



**School of Humanities and Social Sciences**

**PSY 328-BAR 2**

**Positive psychology and Happiness**

**202425 Summer**

## Course Details

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**Credit Hours: 3 (5 Oregon Credits)**

**Positive Psychology: University of Oregon**

**Days: Mon-Tue-Wed-Thu**

**Time: 11:45am to 2.15pm**

**Total Course Hours: 45 hours (16 sessions)**

(Friday June 20th to Thursday July 17th)

### **Prerequisites:**

This course is suitable for an undergraduate student who has completed at least 3 semesters of college-level coursework. Successful completion of ENG 101 or equivalent, and 6 credit hours in the arts or humanities or social sciences; or instructor permission.

## Instructor Information

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Willow Star Frederick, MA

**Email:** willow.frederick@iau.edu

**Office Hours:** Upon request

**Additional Information:**

Communication with Professor: messaging system on Microsoft Teams



## Course Description

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Positive psychology encompasses the study of positive experience, positive individual traits, and the institutions and practices that facilitate their development. This course briefly reviews the history of positive psychology and the contributions this new field has made to several traditional research areas in psychology. Spending little time on simple textbook theory, this course applies positive psychology concepts to real life dilemmas and fundamentals of students' wellbeing. Topics of current debate (e.g., what is happiness, how should it be measured, how can it be increased and how much of that is within an individual's control) will be critically examined, with consideration given to conflicting viewpoints and their respective empirical support. This course covers concepts applicable to all students' lives, such as: emotions, meaning, cognitive behavioral techniques, the mind-body connection, balance vs. obsession, behavioral and substance addictions, the inner critic, social relationships, and more. In addition to the substantive content of positive psychology, attention will be given to practical activities, in and outside of the classroom. This experiential learning includes mindfulness practices, breathwork, yoga, gratitude, journaling, embodiment practices, and other activities like cold plunges, yoga nidra, and sunrise meditations, taking advantage of Barcelona's vast offering in this field.

## Course Objectives

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- Explore Barcelona outside of their comfort zone, armed with new tools learned in this course.
- Articulate from first-hand experience with positive psychology activities a perspective on how positive psychology is (or is not) relevant to their lives
- Understand and articulate key concepts, findings, and controversies in the emerging field of positive psychology

- Incorporate new practices learned in and outside of class to their daily lives, actively contributing to their own well-being.

## Learning Outcomes

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Students should demonstrate: responsibility & accountability, independence & interdependence, goal orientation, self-confidence, resilience, appreciation of differences. They will be able to communicate their ideas in both oral and written forms. Students will gain confidence speaking and researching about psychology. They will also gain practical tools and confidence in working somatically.

## Instructional Methods and Activities

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Regular student participation is encouraged and all questions are welcome! Each student will have an equal opportunity to participate throughout the entirety of the course. In-class exercises and discussions will be used so that students can actively apply the theory studied and later apply this knowledge in the course assessments.

**\*\*PLEASE CHECK TEAMS GENERAL PAGE EVERYDAY\*\*: I highly recommend that every student install the Microsoft Teams app on your phone. That way you won't miss any announcements, helpful info, or assignments.**

**\*\*There are no required textbooks for this class but you will be asked to purchase a journal for taking class notes, a journal to use as your gratitude journal, and a folder to hold handouts/worksheets. Every day we will write in the gratitude journal, and students are encouraged to continue this habit on non-class days as well.\*\***

**\*\*NO LAPTOPS ALLOWED IN THIS CLASS\*\***

## Recommended/Optional Materials

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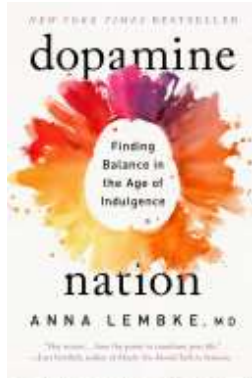
**Dopamine Nation**

