

Positive Psychology: The Science of Well-being
PSY 335A
Fall 2026

Course description: This course will provide students with a foundation in positive psychology/the science of well-being. This course will trace the evolution of positive psychology from its roots to its current state, including foundational and emerging theories. Evidence-based mechanisms and pathways conducive to individual and societal well-being are explored while engaging students in practical applications of the science to their own lives.

Prerequisites:	PSY 104 & 105 [C- minimum grade required in both] and 2 nd year standing
Co-requisites:	Academic Integrity Training 100
Credit Restrictions:	None
Hours:	(0 – 0 – 0 - 3): 39 Instruction hours.
Credit value:	3.0
Delivery:	Face-to-Face Delivery



Instructor:

Holli-Anne Passmore, Ph.D.

Office: AW 236

Email: Holli-Anne.Passmore@concordia.ab.ca

Office Hours: Tues & Thurs: 2:30pm to 4:30pm

Just drop in! If those hours don't work for you, talk to me before/after class or send me a email and we will figure something out. I'm here to help – talk with me!

Emailing me: I regularly get over 100 emails a day. Student emails are a priority for me but please, help me help you:

- put the course number in the subject line and some indication of what it's about
- email me from your @student.concordia.ab.ca email address.
- I usually respond to emails within 24 hours, on rare occasions it may take me 2 days to respond. This does not include weekends. I don't necessarily check my email before 9:00am and after 6:00pm on any day.
- If I haven't responded to an email after a day or two, please just resend it to bump it to the top of the Inbox.
- When asking a question about course material via e-mail, please also describe your attempt to resolve the question. For example, instead of e-mailing: "I don't understand concept X", please instead e-mail something like: "I'm confused by concept X. I think it means A, B, or C but I am confused about how A leads to B and C."

Lecture/seminar/lab times: Room: B119 Tuesdays & Thursdays; 12:35 – 13:50 (12:35pm-1:50pm).

Required resources:

1. Moodle (CCMS) access. Students should check their course Moodle sites on a daily basis.
2. **Required Textbook:** No required textbook. Assigned readings will be posted on Moodle.

*Fair warning note: This course is lecture dependent. You will likely struggle a bit if you miss class regularly. You will gain all you need from the lectures though; attend class, take notes, participate, ask questions, check with your WellbeingBuddies (more on that later) – and you will be fine. **I am here to help so connect with me!** See the section on "How I Teach This Course and Hints for Engaging With This Course" for hints on how best to engage in this course so it's fun and informative for you.*

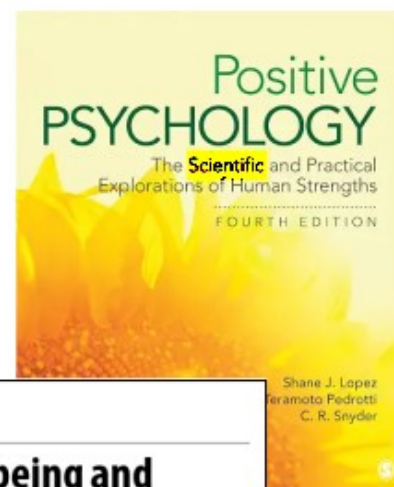
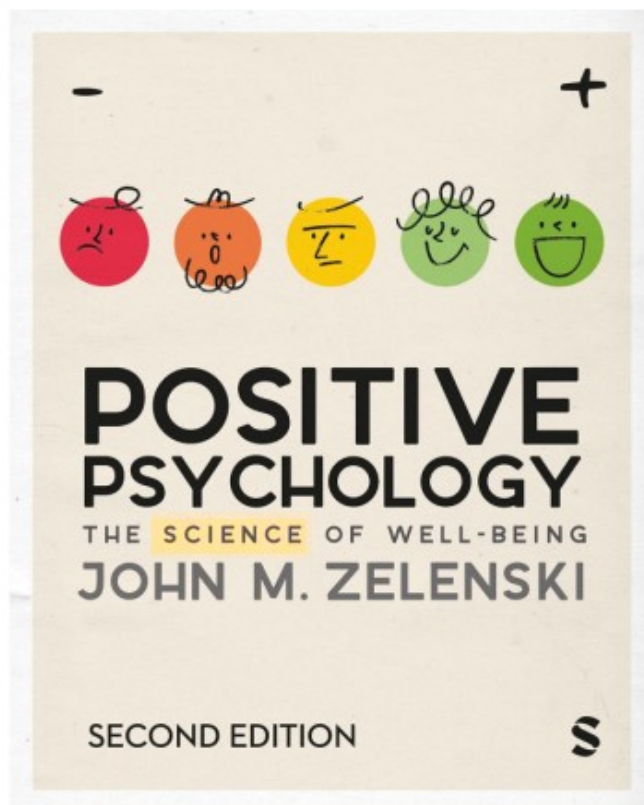
Course Objectives: Understand what Positive Psychology actually is and why it is known as “the Science of Well-being”. Become familiar with dominant and emerging theories in positive psychology. Be able to identify how course material plays out in the world around you. Apply your learning and course concepts to your own life to enhance your well-being and the well-being of those around you. Enhance your writing skills, and your critical and creative thinking ability through class participation and assignments.

