Course Description

From the catalog:
Integrative survey of current viewpoints and issues in psychology, how they developed and likely future directions of psychology. Prerequisite: PSYC 100W and senior standing. Pre/Corequisite: PSYC 120

This section will be an introduction to and critical appraisal of theories and research in psychology that examines the nature of psychological well-being. Theories of what increases well-being, as well as the paradoxical effects of attempting to increase positive emotions will be discussed in the context of empirical studies. Forgiveness, kindness, gratitude, mindfulness, and other factors thought to be related to well-being will be succinctly defined and existing studies on the effect of these constructs on well-being will be examined.

Learning Outcomes

The two primary goals of the course are (1) to provide students with a general understanding of the various constructs thought to be related to psychological well-being, and (2) to develop an ability to think critically about these constructs and the empirical study of them.

Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will:

CLO1: have a familiarity with the main constructs thought to be related to psychological well-being
CLO2: think critically about the empirical study of constructs related to psychological well-being

CLO3: understand, interpret, and apply knowledge gained from empirical studies of constructs related to psychological well-being

Program Learning Outcomes (PLO)

Upon successful completion of the psychology major requirements…

_PLO1 – Knowledge Base of Psychology_ – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

_PLO3 – Critical Thinking Skills in Psychology_ – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

_PLO4 – Application of Psychology_ – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

_PLO5 – Values in Psychology_ – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

Required Texts/Readings

This course will not utilize a textbook, but instead students will utilize peer reviewed studies and readings provided by the instructor for each topic. Reading will be found on the course Canvas page.

Definition of a Credit Hour

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [http://www.sjsu.edu/senate/docs/S12-3.pdf](http://www.sjsu.edu/senate/docs/S12-3.pdf)

You will do a lot of work outside of class for this course, including reading research articles, doing weekly interventions, and writing weekly papers. This is your capstone course, and this is not an easy section.

Online classroom Protocol

This zoom classroom is a professional environment for you, and should be treated that way. There is a lot of interaction in this class, both with the professor and with your fellow students, so professionalism on your part is very important. **Always join the class from a quiet location that allows you to concentrate, mute yourself when not speaking, and turn your camera on whenever possible.**
My office hours are Tuesdays 10:30 – 12:00 via zoom (My meeting ID is 692-829-4830; this code will work for joining office hours all semester). If you cannot make this time, please email me. I want to be available to you. The best time to catch me is office hours, but let me know if you need to see me at another time. With office hours it is first come, first served, and you will be placed in the virtual waiting room until it is your turn. If you do not want to wait or were not able to see me, please set a time with me individually. During office hours we can discuss course questions, psychology as a career, or other topics of interest to you.

Please be respectful of the thoughts, opinions, and experiences of others. Many of the topics in this class may have personal significance to some students. Even though I know it is tough in this context, please make a special effort to listen to one another.

**Canvas and E-Campus**

All of the readings, videos, assignments, and material for this class will be available on Canvas. There you will also find supplementary material and zoom links. The Canvas page will also have a copy of the course schedule, which I will try to update as we go along. If you have trouble accessing the webpage or downloading any of the items there, come to zoom office hours and talk to me.

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at [http://info.sjsu.edu/static/catalog/policies.html](http://info.sjsu.edu/static/catalog/policies.html). Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/current_academic_calendar/) web page located at [http://www.sjsu.edu/academic_programs/calendars/current_academic_calendar/](http://www.sjsu.edu/academic_programs/calendars/current_academic_calendar/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at [http://www.sjsu.edu/aars/policies/latedrops/policy/](http://www.sjsu.edu/aars/policies/latedrops/policy/). Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/).

**Course Requirements and Assignments**

Grading is based on the sum of the following:

- 12 response papers, 10 points per paper (CLO1, CLO2, CLO3) **120 points**  
  + Participation (can be partially met asynchronously when needed) (CLO2, CLO3) **100 points**  
  + 1 term paper (CLO1, CLO2, CLO3) **100 points**

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**320 points possible in the course**
Well-Being Response Papers
In order to allow you to think critically about the readings and assignments for this course, you will turn in a 2-page, double-spaced reaction paper for each week’s Well-Being assignment, and its relation to the reading you did for class.

Response papers based on Well-Being assignments must include all of the following:
1 – your reaction to the assignment and what you found
2 – an analysis of this reaction related to the readings on the topic (i.e., did your experience match the research results, etc)
3 – sharing your experience and observations on zoom with other students (can be done via video when synchronous meeting is not possible)

Participation
Participation is important in this class, and will be worth almost as much as all of the response papers put together. I expect you to contribute to every week’s discussion, both by sharing your experience (this part can be done via video) AND ALSO by joining in the discussion. That is what will earn you 100% of your participation points. If you only share your experience you will earn significantly less participation points.

Research Paper
You will pick one of the following topics (or select your own) to write a final, 10-page culminating research paper on.

Curiosity
Grit/Determination
Flow
Compassion
Resilience
Hope

Each paper should include:
  o Academic definition(s) of the topic
  o Summary of research literature on the topic
  o How topic relates to other constructs studied in the class
  o Any research or literature on how topic can be used clinically or to help people

• Even though these are fun things to think about, you should do serious research about these constructs and should take this assignment seriously. Your paper should be based on the research literature, and should not contain references from webpages or other non-academic sources.

Final Activity
This course will adopt a final, culminating activity which will be held during the finals examination time period. This culminating activity is required and will build on previous experiences in the course.
Grading Policy
The grading policy for the course will be the following:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>100-97%</td>
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<td>A-</td>
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University Policies

Academic integrity

Students are not allowed to record without instructor permission. Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12-7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University’s Academic Integrity policy, located at http://www.sjsu.edu/senate/S07-2.htm, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential
Directive 97-03 requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at http://www.drc.sjsu.edu to establish a record of their disability.

**SJSU Writing Center**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/

**University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/”
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<td>Overview of the Course</td>
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<td>Week 2</td>
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<td>Getting to know one another</td>
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