**ISBN: 9781524746735**

**Authors: Dr. Anna Lembke**

**Publisher: Penguin**

**Publication Date: 2021-08-24**



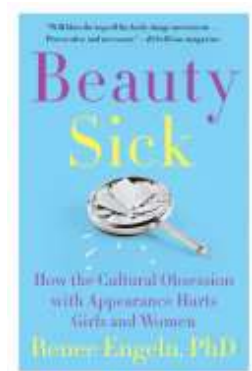
### Beauty Sick

**ISBN:** 9780062469793

**Authors:** Renee Engeln, PhD

**Publisher:** HarperCollins

**Publication Date:** 2017-04-18



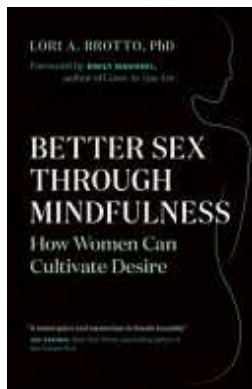
### Better Sex Through Mindfulness

**ISBN:** 9781771642354

**Authors:** Lori A. Brotto

**Publisher:** Greystone Books

**Publication Date:** 2018-04-01



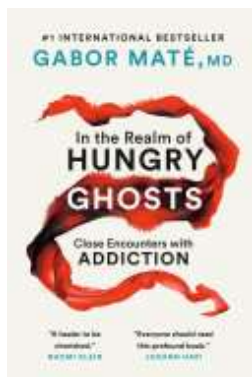
### In the Realm of Hungry Ghosts

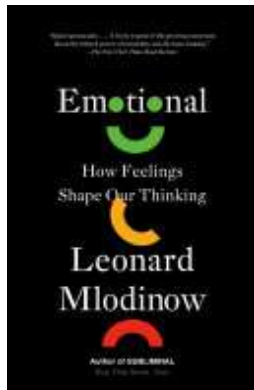
**ISBN:** 9780307371737

**Authors:** Gabor Maté, MD

**Publisher:** Knopf Canada

**Publication Date:** 2009-04-03





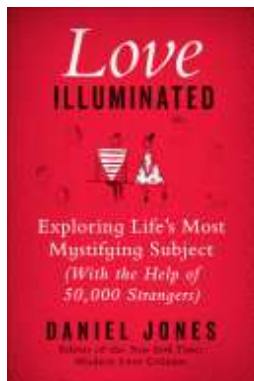
**Emotional**

**ISBN:** 9781524747602

**Authors:** Leonard Mlodinow

**Publisher:** Vintage

**Publication Date:** 2022-01-11



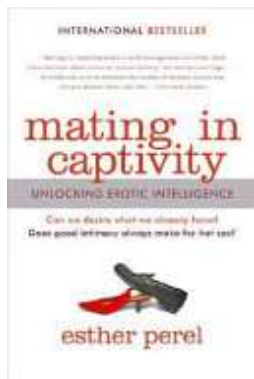
**Love Illuminated**

**ISBN:** 9780062211187

**Authors:** Daniel Jones

**Publisher:** Harper Collins

**Publication Date:** 2014-02-04



**Mating in Captivity**

**ISBN:** 9780060753641

**Authors:** Esther Perel

**Publisher:** Harper Collins

**Publication Date:** 2007-10-30



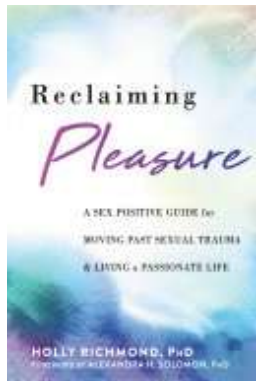
**Conversations on Love**

**ISBN:** 9780593296585

**Authors:** Natasha Lunn

**Publisher:** Penguin

**Publication Date:** 2022-04-19



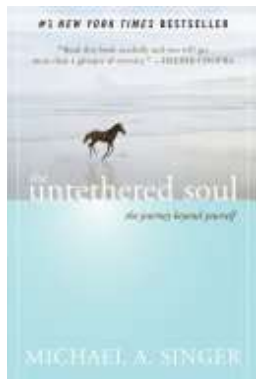
**Reclaiming Pleasure**

**ISBN:** 9781684038442

**Authors:** Holly Richmond

**Publisher:** New Harbinger Publications

**Publication Date:** 2021-10-01



**The Untethered Soul**

**ISBN:** 9781608820498

**Authors:** Michael A. Singer

**Publisher:** New Harbinger Publications

**Publication Date:** 2007-10-03



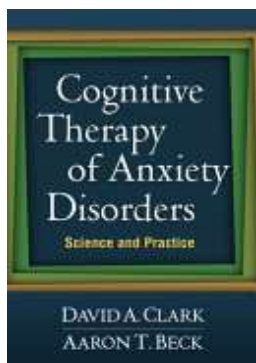
**No Bad Parts**

**ISBN:** 9781683646693

**Authors:** Richard Schwartz, Ph.D.

**Publisher:** Sounds True

**Publication Date:** 2021-07-06



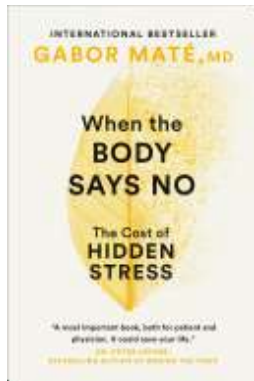
**Cognitive Therapy of Anxiety Disorders**