Course Learning Outcomes:

- Define and explain what Positive Psychology is and why it is known as the science of well-being.
- Demonstrate understanding of dominant and emerging theories in positive psychology.
- Differentiate between scientific and non-scientific interventions.
- Identify how course material plays out in the world around you.
- Apply theoretical and research findings and course concepts to your own life to enhance your well-being and the well-being of those around you.

To Make the Most of This Course: You will get more out of class (and enjoy the course more) if you are an active learner. **Ask questions before, during, and after class!** This class is about more than rote learning. It’s also about exploring new ideas! About applying these concepts to your everyday life—now and in the future.

This class is not, however, a "self-help" course. **Yes of course we will engage in Positive Psychology Interventions** and activities. Experiencing these are important! At the same time, this is done **within a context of science**.



Lecture Topics, Assignment & Exam Schedule (see Moodle for most recent):

(See also next page for Assignments & Assignment Schedule)

Week	Topic	Day	Date	Class #
1a	Introduction / History / setting up WellBeingBuddies Groups	Tuesday	Sept. 1	Class 01
1b	What is "Wellbeing"? What is "Positive"	Thursday	Sept. 3	Class 02
2a	Character Strengths	Tuesday	Sept. 8	Class 03
2b *EP1D	Theories: Broaden-and-Build	Thursday	Sept. 10	Class 04
3a *R1D	Theories: Self-Determination Theory, Hedonia, Eudaimonia	Tuesday	Sept. 15	Class 05
3b	Theories: Being, Having, Loving, Doing	Thursday	Sept. 17	Class 06
4a	Review for Exam 1	Tuesday	Sept. 22	Class 07
4b	Exam 1	Thursday	Sept. 24	Class 08
5a	Meaning in Life	Tuesday	Sept. 29	Class 09
5b	Gratitude	Thursday	Oct. 1	Class 10
6a *R2D	Curiosity	Tuesday	Oct. 6	Class 11
6b	Hope	Thursday	Oct. 8	Class 12
7a	Zest & Play	Tuesday	Oct. 13	Class 13
7b	Nature	Thursday	Oct. 15	Class 14
8a *R3D	Review for Exam 2	Tuesday	Oct. 20	Class 15
8b *EP2D	Exam 2	Thursday	Oct. 22	Class 16
9a	class to work on your presentations on – no formal class	Tuesday	Oct. 27	Class 17
9b	Special Guest Lecture: TBA	Thursday	Oct. 29	Class 18
10a	Positive Psychology Interventions	Tuesday	Nov. 3	Class 19
10b	come to class for help with presentations and paper	Thursday	Nov. 5	Class 20
READING WEEK - GET OUTSIDE - PLAY - READ!				
12a *AD	Group Presentations/Work : D1 (Work & Organization) D2 (Health)	Tuesday	Nov. 17	Class 21
12b	Group Presentations/Work: D3 (Clinical) D4 (Education)	Thursday	Nov. 19	Class 22
13a	Group Presentations/Work: D5 (Spirituality) D6: Arts & Culture)	Tuesday	Nov. 24	Class 23
13b *R4D	Materialism - Money	Thursday	Nov. 26	Class 24
14a	Self-Control	Tuesday	Dec. 1	Class 25
14b **E3D	Review for Exam 3 (Final)	Thursday	Dec. 3	Class 26

NOTE: Dates for Review classes and Exams will not change. Lecture topics dates may change. Changes will be posted.

NOTE: You are expected to attend the Guest Lecture class and all the presentations. Part of your course grade is dependent on your participation during these classes.

Colour codes:

- review for exam class | exam | Special Guest Lecture
- *RD Reflection due. | *PD Paper due. | *EPD Engagement Plan due | *AD Assignment Due

Evaluation Overview (see next page for more details; see Moodle for full details)

Exams:	55%
Written Assignment:	13%
Reflections on Experiential Activities:	12%
Group Presentation & Work:	13%
Engagement Plans	3%
In-Class Feedback and Participation:	4%

Bonus Marks: Offered sporadically throughout the semester. You must be in class when bonus mark opportunities are offered.

