Syllabus

Course Information:
PSYC 4360.060: Topics in Psychology: Positive Psychology
Fall 2016
Tuesday 2:00-3:20pm
RBN 2007

Instructor Information:
Rosemary Barké, Ph.D. (pronounced: Dr. Bar kay)
Office: HPR 208
Office Hours: WED 1:00-4:00 p.m. (Or request an appt. time if needed)
Office Phone: (903) 566-7144
E-mail: rbarke@uttyler.edu; RoseTori@aol.com (Please email to both addresses for the quickest response)
Graduate Assistant:

Blackboard Site: 2016—FALL-PSYC-4360.060: Topics in Psychology

NOTE: A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Course Catalog Description: This course is intended to introduce students to the study of love relationships, and offer opportunities to read and discuss theoretical, cultural and empirical approaches to understanding love relationships.

Student Learning Outcomes & Assessments:

As a result of taking this course, successful students will be able to:
1. Identify and explain well-known theories of positive psychology
2. Identify factors that promote and work against optimal human functioning
3. Describe and explain the results of current research related to positive psychology
4. Identify components leading to positive health and wellness
5. Identify social and cultural influences on emotions
6. Identify and recognize a life well-lived
7. Identify conditions that are identified as related to peak performance in elite athletes
8. Describe successful aging
9. Identify some factors that promote love and well-being
10. Demonstrate familiarity with leisure, flow, mindfulness and peak performance

Evaluation and Grading:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>200 points (10 quizzes/20 points each)</td>
</tr>
<tr>
<td>Blackboard Activities</td>
<td>100 points (5 activities/20 points each)</td>
</tr>
<tr>
<td>Midterm</td>
<td>250 points (October 11th)</td>
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<tr>
<td>Final Exam</td>
<td>250 points (December 13th)</td>
</tr>
<tr>
<td>Frankl Paper/Discussion</td>
<td>100 points (November 29th) – You must be present for full credit</td>
</tr>
<tr>
<td>Total possible points</td>
<td>1000 points</td>
</tr>
</tbody>
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A = 900 to 1000 points; B = 800 to 899; C = 700 to 799; D = 650 to 699 F = 649 or less.

Exams: The tests will be in multiple-choice and short answer format.

Bonus Point Options: If you wish to earn bonus points toward your final grade, you may choose to participate in one or both of the following outside activities:
a. Participation in a counseling/interview process with graduate student counselors
b. Participation in any available Psychology research projects

Each hour of participation in either of these activities will earn 5 points toward the total points for your grade in this course, up to a maximum of 35 points. To receive points for the counseling interview process, you must attend at least 4 interview sessions, for which you will receive 20 points. If you attend 7 sessions, you would receive 35 points. You may attend more than 7 sessions if you believe they are beneficial, but you will not receive any additional bonus points. Credit for research participation will be explained/presented in class. **35 points is the most you can earn in PSYC4360.**

**Teaching Strategies:**

**Discussion Boards:**

Each module will have one or more items that should be addressed on the discussion board. To earn maximum points you MUST complete the task during the assigned time, and follow the instructions given in that module.

**Required Text, Materials/Supplies, and Related Readings:**


Frankl, V. (19XX) Man’s Search for Meaning.

**Course Policies:**

Cheating on exams is expressly forbidden. When taking an exam please leave space between you and the people sitting next to you, and keep your eyes on your own test only.

**Important Dates for Readings and tests:**

*Please note: The PowerPoints should serve as a good summary, but it’s recommended that you read/skim each chapters first, then review the PowerPoints. The chapters in the books are interesting, so skimming first, then paying attention to the lectures will make remembering the material much easier. Each quiz will cover the material covered in the class prior to the quiz, plus any basic building blocks for the class.*

