



# PSYCHOLOGY IN YOUR LIFE: HOW SOCIAL PSYCHOLOGY CAN HELP YOU SUCCEED

## What is this Course About?

University can be a fantastic opportunity to learn, but rarely do we take the time to discuss how to learn effectively on our own and in teams. This course is designed to lead us on a team-based learning journey. We will use tools, theories, and research evidence from social psychology and related fields to consider how you can improve your learning both individually and in a team. Social Psychology is the scientific study of how people interact with their environments, which includes real and imagined others, context, and culture. As you will see, how, what, and how well we learn can be profoundly affected by these interactions.

We will constantly encourage you to take responsibility for your own learning and your team learning outcomes. By the end of this course, I hope you will have collected a set of approaches, tools, ideas, and perspectives that you can use to succeed throughout university and in your future learning endeavours, on your own and while working with others. All course material was selected to help you gather and develop this potentially powerful collection. We welcome anyone interested in improving, regardless of where you are right now in your degree.

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## Quick Facts: Where? When?

**CLASSES** Tuesdays and Thursdays, 11:00 to 12:20 in Buchanan A201. Attendance is expected. Please show respect for your fellow teammates and leaders, including arriving on time and reading in advance. **Please bring your textbook, pens and paper.** Think carefully about whether you need a laptop; it can easily side-track attention – yours and others – in a destructive way (Fried, 2008; Sana, Weston, & Cepeda, 2013).

## Meet your Leaders in Learning

### INSTRUCTOR: Dr. Catherine Rawn



Office: Kenny 2523

Office hours: Tues 2-3, Wed 3:30-4:30, Fri 4-5

Email: [cdrawn@psych.ubc.ca](mailto:cdrawn@psych.ubc.ca)

Please put "Psyc 208" in the Subject line of all email and use your UBC email account – or your message could get lost. **Before emailing, please check** with your class notes, syllabus, and

teammates for an answer to your question. Although I try to respond as quickly as possible, expect approximately 72 hours for a reply (excluding evenings and weekends).

Web: [www.psych.ubc.ca/~cdrawn](http://www.psych.ubc.ca/~cdrawn), Twitter: @cdrawn

*Catherine in 25 words:* Ontario-born; vegetarian; happily married; two-time marathon finisher; studied self-control; fascinated by teaching & learning; enjoys Big Bang Theory, chocolate, coffee, wine; dislikes horror movies, cheating.

### TEACHING ASSISTANTS

#### Michael Barrus (*Photo coming soon!*)

Office: Kenny 3514

Office hour: email for an appointment

Email: [michaelbarrus@psych.ubc.ca](mailto:michaelbarrus@psych.ubc.ca)

*Michael in 25 words:* Researching the neurobiology of gambling and risk-taking. If not in the office, I'm probably backpacking somewhere remote with a surfboard and fishing gear.

#### David Williamson



Office: Kenny 2011

Office hour: Mondays 10-11am

Email: [dkwilliamson@psych.ubc.ca](mailto:dkwilliamson@psych.ubc.ca)

*David in 25 words:* studies parenting and people with ADHD; owns one very old cat; lived in the arctic; likes video games, grilled cheese, and too much reality TV.

## Course Goals:

### What are We Trying to Achieve?

**Course goals provide a structure** that guides the content, learning activities (both in class and out), and learning appraisal strategies (more on that later). I carefully designed this course with specific goals in mind. (These goals reflect all six dimensions of significant learning goals as proposed by Fink, 2003, 2013. Fink's dimensions are noted in italics. See me for more information).

By the end of this course, you should be able to...

1. Understand, remember, and apply research and theory on teamwork and the self for personal growth. (*Foundational Knowledge*)
2. Use psychological literature to help yourself and others thoughtfully re-interpret past experiences, to effectively address current challenges, and to make informed decisions about the future. (*Application, Integration, Human Dimension*)
3. Connect course material across units to ultimately form a research-based model of a good life. (*Integration*)
4. Discuss and acknowledge the value of consulting psychological literature to inform your understanding of life (e.g., well-being, self-control, team-building, etc). (*Caring*)
5. Demonstrate competence in life-long learning skills such as giving feedback, teamwork, finding research articles in psychology, studying from traditional and non-traditional texts, etc. (*Learning How to Learn*)

### Options for Opting Out

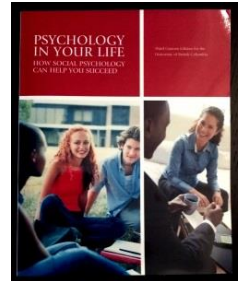
**OTHER SECTIONS OF 208** This is a special topics course that I have designed to give you a unique learning experience, but it might not be what you are looking for right now. It's not required (though it can serve as an elective, and a **Credit/D/Fail elective** if you prefer; see: <http://www.students.ubc.ca/coursesreg/registering-courses/credit-d-fail/>), and **every section is completely different**. If you'd prefer to take a different section of this course, I encourage you to make the best choice for you.

