

## Critical Thinking (25%)

### Participation in Class (15%)

- **attends class This is important. Missing classes dramatically impacts your grade, and is disrespectful to your classmates who are presenting.**
- **arrives on time**
- **participation in class**
  - no cell phone use or laptop use unless specifically approved ahead of time
  - participates in class discussions with thoughtful responses and ideas
    - for seminars based on articles:
      - in-class contributions which demonstrate preparation ahead of time - going beyond “easy” or “surface” interpretations and thoughts
      - familiarity with the entire article
      - thoughts and ideas related to the article but moving beyond it
      - contributing voluntarily - speaking up without being asked
- **participates in experiential activities and follow-up discussions**
- **submits each of 5 Insight Entries as per due dates**
  - each Insight Entry covers 3 articles and is due before the class we start covering the articles as noted on the syllabus
  - each Insight Entry is to note BRIEFLY the main point of each of the 3 articles
  - each Insight Entry should also include how you see the articles fitting together with the 3 being covered on that Insight Entry, or the class moves on any previous article(s)
  - each Insight Entry should also include a BRIEF reflection on how you can see this concept in your daily life *or* a possible class discussion question
- **provides brief notes on research presentations**
  - completing hand-written form noting a few brief thoughts and questions about the topic presented for each of the presentations that day
    - demonstrates careful and thoughtful listening to the presentation
    - going beyond the immediate - e.g., linking this to broader issues, future research suggestions, limitations noted, alternate interpretations, questions that arose
  - **provides brief notes on literature review presentations**
    - completing hand-written form noting a few brief thoughts and questions about the topic presented for each of the presentations that day
      - demonstrates careful and thoughtful listening to the presentation
      - going beyond the immediate - e.g., linking this to broader issues, future research suggestions, limitations noted, alternate interpretations, questions that arose

## Leadership (20%)

### Individual Seminar Leading

- provides thorough and accurate explanation of the main points of the article
  - to help you, a brief overview of the main points will be provided to you for the seminar article you sign up for
    - please ensure you cover the points outlined
- spends a maximum of 20 minutes at the beginning of class on reviewing the main points
- spends the remaining class time on class discussion
- provides thought-provoking open-ended discussion topics/questions that are relevant to the main points article
  - goes beyond the article *yet also links back to article*
  - this *may* include a brief (maximum 3-minute) video, or brief activity
- creates “space” for individuals to offer their thoughts and opinions
- gently guides discussion to allow for expansion of ideas while also staying on track
- guides discussion to flow rather than abruptly jumping from topic to topic
- encourages quiet students to speak and provides space for this to occur
- while guiding discussion, the seminar leader should not be the main speaker in the discussion
- makes full use of class time
- wraps the discussion up in a timely manner towards the end of class
- uses the last 5 minutes of class to provide a recap of specific discussion points that came up and links those back to the main points explained/reviewed at the beginning of class
- uploaded PDF of slides by 10pm the night before the class you are leading
  - NO EXCEPTIONS
  - if you are showing a video, include a link to it in the pdf slides
- arrives on time and is comfortable with the technology in the room for presenting slides and any videos

## Oral Presentation (20%)

### Recent research paper brief (10-minutes) (10%)

- choose appropriate topic-relevant research paper that meets criteria
  - quantitative or qualitative study
  - not a literature review
  - could be a meta-analysis (but check with professor first!)
  - published from 2019 onwards
  - peer-reviewed journal (check with professor if you're not sure!)
  - topic-relevant: nature and wellbeing (check with professor first to be safe!)
    - wellbeing broadly construed to include:
      - mental, emotional, cognitive, spiritual, physical wellbeing
      - social wellbeing
      - environmental wellbeing
    - could include creation of new assessment scale if published 2019 and later
- covers the following in the presentation:
  - purpose of the study
    - not necessarily the hypothesis
  - methodology
    - who were the participants
      - appropriate information
    - what the researchers did
      - appropriate level of detail
  - main results
    - appropriate statistics or data included
  - limitations noted in the paper
  - implications of the findings noted in the paper
- slides
  - readable font size and clear
  - emphasizing verbal points, not competing with them
    - helps the audience follow along
  - appropriate level of information
    - e.g., bullet points, graphics – not complete sentences unless qualitative quote
- speaking
  - without notes or limited notes
  - looks at audience
  - paced talking – not too fast, not too slow
  - loud enough so all can hear
- presentation is a minimum of 8 minutes and a maximum of 10 minutes
- arrives on-time
- is comfortable with the technology in the room for advancing the slides
- uploaded PDF of research paper on Moodle a minimum of 2 days before presentation
  - it is *strongly* recommended that you have your research article pre-approved by the professor
- uploaded PDF of presentation slides on Moodle by 10pm the night before presentation
  - NO EXCEPTIONS on either of these points