**ISBN:** 9781609189921

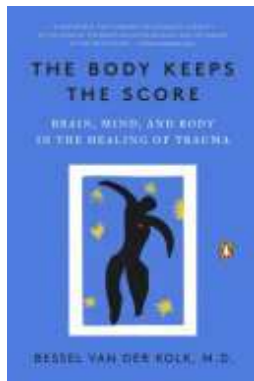
**Authors:** David A. Clark, Aaron T. Beck

**Publisher:** Guilford Press

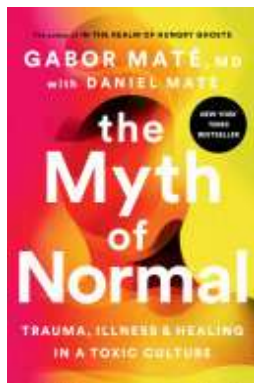
**Publication Date:** 2011-08-10



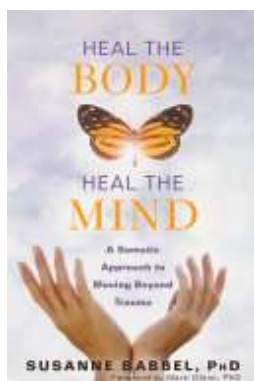
**When the Body Says No**  
**ISBN:** 9780307374707  
**Authors:** Gabor Maté, MD  
**Publisher:** Vintage Canada  
**Publication Date:** 2011-02-11



**The Body Keeps the Score**  
**ISBN:** 9780143127741  
**Authors:** Bessel A. Van der Kolk  
**Publisher:** Penguin Books  
**Publication Date:** 2015-09-08



**The Myth of Normal**  
**ISBN:** 9780593083895  
**Authors:** Gabor Maté, MD  
**Publisher:** Penguin  
**Publication Date:** 2022-09-13



**Heal the Body, Heal the Mind**  
**ISBN:** 9781684031061  
**Authors:** Susanne Babbel  
**Publisher:** New Harbinger Publications  
**Publication Date:** 2018-09-01





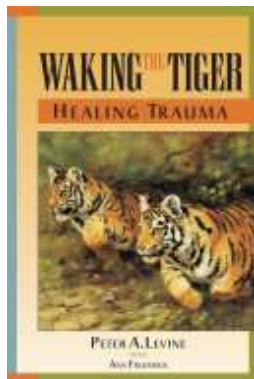
**ComplexPTSD : from Surviving to Thriving**

**ISBN:** 9781492871842

**Authors:** Pete Walker

**Publisher:** Createspace Independent Publishing Platform

**Publication Date:** 2013-01-01



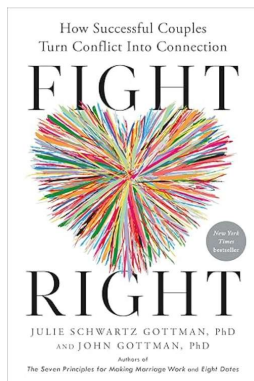
**Waking the Tiger: Healing Trauma**

**ISBN:** 9781556432330

**Authors:** Peter A. Levine, Ph.D.

**Publisher:** North Atlantic Books

**Publication Date:** 1997-07-07

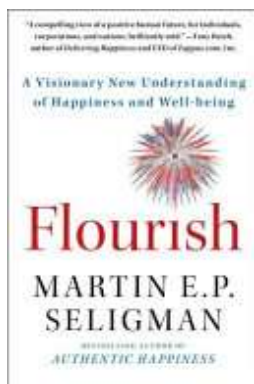


**Fight Right: How Successful Couples Turn Conflict Into Connection**

**Authors:** Julie Gottman, John Gottman

**Publisher:** Harmony

**Publication Date:** January 2024



**Flourish**

**ISBN:** 9781439190760

**Authors:** Martin E. P. Seligman

**Publisher:** Simon and Schuster

**Publication Date:** 2012-02-07



## Assessment, Evaluation, and Grading

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The final grade of this course will be based on participation, attendance, in-class activities, homework assignments (handed in via Teams), and experiential learning activities. The experiential learning activities (ELAs) will be explained in class.

The instructions for all projects, like the experiential learning activities, can be found on Teams under the “Files” tab.