**WITHDRAWAL** Withdraw by January 20 without a W standing on your transcript, or by February 7 with a W standing. If you are considering dropping this course after January 20, come see me, your instructor, to discuss your options as this choice will affect not just you but your entire team.

## Materials: What Do You Need?

**REQUIRED TEXTS** When initially designing this rather unorthodox course, I worked with two publishing companies to create a custom set of materials that aligned with course content and was as budget-friendly as possible. As of this year, there is just one **custom text for this course** (yay!). This also means you *must* use the current edition, as many readings were completely replaced for 2013/2014.

1. From **Pearson Custom Publishing** come excerpts from many thorough texts plus two popular press but research-based books. See page 9 for the full source list. Older editions of these custom readings *will not work*. Use the red book depicted here:



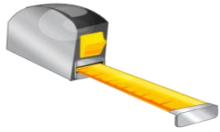
2. A few **additional readings** can be found on the Connect course website.

A copy of the text will be available soon on Course Reserve at Koerner library for 2 hour loans.

**CONNECT COURSE WEBSITE** PowerPoint slides *after* each lesson, some readings, important announcements, assignments, your team collaboration wiki, and discussion forums for communicating with your group can be found on Connect. You are responsible for checking this site frequently. To access it, go to [www.connect.ubc.ca](http://www.connect.ubc.ca) and log in using your CWL.

**TEAM LEARNING GUIDES** Posted on our Connect site are links to two important documents: (1) a detailed guide describing the Overcoming Challenges Team Project requirements (which you should download, print, and read as soon as possible); and (2) a wiki filled with resources for learning effectively in teams (called "Team Learning Manual" in the Assignments folder).

**POSITIVE ATTITUDE AND OPEN MIND** A willingness to explore a variety of ways of learning, including teamwork, will go a long way to making the most of this course!



## Learning Appraisals: How Will We Know If We Have Met Our Goals?

Learning Appraisal Activity	Points to Earn	Dates
In-Class Participation (e.g., Learning Blitz)	5%	(continuous)
Exams	50%	
Midterm (25%)		Tuesday March 4
Cumulative Final (25%)		Date set by registrar (Exam period April 12-30)
Overcoming Challenges Team Project	20%	(dates throughout term; see course schedule)
Individual Contribution to Team Project	25%	(dates throughout term; see course schedule)
<b>Points Available to Earn</b>	<b>100%</b>	
<i>Bonus</i> Psychology Subject Pool Participation (up to 3 hours)	3%	Final deadline: Tuesday April 8, but feel free to start now

**MIDTERM (25%) AND FINAL (25%) EXAMS** These tests will **challenge you to think deeply about course material**. You are responsible for all assigned readings and class material. Exams will consist of a mix of multiple-choice, true/false, fill-in-the-blanks, and 1-page written answer questions. The final exam is cumulative. Because this material is important for success in your future, a cumulative final is most appropriate. More details will be provided closer to the exam dates. **If you miss the midterm for any reason, your final exam will be worth 50% of your course grade.** No make-up midterms will be held, but if you miss it you are welcome to view a blank midterm and key to help you prepare for the final exam.

**PARTICIPATION (5%)** Taking responsibility for your learning involves actively participating throughout this course. Your class contribution will be graded based on a combination of participation indicators, including performance on Learning Blitzes, completing informal in-class work and minor homework assignments, and being a team player. Learning Blitzes will be individual or team-based, and will involve concentrated in-class creation of reading summaries and application tasks. These specific indicators of participation will contribute up to 5% to your grade, and are designed specifically to positively influence your success in learning.

**OVERCOMING CHALLENGES TEAM PROJECT (20%)** This project will help you apply skills and knowledge from this course to prevent and deal with problems you may encounter as you learn (both in school and beyond). It involves working with your team on three components: (1) identifying a significant learning challenge facing your team members, (2) gathering and summarizing information about that challenge and how best to deal with it, and (3) helping other students

by communicating what you learned about that challenge in a creative way. *See the Team Project assignment handout on Connect for more vital details.*

To help you complete these projects, detailed instructions will be provided on Connect, as well as class time (in the form of three labs: **January 23, February 13, March 6**). **Labs are mandatory.** Please see the “Expectations” section on the next page for penalties and procedures for excused absences.

