

PSY 335: Experiential Assignments

There are 3 experiential assignments, each worth 2% each. Each assignment will be introduced in class within the context of that class' lecture topic. Assignment due dates are explicitly noted on the syllabus and schedule so that you can plan your schedule ahead of time for the semester. Due dates are one or three weeks after the respective relative lecture in which it was introduced, depending on the assignment.

You are *strongly* encouraged to *NOT* actually complete each assignment until it has been introduced in class so that you have complete information and context for it.

These assignments are meant to allow you to experience a sample of Positive Psychology Interventions. Of course, it is hoped that these assignments will enhance your well-being, in addition to enhancing your understanding of the topic. These assignments are meant to be fun, to promote both critical and creative thinking, to help you integrate and apply course information into your own life, and, while requiring a honest effort, are not meant to be overly taxing.

CRITERIA & FORMATTING FOR ALL EXPERIENTIAL ASSIGNMENTS: READ CAREFULLY

- All assignments are to be 1 to 2 pages, single-spaced, 12-point-font, with proper paragraphs.
- You are not being graded on your grammar and punctuation, but it has to be clear and you need to use proper paragraphs (but not headings). These can be written using with an *informal* style - it's a reflection, not an academic formal paper.
- At the top of page, in a single line, indicate: Your Name | Student ID | Assignment #
- Assignments are to be handed in to me as a paper copy on or before the deadline.

Grading Criteria

Each assignment will receive a grade of either: 60%, 75%, 90% [on rare occasions a 95% for extraordinary work]

- 60%: assignment completed and submitted on time. Minimum requirements met but no real depth of reflection or effort demonstrated.
- 75%: assignment completed and submitted on time. Requirements met and moderate depth of reflection and effort demonstrated.
- 90%: assignment completed and submitted on time. Requirements met and high level of effort with real depth of reflection demonstrated - specifics noted, examples used.

** Assignments submitted late (up to 24 hours) will bumped down a grade.

- So if 90%, then 75%. If 75% then 60%. If 60%, no mark given. Assignments 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, icy roads, etc. will not be considered valid reasons for submitting an assignment late.
- This criteria is set 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.

Experiential Assignments

Assignment 1) Lecture 3. Character Strengths.

[Due Tuesday, September 20th beginning of class of Lecture 5]

Take the VIA character-strengths questionnaire at: <https://www.viacharacter.org/survey/account/register> and then reflect on the results. In your reflection, include answers to the following questions:

- Did you agree with *your* assessment? Discuss.
- Can you spot your strengths in other people? Discuss examples. Discuss how you spot other people displaying “your” strengths in a different manner perhaps than you do or in different situations.
- What choices have you made around your strength(s)?
- What prompted you to make those choices?
- How might you use your strengths to live your values?
- How can you use your strengths in new ways?

Assignment 2) Lecture 7: Positive Psychology Interventions.

[Tuesday, October 18th beginning of class of Lecture 13]

This is a *your choice* assignment.

- Choose an intervention from the UC Berkeley’s Greater Good in Action website at <https://ggia.berkeley.edu> .
- Complete the intervention as described on the site.
- Provide the link and name of the intervention at the top of the page. Provide a *brief* explanation about what you did for this this intervention.
- Reflect on why you choose this intervention.
- Reflect on your experience and your emotions before, during, and now reflecting back on, your engagement in this intervention.
- Will you continue engaging in this intervention? Discuss why or why not.

Assignment 3) Lecture 17: Self-Control

[Due Tuesday, November 22nd beginning of class of Lecture 21]

Your mission in this experiential assignment is to reduce the amount of time you spend on social media (e.g. time spent scrolling on Twitter, Instagram, TikTok, etc.) for one week.

Before you start:

- Specify your exact goal. Be specific about how much you are aiming to reduce social media use (e.g., only check once per day etc.).
- Discuss your strategy plan to achieve this goal. Include how you can use your character strengths to help you achieve this goal. Use the strategies discussed in lecture.

At the end of the week:

- Note how close you came to achieving the goal you set and how closely you stuck to your strategy plan.
- Reflect on the experience as a whole. (Be specific and detailed about your emotions, your experience, how it feels now, etc.)
- Will you continue engaging in this intervention? Discuss why or why not.