All student communication is done via Teams. All assignments and all instructions are posted on Teams.

\*If students' overall grade is less than 0.5% away from the next whole number (for example, a score of 69.7), their score will be rounded up. However, if students' score is more than 0.5% away from the next whole number (for example, a score of 69.4), their score will not be rounded up.

## Grading System/Grade Distribution

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Grading System/Grade  
Distribution

U.S	ACM	French Equivalent
95-100%	A	17-20
90-94%	A -	16
88-89%	B+	15
84-87%	B	14
80-83%	B-	13
78-79%	C+	12
74-77%	C	11
70-73%	C-	10
68-69%	D+	9
64-67%	D	8
60-63%	D-	7
0-59%	F	0-6

# Attendance

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One of the primary requirements this semester is that you attend class. This is not a lecture class; it's essential that you come to class on time, be prepared for the lesson, and be ready to participate in discussions and activities. Attendance will be part of your final grade. Any absences can harm your final grade. It will be up to the student to manage and communicate with professors about their absences. For every absence, your final grade may be lowered by one half-letter grade (B+ to become a B, B to become B-, and so on). ACM-IAU professors are empowered to impose academic sanctions (including a lowered grade or even failure) upon students for unexcused absences, frequent tardiness, work submitted late, or any other actions or behaviors that violate ACM's academic standards and policies.

## Basic Ground Rules

- Attendance and Participation: Attendance is mandatory and participation will be graded.
- Food and Drinks: No food or beverages are allowed in class, except for water.
- Engagement: Students must remain attentive during sessions. Lack of attention may negatively impact participation grades.
- Classroom Conduct: The professor reserves the right to remove students from class for misconduct, including (but not limited to) disruptive behavior, intoxication, or actions that hinder the learning environment. Such instances may also be marked as absences.
- Leaving Class: Students may not leave the classroom without the professor's permission.
- Use of Devices: Laptops, tablets, smartphones, or similar devices are not permitted unless explicitly authorized by the professor.
- Preparation: Students must complete assigned readings before each session to contribute effectively to class discussions.
- Extra Credit: Requests for extra credit must be made before the midterm exam.

## Attendance policy:

Class attendance is essential to student success at ACM-IAU. Unexcused absences will lower final grades by half a letter (e.g., B+ to B). Faculty may also impose additional consequences for excessive or unexcused absences, repeated tardiness, or late work.

Faculty report attendance daily via the Student Information System (SONIS). Student Affairs reviews all absences via the Absence Form. Absences fall into three categories:

- Self-Verification Absence

- Unexcused Absence
- Excused Absence

Self-Verification Absences: Students may use up to two Self-Verified Absences per course for reasons such as minor illness or mental health needs. These are the only absences that do not require documentation. However, Self-Verified Absences may not be used on key course dates (e.g., exams, group projects, presentations, or required field trips). This option does not guarantee the opportunity to make up missed work or receive grading adjustments.

Unexcused absences are those not documented via the Absence Form within the required 48-hour window and not supported by valid justification. These absences are subject to academic penalties.

Excused Absences may include situations such as hospitalization or religious observance (provided the latter is communicated within the first week of the term). For Excused Absences, faculty will consider possible accommodations such as make-up work or alternative assignments.

To request an absence review, students must submit the Absence Form (available on Teams) within 48 hours of the missed class. Student Affairs will log the absence, evaluate the request, and classify it as Self-Verified, Excused, or Unexcused. While Student Affairs communicates the classification to faculty, instructors retain discretion over how absences affect grades and coursework. Students will only be informed when an absence has been deemed unexcused or further clarification is needed.

What else is considered an absence?

- arriving to class 20 minutes after the scheduled class time
- 2 late arrivals = 1 absence
- leaving class 30 minutes early
- expulsion from class

What is considered a late arrival?

Arriving within the first 20 minutes of class will count as a late arrival. After that, as mentioned in the section above, it will be considered an absence.

## Academic Policies

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All students are responsible for reading, knowing, and understanding the information pertinent to their areas of study available in the ACM Catalog. The catalog contains requirements for all

degree programs, course descriptions, academic policies, and regulations that govern ACM. All parts of the catalog are subject to annual changes as university rules, policies, and curricula change. It is your responsibility to keep informed of such changes; failure to do so will not exempt you from whatever penalties you may incur. Catalogs are published from August through July.