Evaluations / Opportunities to Earn Course Marks and Due Dates

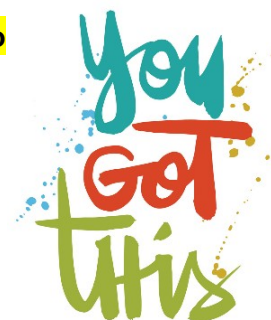
Opportunity for Course Marks Dates	Focus	% Towards Course Grade
Exam 1: Thurs Sept 24	Classes 1 to 6 inclusive	18%
Exam 2: Thurs Oct 22	Classes 9 to to 14 inclusive	18%
Exam 3 / Final: TBA: Check Online Services	Classes 18 to 25 inclusive (plus a few broad review question)	19%
Individual Written Assignment: Your Choice Option 1: Concept Integration Paper Option 2: Literature Review Option 3: Critical Review of Wellbeing Self-Help Option 4: New Unique PPI Due: Tues Nov 17	You choose <u>one</u> of four options. Each option involves an academic formal paper into which scientific research literature in Positive Psychology is incorporated.	13%
Group Presentations/Work on IPPA (International Positive Psychology Association) Divisions Nov. 17, 19, & 24	You will sign up for <u>one</u> Division topic/group. Each group will have about 5 or 6 students . As a group, you will decide how to divvy up the work. Your mark will be calculated as: your individual work (50%) and the group mark (50%).	13%
Reflections on Experiential Assignments Due: Tues Sept 15 Due: Tues Oct 6 Due: Tues Oct 20 Due: Thurs Nov 26	These are handed in on paper at start of class. Reflection 1: Character Strengths Reflection 2: Meaning in Life Reflection 3: Play Reflection 4: PPI / Wellbeing Intervention	(12% total) 3% 3% 3% 3%
Engagement Plan and Review of Plans P1 – initial Plan – Due: Thurs Sept 10 P2 – Mid-way Review: Due Thurs Oct 22 P3 – End Review: Due Thurs Dec 3	These are handed in on paper at the start of class.	(3% total) 1% 1% 1%
Class Participation in Guest Lecture class and Division Presentation Classes Guest Lecture: Thurs Oct 29 Student Group Presentations: Tues Nov 17 Student Group Presentations: Thurs Nov 19 Student Group Presentations: Tues Nov 24	Your participation for these classes will be a combination of: - a feedback/reflection sheet handed in at the end of each of these classes; - participation in any in-class activities during these classes (including asking and answering discussion questions)	(4% total) 1% 1% 1% 1%



Check the details and grading criteria for each of these opportunities to earn course marks.

See Concordia's [Extended Description of Grade Levels](#) (Section 9.3.2 of the Calendar) for further information on grading.

I'm here to help you –so just ask if you have questions!



How I Teach This Course and Hints for Engaging With This Course

Lectures: This course is **essentially lecture based**. While suggested readings are noted for each lecture, these are meant as supplemental information to lectures. Honestly, it's going to be easier for you if you just come to class and take notes. **Engage in class and you'll gain more than a good grade.**



Taking notes in class: Focus on taking notes on what I'm saying rather than writing down what's on the slide. **If I repeat something, that's a good hint you should take note of it.** Focus on the **gist (overall point) and the specifics**. Some students have commented that the material in PP seems so straight forward when I'm explaining/presenting it in class, that they don't take notes. Then when it comes time to study or exam time, the reality hits that there is more to these concepts than it seems becomes apparent.

Slides: A handout version of slides will be posted before each class; full slides will be posted after class. However; videos shown in class are not generally posted nor are links to them.

Also note that slides are meant to tweak your memory and highlight lecture points. **You will not be able to simply study off the slides and gain all the information presented in the lecture.** So ...

Attend classes: This is important for getting all the information presented, as well as for in-class activities, discussions, and participation marks. If you miss a class, it is your responsibility to find out what you missed. **Nonetheless, when "life" happens ... If you are sick or absolutely need to miss a class,** check with the members of your WellBeing Buddies Group! (See below.) You can give me a heads up and we can work together to ensure you are up to speed.



Talk with me! I'm not that scary! **I will help you with the course material.** I will **preview any of your assignments.** I will help you to the best of my ability. **Help me help you by checking in with me early** on assignments or with questions as we go through the course. Come review your exams one-on-one with me.

Wellbeing Buddies Groups. You will be randomly assigned to a WellBeing Buddies Group. Part of the purpose of the WellBeing Buddies Groups is to ensure that you (and every student) has at least a couple of fellow classmates you can **turn to for class notes if you absolutely have to miss a class**, and for help when studying. **Connect with your WB Buddies Group! It is to your benefit to do so.** Help others in your group and they will help you. **Work on the Study Guide together!** Who knows ... you might even make new friend or two for outside of class. (Note: This group is different than the Group Project group you sign up for yourself based on which IPPA Division Area most interests you.)



