will make every effort to work with you to find a solution that is reasonable and that satisfies your needs. You can see me after class or contact me by e-mail (whatever makes you most comfortable). Please contact me as soon as you can.

"RIT is committed to providing academic adjustments to students with disabilities. If you would like to request adjustments such as special seating or testing modifications due to a disability, please contact the Disability Services Office. It is located in the Student Alumni Union, Room 1150; the website is www.rit.edu/dso. After you receive adjustment approval, it is imperative that you see me during office hours so that we can work out whatever arrangement is necessary."

DETAILS OF ASSIGNED COURSE MATERIAL:

COURSE OUTLINE

Date of Class Mtg	Reading(s):	Homework Assignment	Homework Assignment Due Date:	Quiz/Assignment/Test
Students will complete 4 to 6 hours of homework assignments outside of class each week.				
08/28 to 09/01 Wk 1	<i>Introductions</i> <i>Syllabus review</i> <i>What is Positive Psychology?</i> <i>Negative to Positive</i> <i>Balanced view of Human functioning</i> <i>Where are we now?</i>	<i>Read Ch. 1</i>		

09/04 to 09/08 Wk 2	<p>NO Class on Monday!! Eastern and Western Perspectives</p> <p>Individualism and Collectivism</p> <p>ME/WE Balance</p> <p>Video on ME/WE https://www.youtube.com/watch?v=78haKZhEqcg</p> <p>West and East Cultural Differences Video https://www.youtube.com/watch?v=ZoDtoB9Abck</p>	<p>Read Ch. 2</p> <p>After reading this chapter 2, how do you evaluate your own views related to Eastern and Western Perspectives? How will/do you create a ME/WE balance and still create your own sense of uniqueness? in 500 words. Assignment one in Mycourses. 5% of Grade</p>	Due Friday	Assignment 1
09/11 to 09/15 Wk 3	<p><i>Culture and Psychology</i></p> <p><i>Culturally Embedded Positive Psychology</i></p> <p><i>Positive Psychology in the Workplace Video:</i> https://www.youtube.com/watch?v=-V3TMeN1Gig</p> <p><i>New Era of Positive Psychology by Martin Seligman</i> https://www.youtube.com/watch?v=9FBxfd7DL3E</p>	<p>Read Ch. 4</p> <p>What is your personal interpretation of 'The Wise Man of the Gulf' story found on page 100? How is cultural embeddedness used/ found within this story? Where do you see Positive Psychology taking place in this story? (500 words) Assignment one</p>	Due Friday	Assignment 2

		in My- courses. 5% of Grade		
09/18 to 09/22 Wk 4	<p>Resilience in Childhood</p> <p>Protective factors Table 5.2 and 5.3</p> <p>How to overcome anything excerpt</p> <p>Adulthood tasks</p> <p>The Building of Hope and Resilience in a Child Video https://www.youtube.com/watch?v=w3mWLQqn0JI </p>	<p>Read Ch. 5 After reading the Excerpt on page 114 & 115 what conclusions do you make regarding resilience and overcoming significant hardships? 500 Words required 5% of Grade</p>	Due Friday	Assignment 3
09/25 to 09/29 Wk 5	<p>Positive Emotions</p> <p>Happiness and Subjective Well-Being</p> <p>The Positive Effects of Positive Emotions Video https://www.youtube.com/watch?v=PU0QOKIPU9o </p> <p>Getting Stuck in the Negatives by Alison Ledgerwood https://www.youtube.com/watch?v=7XFLTDQ4JMk </p>	<p>Read Ch. 6</p> <p>Friday Quiz Due on Chapters 1, 2, 4-5 10% of Grade</p>	Friday Quiz 1 Due	Quiz 1