Review the latest catalog at: <https://www.acmfrance.org/academics/catalog>

## Schedule of Classes and Assignments

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**\*Note: Guest speaker dates are subject to change according to guests' availability. Students will be updated in the case of changes one week ahead of time via Teams.**

SESSION	DATE	CONTENTS	READINGS/ACTIVITIES
session 1	Friday June 20th	Introductions; Basics of Positive Psychology  (full 2.5hrs)  <b>Homework:</b> <b>PERMA</b> <b>Survey and</b> <b>Reflection</b>	Seligman, M. (2010). Flourish: Positive psychology and positive interventions. Tanner lectures on human values, 31, 1-56.  Seligman, M. E. P., Steen, T. A., Park, N., & Peterson, C. (2005). Positive psychology progress: Empirical validation of interventions. American Psychologist, 60, 410-421.
session 2	Monday June 23rd	Emotions & Regulation pt.1 (full 2.5hrs)	Mlodinow, L. (2022). Emotional: How Feelings Shape Our Thinking.
SESSION	DATE	CONTENTS	READINGS/ACTIVITIES
session 3	Wednesday June 25th	Emotions & Regulation pt.2 (first half hour);  Mindfulness pt.1 (what is it and how can	Tsujimoto, M., Saito, T., Matsuzaki, Y. et al. Role of Positive and Negative Emotion Regulation in Well-being and Health: The Interplay between Positive and Negative Emotion Regulation Abilities is Linked to Mental and Physical Health. J Happiness Stud 25, 25 (2024).  Mlodinow, L. (2022). Emotional: How Feelings Shape Our Thinking.

		<p>it help me?) (2 hours)</p> <p><b>In-Class Activity (not graded):</b> “Feeling Your Feelings”</p> <p><b>Homework: Emotional (reading and response)</b></p>	<p>Springstein, T., &amp; English, T. (2023). Distinguishing Emotion Regulation Success in Daily Life From Maladaptive Regulation and Dysregulation. <i>Personality and Social Psychology Review</i>, 28(2), 209-224.</p> <p>Wright, R. N., Adcock, R. A., &amp; LaBar, K. S. (2025). Learning emotion regulation: An integrative framework. <i>Psychological Review</i>, 132(1), 173–203.</p>
session 4	Thursday June 26th	<p>Mindfulness pt.2 (how do I implement it in my daily life?) (first hour)</p> <p><b>Guest Facilitator TBC: Mindfulness Practices + Guided Meditation</b> (last hour &amp; a half)</p>	<p>Pan, Y. et al. (2024). Effectiveness of Mindfulness Based Stress Reduction on Mental Health and Psychological Quality of Life among University.</p> <p>Sipe W. E. B. and Eisendrath S. J., (2012). Mindfulness-based cognitive therapy: theory and practice, <i>Canadian Journal of Psychiatry</i>.</p> <p>Rezende, F. et al. (2024). Assessment of Intuitive Eating and Mindful Eating among Higher Education Students: A Systematic Review</p>
session 5	Monday June 30th	<p>Engagement &amp; Flow;</p> <p>Balance vs. Obsession (first hour &amp; a half)</p> <p>Addictions (behavioral &amp;</p>	<p>Lembke, A., MD. 2021. Dopamine Nation: Finding Balance in the Age of Indulgence.</p> <p>Tang, H., Li, Y., Dong, W., Guo, X., Wu, S., Chen, C., &amp; Lu, G. (2024). The relationship between childhood trauma and internet addiction in adolescents: A meta-analysis. <i>Journal of Behavioral Addictions</i>, 13(1), 36-50.</p> <p>Maté, G., MD. 2008. In the Realm of Hungry Ghosts: Close Encounters with Addiction.</p>

		<p>substance) (last hour)</p> <p><b>Homework:</b> <b>"Prosocial Shame in Recovery"</b></p>	Engeln, R. 2017. Beauty Sick: How the Cultural Obsession with Appearance Hurts Girls and Women.
session 6	Tuesday July 1st	<p>Digital Detox &amp; Healthy Habits (first hour &amp; a half)</p> <p>Loneliness, Social Connection, &amp; Attachment Pt.1 (last hour)</p>	<p>Anandpara G, Kharadi A, Vidja P, et al. (2024). A Comprehensive Review on Digital Detox: A Newer Health and Wellness Trend in the Current Era.</p> <p>Radtke, T., Apel, T., Schenkel, K., Keller, J., &amp; von Lindern, E. (2022). Digital detox: An effective solution in the smartphone era? A systematic literature review. Mobile Media &amp; Communication, 10(2).</p>
session 7	Wednesday July 2nd	<p>Loneliness, Social Connection, &amp; Attachment Pt.2 (first 2 hours)</p> <p>Relationships pt.1 (last half hour)</p>	<p>Johnson, Sue. (2008). Hold Me Tight.</p> <p>Lunn, Natasha. (2021). Conversations on Love.</p> <p>Perel, E. (2007). Mating in captivity: Unlocking erotic intelligence.</p>
session 8	Thursday July 3rd	<p>Relationships pt.2 (first hour)</p> <p>Empathy (last hour &amp; a half)</p>	<p>Johnson, Sue. (2008). Hold Me Tight.</p> <p>Chopik, W.J., Weidmann, R., Oh, J. (2023). Attachment Security and How to Get It. Social and Personality Psychology Compass, 18 (1).</p> <p>Sagone, E. et al. (2023). Exploring the Association between Attachment Style, Psychological Well-Being, and Relationship Status in Young Adults and Adults—A Cross-Sectional Study</p>
session 9	Monday July 7th	<b>In-Class Assignment: Purpose of</b>	N/A