The Study Guides: A study guide is provided to you after each lecture (except for the Guest Lecture and the Group Presentations). The study guides are **meant to facilitate your learning and studying.** Questions on the Study Guides **generally cover 99% of the course material** presented in class. Previous students have found that **doing the Study Guides as soon as possible after each class** (or at least once a week) is hugely beneficial. That is what they are designed for! You can then study from the Study Guides you have completed. **PLUS – you can complete the Study Guides with your classmates and/or with your Wellbeing Buddies Group.** You can **ask me** if you're not sure you've answered the questions fully.

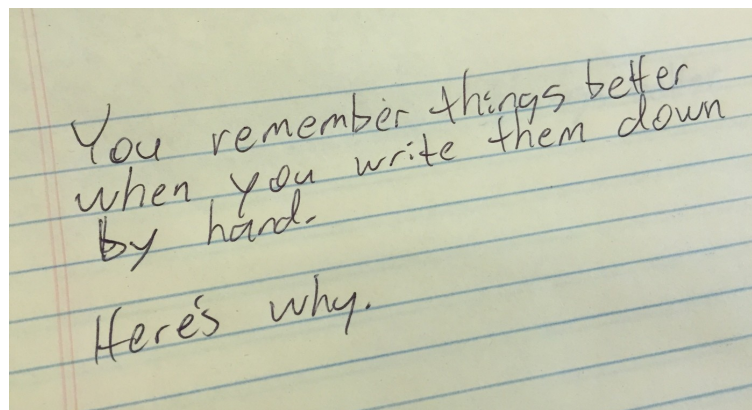


Review Classes: There is a Review Class before each exam. **I strongly recommend you coming to these.** Review classes are **structured around you asking me questions about the Study Guide questions.** I will review material & provide further explanations. Students have commented that the review classes are **very helpful particularly if you come prepared.** Don't leave learning the material just for studying a couple of days ahead of time. **Learn the material as you go by doing the Study Guides each week;** "studying" for the exams is then a matter of reviewing and refining your understanding.

Class policies – please note!

Laptops and Tablets Only For Notetaking : Laptop / tablet use is **permitted ONLY** for taking class notes.

Classes may not be audio or video recorded, except with permission, which will only be granted for special circumstances. These policies are based on research evidencing that **when students use laptop/cell phones in class (particularly for purposes other than note taking) – not only does the individual student learn less and earn lower grades, so do the students sitting around them!, even if you are looking up class-related material!** It is a distraction—for you and for those around you. (e.g., Hembroke & Gay, 2003; Kraushaar & Novak, 2010; Ravizza et al., 2017; Sana et al., 2013). **If you are "caught" using your laptop or tablet during lecture to check email, to browse the internet – to do anything other than take notes, you will be given a second chance. If you are caught a second time, you will longer to be allowed to bring your laptop or table to class at all.** [Please speak to me if you have an accessibility accommodation that requires you to use a laptop or table to take notes on.] **Evidence is also clear that talking notes by hand (not typing) enhances memory retention, understanding, learning.** (Aside from the temptation to switch tabs and look at your email or browse the internet or looking something up – even if it's related to the lecture!)



For further information see:

<https://www.psychologytoday.com/us/blog/creative-leadership/201902/why-you-should-take-notes-by-hand>

<https://www.bbc.com/worklife/article/20200910-the-benefits-of-note-taking-by-hand>

<https://www.scientificamerican.com/article/why-writing-by-hand-is-better-for-memory-and-learning/>

No Cellphones: I have a strict no cell phone policy in classes. **Cell phones must not be visible or within easy reach, and must be turned off.** (If you have an exceptional circumstance that warrants your cell phone being turned on, please speak with me.) This policy is based on scientific evidence.

I strongly encourage you to [watch this commencement speech](#) by Dr Angela Duckworth (2025) or to [read the transcript](#).

Below are a few excerpts:

"Now, each time you pick up your phone, you invite a cascade of notifications, messages, and images to hijack your attention. ... But as I said, relying on willpower to rescue us from digital distractions is downright foolish. So what do we use instead? Something smarter than willpower. Situation modification.

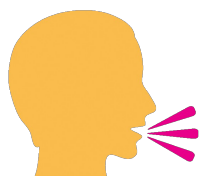
Situation modification means using physical distance to create psychological distance. ...