## **Oral Presentation continued (20%)**

### **Literature review topic presentation (20-minutes) (10%)**

- includes the following:
  - introduction to topic
    - why is this important to know about
    - background information/overview
  - presentation is a synthesis or overview of your *topic*
    - does not simply present findings from individual studies
  - limitations or gaps in the current research as a whole - not of individual studies
  - current overall trends and future directions in research needed
  - conclusion
    - tying this back to your introduction
    - larger implications
- slides
  - readable font size and clear
  - emphasizing verbal points, not competing with them
    - helps the audience follow along
  - appropriate level of information
    - e.g., bullet points, graphics - not complete sentences unless qualitative quote
- speaking
  - without notes or limited notes
  - looks at audience
  - paced talking - not too fast, not too slow
  - loud enough so all can hear
- presentation is a minimum of 17 minutes and a maximum of 20 minutes
- uploaded PDF of presentation slides on Moodle by 10pm the night before presentation
  - NO EXCEPTIONS on either of these points
  - If you are showing a video, include a link to it in the pdf slides
- arrives on time and is comfortable with the technology in the room for presenting slides and any videos

**Written Communication (35%)**

**Concept Integration Paper (15%)**

This paper consists of writing an *academic paper* on how a *non-academic* work or works outside of the domain of psychology exemplifies a few of the concepts of regarding nature and wellbeing presented and discussed in this class. (Examples of a non-academic work outside the domain of psychology include: classic literature, works of fiction, popular movies, TV series, possibly documentaries, graphic novels. Note that TED talks are NOT suitable to base this paper on.) This assignment will help you to develop, integrate, and apply your knowledge of the science and psychology of nature and wellbeing. It is also meant to help you develop an attitude of consilience towards learning, that is, “the linking together of principles from different disciplines especially when forming a comprehensive theory”. Essentially, this assignment assesses how well you can see these academic constructs and concepts at play in the world. It is strongly suggested that students consult with the professor on their choice of non-academic work to base this paper on.

- between 5 and 7 pages *not including* cover page and references
- cover sheet - in the following order list:
  - your full name
  - CUE student ID
  - course name and number (i.e., PSY408B or PSY408C)
  - title of paper
- formatting:
  - double spaced
  - 1” margins
  - Times New Roman 12 pt font
  - page numbers in footer (i.e., 1 / 8)
  - APA 7<sup>th</sup> formatting for citations and references page
- formal academic writing style
- your non-academic work(s) must be cited and referenced as per APA 7<sup>th</sup>
- a minimum of two of the assigned readings must be cited and referenced
- paper handed in in-person to my office any time during the day on the due date

ITEM	MARKS
formatting and cover sheet (as noted above)	.25% deducted for each formatting error
minimum two of assigned readings cited	2% deducted if this criteria not met
APA formatting of body of paper (including citations) and References	3 errors permitted subsequent errors 1% deducted for each error up to a maximum of 5%
Language & Style: spelling, punctuation, sentence structure, grammar, word choices	15%
Flow and organization	15%
Depth of concept integration and development	35%
Appropriateness and clarity of analogies drawn between nature-wellbeing concepts from class articles and comparison to/illustration in non-academic work(s) chosen	35%

**Written Communication continued (35%)**

**Literature Review Paper (20%)**

Each student will write a literature review on a topic of their choosing. This can be ANY topic in psychology! A literature review is a comprehensive overview and evaluation of current research. A good description of this type of paper can be found in the 7<sup>th</sup> edition of the APA manual. This description reads, in part:

“...by organizing, integrating, and evaluating previously published material, authors of literature reviews consider the progress of research toward clarifying a problem.

In a sense, literature reviews are tutorials, in that [the] author[s]:

- Define and clarify the problem;
- Summarize previous investigations to inform the reader of the state of research;
- Identify relations, contradictions, gaps, and inconsistencies in the literature; and
- Suggest the next step or steps in solving the problem” (p. 10).

- paper handed in in-person in class on the due date” NO EXCEPTIONS
- maximum 10 pages *not including* cover page and references
- cover sheet - in the following order list:
  - your full name
  - CUE student ID
  - course name and number (i.e., PSY408B or PSY408C)
  - title of paper
- formatting:
  - double spaced
  - 1” margins
  - Times New Roman 12 pt font
  - page numbers in footer (i.e., 1 / 8)
  - APA 7<sup>th</sup> formatting for citations and references page
- an abstract is not required
- formal academic writing style
- a *minimum* of 10 peer-reviewed research articles published from 2012 onwards
- a *maximum* of 2 direct quotes

ITEM	MARKS
formatting and cover sheet (as noted above)	.25% deducted for each formatting error
minimum 10 peer-reviewed research articles from 2012 onwards	5% deducted if this criteria not met
APA formatting of body of paper (including citations) and References	3 errors permitted subsequent errors 1% deducted for each error up to a maximum of 5%
Language & Style: spelling, punctuation, sentence structure, grammar, word choices	15%
Flow, organization, coherence	15%
Synthesis of information	35%
Ideas: Depth and thoroughness of review	35%