

PSY 340: Experiential Assignment Details & Criteria: OPTION A1-ex.SWB

<p>Your choice of assignment: [due beginning of class Monday, April 7]</p> <p>Choose ONE Academic Assignment worth 15%:</p> <ul style="list-style-type: none"> A) Emotion Illustration Assignment (ac.EIA) B) Emotion Quote Paper (ac.EQP) C) Emotions in a Children's Fiction Book (ac.ECB) D) Emotion Across History and Cultures (ac.EHC) <p>OR</p> <p>Choose THREE Experiential Assignments each worth 5%:</p> <ul style="list-style-type: none"> A) Choose one from these two options: <ul style="list-style-type: none"> 1. Sitting with Boredom (ex.SWB) 1. Emotion Regulation (ex.ERG) B) AND Choose two from these two options: <ul style="list-style-type: none"> 2. Emotions in Art (ex.ART) 3. Emotions in Music (ex.MSC) 4. Emotions in Movie (ex.MOV) 	<p>The purpose of the Academic assignments is to broaden and demonstrate your understanding of a(the) concept(s) and information learned in class via either: (Option A) explaining in a nonscientific format for the public; (Option B) demonstrating/illustrating how these are evidenced in other disciplines; (Option C) analyzing how emotions are portrayed in a children's fiction book; or (Option D) examining differences across history and cultures.</p> <p>The purpose of the Experiential assignments is to further enrich your experience of the course content at a deeper level in order to more fully develop your emotional intelligence via one activity and two interactive engagements.</p> <p>All options require you to incorporate into your assignment findings from five (5) academic papers in and/or material presented in lecture.</p> <p>See Moodle for full details and criteria for each option.</p>	<p>15%</p>
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from the syllabus:

2. Plagiarism & AI Generate Content

I have zero tolerance for either plagiarism or the use of AI text generators (e.g., ChatGPT) for any of your writing at any stage—including generating ideas, initial notes, and drafts.



The 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 robot's ideas and words pieced together from common information it synthesized from 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 opinion on a topic, I can do that myself. I am interested in your unique perspective, your voice.

Moreover, 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.

I am interested in your unique perspective, your voice.

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BELOW ARE DETAILS FOR Option A1 – ex.SWB

(See Moodle for details for other options)

Sitting With Boredom (ex.SWB)

You will engage in this activity over the course of a consecutive 10-day period. You will need a small paper notebook and a pen/pencil to record your experiences of this daily activity. It is important that you use a paper notebook and pen and NOT an electronic device of any kind for these entries. At the end of the 10 days, you will write a 500-word essay on your experience. (You may, of course, write the essay on a computer/tablet.) See sample notebook logs below.

The first three (3) days: For the first three (3) days, just take notice each time you catch yourself looking for a distraction (for example by picking up your phone, or aimlessly surfing the web or Netflix), make an entry in your notebook noting: 1) the day, 2) the time, 3) what you were looking to distract yourself from. Use your pen and paper notebook!—NOT your phone, tablet, or anything electronic! Then just carry on to your distraction.

The next seven (7 days): For the next seven (7) days, when you catch yourself looking for a distraction, instead of writing in your log, you will make a mental note and then just sit with your boredom. That is, each time you catch yourself looking for a distraction, do not distract yourself. Instead, just let yourself BE in the moment, embracing these moments of (potential) boredom.

If you had been engaged in a specific task when you felt a niggling of boredom or the urge to distract yourself: Give yourself a full 3 minutes of simply sitting with "boredom". At the end of these 3 minutes of sitting with boredom, resume your task.

If you had been in a context such as being on the bus, waiting for a friend, standing in line, just hanging out at home etc. when you felt a niggling of boredom or the urge to distract yourself: Give yourself a full 15 minutes of simply sitting with "boredom". At the end of this 15 minutes, consciously and deliberately decide what activity or task you are going to engage in. (Depending on the situation, this might be something like deliberately thinking about a specific idea or noticing some specific aspect of your environment; purposefully deciding to read a book or listen to a specific podcast episode; engaging in a craft activity; doing a household chore; going for a walk; purposefully watching a specific number of episodes of a series or a specific movie.)

At the end of each of these 7 days, jot down in your paper notebook how many times you sat with boredom that day, what contexts prompted this, and how long you sat with boredom. For each instance of sitting with boredom that day, rate how difficult it was to do that on a scale from 1 to 5 (with 1 = easy to do and 5 = very difficult to do). Jot down a few thoughts about the experience(s) that day. Now look back over the day as a whole reviewing these sitting-with-boredom instances overall, rate your level of attention, energy, and emotional state on a scale from 1 to 5 (with 1 = worse than usual, 3 = the same as usual, 5 = better than usual).

At the end of this 10-day period: You will then write a 500-word essay summarizing your experiences of engaging in this sitting-with-boredom activity over the past ten days. In your essay, in addition to noting specific details, instances, and ratings, also note how your experience with sitting-with-boredom changed over the course of the ten days. Do not just provide a list of episodes with ratings, truly reflect on these experiences and the impact of engaging in this sitting-with-boredom activity. At the end of your essay, briefly connect relevant material presented in lecture to your experience and engagement with this sitting-with-boredom activity. (Note: we cover boredom in Lecture 17, March 17.)

Your submission must include a cover sheet containing the following information IN THIS ORDER:

- your name and student ID;
- PSY 340: Winter 2025;
- OPTION A1 - ex.SWB;
- word count of your paper (not including cover page or title).

DO NOT include any other information on the cover sheet.

This paper is to be written in a personal yet still academic style of writing.

See grading sheet at end of this document.



PSY 340: Experiential Assignment - OPTION A1-ex.SWB - Logs

LOGS TO PRINT OFF AND USE: Next 7 days -- print off as many as you need for Days 4, 5, 6, 7, 8, 9, 10
(or make your own in your notebook)

Day and Day of Week <i>(e.g., Day 4, Monday)</i>	Context(s)	# of minutes sat w/boredom	difficulty rating (1-5) 1 = easy to do 2 3 4 5 = very difficult to do	thoughts	attention, energy, emotion rating (1-5) 1 = same as usual 3 = same as usual 5 = better than usual

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Grading Sheet: _____ student name _____

COVER SHEET			
ITEM	POINTS DEDUCTED (%)		
Cover sheet information as noted above.	<i>for each criteria not listed</i>	1%	
total marks deducted:			
SUBMISSION ITSELF			
CRITERIA	worth	Letter	points
Engagement in activity and summary of experiences (see full details in description/criteria of this assignment) - clarity, specificity, depth	80%		
Linking course content to the experience and engagement. - clarity, depth of thought, clear links to course content,	5%		
Language / style / flow / coherence / impact	15%		
total points earned:			
		Letter Grade	%
subtotal Grade			
<i>less deducted for errors/omissions on cover sheet from above</i>			
GRADE ON PAPER			

Comments: