

1.) DATE: 3/1/2021	2.) COMMUNITY COLLEGE: <b>Maricopa Co. Comm. College District</b>
3.) PROPOSED COURSE: Prefix: PSY Number: 262 Title: Positive Psychology: The Science of Well-Being Credits: 3 CROSS LISTED WITH: Prefix:            Number:            ; Prefix:            Number:            ; Prefix:            Number:            ; Prefix:            Number:            ; Prefix:            Number:            ; Prefix:            Number:            .	
4.) COMMUNITY COLLEGE INITIATOR: <b>FERNANDO ROMERO</b> PHONE: 623-428-9773    EMAIL: <b>fernando.romero@gccaz.edu</b>	
ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable are not eligible for the General Studies Program.	
MANDATORY REVIEW:  <input type="checkbox"/> The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).  POLICY: The General Studies Council (GSC) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.	
AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.	
5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA: <u>Core Areas:</u> <b>Social-Behavioral Sciences (SB)</b> <u>Awareness Areas:</u> <b>Select awareness area...</b>	
6.) REQUIRED DOCUMENTATION <input checked="" type="checkbox"/> Cover Form <input checked="" type="checkbox"/> Course Syllabus <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Criteria Checklist for the area <input checked="" type="checkbox"/> Table of Contents from the textbook required and list of required readings/books	
7.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS: <input checked="" type="checkbox"/> DECPSYprefix <input type="checkbox"/> Elective  Current General Studies designation(s):  Requested Effective date: <b>2021 Fall</b> Course Equivalency Guide  Is this a multi-section course?            Yes  Is it governed by a common syllabus? Yes	
Chair/Director: <b>ALISA BEYER, PSYCHOLOGY IC CHAIR</b> IC Response Chair/Director Signature: 3/11/2021	

AGSC Action:    Date action taken:                       Approved     Disapproved

Effective Date:    **2021 Fall**

**Arizona State University Criteria Checklist for**  
**SOCIAL-BEHAVIORAL SCIENCES [SB]**

**Rationale and Objectives**

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU--[SB] CRITERIA</b>			
<b>A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.</b>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	See course description in the syllabus attached
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>	See table of contents for both of the required readings
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ul style="list-style-type: none"> <li>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</li> <li style="text-align: center;"><b>OR</b></li> <li>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</li> </ul>	See the course competencies described in the syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	See the tables of content for both of the required readings. Can be found in the syllabus
		<b>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:</b>	
		• Courses with primarily arts, humanities, literary or philosophical content.	
		• Courses with primarily natural or physical science content.	
		• Courses with predominantly applied orientation for professional skills or training purposes.	
		• Courses emphasizing primarily oral, quantitative, or written skills.	

Course Prefix	Number	Title	General Studies Designation
PSY	262	Positive Psychology	

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. Course is designed to advance basic understanding of knowledge and human interaction	The course focuses on understanding human knowledge and human interaction in relation to positive outcomes such as motivation, strengths, productivity and resilience of human beings as opposed to dysfunction and symptoms of mental disorders that is traditionally presented in psychological courses.	The Maricopa Community Colleges course description for PSY262 reads as follows: Overview and application of psychological principles based on strengths and resilience of human beings as opposed to dysfunction and symptoms of mental disorders. Topics include happiness, relationships, resilience, optimism, well-being, and brain research explaining positive emotions. Readings that meet this criteria include the following chapters from the <a href="#">Noba OER textbook</a> : Chp 2. Introduction to well-being Chap 3. History and Measurement of well-being Chap 6. Demographic Chap 7. Life Domains Chap 11. Culture Chap 12. Societal Differences and policy  Assignments that illustrate how the course meets this criteria include: Paper 1. Gratitude Letter & Experience Analysis Group Discussion Assignments
2. Course Content emphasizes the study of social behavior	As described in the MCCC official course competencies, this course focuses on the scientific study of behavior that promotes mental health and well-being. It emphasizes theory and concepts that complement other courses such as abnormal psychology.	The following MCCC Official Course Competencies support this criteria of emphasizing the study of social behavior:  1. Describe the history and foundations of Positive Psychology. (I) 4. Describe the importance of maximizing character strengths and virtues in developing protective factors and decreasing vulnerabilities to mental health disorders. (II, IV, VIII) 5. Summarize and describe core concepts of Positive Psychology such as learned helplessness,

		<p>resiliency, optimism and post-traumatic growth. (IV)</p> <p>6. Describe and explain the major characteristics of mindfulness and its role in well-being. (IV)</p> <p>7. Explain the importance of relationships in terms of decreasing isolation and depression and enhancing well-being and connection with others. (IV, V)</p> <p>8. Identify and explain the biological and psychological influences and correlates of happiness and well-being, including the role of positive emotions, meaning and purpose, and coping strategies play in creating a sense of happiness and well-being. (IV, VII)</p> <p>10. Define and explain the characteristics of emotional intelligence and its role in well-being. (VI)</p> <p>Readings that meet this criteria include the following chapters from the <a href="#">Noba OER textbook</a>:</p> <p>Chap 3. History and Measurement          Chap 5. Neuropsychology          Chap 6. Demographics          Cha 10. Interventions          Chap 11. Culture          Chap 12. Societal Differences and Policy</p> <p>Assignments that illustrate how the course meets this criteria include:          Paper 2. Mental Contrasting WOOP strategy          Group Discussion Assignments</p>
<p>3. Course emphasizes the distinct knowledge base of the social and behavioral sciences</p>	<p>This course primarily emphasizes the distinct knowledge base of the social behavioral sciences as it integrates research theory from affective, cognitive, behavioral, and neuroscientific domains.</p>	<p>The following MCCCDC Official Course Competencies that support this criteria of emphasizing the distinct knowledge base of the social and behavioral sciences</p> <p>1. Describe the history and foundations of Positive Psychology. (I)</p> <p>2. Explain the research methods, theory, and measurement tools used in the field of Positive Psychology. (I, IV)</p> <p>3. Explain how Positive Psychology differs from other major theoretical models in the conceptualization and treatment of mental health disorders. (II, III)</p> <p>8. Identify and explain the biological and psychological influences and correlates of happiness and well-being, including the role of positive emotions, meaning and purpose, and coping strategies play in creating a sense of happiness and well-being. (IV, VII)</p>

		<p>9. Identify specific interventions and strategies that can be used to increase one`s subjective well-being. (IV, IX)</p> <p>Readings that meet this criteria include the following chapters from the <a href="#">Noba OER textbook</a>:</p> <p>Chap 2. Introduction                  Chap 3. History and Measurement                  Chap 4. Theories of Subjective Well-Being</p> <p>Assignments that illustrate how the course meets this criteria include:                  Weekly Journal Entries                  Final Journal Consolation and Analysis</p>
<p>4. Course illustrates use of social and behavioral science perspectives and data</p>	<p>This course provides a historic perspective regarding the foundations of the field of positive psychology and it is based on empirical research methods, measurement and tools. The course also integrates multiple perspectives and domains including cognitive, affective, neuroscientific, and behavioral perspectives and empirical data.</p>	<p>The following MCCCD Official Course Competencies that support the criteria that the course illustrates use of social and behavioral science perspectives and data</p> <ol style="list-style-type: none"> <li>1. Describe the history and foundations of Positive Psychology. (I)</li> <li>2. Explain the research methods, theory, and measurement tools used in the field of Positive Psychology. (I, IV)</li> <li>3. Explain how Positive Psychology differs from other major theoretical models in the conceptualization and treatment of mental health disorders. (II, III)</li> <li>5. Summarize and describe core concepts of Positive Psychology such as learned helplessness, resiliency, optimism and post-traumatic growth. (IV)</li> <li>6. Describe and explain the major characteristics of mindfulness and its role in well-being. (IV)</li> <li>7. Explain the importance of relationships in terms of decreasing isolation and depression and enhancing well being and connection with others. (IV, V)</li> <li>8. Identify and explain the biological and psychological influences and correlates of happiness and well-being, including the role of positive emotions, meaning and purpose, and coping strategies play in creating a sense of happiness and well-being. (IV, VII)</li> <li>9. Identify specific interventions and strategies that can be used to increase one`s subjective well-being. (IV, IX)</li> <li>10. Define and explain the characteristics of emotional intelligence and its role in well-being. (VI)</li> </ol>

		<p>11. Differentiate the various roles institutions play in increasing an individual's level of motivation, creativity, and self-efficacy. (X)</p> <p>12. Identify future directions of psychological research and application in the field of Positive Psychology. (XI)</p> <p>Readings that meet this criteria include the following chapters from the <a href="#">Noba OER textbook</a>:</p> <ul style="list-style-type: none"><li>Chap 3. History and Measurement</li><li>Chap 5. Demographics</li><li>Chap 7. Life Domains</li><li>Chap 8. Resources</li><li>Chap 9. Outcomes</li><li>Chap 10. Interventions</li><li>Chap 12. Societal Differences and Policy</li></ul> <p>Assignments that illustrate how the course meets this criteria include:</p> <ul style="list-style-type: none"><li>Student-Led Discussions</li><li>Paper article integration from the EBSCOHOST library database of scientific articles from the American Psychological Association and the American Society of Psychology</li></ul>
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# MARICOPA

## COMMUNITY COLLEGES

### **Positive Psychology: The Science of Well-Being**

Course: **PSY262**

Lecture **3.0** Credit(s) **3.0** Period(s) **3.0** Load

Course Type: **Academic**

First Term: **2021 Fall**

Load Formula: **S - Standard Load**

Final Term: **Current**

**Description:** Overview and application of psychological principles based on strengths and resilience of human beings as opposed to dysfunction and symptoms of mental disorders. Topics include happiness, relationships, resilience, optimism, well-being, and brain research explaining positive emotions.

**Requisites:** Prerequisites: None.

#### **MCCCD Official Course Competencies**

1. Describe the history and foundations of Positive Psychology. (I)
  2. Explain the research methods, theory, and measurement tools used in the field of Positive Psychology. (I, IV)
  3. Explain how Positive Psychology differs from other major theoretical models in the conceptualization and treatment of mental health disorders. (II, III)
  4. Describe the importance of maximizing character strengths and virtues in developing protective factors and decreasing vulnerabilities to mental health disorders. (II, IV, VIII)
  5. Summarize and describe core concepts of Positive Psychology such as learned helplessness, resiliency, optimism and post-traumatic growth. (IV)
  6. Describe and explain the major characteristics of mindfulness and its role in well-being. (IV)
  7. Explain the importance of relationships in terms of decreasing isolation and depression and enhancing well being and connection with others. (IV, V)
  8. Identify and explain the biological and psychological influences and correlates of happiness and well-being, including the role of positive emotions, meaning and purpose, and coping strategies play in creating a sense of happiness and well-being. (IV, VII)
  9. Identify specific interventions and strategies that can be used to increase one`s subjective well-being. (IV, IX)
  10. Define and explain the characteristics of emotional intelligence and its role in well-being. (VI)
-



11. Differentiate the various roles institutions play in increasing an individual's level of motivation, creativity, and self-efficacy. (X)
12. Identify future directions of psychological research and application in the field of Positive Psychology. (XI)
- 

### **MCCCD Official Course Outline**

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- I. Positive psychology: definition
    - A. History and foundations of positive psychology
    - B. Research methods in positive psychology and well-being
  - II. Operationalizing positive psychology concepts
  - III. Theoretical comparisons of positive psychology and traditional models
  - IV. Happiness and subjective well-being
    - A. Causes and predictors
    - B. Measurement techniques and instruments
    - C. Necessary factors in the creation of subjective well-being
      - 1. Mindfulness
        - a. Definitions
        - b. Key features
      - 2. Meaning and purpose
      - 3. Optimism
      - 4. Resilience, protective factors, and learned helplessness
  - V. Relationships and connection
    - A. Research supporting the importance of relationships and connections
    - B. Social factors and techniques to increase connections, decrease isolation
  - VI. Emotional intelligence
    - A. Definitions
    - B. Key features
  - VII. Positive/negative emotions
    - A. Affectivity
    - B. Biological findings
  - VIII. Character strengths and virtues
    - A. Identification and application
    - B. Assessment
  - IX. Positive interventions
    - A. Research support
    - B. Affective
    - C. Cognitive
    - D. Behavioral
  - X. Positive institutions
    - A. Families and parenting
    - B. Marital
    - C. Workplace
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D. Organizational  
XI. Research directions in the field of positive psychology

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MCCCD Governing Board Approval Date: **February 23, 2021**

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All information published is subject to change without notice. Every effort has been made to ensure the accuracy of information presented, but based on the dynamic nature of the curricular process, course and program information is subject to change in order to reflect the most current information available.



## Positive Psychology: The Science and Art of Well-Being

Fall 2020

### Instructor Information

- **Instructor:** Dr. Fernando Romero
- **Live Online Meeting Time:**
  - Wednesdays from 11-11:50 AM
- **Office Location:** Online
- **Student Hours:** M-Fri 9-10 AM or by Appointment
- **Email:** [fernando.romero@gccaz.edu](mailto:fernando.romero@gccaz.edu)
- Phone Number: (623) 845-3672

### Course Information

- **Course format:** Online
- **Credit hours:** 3
- **Observed Holidays:** Labor Day, Veteran's Day, Thanksgiving
- **Instructional Contact Hours & Out-of-Class Student Work:** This is a 3 credit college course that spans for 17 weeks. You should plan to spend *at least 8 hours* per week working on course activities such as completing readings, assignments, and interacting with peers and the instructor. This standard is based on [Federal Credit Hour Guidelines](#). I will hold virtual office hours where I can cover content individually or in group format as needed.
- The class is called Live Online because it has a required online meeting time which is Wednesdays.

### Course Description

Overview and application of psychological principles based on strengths and resilience of human beings as opposed to dysfunction and symptoms of mental disorders. Topics include happiness, relationships, resilience, optimism, well-being, and brain research explaining positive emotions.

### Course Competencies

1. Describe the history and foundations of Positive Psychology. (I)
2. Explain the research methods, theory, and measurement tools used in the field of Positive Psychology. (I, IV)
3. Explain how Positive Psychology differs from other major theoretical models in



the conceptualization and treatment of mental health disorders. (II, III)

4. Describe the importance of maximizing character strengths and virtues in developing protective factors and decreasing vulnerabilities to mental health disorders. (II, IV, VIII)

5. Summarize and describe core concepts of Positive Psychology such as learned helplessness, resiliency, optimism and post-traumatic growth. (IV)

6. Describe and explain the major characteristics of mindfulness and its role in well-being. (IV)

7. Explain the importance of relationships in terms of decreasing isolation and depression and enhancing well-being and connection with others. (IV, V)

8. Identify and explain the biological and psychological influences and correlates of happiness and well-being, including the role of positive emotions, meaning and purpose, and coping strategies play in creating a sense of happiness and well-being. (IV, VII)

9. Identify specific interventions and strategies that can be used to increase one`s subjective well-being. (IV, IX)

10. Define and explain the characteristics of emotional intelligence and its role in well-being. (VI)

11. Differentiate the various roles institutions play in increasing an individual`s level of motivation, creativity, and self-efficacy. (X)

12. Identify future directions of psychological research and application in the field of Positive Psychology. (XI)

Student Rights & Responsibilities

## List of Readings

- [Noba] [Noba Scholar Well-Being Book](#)

## Table of Content

### Introduction

#### I. Main Body

##### 1. Noba Scholar

##### 2. INTRODUCTION TO THE HANDBOOK

##### 3. INTRODUCTION, HISTORY, AND MEASUREMENT

##### 4. THEORIES OF SUBJECTIVE WELL-BEING



5. BIOLOGY

6. DEMOGRAPHICS

7. LIFE DOMAINS

8. RESOURCES

9. OUTCOMES

10. INTERVENTIONS

11. CULTURE

12. SOCIETAL DIFFERENCES AND POLICY

## Appendix

- [PB] [Packback Discussions](#)
- [BB] Hanson, R., (2009). *Buddha's Brain: The practical guide to happiness, love, and wisdom*. New Harbinger Publications.