In what's now known as the brain drain study, researchers found that when taking an IQ test, having your phone within sight, even if it's face down, lowers your score. While keeping your phone in a bag or in another room raises it. Seeing your phone and then forcing yourself to ignore it saps mental energy, leaving you with less cognitive bandwidth for the task at hand.

My research team has found a very similar pattern. In a nationally representative sample of teenagers, we found that students who keep their phone farther away while studying do better in school. The farther the phone, the higher the GPA."



Classroom conduct: Classrooms are meant to be interactive dialogues between the professor and students as much as possible. It is expected that all students will at all times demonstrate respect for others' opinions, along with patience and common courtesy when others are speaking. **Please remember that some students (and your professor!) may have difficulty hearing; side conversations by students exacerbate this difficulty to attend to and hear class discussion and instruction.**



When the instructor or your classmates are speaking, please refrain from having conversations with your classmates at the same time. Voices carry in a large classroom and some classmates may have hearing impairments or sensory processing difficulties and extra noise impedes their ability to learn.

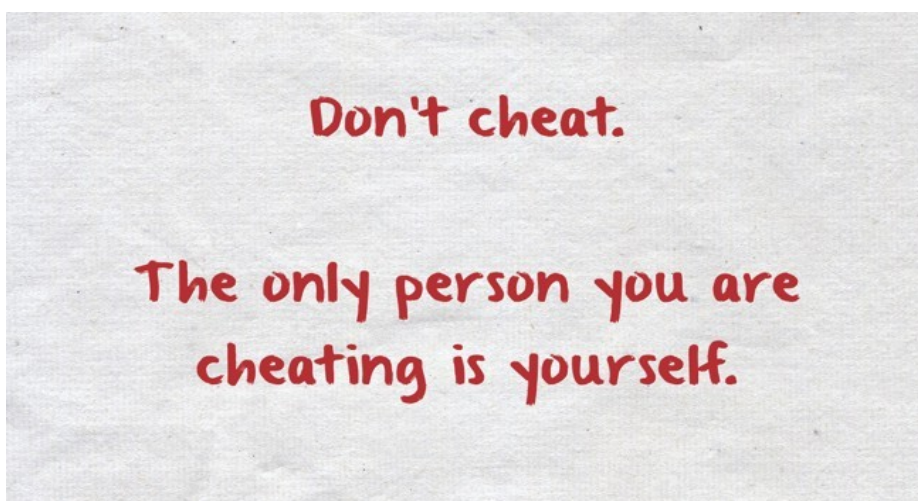
Academic Honesty (Plagiarism and "AI" Use):

(See also CUE's Academic Integrity Policy listed under Standard CUE Course Policies)

Bottom line – DON'T CHEAT – DO YOUR OWN WORK.

If you're thinking about cheating at some point in the semester, stop a minute and ask yourself, "Is this behaviour I would be proud to tell my parents? My aunts/uncles? My grandparents? Is this behaviour I would want my children/nephews/nieces to be engaged in? How proud will I be of my degree if I haven't actually earned it by my own efforts?"

If you're struggling in the class—come chat with me!



Cheating is just not worth it. You're better than that.

The following are just a few examples of cheating or academic dishonesty:

1. copying a classmate's assignment – or simply paraphrasing it;
2. letting someone copy your work;
3. checking with anyone other than me, your prof, during an exam;
4. taking photos of exam questions or of review slides during exam reviews;
5. audio recording class lectures without permission;
6. using ChatGPT or similar, or directly copying from other sources, to write your individual or group assignments (see also "AI" use and Plagiarism sections below).

Psychology Department Policy Regarding Use of Generative AI (Artificial Intelligence) Tools in Courses

The use of generative AI in any assessment is not permitted under any circumstances unless otherwise noted by the instructor.

Using generative AI in courses (without explicit permission from the instructor) violates the learning goals, outcomes, and evaluation methods for classes. These objectives include learning how to:

- read and listen carefully,
- think critically and creatively,
- discuss and write clearly about the texts and topics engaged in the course.

Learning how to learn is the point of post-secondary education at university, and it takes courage, time, and effort. There are no shortcuts. Using AI tools as a substitute for these learning objectives makes the tool limiting rather than helpful to personal growth and cognitive development. In short, use of AI tools to develop one's academic work results in you cheating yourself of the education you are pursuing (and paying for) through your university studies. Moreover, the use of generative AI for assignments creates imprecise material that may be difficult for you, as a new scholar, to recognize as lacking academic merit, rigour, or correctness. AI also reproduces the systemic biases, prejudices and discriminatory content that is everywhere on the internet. **We strongly encourage you to ask your professor/instructor for guidance and help!**

Thus:

- 1) Unless otherwise noted by the instructor, **the use of generative AI in assessments is not permitted in any circumstances.**
 - a) This prohibition includes the use of **all AI tools** such as (but not limited to) ChatGPT, Grammarly, Quillbot, etc.
 - b) Usage of generative AI is **prohibited for all phases of the research and writing process in Psychology courses** (including for brainstorming, summarizing, analyzing, copyediting, etc.).
- 2) **Ignorance is not an excuse.** If you as a student are uncertain about sources, technologies, or programs or how they are being used, it is your responsibility to ask your instructor if these programs are creditable or allowed before beginning your assignments.
- 3) **Students may be required to provide documented proof of all stages of work-in-progress in digital or hard copies.** These may include (but are not limited to): rough notes, articles/reference materials (with or without mark-up), outlines, rough drafts, all earlier versions (including properties of when last modified and time duration as digitally documented).
 - a) Academic dishonesty may be assumed if students cannot produce evidence of the development stages of their work.



If there is doubt about the authenticity of an assignment that has been turned in for a grade, this may constitute academic dishonesty and will be dealt with according to Section 9.2.5 of the Academic Calendar.

My "AI" Use Policy: I have zero tolerance for either plagiarism or the use of generative "AI" (e.g., ChatGPT, Grammarly) for any of your writing at any stage—including generating ideas, initial notes, and drafts.

Students are not allowed to use any kind of generative "AI" for any part of your written assignments, engagement plan assignment, or reflections. This includes no "AI": use for idea generation, outline drafts, writing, checking grammar or typos, refining your written assignment – or any part of these assignments. **Generative "AI" tools include programs, sites, and applications includes programs/applications such as Grammarly, ChatGPT.**

Use of **ANY** such tools (not just the ones listed here) in this class constitutes **Academic Dishonesty** (which goes on your student record) and will result in a grade of "0" for the assignment.

Assignments are designed to help you build your communication, creative, and critical thinking skills. Using "AI" **DOES THE OPPOSITE!** Using "AI" reduces both your ability and your skill level. Generating ideas, thinking, writing, and learning must be practiced. There are no true shortcuts. **I want your ideas, your synthesis,** not some LLM bot that pieced together words from common information on the internet. Writing—and these assignments—are not primarily about output. Writing is a process of discovery, including the background work of searching, reading, and sifting through information, and the drafts produced before a finished product. These processes help you gain knowledge, help crystallize your thinking, and help you gain skills. Using "AI" robs you of all of this. **If I want "AI"'s output on a topic, I can do that myself. I am interested in your unique perspective, your voice.** Plus, "AI"-generated writing is generally just bad. The writing style sounds important and formal while being broad and vague. It is often empty writing that does not demonstrate understanding.



"AI" is not intelligent; it does not think, it does not understand the meaning of words or words. So-called generative "AI" tools are really Large Language Models. These are probability models and produce output purely on patterns and probabilities that a particular word or phrase is preceded and followed by a particular word or phrase. Further, the information that LLMs ("AI") is trained on often is done so without the original producer's permission.

Moreover, generative "AI" has an enormous negative impact on the environment. *"The collective energy demand of data centers in the United States is so high that Microsoft recently reached a deal to reopen Three Mile Island, the site of the worst nuclear accident in American history. The burgeoning AI industry needs so much electricity that plans to decommission several coal plants have been delayed. By some estimates, the collective demand for AI and other digital technologies will constitute 20 percent of global electricity use by 2030."*

"The training process for a single AI model, such as an LLM, can consume thousands of megawatt hours of electricity and emit hundreds of tons of carbon. AI model training can also lead to the evaporation of an astonishing amount of freshwater into the atmosphere for data center heat rejection, potentially exacerbating stress on our already limited freshwater resources."

"When compared to traditional search engines, AI uses "orders of magnitude more energy," says Sasha Luccioni of the AI research company Hugging Face, who studies how these technologies impact the environment. ... Luccioni's team has estimated it costs about 30 times as much energy to generate text versus simply extracting it from a source."

See:

<https://allianceforscience.org/blog/2025/02/ai-is-bad-for-the-environment-and-the-problem-is-bigger-than-energy-consumption/>

<https://hbr.org/2024/07/the-uneven-distribution-of-ais-environmental-impacts>

<https://www.scientificamerican.com/article/what-do-googles-ai-answers-cost-the-environment/>

<https://kanoppi.co/search-engines-vs-ai-energy-consumption-compared/>

Exam procedures:

Exams will be in class during regularly scheduled class time. More information will be presented in class including how many questions, what type of questions, how many questions from each lecture. I **strongly encourage students to ask questions during exams**. Seriously, put your hand up and ask me if you're stuck!