10/02 to 10/06 Wk 6	<p>Emotion Focused Coping</p> <p>Emotional Intelligence</p> <p>Emotional Storytelling</p> <p>How to raise Emotionally Intelligent Children by Lael Stone</p> <p>https://www.youtube.com/watch?v=6fL09e8Tm9c</p>	<p>Read Ch. 7</p> <p>On page 185 in your textbook, do personal mini-experiment Acting as IF... OR Emotions in a Cultural Context. Pick one that is most interesting to you this week. What did you learn about your emotions from this exercise?</p> <p>500 words 5% of Grade Due Friday.</p>	Friday Assignment 4	Assignment 4
10/09 to 10/13 Wk 7	<p>NO CLASS MONDAY</p> <p>Self Efficacy, Optimism and Hope</p> <p>Past, Present, and Future Oriented</p> <p>Zimbardo Time Inventory link https://www.thetimeparadox.com/zimbardo-time-perspective-inventory/</p>	<p>Read Ch. 8</p> <p>Take the Zimbardo Time Inventory assessment this week at the link provided or within your textbook. Interpret your scores and explain your views. Try to connect to Self Efficacy, Optimism, or Hope discussed in this chapter.</p> <p>500 words 5% of Grade</p>	Friday	Assignment 5

10/16 to 10/20 Wk 8	Becoming and Being Wise Becoming and Being Courageous	Read Ch. 9 There are many types of courage. Explain your definition of courage from this chapter and how you use this courage to overcome fear. Provide an example as well. 500 Words, 5% of Grade	Friday	Assignment 6
10/23 to 10/27 Wk 09	Mindfulness Flow Spirituality How Mindfulness changes the emotional life of our brains by Richard Davidson https://www.youtube.com/watch?v=7CBfCW67xT8	Read Ch. 10 Friday Quiz 2 on Chapters 6 - 9 10% of Grade	Friday Test	Quiz 2
10/30 to 11/03 Wk 10	Altruism and Gratitude Empathy by Simon Sinek https://www.youtube.com/watch?v=IJyNoJCAuzA	Read Ch. 11		

11/06 to 11/10 Wk 11	Attachment Love Forgiveness Eight Rules of the School of Life https://www.youtube.com/watch?v=1JCJVaK48RM	Read Ch. 12 Individual Paper Due 20% of Grade	Friday	Individual Paper Due on Friday This week!
11/13 to 11/17 Wk 12	Stop the Bad Fix the Problem Make Life Good! We can build a state of wellbeing with Positive Psychology by Gabrielle Kelly https://www.youtube.com/watch?v=dSKXiHj7dqs	Read Ch. 14		
11/20 to 11/24	No Classes this week.	Thanksgiving Holiday		

11/27 to 12/01 Wk 13	Components of Positive Schooling Gainful Employment Work What makes a good Life? by Robert Waldinger https://www.youtube.com/watch?v=8KkKuTCFvzI	Read Ch. 15	Personal Project due Friday	Personal Project due Friday
12/04 to 12/08 Wk 14	Final test, chapters only this week	Final Test only this week. 10% of Grade	Due Friday	Final Due Friday

	NO FINAL TEST!!!	NO FINAL TEST!!!		
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Assignments 1 - 6: 500 words indicating what your take-away was from the reading and how you could apply it in a real application setting. Must also use at least 1 references outside of the textbook for a total of 2 references minimum.

Individual Research Paper and Personal Project Rubrics:

How paper will be graded, see below:

Content/Development -- 50%

Subject Matter:

- Content is comprehensive/accurate/persuasive
- Displays an understanding of relevant theory
- Major points supported by specific details/examples
- Research is adequate/timely
- Writer has gone beyond textbook for resources

Higher-Order Thinking:

- Writer compares/contrasts/integrates theory/subject matter with work environment/experience
- At an appropriate level, the writer analyzes and synthesizes theory/practice to develop new ideas and ways of conceptualizing and performing

Organization — 20%

- The introduction provides a sufficient background on the topic and previews major points
- Central theme/purpose is immediately clear
- Structure is clear, logical, and easy to follow
- Subsequent sections develop/support the central theme
- Conclusion/recommendations follow logically from the body of the paper

Style/Mechanics – 30%

APA Format--10%

- Citations/reference page follow guidelines
- Properly cites ideas/info from other sources
- Paper is laid out effectively--uses, heading and other reader-friendly tools
- Paper is neat/shows attention to detail

Grammar/Punctuation/Spelling--10%

- Rules of grammar, usage, punctuation are followed
- Spelling is correct

Readability/Style--10%

Sentences are complete, clear, and concise

Sentences are well-constructed with consistently strong, varied structure

Transitions between sentences/paragraphs/sections help maintain the flow of thought

Words used are precise and unambiguous

The tone is appropriate to the audience, content, and assignment