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Chapter 1 The Self-Transforming Brain p. 5

Part 1 The Causes of Suffering

Chapter 2 The Evolution of Suffering p. 23

Chapter 3 The First and Second Dart p. 49

Part 2 Happiness

Chapter 4 Taking in the Good p. 67

Chapter 5 Cooling the Fires p. 79

Chapter 6 Strong Intentions p. 97

Chapter 7 Equanimity p. 109

Part 3 Love

Chapter 8 Two Wolves in the Heart p. 121

Chapter 9 Compassion and Assertion p. 137

Chapter 10 Boundless Kindness p. 157

Part 4 Wisdom

Chapter 11 Foundations of Mindfulness p. 177



Chapter 12 Blissful Concentration p. 191

Chapter 13 Relaxing the Self p. 205

Appendix Nutritional Neurochemistry Jan Hanson, L.Ac. p. 227

References p. 235

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- [GG] [Greater Good UC-Berkeley Education Articles](#)

In this class, you will be using web-based third-party tool(s) and/or Maricopa's Canvas Learning Management System Learning Tools Interoperability ("LTIs") to complete or participate in assignments, activities and/or access course materials. You may be required to establish a username or password, submit work and/or download information from these tools. There is, therefore, some risk that individuals electing to use the products and services made available by these tools may place any student information shared with the tool vendor at a risk of disclosure.

In this class, you will be using:

## Canvas & Packback Questions

You are responsible for login in to Canvas during the first day of classes. Review the **Home** and **Syllabus** tabs first.

Terms of Use:

<https://www.canvaslms.com/policies/terms-of-use-canvas>

<https://www.packback.co/site/terms/>

Privacy Policy: <https://www.canvaslms.com/policies/privacy>

<https://www.packback.co/site/terms/>

Accessibility statement:

<https://www.canvaslms.com/accessibility>

<https://www.packback.co/product/accessibility/>

Check out the Canvas Student Guide at

<https://community.canvaslms.com/docs/DOC-4121> or call 1-888-994-4433 for 24/7 support.

Visit the [Maricopa 24/7 help site](#) for a live chat with a support team



member.

For help with course technology, you can contact the GCC Helpdesk in the following ways:

- In-person: High Tech 1 (HT1), Main Campus
- Phone: (623) 845-3555, option 1
- Email: [helpdesk@gccaz.edu](mailto:helpdesk@gccaz.edu)
- For more information visit GCC's Technology Help site: <http://www.gccaz.edu/technology-help>.

## Turnitin

- Privacy and Usage Policies: [http://turnitin.com/en\\_us/about-us/privacy](http://turnitin.com/en_us/about-us/privacy)
- Accessibility statement: [http://turnitin.com/en\\_us/about-us/accessibility](http://turnitin.com/en_us/about-us/accessibility)

Use your Maricopa Enterprise ID (MEID) and associated password log into the Canvas Learning Management System at <https://learn.maricopa.edu>.

## Packback Questions

Participation is a requirement for this course and will count toward 10% of your final grade. The Packback Questions platform ([www.packback.co](http://www.packback.co)) will be used for online discussion about class topics. Packback Questions is an online community where you can be curious and ask BIG questions about how what we're studying relates to life and the real world.

My goals for using Packback are for us to:

- Create a civil, positive, and constructive community
  - **Civility:** Learn how to "see" each other with empathy to improve the public discourse. Keeping in mind the greater good of our society and Democracy.
  - Learn to create arguments that include 3 parts:
    - Assertions: Statements
    - Reasoning: Use of logic
    - Evidence: Degree and quality of facts to support assertions and reasoning. Including citations of evidence and sources of the evidence.
- Encourage you to add value to the learning process
- Encourage every student to contribute instead of consolidating discussion to a few
- Learn to ask better questions

## How to Register on Packback:

1. Navigate to Canvas
2. In the navigation bar, you will see a link for Packback Questions. Click it, and you will automatically have an account created and be linked to the checkout page for our class community. **There is no fee for using Packback**
3. Complete checkout, and you will be directed to our course community on Packback where you can begin posting.



**Note:** You will also likely receive a welcome email from Packback with instructions on how to set up your account. You can register using either method.

**If you are having trouble with registering via the LMS:**

You can join our course in Packback manually, by searching for our Community Lookup Key (below) in the Packback “Join Communities” module after signing up directly on Packback.co.

**Community Lookup Key:** Enter your course key [here](#)

**How to Get Help from the Packback Team:**

If you have ANY questions or concerns regarding Packback throughout the semester, please contact the customer support team at [holla@packback.co](mailto:holla@packback.co)!

For a brief introduction to Packback Questions and why we are using it in class, watch this video: [vimeo.com/packback/Welcome-to-Packback-Questions](https://vimeo.com/packback/Welcome-to-Packback-Questions)

**Modules.**

- Terms of Use: <https://www.canvaslms.com/policies/terms-of-use-canvas>
- Privacy Policy: <https://www.canvaslms.com/policies/privacy>
- Accessibility statement: <https://www.canvaslms.com/accessibility>

## Attendance/Participation Requirements

This Live Online class has a required attendance every Wednesday at the following times:

- Wednesdays from 11-11:50 AM

**If you accumulate more than 3 unexcused absences** you may be dropped from the class unless you have received permission from the instructor. See the [district’s scholastic standards section 2.3.2](#) for a description of what is considered an excused absence (e.g., official college activities, jury duty, military commitment). Attendance/participation is mandatory and necessary for adequate performance in the class. It is determined by your active participation in the online course as you turn in assignments on time. Logging in to Canvas is not enough to be marked as active in the course. Failure to participate in the class over a 14 day period may result in your withdrawal from the class or a failing grade for the semester. It is your responsibility to initiate a withdrawal from the class. Failure to do so may result in a failing grade for the semester.





## Grading Standards & Practices

### Grade Breakdown

Assignment Group	Percent Range
Online Papers	30%
Live Discussion Participation	15%
Packback Discussions	15%
Levelhead Exercises	15%
Final Media Project	10%
Practice Quizzes	10%
Civil Participation	5%

Your final grade will be based on the percentage of points you earn as follows:

#### Enrollment: Graded

Letter Grade	Percent Range	Point Span
A	90-100%	450-500
B	80-89%	400-449
C	70-79%	350-399
D	60-69%	300-349
F	0-59%	0-299

You will receive a grade of F if you earn less than 300 points or fail to complete the course by the established date or without benefit of an official withdrawal.

#### Enrollment: Credit/No Credit

Letter Grade	Percent Range	Point Span
P	60-100%	300-500
Z	0-59%	0-299

You will receive a grade of Z if you earn less than 300 points or fail to complete the course by the established date or without benefit of an official withdrawal.



## Course Outline

### Week 1

#### **Introduction to Well-Being – (Mon 8/24-Sun 8/30)**

- Watch instructional videos
- BB: The Self-Transforming Brain [Ch 1]
- Read assigned module readings, PowerPoint slides, Participate in Live Online Class

#### Due on Sunday

- [Packback Discussion Week 1](#)
- Journal: Three things I'm grateful for?

### Week 2

#### **History & Measurement of Well-Being – (Mon 8/31 – Sun 9/6)**

- Watch instructional videos
- BB: The Evolution of Suffering
- Read assigned module readings, PowerPoint slides, Participate in Live Online Class

#### Due on Sunday

- [Packback Discussion Week 2](#)
- Journal: What are some of my patterns of suffering?

### Week 3

#### **Theories of Well-Being (Mon 9/7 – Sun 9/13)**

- Watch instructional videos
- BB: The evolution of Suffering [Ch 2]
- Read assigned module readings, PowerPoint slides, Participate in Live Online Class
- Levelhead: Being the Getting Started Module

#### Due on Sunday

- [Packback Discussion Week 3](#)
- [Levelhead: Getting Started Module](#)
- Journal: How can I self-transform my brain?