		<b>Emotions (first hour)</b>  <b>Guest Speaker: Gillian Bennett: mindful eating &amp; toxic diet culture (last hour &amp; a half)</b>	
session 10	Tuesday July 8th	The inner critic; Internal Family Systems pt.1 & 2	Mitchell, S. (2007). The Untethered Soul.  Schwartz, Richard. (2021). No Bad Parts: Healing Trauma & Restoring Wholeness with the Internal Family Systems Model.  Hodgdon, H. et al. (2021). Internal Family Systems (IFS) Therapy for Posttraumatic Stress Disorder (PTSD) among Survivors of Multiple Childhood Trauma: A Pilot Effectiveness Study
session 11	Wednesday July 9th	<b>In-Class Assignment: Cliché Happiness Quotes (first hour)</b>  Thoughts pt. 1 (last hour & a half)	Muench A, Vargas I, Grandner MA, Ellis JG, Posner D, Bastien CH, Drummond SP, Perlis ML. (2022). We know CBT-I works, now what?  Curtiss, J. et al. (2021). Cognitive-Behavioral Treatments for Anxiety and Stress-Related Disorders
session 12	Thursday July 10th	<b>Guest Facilitator TBC: mindful movement &amp; meditation (first hour &amp; a half)</b>	Dalim, S., Ishak, A., Hamzah, L. (2022). Promoting Students' Critical Thinking through Socratic Method: Views and Challenges  Biagianti, B. et al. (2023). CBT-informed psychological interventions for adult patients with anxiety and depression symptoms: A narrative review of digital treatment options



		Thoughts pt. 2 & Cognitive Behavioral Therapy Techniques (last hour)	
SESSION	DATE	CONTENTS	READINGS/ACTIVITIES
session 13	Monday July 14th'	Mind-Body As One pt.1 (full 2.5 hrs)  <b>Homework: Heal the Body Heal the Mind</b>	Babbel, Sussane (2018). Heal the Body Heal the Mind: A Somatic Approach to Moving Beyond Trauma.  Levine, P. & Frederick, A. (1997). Waking the tiger: healing trauma.  Walker, P. (2021). Complex PTSD: From surviving to thriving.  Richmond, H. (2021). Reclaiming Pleasure: A Sex Positive Guide for Moving Past Sexual Trauma and Living a Passionate Life.
session 14	Tuesday July 15th	Mind-Body As One pt.2 (first half hour)	Kearney, B. & Lanius, R. (2022). The brain-body disconnect: A somatic sensory basis for trauma-related disorders  Maté, Gabor. (2003). When the Body Says No. Maté, Gabor. (2022). The Myth of Normal: Trauma, Illness and Healing in a Toxic Culture  Van der Kolk, Bessel. (2014). The body keeps the score: Mind, brain and body in the transformation of trauma.  Taylor, M. Trauma Therapy and Clinical Practice, 2nd edition. (2025).
session 15	Wednesday July 16th	Compassion, Self-Compassion, Self-Esteem (first hour & a half)	Millard, LA, Wan, MW, Smith, DM, Wittkowski, A. (2023). The effectiveness of compassion focused therapy with clinical populations: A systematic review and meta-analysis. Journal of Affective Disorders.

		<b>In-Class Assignment: Self-Compassion (last hour)</b>	Neff, Kristin. (2023). Self-Compassion: Theory, Method, Research, and Intervention. Annual Review of Psychology.
session 16	Thursday July 17th	<b>Final Exam;</b> Final Reflections & Gratitude	N/A

## Class Participation

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Students are expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class and come in on time. Participation is a vital part of your grade: students are expected to participate orally in seminars and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated. See participation rubric in "Rubrics."