**Topical Outline and Calendar:**

<table>
<thead>
<tr>
<th>DATE:</th>
<th>Read for class</th>
<th>Topic We Will cover</th>
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<tbody>
<tr>
<td>August 29th</td>
<td></td>
<td>Introduction to Positive Psychology</td>
</tr>
<tr>
<td>September 6th- Q1</td>
<td>Chapter Two</td>
<td>Foundations: Emotion, Motivation &amp; Well-being</td>
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<tr>
<td>September 13th Q2</td>
<td>Chapter Three</td>
<td>Subjective Well-Being</td>
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<tr>
<td>September 20th Q3</td>
<td>Chapter Four</td>
<td>Leisure, Flow. Mindfulness &amp; Peak Performance</td>
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<td>September 27th Q4</td>
<td>Chapter Five</td>
<td>Love and Well-Being</td>
</tr>
<tr>
<td>October 4th Q5</td>
<td>Chapter Six</td>
<td>Positive Health</td>
</tr>
<tr>
<td>October 11th</td>
<td>Review</td>
<td><strong>MIDTERM EXAM</strong> (25%)</td>
</tr>
</tbody>
</table>
October 18th    Chapter Seven    Excellence, Aesthetics, Creativity & Genius
October 25th Q6 Chapter Eight    Well-Being Across the Lifespan
November 1 Q7    Chapter Nine    Optimal Well-Being
November 8 Q8    Chapter Ten    Religion, Spirituality & Well-Being
November 15 Q9    Chapter 11    Positive Institutions & Cultural Well-Being
November 22    Thanksgiving Week – no classes will be held!
November 29th    Man’s Search for Meaning: Bring your paper and be prepared to discuss
You MUST bring your paper with you to class, or turn it in to me BEFORE class
December 6th Q 10 Chapter 12    A look to the Future of Positive Psychology & Review
December 13th    Review    FINAL EXAM  (25%)

Evaluation and Grading:
Quizzes           200 points (10 quizzes/20 points each)
Blackboard Activities      100 points (5 activities/20 points each)
Midterm             250 points  (October 11th)
Final Exam          250 points  (December 13th)
Frankl Paper/Discussion 100 points (November 29th) – You must be present for full credit
Total possible points: 1000 points

A = 900 to 1000 points; B = 800 to 899; C = 700 to 799; D = 650 to 699 F = 649 or less.

Exams: The tests will be in multiple-choice and short answer format.

University Policies

Grade Replacement/Forgiveness
If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to do so will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates will receive grade forgiveness (grade replacement) for only three course repeats; graduates, for two course repeats during his/her career at UT Tyler.

Disability Services
In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Support Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact the Disability Support Services office in UC 282, or call (903) 566-7079.

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.
Social Security and FERPA Statement:
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

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Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) “Cheating” includes, but is not limited to:

- copying from another student’s test paper;
- using during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

**Psychology B.S./B.A. Program Mission Statement:**

The mission of the undergraduate program in Psychology is to provide students with a demonstrable knowledge and understanding of the science of behavior and the mind, including content in Memory and Thinking; Sensory and Behavioral Neuroscience; Developmental Psychology; Clinical and Abnormal Psychology; Social Psychology; Psychological Measurement and Methodology. We seek to prepare students for either postgraduate education or a wide variety of employment settings and careers.

**Psychology B.S./B.A. Program Learning Outcomes:**

1. **Memory and Thinking:** Students will demonstrate knowledge and understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in learning and cognition.

2. **Sensory and Behavioral Neuroscience:** Students will demonstrate knowledge and understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in perception, sensory, physiology, comparative, and ethology.

3. **Developmental Psychology:** Students will demonstrate knowledge and understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in developmental psychology.

4. **Clinical and Abnormal Psychology:** Students will demonstrate knowledge and understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in clinical and abnormal psychology.

5. **Social Psychology:** Students will demonstrate knowledge and understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in clinical and social psychology.

6. **Psychological Measurement and Methodology:** Students will demonstrate knowledge and understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in measurement and methodology.

**Disclaimer:** The instructor may amend this syllabus to meet the evolving needs of the students and or University, Department, or any other identified entities. Changes will be provided to students in writing and/or via BB site.

Dr. Rosemary Barké is supervised by Dean Sherman of the College of Education and Psychology. If you have any problems related to this class please speak with me directly. If you believe I have not been responsive to your needs your next step would be to speak with Dr. Sherman about your concerns.