### Week 4

#### **Theories of Well-Being (Mon 9/14 – Sun 9/20)**

- Watch instructional videos
- BB: First and Second Darts [Ch 3]
- Read assigned module readings, PowerPoint slides, Participate in Live Online Class

#### Due on Sunday

- [Packback Discussion Week 4](#)
- Levelhead 7-Day Challenge
- [Paper I: Gratitude Letter & Experience Analysis](#)

### Week 5

#### **Neurobiology of Well-Being – (Mon 9/21 – Sun 9/27)**

- BB: Taking in the Good [Chap 4]
- Watch instructional videos
- Read assigned module readings, PowerPoint slides, Participate in Live Online Class

#### Due on Sunday

- [Packback Discussion Week 5](#)



- Levelhead Gratitude Module
- Journal: What is a habit that I'd like to change?

## Week 6

### **Neurobiology of Well Being – (Mon 9/28 – Sun 10/4)**

- Watch instructional videos
- BB: Cooling the Fires [Ch 5]
- Read assigned module readings, PowerPoint slides, Participate in Live Online Class

#### Due on Sunday

- [Packback Discussion Week 6](#)
- Levelhead Focus on Attention
- Journal: How do I visualize my habit change?

## Week 7

### **Demographics & Well-Being – (Mon 10/5 – Sun 10/11)**

- Watch instructional videos
- BB: Strong Intentions [Ch 6]
- Read assigned module readings, PowerPoint slides, Participate in Live Online Class

#### Due on Sunday

- [Packback Discussion Week 7](#)
- Levelhead Stress & Anxiety
- Journal: What is my plan to make my habit change stick?

## Week 8

### **Life Domains & Well-Being – (Mon 10/12 – Sun 10/18)**

- Watch instructional videos
- BB: Equanimity [Ch 7]
- Read assigned module readings, PowerPoint slides, Participate in Live Online Class

#### Due on Sunday

- [Packback Discussion Week 8](#)
- Levelhead Your Happiness Quotient
- Journal: How is my habit plan working?

## Week 9

### **Resources & Well-Being – (Mon 10/19 – Sun 10/25)**

- Watch instructional videos
- BB: Two wolves in the heart [Ch 8]
- Read assigned module readings, PowerPoint slides, Participate in Live Online Class
- Journal: How is my habit plan working?

#### Due on Sunday

- [Packback Discussion Week 9](#)
- Levelhead Empathy

## Week 10

### **Resources & Well-Being – (Mon 10/26 – Sun 11/1)**

- Watch instructional videos
- BB: Compassion & Assertion [Ch 9]
- Read assigned module readings, PowerPoint slides, Participate in Live Online Class

#### Due on Sunday



- [Packback Discussion Week 10](#)
- Levelhead Self-Compassion
- Journal: How can I have self-compassion regarding setbacks to change my habit?
- **Paper II: WOOP**

## **Week 11**

### **Outcomes & Well-Being (Mon 11/2 – Sun 11/8)**

- Watch instructional videos
- BB: Boundless Kindness [Ch 10]
- Read assigned module readings, PowerPoint slides, Participate in Live Online Class

#### Due on Sunday

- [Packback Discussion Week 11](#)
- Levelhead Meaning & Purpose

## **Week 12**

### **Outcomes & Well-Being (Mon 11/9 – Sun 11/15)**

- No class Wednesday in observance of Veterans Day
- Watch instructional videos
- Read assigned module readings, PowerPoint slides, Participate in Live Online Class

#### Due on Sunday

- [Packback Discussion Week 12](#)
- Levelhead Stop and Smell the Flowers

## **Week 13**

### **Interventions & Well-Being – (Mon 11/16 – Sun 11/22)**

- Watch instructional videos
- BB: Foundations of Mindfulness [Ch 11]
- Read assigned module readings, PowerPoint slides, Participate in Live Online Class

#### Due on Sunday

- [Packback Discussion Week 13](#)
- Levelhead Building Relationships
- **Paper III: Journal consolidation**

## **Week 14**

### **Culture & Well Being – (Mon 11/23 – Sun 11/29)**

- Watch instructional videos
- BB: Blissful Concentration [Ch 12]
- Read assigned module readings, PowerPoint slides, Participate in Live Online Class

#### Due on Sunday

- [Packback Discussion Week 14](#)
- Levelhead Your Personal Practice

## **Week 15**

### **Societal Differences & Policy – (Mon 11/30 – Sun 12/6)**

- Watch instructional videos
- BB: Relaxing the self [Ch 13]
- Read assigned module readings, PowerPoint slides, Participate in Live Online Class

#### Due on Sunday

- [Packback Discussion Week 15](#)



## Week 16

### Societal Differences & Policy – (Mon 12/7 – Sun 12/13)

- Watch instructional videos
- BB: Nutrition & Neurochemistry [Appendix]
- Read assigned module readings, PowerPoint slides, Participate in Live Online Class

#### Due on Sunday

- [Packback Discussion Week 16](#)

## Week 17

### Final Week – (Mon 12/14 – Thu 12/17)

#### Due on Thursday

- **Final Exam: Happiness Video or Multimedia Project**

## Late Work / Make-Up Exams

**Late work:** You must turn in all assignments **complete** and **on time**. *Complete* means you have done everything specified in the assignment instructions. *On time* means within 10 minutes of class start time on the due date. Incomplete assignments will not be graded. Assignments may be turned in early, but I do not accept them late without giving *prior approval* for work to be turned in late.

**Make-Up Exams:** You must take exams during their scheduled time. A missed exam will receive a grade of zero. If you *must* miss an exam, with *prior instructor approval* there is an exam make-up opportunity at the **end** of the semester. You may only make up **one** exam.

Remember, one missed assignment or exam may lower your grade but will not cause you to fail. If your work is incomplete or late, or you must miss an exam for whatever reason (stuck at work, sick, emergency at home, etc.), these are the consequences. For best results, plan ahead, keep up with your coursework, attend class regularly and promptly communicate with your instructor about any issues impacting your academic performance.

## Instructor Expectations

As your instructor I will be professional, courteous, respectful and empathic. I will:

- Post assignments and instructions so that you can plan and work to meet these fast paced deadlines
- Provide academic feedback and grade assignments in a timely manner (no more than a week after you have posted)
- Reply via email or Canvas messages within 24 hours
- Clarify assignments and inform students of any adjustments to the class schedule

Students are expected to be reflective, courteous, respectful and empathic to classmates, instructor and other college staff assisting in their learning. Students



are expected to:

- Log in to Canvas multiple times per week to review instructions, announcements, and to submit work (Paper Posts, Replies, and Exams)
- Read the assigned chapters
- Participate in class discussions (posts & replies)
- Follow instructions and complete assignments
- Keep up with and turn in assignments by due dates
- Put forth their best efforts
- Ask questions when they don't understand
- Maintain knowledge of their grade status
- Contact instructor right away about concerns or situations that may interfere with their success in class
- Comply with policies found in the GCC Academic Catalog and GCC Student Handbook

## Student Rights & Responsibilities

You are expected to know and comply with all current published policies, rules and regulations as printed in the college [Academic Catalog](#), Syllabus, and/or [Student Handbook](#).

Academic Catalog: <http://www.gccaz.edu/gcc-catalog>

Student Handbook:

<http://www.gccaz.edu/student-life/office-student-life/student-handbook>

The information in this syllabus is subject to change based on the discretion of the instructor. You will be notified by the instructor of any changes in course requirements or policies.

