



National Taiwan University of Science and Technology

2019 Summer Program

PSY 200 Positive Psychology

Course Outline

Term: July 01-August 02,2019

Class Hours: 12:00 - 13:50 (Monday through Friday)

Course Code: PSY 200

Instructor: Renee Michalski

Home Institution: Baylor University

Office Hours: TBA and by appointment

Email: Renee_Michalski@baylor.edu

Credit: 4

Class Hours: According to the regulations of Minister of Education, R.O.C, 18 class hours could be counted as 1 academic credit in all universities in Taiwan. This course will have 72 class hours, including 40 lecture hours, professor 10 office hours, 10-hour TA discussion sessions, 2-hour review sessions, 10-hour extra classes.

Course Description

Positive psychology refers to the science of studying and promoting human happiness, character strength/virtues, and flourishing. This course is designed to provide an in-depth review of classic and contemporary theory, research, applications, and interventions -- with an emphasis on empirically validated approaches. The required text and readings provide state-of-the-art material. Recent journal articles will be used to supplement the text. The following objectives will be assessed by examinations, class participation, and written papers.



Learning Goals

1. Learn about positive psychology theory, research, and interventions.
2. Apply positive psychology to your own life.
3. Develop or hone abilities to comprehend and evaluate primary sources of knowledge (i.e., psychology journal articles). By the end of this course a student should be able to analyze the strengths and weaknesses of a quantitative research study.
4. Understand basic methodological procedures used to collect data in this sub-discipline.
5. Learn to support conclusions with empirical evidence.
6. Apply new learning about positive psychology interventions.
7. Be able to communicate clearly, concisely, and accurately when speaking and writing about technical research and interventions.
8. Develop (or sharpen) and practice a sense of intellectual humility and appreciation for differing points of view.

Required books

Lopez, S. J., Pedrotti, J. T., Snyder, C. R. (2014). *Positive psychology: The scientific and practical explorations of human strengths*. 3rd Edition. Sage Publications. ISBN: 9781452276434

Textbook website: A website with eFlashcards and quizzes is available. You're encouraged to use these materials to review for exams.

<https://study.sagepub.com/lopez3e>

Course Requirements

1. Read each assigned reading before the class during which the material will be discussed.
2. Complete the exams at the scheduled time (100 points each).
3. Present a positive-psychology research article in class (50 points)
4. Application exercises (50 points): Complete three (or more) of the personal mini-experiments/thought exercises at the end of each chapter, provided by the instructor or in Seligman's book *Flourish*. Document your exercise/activity in a journal (to be turned in).
5. Attend class. To earn course credit, a student must attend at least 75% of all scheduled class meetings. Any student who does not meet this minimal standard will automatically receive a course grade of "F". Attendance will be taken by sign-in sheet.
6. Do your own work, on exams, presentations and assignments. Academic Honesty is fundamental to the teaching/learning process.



Note: Students are expected to adhere to all current university policies regarding academic integrity, class attendance, and classroom conduct.

Exams

There will be three unit exams and one comprehensive final exam. Exams may consist of multiple-choice, short-answer, essay, or fill-in-the-blank questions. Each unit exam is worth 100 points. The final exam is worth 150 points. Each student is required to take the exam(s) at the scheduled time. If an emergency arises (i.e. physician-documented illness, death of relative, or university-sponsored activity) notify the instructor or administrator as soon as possible. A comparable exam may be administered (only after sufficient documentation of the situation is provided to the instructor).

In-class research presentation

Each student is required to present topically relevant empirical research during one class period. Select one high-quality primary source research journal article or a concise program of research (a few related research articles) from the list to present to the class. Presentations should be about 6-10 minutes. A brief question-and-answer session will follow. In addition to a 1-page handout you prepare and pass out, you may use PowerPoint or the document camera.