Students in the past have commented that my exams are fair, but sometimes difficult – you need to study for exams. It is in your best interest to complete the Study Guides that are provided after each lecture. Also come to the review classes!

- All books, bags, digital devices, etc must be left at the front of the classroom during exams,
- Only items approved by your instructor are to be on your desk and on your person.
- You cannot leave the room and re-enter while an exam is in progress.
- GO TO THE BATHROOM BEFORE CLASS!

Missed work (reflections, engagement plans, written assignment, group work) and missed exams

These criteria are set with consideration of course learning and progression, fairness to everyone, and to enable me to schedule my time for grading assignments, in addition to reinforcing consequences for “life outside academia”. Job, scholarship, grant (and even contest) deadlines are, by and large, hard and fast deadlines. **Plan ahead!**

Reflections & Engagement Plans: Reflections and Engagement Plans **submitted late (up to 24 hours) – which means slid under my office door before 12:35pm the day after the due date) will be bumped down a letter grade.** See particulars in the Reflection Assignments document. Reflections submitted more than one day late will not be graded; a 0% will be given. **Consideration may be given for extraordinary circumstances which you bring to my attention before the deadline.** Not planning, having other assignments in other classes also due, work obligations, laptops dying, internet down, icy roads, etc. are **not** unusual circumstances and will not be considered valid reasons for submitting an assignment late.

The Your Choice Written Assignment: Assignments submitted late **will not be accepted except in highly unusual circumstances and only if arranged prior to the deadline.** Not planning, having other assignments in other classes also due, work obligations, laptops dying, internet down, icy roads, etc. are **not** unusual circumstances and will not be considered valid reasons for submitting an assignment late.

Group Presentation & Work: Presentations must be presented on the scheduled date, and the work accompanying them must be handed in on that date. **Consideration may be given for extraordinary circumstances which you bring to my attention before the scheduled date. Only if the schedule permits will a re-schedule be allowed. Plan ahead and have a back-up plan in a fellow student in your group has an emergency (e.g., real illness etc.)**

Exams: Students must write exams on the scheduled exam dates. A grade of “0” will be given if a midterm exam is missed without valid reason (e.g., severe illness, Concordia sports team events). **You need to notify me well ahead of time regardless of the reason.** Supportive documentation may be required. **Only in exceptional circumstances will a student be allowed to write a missed exam when they have not contacted me ahead of time.**

There will be no alternative methods of making up failed/missed exams or dissatisfactory exam marks.



*I love teaching! I'm here to help you –
so just ask if you have questions
or you just want to chat!*



Standard CUE Course Policies:

i. Student Academic Integrity

- Student Academic Integrity Policy: Academic integrity is fundamental to the academic enterprise. Students are urged to familiarize themselves with Section 9.2.5 of the Calendar and to take note that cases of academic dishonesty (e.g., cheating, plagiarism, collusion, unauthorized submission for credit of previously graded work, and misrepresentation) are serious offenses. Penalties for academic dishonesty range from a grade of zero on the work in question to expulsion.
- Appeals: Refer to [section 9.2.5 of the Academic Calendar](#) (Section H)

ii. Classroom

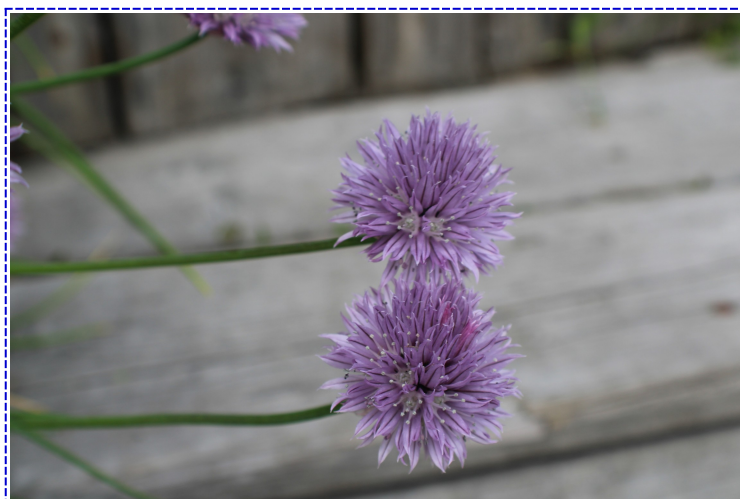
- Concordia provides learning accommodation services for students with disabilities. Please refer to [Section 8.3.1 of the Academic Calendar](#) for more details.
- Recording of classes is permitted only if recording is part of an approved accommodation plan or with prior written consent of the instructor. Please refer to [Section 9.2.2 of the Academic Calendar](#) for more details.
- Please refer to [Section 9.2.4 of the Academic Calendar](#) for details regarding Educational Decorum. It is the responsibility of both students and instructors to facilitate the educational process.
- At Concordia, Faculty Advising allows students to build a relationship with faculty members so they can plan their university education and access appropriate resources and services. To make use of faculty advising, please talk to your instructor or program coordinator for input or referral.