## Classroom Accommodations for Students with Disabilities

In accordance with the Americans with Disabilities Act, the Maricopa County Community College District (MCCCD) and its associated colleges are committed to providing equitable access to learning opportunities to students with documented disabilities (e.g. mental health, attentional, learning, chronic health, sensory, or physical). Each class/term/semester that a student is in need of academic adjustments/accommodations, the qualified student is required to work with the Disability Resources & Services Office (DRS) at their individual college(s). Contact with the DRS should be made as soon as possible to ensure academic needs are met in a reasonable time. New and returning students must request accommodations each semester through DRS Connect online services. To learn more about this easy process, please contact your local DRS office.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations, you are welcome to contact DRS by using the information listed on the following webpage:



<https://district.maricopa.edu/consumer-information/disability-resources/contacts>.

The DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions qualifying for accommodations/academic adjustments. Reasonable accommodations are established through an interactive process between you, your faculty, and DRS; and only those academic adjustments/reasonable accommodations granted by the DRS are recognized by the college and District. It is the policy and practice of the MCCCDC to create inclusive and accessible learning environments consistent with federal and state law. If you are pregnant or parenting (as protected under Title IX) and would like to discuss possible academic adjustments, please contact Disability Resources & Services Office.

## Addressing Incidents of Sexual Harassment/Assault, Dating/Domestic Violence, and Stalking

In accordance with Title IX of the Education Amendments of 1972, MCCCDC prohibits unlawful sex discrimination against any participant in its education programs or activities. The District also prohibits sexual harassment—including sexual violence—committed by or against students, District employees, and visitors to campus. As outlined in District policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by District policy.

District policy requires all college and District employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the college Title IX Coordinator. MCCCDC will provide on its [Title IX Coordinators web page](#), a link to all the [Title IX Coordinators](#) in the district. Reports may also be reported at: <https://district.maricopa.edu/consumer-information/reporting>.

## Safety Regulations

Arizona Statute ARS15-151 specifies that every student, teacher and visitor in public and private schools, community colleges, colleges and universities shall wear appropriate protective eyewear while participating in or when observing vocational, technical, industrial arts, art or laboratory science activities involving exposure to: molten metals or other molten materials, cutting, shaping and grinding of materials, heat treatment, tempering or kiln firing of any metal or other materials, welding fabrication processes, explosive materials, caustic solutions, radioactive materials.



## Department Policies

### **Diversity and Safe Learning Environment**

This online class will be a safe learning environment for every individual as far as I am able to ensure that outcome. This means I will treat each student with respect, and in turn I expect respect to be given to the instructor and every individual in this course. Disagreement does not equal disrespect. We all bring different points of view, different personal values, different life experiences, and different personal preferences with us into the classroom. This diversity makes for great discussion, adds interesting dimensions to our interpersonal relationships, and is welcome in the academic arena. Though we celebrate our differences, I expect each student to respect the rights and needs of fellow classmates. Students cannot feel safe to express themselves without the assurance that their ideas, attitudes and beliefs will be treated with respect.

### **GCC Netiquette Guidelines**

Netiquette refers to etiquette on the Internet (or net). In an online course you will have your communication skills tested! You will be speaking through writing both to fellow students and instructors, so it is imperative to communicate well and professionally. The golden rule of netiquette in an online class or environment is, do not do or say online what you would not do or say in-person.

### **Email & Discussion Boards**

Think carefully about who the recipients of your email should be. Avoid sending an email to the entire class, unless you feel that everyone must read it. Use descriptive subject lines for email messages (course number & topic) and discussion board postings. Reply only when appropriate. Use "Reply All" sparingly. Do not use all caps (implies yelling). Do not flame\*. Check the syllabus and course policies stated by your instructor to know what to expect for your instructor's response time. Always identify yourself by signing your name. Don't assume your instructor knows who you are by your email address.

\*Flaming is the deliberate act of posting or writing messages on Internet bulletin boards and message groups that have the intent of insulting or creating dissent within a group. An Internet flame is often filled with coarse language and personal insults. It is never conversational and is meant to hurt people's feelings. It does not further the discussion.

### **Show Professionalism and Courtesy**

Exhibit the same professionalism and respect in the online class component as you



## Gratitude Letter Activity and Theory Analysis

**Goal:** Practicing gratitude can yield a variety of physical and emotional benefits, including increased happiness, optimism, and determination. Being grateful can also reduce stress and improve sleep and immune functioning. By writing someone a letter of gratitude and reading it aloud to him or her, you can experience firsthand the benefits of being grateful. Studies by positive psychologist Martin Seligman have even reported that the effects of doing this just once can last for weeks.

### METHOD

Write a letter to someone you appreciate - typically, a person who has made a difference in your life, and to whom you feel grateful. Then if possible, meet with this person and read the letter to him or her.

- Choose someone who has contributed to you in one way or another (e.g., emotionally, financially, with support) - perhaps a person you haven't yet fully thanked.
- Brainstorm ways that he or she has contributed to you, and had positive effects on your life.
- Write down both general and specific things this person has done for you and how his or her actions have made you feel.
- Take as long as you need to write this letter (some people take several weeks).
- Compose a letter that is roughly one page in length, and then ask this person if you two can meet. Make sure not to tell him or her about the letter beforehand.
- When you meet, read your letter to its recipient aloud and give this person time to let it sink in.
- Pay attention to how reading this letter makes you feel.
- Spend time reflecting with this person on the effects of the letter and what he or she has done for you.

### Reflection & Analysis

After delivering the letter compose an academic essay on your experiences drafting, delivering, and reflecting upon this letter.

- Compose an essay that is at least 750 words or 3 double-spaced pages on MS-Word.
- Use the grading rubric to draft and edit this letter. Make sure you are addressing all areas (Cognitive, affective, supporting evidence, and editing).

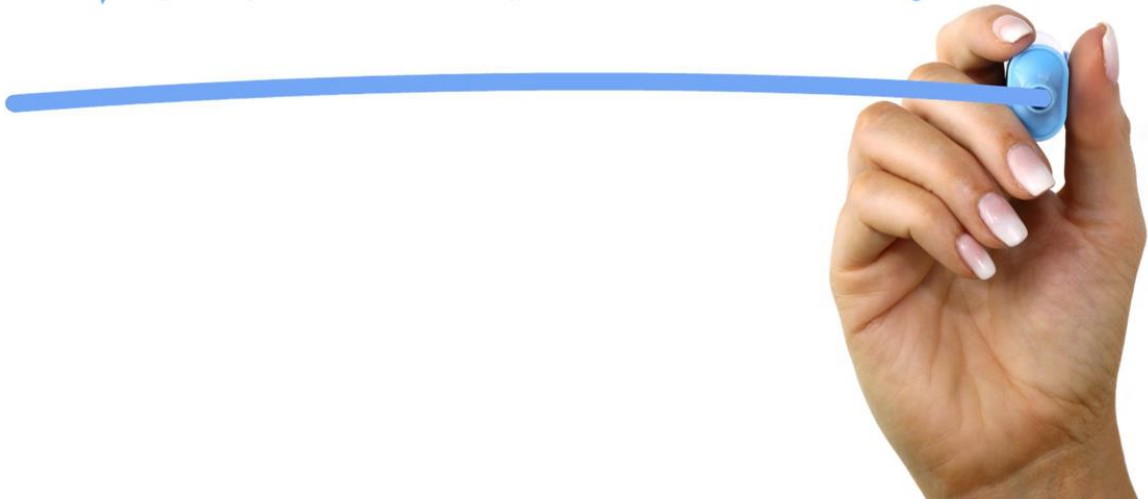
- Make sure you are integrating theory that has been covered in class. For example:
  - Equanimity
  - PERMA
  - 3 Types of lives
  - Motivation Theory
    - Drive
    - Instincts
    - Self-Determination
    - Intrinsic vs. Extrinsic Motivation
    - Maslow's Hierarchy of Needs
    - Flow
- Make sure you submit your assignment on Canvas before the due date.
  - Click under Modules Weeks 5-6

	Description	Elements	100-90%	80-89%	70-79%	>69%
<b>Cognitive Component</b> 30%	Key positive psychology concepts are identified, fleshed out, and integrated	Creation	✓	✓	✓	✓
		Evaluation	✓	✓	✓	
		Application	✓	✓		
		Understanding	✓			
	Description	Elements	100-90%	80-89%	70-79%	>69%
<b>Affective</b>	Key emotions,	Metta (Loving-Kindness)	✓	✓	✓	✓
		Gratitude	✓	✓	✓	