## Late Submission and Missing Evaluations

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(Repeated above):

- Students may complete missed evaluations (exams, presentations, etc.) but with penalties.
- If the student misses a class that has an evaluation (quiz, in-class activity, exam, class presentation etc.) and the absence is justified, the student will have the right to do the evaluation activity without a penalization - within one week of returning to school. Passed 8 days or more and the student will receive the following penalty: one day late will receive a 2- point grade reduction on that assignment; 2 days 4-point reduction; 3 days 6-point reduction, etc. Once the student has been back in school for 14 days, the assignment will receive the grade of 0.
- If the student misses a class that has an evaluation (quiz, in-class activity, exam, class presentation etc.) and the absence is NOT justified, the student will have the right to do the evaluation activity with a penalization: one day late will receive a 2- point grade reduction on that assignment; 2 days 4-point reduction; 3 days 6-point reduction, etc. Once 8 days have passed, the student receives a 0 for this assignment.

- If a student hands in a homework assignment late (due dates are always on Teams), the penalization is as follows: one day late will receive a 2- point grade reduction on that assignment; 2 days 4-point reduction; 3 days 6-point reduction, etc. Once 8 days have passed, the student receives a 0 for this assignment.

Students who have not performed or sent the evaluation activity to their teacher before 8 days have passed, the activity, exam, or presentation will result in a zero. It is the student's responsibility to ask the teacher and keep up on whatever they missed when they were absent, absence justified or not. The teacher is not responsible for updating students on each class and activity they miss.

Students who hand in an assignment (homework or in-class assignment) or make up a presentation one day late will receive a 2-point grade reduction on that assignment; 2 days 4-point reduction; 3 days 6-point reduction, etc until 7 days late. At 8 days late or more, the grade will be a 0.

**\*\*In order to not miss assignments, make it a habit to check Teams regularly!!**

**Students who have not performed or sent the evaluation activity to their teacher before 8 days have passed, the activity, exam, or presentation will result in a zero.** It is the student's responsibility to ask the teacher and keep up on whatever they missed when they were absent, absence justified or not. The teacher is not responsible for updating students on each class and activity they miss.

**Students who hand in an assignment (homework or in-class assignment) or make up a presentation one day late will receive a 2-point grade reduction on that assignment; 2 days 4-point reduction; 3 days 6-point reduction, etc until 7 days late. At 8 days late or more, the grade will be a 0.**

## Academic Integrity and Use of Electronics

A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work and class behavior. Plagiarism, self-plagiarism and cheating can result in dismissal from the program. Self-plagiarism, copying an assignment entirely or partially to submit to a different class in an attempt to receive credit twice for one piece of work is unacceptable and considered cheating by duplication. Students risk receiving a "0" for any assignments in which they have duplicated their own work.

All substantial writing assignments (typically anything worth 20% or more of the final course grade) will be run through the plagiarism checking software.

During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam, and may lead to failure of the course and disciplinary action.

### Use of Electronic Equipment in Class

All devices such as laptops, i-pods, i-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are NOT allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Director of Academic Affairs at the beginning of Term.

**If students are using laptops, ipads, smartphones, etc. to do anything NOT related to this class, their participation grade will be negatively impacted.**

### Online classes

Students can only connect to classes online if the teacher specifies it or in case of sickness or injury. **Connecting to online classes won't justify your absence automatically, you will still need to submit the necessary documentation via Absences Form.** Students before connecting online need the prior approval of the academic coordinator and the teacher.

## Rubrics

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### Rubric: Participation

	Excellent	Good	Fair	Poor
<b>In-Class Contributions</b>	Consistently makes substantive, original contributions. Consistently contributes quality to class discussion.	Sometimes makes substantive, original contributions. Sometimes contributes quality to class discussion.	Rarely makes substantive, original contributions. Rarely contributes quality to class discussion.	Does not make substantive, original contributions or contribute quality to class discussion.
<b>Participation</b>	Consistently asks and answers questions voluntarily.	Sometimes asks and answers questions voluntarily.	Asks and answers questions only when prompted.	Does not ask or answer questions in class.