The Handout: Type a 1-page handout that summarizes relevant information about your presentation and provides a list of references (APA style) that you consulted in preparation for your presentation. Avoid using direct quotes, unless it is absolutely necessary. Under no circumstances should you quote from a textbook. Please bring 31 copies of the handout to pass out to the class and instructor.

Presentation Material to be Turned In

1. A copy of the handout.
2. All materials that you used for your preparation that you have photocopied (e.g., articles about your topic, book chapters you used to prepare, etc.).
3. A copy of your PowerPoint presentation.

Evaluation: The following aspects of your presentation will be evaluated:

1. Communication (i.e., clarity and effectiveness of presentation)
2. Content accuracy, relevance to course and interest
3. Organization (including handout, visual aids)
4. Professional appearance



5. Responsiveness to questions

Positive Psychology Activity/Exercises (50 points)

Select three of the mini-experiments at the end of the Lopez book chapters. Do the activity/exercise/intervention. Record your experiences in a journal-like document to be turned in for credit. Activities from other sources require prior approval of the professor.

Aids to Studying: FIVE kinds of study aids are available.

First, basic lecture outlines are provided; they will allow you to follow the lecture more easily and will reduce to amount of note taking needed. The intent of these outlines is to provide you with a rough structure for the lecture and some of the content, thereby making it easier to take notes. These outlines are only a general guide; the lecture may deviate from them and they are not intended to be a substitute for coming to class.

Second, condensed study guides for each exam consisting of a list of topics and terms will be posted (many times page numbers are provided). Many of the questions on the exams are based on these study guides. Most students who do well in this course write-out the answers to the study guide for each exam and do so weekly, progressing as the material is covered in class. Writing out the answers to the topics listed will not only help prepare you for the unit exam but also for the comprehensive final.

Third, your assigned TA is available to handle your individual questions as well as lead the Friday discussion groups. Take advantage of these more ‘informal’ class sessions to sharpen your understanding of the material.

Fourth, the publisher’s site contains flash cards, topic summary/study guides, diagrams to label and other resources for each chapter. You may take advantage of these materials.

Fifth, and finally, professor conferences should be scheduled any time you make less than a passing grade (or lower than you would like) on any exam, starting with the first exam; or if you feel you are struggling or desire clarification of the material. This provides an opportunity to ask questions, clarify course material, discuss your study habits and explore anything that might be interfering with your performance in the class. You will conduct an individualized review of your exam with the professor during this conference. Professor conferences may also be scheduled at any time during the semester when you feel this would aid your understanding and learning of the course material.



Grading

Exam 1, 2, 3	300 points (100 each)
Final exam	150 points
In-class presentation	50 points
Application exercises	50 points

Grading Scale:

A = 495-550pts.; B+ = 479-494; B = 440-478; C+ = 424-439; C = 385-423; D = 330-384; F = 0-329.

Classroom conduct.

Students should:

1. Arrive on time for class and clear early departures with the instructor.
2. Turn off all cell phones and other noise-making devices during class.
3. Refrain from reading the newspaper, talking to their neighbors, sleeping, texting or engaging in any non-class related activity on phone or computer device, or engaging in other activities during class that are distracting to the instructor or other students. *Unless you are using it to take notes for this class, put your computer away. Cell phones will be taken up and kept at the front at the classrooms during exams.*
4. Know they are responsible for all lecture material, presentation material (films, videos, etc.) and all in-class announcements whether any absence is excused or unexcused. Experiencing the class presentation in addition to your preparation for class makes learning the material easier. Material may be presented in class that is not covered in the reading assignments.
5. Sign the attendance sheet each day of class they are present. If arriving late, come up to the front of the classroom and sign the sheet at the end of that particular class period. If you find you are going to be late to class, I would rather have you come to and benefit from part of the lecture (even if it means coming in after class is underway) than stay away entirely because your fear your entrance will be disruptive.

Academic Honesty:

Any violation of academic honesty will result in the matter being immediately reported and can result in a grade of 'zero' given for the exam or assignment, a grade of 'F' being assigned for the course, or more serious consequences of suspension or expulsion. Listed below are a portion of guidelines, as well as course-specific procedures.