<b>Component</b> 30%	perceptions, and attitudes are identified, fleshed out, and integrated	Complex Emotions +/-	✓	✓		
		Basic Emotions +/-	✓			
	Description	Elements	100-90%	80-89%	70-79%	>69%
<b>Supporting Evidence</b> 30%	Details and examples are descriptive, representative, and valid	Valid and Descriptive Evidence	✓	✓	✓	✓
		Representative Evidence	✓	✓	✓	
		Subtopics are fully described	✓	✓		
		Detailed Evidence	✓			
	Description	Elements	100-90%	80-89%	70-79%	>69%
<b>Editing</b> 10%	Text is edited into a composition that follows a logical outline and is edited for grammar and spelling	Arguments are organized and compelling	✓	✓	✓	✓
		Clear and logical text	✓	✓	✓	
		Proper grammar and spelling	✓	✓		
		Proper use concepts	✓			

[Hidden Brain WOOP Podcast](#)

# ACHIEVEMENT



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[\(Links to an external site.\)](#)

[Woop Podcast Transcript](#)

[\(Links to an external site.\)](#)

[Woopmylife.org](#)

[\(Links to an external site.\)](#)

This page describes the WOOP strategy and provides additional resources

<https://www.characterlab.org/>

[\(Links to an external site.\)](#)

This page provides examples of areas that might be related to the habit you targeted and will give you examples of strategies that are evidence-based when it comes to learning about one's own personal development.

**Learning Objective:** To plan, experience, reflect, and evaluate how to practice mindfulness and/or meditation in ways that promote happiness by targeting one specific habit that you would like to change. Apply concepts related to top-down regulation of prefrontal cortex regions as well as bottom-up subcortical regions.

1. Compose an essay that is at least 3 pages long (750 words minimum). Use the subtitles **Conceptual Knowledge**, **Prior Knowledge**, and **Synthesis** for each section.

- **Page 1 Conceptual Knowledge** (this can be more than one page, so I'll add a plus sign from this point on)
  - Summarize the video resources from the WOOP website and integrate at least 3-5 **concepts** from the book.
  - You must paraphrase the concepts in your own words as you integrate them into the summary.
  - Format each of the 3-5 concepts you use in **bold**.
- **Page 2+ Prior Knowledge & Affective Component**
  - Reflect on related personal experiences from the current time or the past.
  - Identify affective components and describe them in detail (e.g., emotions, motivation)
  - Describe how your own prior knowledge (conceptual, cultural, experiential) informs ideas discussed in the podcast.
    - You may include existing beliefs, misconceptions, myths, unfamiliar issues, contradictions, etc.
- **Page 3+ Synthesis**
  - Reflect on how your knowledge is currently being expanded, challenged, or re-organized.
  - Describe the conceptual information from the readings and the podcast compared to your prior knowledge.
  - Create statements for unresolved issues. You may ask questions, hypothesize, and even speculate making educated predictions.
  - Describe new understandings or gaps you notice before you can fully understand.

Identify a research journal from the library databases that relates to the key concepts you identified. Review the journal and integrate the additional information in a summary that

is at least 250 words. Also, please make sure you provide the full journal reference using the following format:

Aspy, D. J., & Proeve, M. (2017). Mindfulness and loving-kindness meditation: Effects on connectedness to humanity and to the natural world. *Psychological Reports, 120*(1), 102-117.

### **Project Suggested Ideas:**

1. Develop a detailed plan identifying which specific WOOP activity you intend to design.
  1. Describe the specific logistical factors such as location, amount of time needed, financial investment necessary, and people involved.
2. Describe which specific objectives (e.g., values, processes, intentions) you are aiming to experience.
  1. Describe the specific concept(s) or practice(s) in detail.
  2. What is your desired level of experience
  3. Why is this experience relevant
  4. How is the practice intended to allow the experience to occur
3. Describe factors to avoid, or watch out for. This is particularly true for any particular tendencies, inclinations, habits, or propinquities.
4. Describe the experience of conducting your practice.
5. Analyze the WOOP experience using your knowledge of Positive Psychology and Interpersonal Neurobiology.

### **Weekly Journal Reflections and Final Journal Consolidation**

Weekly topics include themes such as:

- The self-transforming brain
- My patterns of suffering
- Stress management
- Empathy
- Gratitude
- Self-compassion
- Kindness
- Mindfulness
- Relationships
- Acceptance

Compose a 3-page, double-spaced paper, that summarizes all of your journal entries. There is no required set format. However, some of the things you would want to include are:

- Themes and patterns
- Growth and/or decline
- Obstacles, challenges, opportunities
- Big "a-ha" moments, insights, discoveries
- Conclusion, take-home message, overarching ideas

Think of your journal consolidation as an analysis of your learning curve throughout the semester. Try to reflect on what you were expecting to learn in this class versus what you have been able to accomplish.



It's okay to include a few quotes from your journal entries, but make sure you are able to analyze, evaluate, question, and or create new connections.



I'd like to share an example of how a person journaled for 30 days and was able to analyze the data from the journal to improve, energize, and deal with anxiety.

Finally, if you are taking this course as part of the honors program. Make sure to include a 250 summary of a research article that relates to either journaling or one of the themes you identified in your analysis

### **Student Led Discussions**

Main Resource For Articles

[https://ggsc.berkeley.edu/who\\_we\\_serve/educators/educator\\_resources/education\\_articles](https://ggsc.berkeley.edu/who_we_serve/educators/educator_resources/education_articles)

[\(Links to an external site.\)](#)

[Positive Psychology Group Discussion.docx](#) 

Download the MS-Word File or Read The Following Instructions:

Adapted from

A User's Manual for Student-Led Discussion by Gale Rhodes (contact information)

Robert Schaible, Professor of Arts and Humanities, Lewiston-Auburn College

<https://spdbv.vital-it.ch/TheMolecularLevel/StdLedDisc.html>

Our format, in brief, is as follows. We ask all students to prepare for each discussion as if they plan to serve as discussion leader. Obviously, a student who prepares to lead discussion is well prepared to participate. Then at the beginning of each class, we pick a discussion leader and two supporters at random and turn the class over to the students: faculty do not contribute to discussion until near the end of the first half of the period. Instead, we listen, attempting to learn the students' level of understanding of the material, and to see which issues are of compelling interest to them. Near the midpoint of the period, we enter the discussion, but do not take it over. We try to take advantage of what we heard in the first half in order to help students attain a deeper understanding of the material and to make connections across the breadth of the course. In shaping discussions around the issues of genuine interest to students, we aim to bolster their confidence that they can read and analyze complex material on their own.

We treat our courses, in effect, as experimental arenas (or labs) in which careful reading, discussion, and persuasion are valued more highly than power and authority as ways of constructing truth and meaning in a pluralistic world. In doing so, we are developing a



pedagogy that is consistent with postmodern theories of knowing, according to which no one speaks from a privileged podium and any truth claim is viewed as contingent--i.e., as constructed within and valid for a particular interpretive community. We are also responding to widespread criticism, found most notably in the report by the prestigious Carnegie Commission on Higher Education (1987), that undergraduate education is not adequately teaching the skills of critical thinking.

In any course, it is crucial to find a format appropriate to the course goals. Even if our format seems particularly apt for your course, do not adopt it blindly. Be willing to adjust rules on the fly if you see a variation that will sharpen the aim at your particular goals. Even if our format seems particularly inappropriate for your course, we urge you at least to read through the manual with your classes in mind; perhaps a specific rule or suggestion will trigger useful ideas that will make your own efforts more successful.

The first section of the manual contains the rules we follow, in the form of instructions to the students and faculty. The second section presents the instructions we give our students on how to lead discussion in our format, where the leader is not an expert, but has prepared in the same way as all other participants. This guide contains suggestions that may be useful to anyone who leads or participates in discussions. In the third section, we suggest reasons why our method leads to impressive, enthusiastic student participation, and why we find it so gratifying.