**INDIVIDUAL CONTRIBUTION TOWARD TEAM PROJECT (25%)** You will be asked to complete an annotated bibliography of 5 sources (two journal articles, one secondary source, and two interviews), plus a short overall summary, to provide insight into your team’s challenge. This annotated bibliography will be worth 20%. The remaining 5% is based on your performance as a teammate, as rated by your team. We will use a website called iPeer to gather peer evaluations. *See the Team Project assignment handout for more vital details.*

**PSYCHOLOGY DEPARTMENT HUMAN SUBJECT POOL PARTICIPATION (UP TO 3% BONUS)** One way to learn more about psychology is to participate in ongoing research projects. You may earn up to 3% toward your course grade by participating in up to 3 hours’ worth of studies that are posted on <https://hsp.psych.ubc.ca/>. As an alternative to this participation, you may complete up to 3 library-based assignments. Further details can be found in the “Information for Participants” document available for download here <http://www.psych.ubc.ca/resguide.psy>. *One hour of participation or one library assignment equals 1%; you can earn up to 3%.* These points will be added to your final course grade, after any scaling that may have been applied.

## What We Expect from You

**PARTICIPATION** This course is designed to be experiential, involving small team based discussions, large full-class discussions, in-class activities and writing, Learning Blitzes, and regular feedback. Although some class time will be devoted to a traditional lecture format, the success of the class depends upon your active participation.

**ATTENDANCE** Please come to every class, prepared to participate. *If you miss class* you are responsible for obtaining missed notes and important announcements. Due to the size of the class, you will **not** be able to regain participation points for activities in missed classes. **Labs are mandatory.** Missing a lab without a valid excuse including appropriate and legitimate documentation will result in a 5% deduction in your course grade. *The reason for this* is that you are a team member. Abandoning your teammates is inappropriate teammate behaviour. **If you must miss a lab for a valid reason, please submit the REQUEST FOR EXCUSED ABSENCE FORM**, which is available on Connect, for potential approval. Even if approved, you are still responsible for contributing to your team.

**RESPECTFUL CONDUCT** You are expected to treat your teammates, all your classmates, your instructor, our TAs, and yourself with respect at all times, both in and out of the classroom, face-to-face and in writing. This includes arriving to class on time and, especially if you are late, minimizing distractions for other students. I encourage you to think of every interaction with professors and TAs, including email, as an opportunity to practice professionalism. Slang or text speak, missing salutations, and similar practices are inappropriate.

**ETHICAL CONDUCT** You are responsible for your own learning. Cheating of any kind will **not** be tolerated. See the section on academic dishonesty for more information about plagiarism and exams.

**PUNCTUAL ASSIGNMENTS** Late assignments will be accepted, but 10% per day will be deducted. No assignments will be accepted after 7 days. Plan ahead to avoid penalties.

**PRESENCE AT EXAMS** *If you must miss the midterm exam for any reason, your final exam will be worth the points of both exams (i.e., 50%). No make-up midterms will be given.* If you absolutely must miss the final exam due to an extenuating circumstance like severe illness, you or your caregiver must apply for Academic Concession by contacting your Faculty's Advising Office (e.g., Arts Advising through the Centre for Arts Student Services).

**RE-GRADE POLICY:** If you feel very strongly that a question on any exam, or that your team project or annotated bibliography was graded unfairly, you may submit the appropriate **Re-Grade Request Form** available on Connect. To qualify, you must

submit the form to Dr. Rawn within 2 weeks of the date grades were posted on Connect. She will consider your request carefully and will respond via email within approximately one week of receiving it. Re-grading may result in an increase or decrease, and that re-grade is final.

**FEEDBACK** You will be consulted regularly for feedback about your learning, what elements of the course are working well for you, and what could be improved. We invite you to share your thoughts and suggestions with us, particularly about things we are able to change, and be open to working together to make this course a positive experience for all of us.

**USE OF ELECTRONICS IN THE CLASSROOM** *To be determined collaboratively in the first week of class.*



*Let's work together to make this course a positive experience for all of us.*

## What You can Expect from Us

**AVAILABLE** We are here to help you and your classmates in your choice to succeed. Visiting us during an office hour or appointment is typically more effective than email for clearing up questions. We hope you will join us to discuss the course material, course process, teamwork, and how the material applies to your life.

**ONLINE SLIDES** PowerPoint slides and handouts will be available *after* class on our Connect site.

**PHOTOGRAPHS** To help document active learning, we will take some **photographs** throughout the term. Please see your instructor within the first two weeks if you have serious concerns about this.

**FEEDBACK** We will endeavour to provide you with feedback on learning appraisals (e.g., written work, exams) as promptly and as detailed as possible, given the size of our class.