- Do not provide or accept answers or item content or any help on exams to/from any other



person (except the course instructor).

-You may not take an exam for another person or knowingly permit them to take an exam for you.

-You may not use unauthorized aid on exams or assignments nor look at outside material on exams.

-Do not claim work that is not yours nor help someone to claim your work as his or her own (plagiarism).

-Witnessing conduct that is dishonorable and failing to report it is a violation. Exam guidelines will be in effect for this course and include:

-You may not wear sunglasses.

-If worn during an exam, a hat must have the bill or brim worn in the back.

-The use of headphones or other electronic devices is prohibited and you must turn off all cell phones, remove all smart watches and other electronic devices and place them in the front of the classroom.

-You will be asked to leave backpacks, purses and other personal belongings at the front or back of the classroom.

-Take care of bathroom needs before the exam.

-You will not be able to leave the classroom once the exam has started.

-*Behavioral indicators* of cheating during tests (looking around the room, appearing to look on someone else's paper, talking to others, excessive fidgeting, tapping hands or feet, etc.) will be interpreted as providing or obtaining information about the exam

Recommended books

Achor, S. (2011). *The happiness advantage: The seven principles of positive psychology that fuel success and performance at work*. Random House.

Brooks, D. (2015). *The road to character*. Random House.

Gottman, J., & Silver, N. (2015). *The seven principles for making marriage work: A practical guide from the country's foremost relationship expert*. Harmony.

Seligman, M. E. (2012). *Flourish: A visionary new understanding of happiness and well-being*. Simon and Schuster.



**Positive Psychology
Summer 2019**

Course Reading & Exam Schedule

Changes will be announced in class or by WeChat

Week 1

Course registration

Chapter 1: Welcome to Positive Psychology

Review syllabus, course overview, discuss how psychological scientists study positive psychology

Chapter 2: Eastern and Western Perspectives on Positive Psychology

Chapter 3: Classifications and Measures of Strengths and Positive Outcomes

See also Seligman (2012): Appendix (Signature Strengths Test)

Chapter 4: The Role of Culture Developing Strengths and Living Well

TA Discussion & Review / Application Exercises

Week 2

Chapter 5: Living Well at Every Stage of Life

Exam 1 / Student presentation assignments - select topic. Begin Chapter 6

Chapter 6: The Principles of Pleasure: Understanding Positive Affect, Positive Emotions, Happiness and Well-Being

Chapter 7: Making the Most of Emotional Experiences: Emotion-Focused Coping, Emotional Intelligence, Socioemotional Selectivity, and Emotional Storytelling

TA Discussion & Review / Application Exercises

Week 3

Chapter 8: Seeing Our Futures Through Self-Efficacy, Optimism, and Hope
+ Presentation



Chapter 9: Wisdom & Courage: Characteristics of the Wise & the Brave
+ Presentation

Chapter 10: Mindfulness, Flow & Spirituality: In Search of Optimal Experiences
+ Presentation

Chapter 11: Empathy & Egotism: Portals to Altruism, Gratitude, & Forgiveness
+ Presentation

TA Discussion & Review/Application exercises

Week 4

Exam 2 / Begin Chapter 12: Attachment, Love, and Flourishing Relationships

Chapter 12: Attachment, Love, and Flourishing Relationships
+ Presentation

Chapter 13: Balanced Conceptualizations of Mental Health and Behavior
+ Presentation

Chapter 14: Preventing the Bad and Promoting the Good
+ Presentation

TA Discussion & Review / Application exercises

Week 5

Exam 3 / Student presentations & Projects

Chapter 15: Positive Schooling and Good Work: The Psychology of Gainful
Employment and the Education That Gets Us There

TA Discussion & Review / Application Exercises

Final Exam

Scoring of exams & projects; Grades reported