<b>In-class activities</b>	Proactive contributor to class activities and group work.	Usually approaches class activities with enthusiasm.	Sometimes shows interest and contributes to class activities.	Shows little interest in class activities.
<b>Respectful behavior</b>	Consistently pays attention to others' comments and responds with respect. Consistently shows active listening to teacher and classmates.	Usually pays attention to others' comments. Usually demonstrates active listening.	Pays some attention when others talk. Limited demonstration of active listening.	Pays little attention when others talk. Inattentive.
<b>Classroom Policy</b>	Follows classroom policies. Does not use phone, headphones, or laptop during class to work on tasks unrelated to this course.	Usually follows classroom policies. Rarely uses phone, headphones, or laptop during class to work on tasks unrelated to this course.	Sometimes follows classroom policies. Often uses phone, headphones, or laptop during class to work on tasks unrelated to this course.	Rarely follows classroom policies. Usually uses phone, headphones, or laptop during class to work on tasks unrelated to this course.

#### Rubric: Presentations

	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
<b>Preparation:</b>	Complete range of	Adequate	Rely solely on a	Use of only one

<b>Sources and Content</b>	sources used and properly cited in APA 7. Appropriate content for topic. Demonstrate complete understanding of content.	sources used and properly cited in APA 7. Appropriate content and a good understanding of it.	couple sources, and/or sources are not cited. Adequate content and understanding of for topic	source, or sources not cited.. Missing content to understand topic and demonstrates a weak understanding of it.
<b>Critical thinking and analysis</b>	Complete understanding of multiple perspectives on the topic. Draws multiple connections between topic and course content.	Good understanding of multiple perspectives on the topic. Able to make some connections between topic and course content.	Adequate understanding of some perspectives on the topic. Able to make one connection between topic and course content.	Only demonstrates one perspective on the topic. No connections between topic and course content.
<b>Organization and clarity</b>	Great organization of topic content. Easy to follow. Strong discussion and clear arguments of key concepts.	Good organization of topic content. Easy to follow. Includes discussion of some important concepts.	Adequate organization of topic content. Not easy to follow the development of the presentation. Conclusions seem predetermined or key concepts missing.	Poor organization of topic content. Difficult to follow the development of the presentation. Conclusions were predetermined or key concepts missing.
<b>Leadership and collaboration with group members</b>	Work together with group members to voice different opinions. Great balance between members with clear roles for each. Work divided equally.	Work together with group members to voice different opinions. Work divided equally.	Lacking team cohesion and flow between different members' perspectives and roles. Work not shared equally.	Lacking respect for other members, team cohesion and flow between different members' perspectives and

				roles. Work not shared equally.
<b>Presentation Skills</b>	Great use of creative mediums (presentation materials, slides) or other techniques to engage audience. Speaks clearly with engaging body language, and demonstrates knowledge of subject without reading slides verbatim.	Presentation organized cohesively and aesthetically ok. Speaks clearly and does not simply read slides directly.	Presentation organization and cohesiveness are ok. Relies on slides to present.	Presentation lacks organization or cohesiveness. Relies on slides to present.

#### Rubric: Self-Reflections (Homework)

	Excellent	Good	Fair	Poor
<b>Assignment Completion and Content</b>	Followed instructions of assignment; demonstrates full engagement in and completion of assignment.	Impartial completion of assignment or instructions not followed correctly.	Impartial completion of assignment and instructions not followed correctly.	Disregard for requirements of assignment.
<b>Critical thinking and connections</b>	Insightful and novel analysis. Clear connection between one's reflections and course materials.	Substantial analysis. Includes reflections relevant to course materials.	Lacks enough evidence of critical thinking. Few connections between reflections and course materials.	Basic information; no analysis or insight demonstrated.
<b>Depth &amp; Breadth of Reflection</b>	Very thoughtful reflection that shows effort to understand oneself and/or course materials.	Thoughtful reflection that shows effort to understand oneself and/or	Thoughtful reflection that shows some effort to understand	Reflection remains at surface level of understanding oneself and



	Demonstrates depth of ideas. Provides clear examples to back up arguments.	course materials. Demonstrates a depth of ideas.	oneself. Lacking in depth and breadth of ideas.	course materials. Almost no depth or breadth of ideas.
<b>Coherence and Flow</b>	Reflections are clear, concise, grammatically correct, fluid, and easy to read, in an academic tone.	Reflections are clear and grammatically correct.	Reflections are slightly disorganized, needed to reread, and/or contain some grammatical errors.	Reflections are unorganized and contain multiple grammatical errors.

## Evaluation Sum-Up//Grading System

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Evaluation	Percentage
In-Class Participation	20%
In-Class Group Assignments & Individual Assignments	20%
Homework Assignments & Self-Reflections	30%
Experiential Learning Activities	20%
Final Exam	10%
<b>Total</b>	<b>100%</b>