User's Manual (Adapted)

## THE RULES

Follow these general logistics:

Before each class

### 1. Students

- 1) Read and study the assignment made at the end of the previous class.
- 2) Formulate and write down four or five discussion questions based upon the assigned reading.
- 3) On the assumption that you will lead the day's discussion, write a brief (less than 5-minute) opening statement about the assignment. Your statement should set the stage for, and end by raising, one or more of your discussion questions.

During class

## 1. Students

1) Listen to the introduction by the designated discussion leader and consider the discussion question(s) or issue(s) he or she raises.

2) Discuss the issues raised, keeping to the subject of the readings, attempting -- preferably in this order -- to analyze, criticize, and connect:

1. a) Analyze the readings to gain a deeper understanding of difficult concepts, examples, the author's position, and the author's arguments.
2. b) Criticize the readings, articulating and defending personal opinions about the adequacy of the author's presentation and arguments.
3. c) Connect the issues you have analyzed and criticized to material of previous assignments in order to discern broader themes, similar concepts, and comparable or contrasting opinions.

3) As you participate, make good use of the text, at times calling attention to specific passages relevant to the issue at hand. When working with such a passage, allow time for others in the class to locate it and then read it aloud.

4) Ignore faculty during their period of enforced silence. Direct your attention to other students and regard faculty as recording secretaries on hand to take down information for use later in discussion.

5) Continue the student-led discussion with the same goals after faculty have joined in, using the faculty as needed to provide examples, explanations, and/or alternative positions.

6) Take brief notes of points and examples that deepen your understanding; opinions that differ from your own; and arguments that you find helpful, convincing, or worth trying to refute. These notes may be useful when you want to contribute to discussion, when you formulate study questions for subsequent classes, or when you write papers. Do not, however, allow note-taking to cause you to lose the thread of the discussion.

## 1. Students (in groups of acquaintances, if possible)

Spend a few minutes reflecting on the preceding discussion, perhaps jotting down notes (or amplifying notes made in class) of points that increased your understanding of the readings, and that may be useful in preparing for the next discussion or writing the next paper. Especially, take note of arguments that interested or surprised you.

## SECTION 2: HOW TO LEAD DISCUSSION

Most students have never led a discussion. It is normal to be somewhat fearful about your first try. Most of us (including teachers) are afraid we'll be embarrassed by saying something wrong, being contradicted, or running out of things to say. Here are some suggestions to help you overcome your fears, prepare, get the discussion started, and sustain it. These suggestions apply specifically to the kinds of discussions we wish to have in this course, but you may find them useful any time you are faced with leading a discussion group.

### Preparing

To lead a discussion, you must be familiar with the assigned material. "Familiar with" is, we believe, just the right phrase. You need not have mastered the material; after all, a goal of discussion is to move everyone towards mastery, that is, to improve everyone's (even the leader's) understanding. To prepare for discussion (leadership or participation), first read and study the assignment, underlining the more important or interesting points, and making notes in the margins. Then think about and write down some of the main issues that the author raises and a few questions pertinent to the issues. (Examples: 1) The author is trying to show how indirect our knowledge is. How does the author support this contention? 2) The author is explaining how evolution produces new traits. How do new traits appear? Explain the specific examples she uses. 3) This is a novel about the breakdown of a marriage. What factors contribute to its failure?

If you can come up with a handful of questions, you're in good shape. Remember, everyone else in the class is formulating such questions: you can take advantage of their work to make your job easier. (More on this later.)

But what if you are not asked to lead? Is this work wasted? Certainly not; you are now very well prepared to participate as someone else leads. With everyone prepared to lead, everyone is also prepared to discuss, and lively discussions will almost always ensue.

### Getting Started

Class has started and your name has been drawn from the hat. How do you begin? Simply clear your throat and read (or better, present) your prepared statement. End by asking the first question or asking for discussion of the first issue on your list. Before you know it, the hard part -- getting started -- is done.

One word of caution: Start out on a positive note. Avoid beginning with an apology for being poorly prepared or for finding the reading difficult. Treat the day's topic as having real value. Openers like "I didn't get much out of this" or "I don't agree with anything the

author said" will stifle, rather promote, discussion. If you treat the readings as worthwhile, your classmates will follow your lead, join you in examining the day's assignment, and thus make your job easier.

## Sustaining Discussion

Discussions, like sleepy horses, need some urging to keep them moving. A discussion leader can often keep things moving with only modest prodding, giving the class its head when things are going well. Of course, if you can contribute something useful, do so; but other kinds of comments or actions on your part can sustain the discussion just as well as an injection of insight. Here are some suggestions:

- 1) Get students to talk to each other. Ask for a response to the most recent comments. (Anyone have a response to Clara's opinion?) Or ask a specific student to respond. (Clara, do you agree with Ralph?)
- 2) Get students to defend or explain their opinions. (Marvin why do you say that? What's your evidence or reasoning?)
- 3) Encourage an exploration of differing points of view. When you hear conflicting views, point them out and get the holders of those views to discuss their differences. Perhaps ask a third person to sum up the two positions.
- 4) Keep the class on the subject. If you are even halfway familiar with the material, you know when the discussion is no longer connected to it. Just say so. (We've gotten pretty far from the readings; let's get back on the subject.) Or simply consult your list of questions. Any sensible response to one of your questions is bound to be pertinent.
- 5) Point to a particular passage in the text relevant to a comment made by one person, or to a discussion among several. This might be a passage that challenges, or sums up and confirms, the views being expressed.
- 6) Don't fill every silence with your own voice. Any discussion will lapse occasionally. It is not your job as leader to avoid all silence. Some quiet periods are productive. Students who are not so quick to speak will frequently get the chance they need when others are quiet. If the silence gets too heavy, take advantage of the other students' lists of questions. (Ginny, give us one of the questions you brought to class.)

Remember, as discussion leader you do not have to be the brains of the whole outfit. You are not expected to know it all; the class is full of students who have read the same assignment that you read. Your job is to give them a chance to talk about it and thus give

others the benefits of their thinking. On the other hand, if any one student begins to do all the talking, gently correct this problem by bringing other students into the discussion. You are there to steer, to keep the beast reasonably near the center of the path, by pulling a rein when needed, by loosening the reins when it keeps to the trail, by reining it in when it threatens to gallop away to greener subjects. If students are talking to each other about the reading material, things are going well; relax, listen, and contribute when you can.

### The Goals of Discussion

Discussion should lead to two results. First, we want analysis and clarification of the material. What is the author saying? What is the author's intended meaning of key words in the text? What is fact and what is the author's opinion? With what evidence does the author support opinions? What do you see as the theme of this story, poem, or play? What elements contribute to this theme?

Second, we want response to, and criticism of, the author's work. What do you think of the author's opinion? Is the evidence or reasoning convincing? What other opinions are possible? Compare your opinion with that of the author. How does this poem make you feel? Why? What connections (harmonies or conflicts) do you find between this author's ideas and those of other thinkers we have studied?

It is best to attack these two tasks, analysis and criticism, in the order described; after all, we must understand possible readings of the work before we can properly respond or criticize. As discussion leader, you will find that students want to express opinions before doing anything else. Keep pulling the class toward clarification of the readings. The more you accomplish here, the more meaningful and pertinent the criticisms and other responses will be. To reiterate, the discussion will swing naturally toward opinion, just as the horse turns naturally toward home. Keep pulling toward clarification (What does the author mean by...? What is a possible reading of...?) and you will achieve good balance between analysis and criticism.

Finally, we want you to enjoy the discussions. Keep this in mind whenever differences of opinion arise. It's okay to defend your beliefs, but it is also okay to be wrong, to concede a point, to change your mind. A mind that never changes is about as useful as a window stuck in one position. The main object of argument is not to win, but to know the pleasure of real thinking and learning.