iii. Exam Procedures

- See Class Policies above and posted on Moodle.

iv. Missed work and missed exams

- Missed work and exams: See Class Policies above and posted on Moodle.
- Deferred Final Examination:
 - Students who are unable to complete scheduled final examinations because of illness, severe family difficulty, religious observance, or circumstances beyond their control may apply online to the dean for a deferred final examination within 48 hours of the missed examination. In the case of intended absences, students must submit their application at least one month prior to the originally scheduled final examination. Deferred examination requests for any other reasons will not normally be considered. The dean's decision to accept or decline the application is final. Students are directed to Section 9.2.3 of the Calendar for further information.



Additional contacts and services:**a. Academic Administration****i. Interim Dean of Faculty of Arts**

Name: Jason Daniels, PhD

Office: HA 224

Email: dean.arts@concordia.ab.ca or jason.daniels@concordia.ab.ca

Telephone: +1 780 479 9392

ii. Department of Psychology

Department Chair

Name: Holli-Anne Passmore, PhD

Office: AW 236

Email: holli-anne.passmore@concordia.ab.ca

Telephone: +1 780 479 9359

iii. Registrar's Office (HA 120, registrar@concordia.ab.ca +1 780 479 9250)**b. Academic Support****i. Vice President of Campus Life**

(Dr. Carmen Arth, vpcl@concordia.ab.ca,

+1 780 378 8459, HA 227)

ii. Student Life and Learning (studentlife@concordia.ab.ca

+1 780 479 9241, Student Success Centre)

iii. Manager, kihêwak kâpimihâcik, 'Where the Eagles Fly' Centre

(Danielle Powder, danielle.powder@concordia.ab.ca,

+1 780 479 9394, AW 124)

c. Writing Centre**i. The Writing Centre (located in the Student Success Centre across from the book store) is a free service that provides support for teaching and learning through writing for students, staff, and faculty.****ii. Throughout the academic year, one-on-one consultations are offered.**

Please go to Online Services to book your appointment.



Concordia Calendar Table 9.3.2: Extended Description of Grade Levels

Grade Description		Letter Grade	Grade Point Value
Outstanding	Outstanding performance, demonstrating complete and comprehensive understanding of the subject matter; full mastery of concepts and skills; exceptional interpretive and analytical ability; originality in the use of concepts and skills; achievement of all major and minor objectives of the course.	A+	4.0
Excellent	Excellent performance, indicating superior grasp of subject matter and concepts; development of relevant skills to a high level; a high level of interpretive and analytical ability; originality or intellectual initiative; achievement of all major and minor objectives of the course.	A	4.0
		A-	3.7
Very Good	Very good to good performance, indicating thorough understanding of subject matter and concepts; development of relevant skills to a fairly high level; good interpretive and analytical ability; evidence of intellectual initiative; achievement of major and minor objectives of the course.	B+	3.3
Good		B	3.0
		B-	2.7
Satisfactory	intellectually adequate performance, of fair but not good quality, demonstrating an acceptable understanding of the subject matter and concepts; development of skills to C a satisfactory level; adequate interpretive and analytical ability; achievement of major objectives of the course; some minor objectives may not be achieved. The bottom of this range (C-) is the minimum satisfactory standard of achievement in a course.	C+	2.3
		C	2.0
		In courses graded CR or NC, CR denotes that the student has attained at least the C- level.	C-
Poor	Minimally acceptable performance, demonstrating some understanding of basic subject matter and concepts and partial development of relevant skills, with some evidence of interpretive or analytical ability; achievement of most but not all major objectives of the course; failure to achieve several minor objectives.	D+	1.3
Minimal Pass	The bottom of this range (D) indicates that the student has achieved a marginal level of performance which may not be sufficient background for success at the next level in the discipline.	D	1.0
Failure	Unsatisfactory performance, demonstrating an inadequate understanding of the basic subject matter; failure to develop relevant skills; insufficient evidence of interpretive and analytical ability; and failure to achieve major and minor objectives of the course.	F	0

If you can correctly guess what the first image on page 5 is a photo of, you will receive a 0,5% bonus mark.
If you can correctly guess what the third image on page 7 is a photo of, you will receive a 0,5% bonus mark.
To enter your guess: email me with the subject line: Syllabus Photo Guesses.