### SECTION 3: THE REWARDS OF STUDENT-LED DISCUSSION

In practice our method has brought the best and most enjoyable discussions we have ever held in any of our courses. In what ways do we and our students find this approach gratifying, and what accounts for the gratification?

1. As faculty, we recognize the importance, as well as the pleasure, of becoming co-learners with our students.
  2. We become co-learners by giving up the role of authority figures who reign over our students.
  3. We become co-learners because we willingly go to class to learn, with issues unresolved in our own minds so that there is a real opportunity for students to see us learn and help us learn.
  4. We become co-learners because we can never be sure in what direction the discussion will go and thus surprises are more likely: issues we have not already thought through are more likely to arise and lead us or free us to think freshly about a text or subject we think we have thoroughly explored and tracked.
  5. We become co-learners because students feel more free to share their thoughts and ideas with us in an environment where students are respected as thinkers and learners.
  6. II) Students become empowered as learners.
  7. Students are empowered because they sense the respect we have for them as they accept the responsibilities we offer to them.
- 
1. Students are empowered because they discover that they can indeed, on their own, analyze difficult texts, explore issues, and articulate ideas -- activities traditionally reserved for the authority of the lecture or the faculty-structured discussion.
  2. Students are empowered because they experience the gratification of being cited or quoted as part of a serious intellectual inquiry.
  3. Students are empowered because they experience the excitement and gratification of freely discussing and debating ideas on nearly level ground with persons traditionally thought to speak only from a position of power.
  4. Students are empowered by the simple act of learning to be prepared for every class. Probably the most important foundation for good discussion is a means of assuring that all participants read a specific assignment and think at length about the concepts and issues raised therein. The possibility of being chosen to lead discussion provides the impetus for such preparation.

Conclusion

We do not claim that this method of teaching is easy or that it is free of frustrations and disappointments. It requires extensive preparation, patience, tact, agility of thought, and a willingness to yield the privilege of always having the final word. Discussions will sometimes be marked by stammering, confusion, and error. We are convinced, however, that to stammer, to be confused, and to err are familiar and invaluable to all who learn to think critically and construct meaning for themselves. Furthermore, experience has taught us that much more often than not, students are very capable indeed of doing work we formerly thought impossible without our shepherding interference.

Considering it the primary function of the university to preserve "the connection between knowledge and the zest of life (p.93)," Alfred North Whitehead (1929) wrote, "For successful education there must always be a certain freshness in the knowledge dealt with Knowledge does not keep any better than fish it must come to students, as it were, just drawn out of the sea and with the freshness of its immediate importance." We agree, and suggest that when students themselves do the fishing, drawing knowledge out of the sea of their own careful reading and lively deliberations, such knowledge is fresher and tastier than any caught, scaled, prepared, and then served up by the teacher. And if, as Bruce Wilshire (1990) asserts, "Education involves . . . making sense of things together" (p.24), then a format that stresses talking among students and faculty, as opposed to talking at students by faculty, is surely the very essence of what education should and can be.

## References

Boyer, E. (1987). *College: The Undergraduate Experience in America*. New York: Harper and Row.

Whitehead, A. (1929). *The Aim of Education and Other Essays*. New York: Macmillan.

Wilshire, B. (1990) *The Moral Collapse of the University: Professionalism, Purity, and Alienation*. Albany: State University of New York Press.

Student Led Class Rubric

Student Led Class Rubric (Student Leader)

Kay Siebler, Ph.D.

Organization	Students are unorganized and fumble while presenting.	Students are organized and presentation runs smoothly.	Students are not only organized, but at ease in front of the class and the lesson runs without a hitch.
Critical Thinking	Students do not call upon the class to think critically or participate in any meaningful way.	Students call upon the class to participate, but they pose questions where the answers are obvious or do not involve a lot of thinking.	Students push their peers to think critically and analytically about the topic and there is active participation from the class.
Active Involvement	Students lecture the class; there is no chance for participation or active learning.	Students do have some lecture (less than 5 minutes), but most of the time the students are engaged and actively working.	Students get their peers actively working and thinking and participating for the entire lesson.
Adding to knowledge	Students do not add anything to what we have already covered in class	Students add a bit to what the class already knows about the topic.	Students expand on what has been covered in the text or in class discussion in ways that are interesting and memorable.

Total Possible Points for Leading the Discussion = 50



## Rubric for Classroom Discussion Active Audience

Task Description: (Teacher may explain specific assignment in this space.)

Criteria	weight	Exemplary	Effective	Minimal	Unsatisfactory
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Level of Engagement	50%	<p>“ Contributes to class activities by offering quality ideas and asking appropriate questions on a regular basis</p>	<p>“ Contributes to class activities by offering ideas and asking questions on a regular basis</p>	<p>“ Occasionally contributes to class activities by offering ideas and asking questions</p>	<p>“ Fails to contribute to class activities</p>
		<p>“ Actively engages others in class discussions by inviting their comments</p> <p>..</p> <p>Constructively challenges the accuracy and relevance of statements made</p>	<p>“ Often engages others in class discussions by inviting their comments</p> <p>“ Challenges the accuracy and relevance of statements made</p>	<p>“ Sometimes engages others in class discussions</p> <p>“ Sometimes has an understanding of main points</p> <p>“ Identifies and summarizes some of the main points</p>	<p>“ Fails to invite comment/opinions from other students</p> <p>“ Demonstrates little understanding of main points</p> <p>“ Does not identify or summarize main points</p>
		<p>“ Effectively identifies and summarizes main points</p>	<p>“ Identifies and summarizes main points</p>		

<b>Preparedness</b>	25%	" Always prepared for class with assignments and required materials " Accurately expresses foundational knowledge pertaining to issues raised during the discussion	" Usually prepared with assignments and required materials " Expresses basic foundationa l knowledge pertaining to class discussions	" Seldom prepared with assignments and required materials " Expresses limited foundational knowledge pertaining to class discussions	"Consistently unprepared for class "Expresses no relevant foundational knowledge
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<b>Attitude</b>	25%	" Consistently positive, cooperative attitude during class " Always supportive of other students' ideas	" Usually positive and cooperative with classroom projects and discussions " Often supportive of other students' ideas	" Seldom actively participates in classroom projects and discussions " Sometimes supportive of other students' ideas	"Rarely if ever participates in classroom projects and discussions "Occasional disruptive behavior
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Assignment Score \_\_\_\_\_ + Beyond/Bonus \_\_\_\_\_ = Final Score \_\_\_\_\_/25

Main Resource For Articles

[https://ggsc.berkeley.edu/who we serve/educators/educator\\_resources/education articles](https://ggsc.berkeley.edu/who_we_serve/educators/educator_resources/education_articles)

[\(Links to an external site.\)](#)

## 8 Weeks of Topics

- [Student Social-Emotional Development & Well-being](#)
  - [\(Links to an external site.\)](#)
    - [Making the Case for SEL](#)
  - [\(Links to an external site.\)](#)
    - [Classroom Climate](#)
  - [\(Links to an external site.\)](#)
    - [School Climate](#)
  - [\(Links to an external site.\)](#)
    - [Equity & Social Justice](#)
  - [\(Links to an external site.\)](#)
    - [Growth Mindset](#)
  - [\(Links to an external site.\)](#)
    - [Self-Compassion](#)
  - [\(Links to an external site.\)](#)
    - [Educator Well-being](#)
  - [\(Links to an external site.\)](#)
    - [Mindfulness](#)
  - [\(Links to an external site.\)](#)
    - [Kindness](#)
  - [\(Links to an external site.\)](#)
    - [Gratitude](#)
  - [\(Links to an external site.\)](#)
    - [Purpose](#)

- [\(Links to an external site.\)](#)
  - [\(Links to an external site.\)](#)
- [Trauma](#)
  -

# Positive Psychology: The Science and Art of Well-Being

## List of Readings

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- [BB] Hanson, R., (2009). *Buddha's Brain: The practical guide to happiness, love, and wisdom*. New Harbinger Publications.

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- [GG] [Greater Good UC-Berkeley Education Articles](#)