**RESPECTFUL & ETHICAL CONDUCT** At all times, we aim to treat each of you with respect, and to make all course decisions with the highest standard of ethics in mind. If you feel you are being treated unfairly or disrespected by us or a classmate, we invite you to talk to us so we can sort out the issue together. To be clear: raising such a discussion would not impact your grade.



## Learning Tools to Investigate!

We encourage you to take responsibility for your learning and check out what these resources may have to offer you.

**TIME MANAGEMENT** Tools for managing your courses, <http://www.studygs.net/schedule/>, papers, <http://assignmentcalculator.library.ubc.ca>, and mastering many other aspects of academic life <http://learningcommons.ubc.ca/student-toolkits/>

**LEARNING COMMONS** is UBC's online hub for study and research support. This interactive website provides you with a wealth of academic resources, from tutoring and workshops to study groups and online technology tools. It also offers plenty of information on a variety of academic topics, and links to nearly all of the academic resources offered at UBC. Make the Learning Commons your first stop for all things academic! <http://learningcommons.ubc.ca>

**WRITING SKILLS** The UBC Writing Centre ([www.writingcentre.ubc.ca](http://www.writingcentre.ubc.ca)) also has tutoring services, including an [Online Writer's Workshop](#). Also, Purdue University offers an amazing collection of information about writing, including using APA style, at their Online Writing Lab (OWL), available at <http://owl.english.purdue.edu/owl> (APA style specifics at <http://owl.english.purdue.edu/owl/section/2/10/>).

**PHYSICAL OR LEARNING DISABILITIES** UBC is committed to equal opportunity in education for all students, including those with documented physical disabilities or learning disabilities. If you have a disability that affects your learning in the classroom or your performance on tests or exams, please **contact Access & Diversity** in Brock Hall 1203, 1874 East Mall, Phone: 604.822.5844, Web: [www.students.ubc.ca/access](http://www.students.ubc.ca/access).

**UBC ACADEMIC REGULATIONS** Information about academic regulations, course withdrawal dates and credits can be found in the [University Calendar](#).

## Faculty of Arts Guidelines for Grading Criteria

You are earning a degree at a highly reputable post-secondary institution. Therefore, criteria for academic success are high. The Faculty of Arts offers the following guidelines that broadly characterize the kind of work that is generally associated with the main grade ranges.

These characteristics help to put the Psychology Department Grading Policies (see below) into context. Note that adequate performance is in the C range, which is the typical class average.

**A RANGE: Exceptional Performance.** Strong evidence of original thinking; good organization in written work; capacity to analyze (i.e., break ideas down) and to synthesize (i.e., bring different ideas together in a coherent way); superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.

**B RANGE: Competent Performance.** Evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.

**D-C RANGE: Adequate Performance.** Understanding of the subject matter; ability to develop solutions to simple problems in the material; acceptable but uninspired work; not seriously faulty but lacking style and vigour.

**F RANGE: Inadequate Performance.** Little or no evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.

*Consider these characteristics when making choices about the quality of work you submit in all learning appraisals, in this and any other course.*

## Psychology Department Grading Policies

*To meet department policy, the typical student (and group) demonstrating adequate performance on learning appraisals will earn around 63-67% in this course.*

*Read on for details.*

In order to reduce grade inflation and maintain equity across multiple course sections, all psychology courses are required to comply with departmental norms regarding grade distributions. According to departmental norms, the mean grade in 100- and 200-level classes is 67 for a good class, 65 for an average class, and 63 for a weak class (with a standard deviation of 14). The corresponding figures for 300- and 400-level classes are 70, 68, and 66, with a standard deviation of 13. **Scaling** may be used in order to comply with these norms; grades may be scaled up or down as necessary by the professor or department. Grades are not official until they appear on a student's academic record.

You will receive both a percent and a letter grade for this course. At UBC, they convert according to the key below:

A+	90-100%	C+	64-67%
A	85-89%	C	60-63%
A-	80-84%	C-	55-59%
B+	76-79%	D	50-54%
B	72-75%	F	0-49%
B-	68-71%		

## Ethical Conduct: Practices and Policies

Don't Cheat. Don't Plagiarize. It's Not Worth It.

Read on For Key Definitions, Consequences, and  
Ways to Act Ethically

The consequences for unethical conduct are more severe than you may think: you may fail the assignment or test, you may fail the course, you may be expelled from University, and unable to attend any other post-secondary institution in the future. Think about the long-term implications of that outcome in your life.

### PSYCHOLOGY DEPARTMENT'S POSITION ON ACADEMIC MISCONDUCT

Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. In the first place, the Department has implemented software that can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. In addition, the Department subscribes to *TurnItIn* — a service designed to detect and deter plagiarism. All materials that students submit for grading will be compared to over 5 billion pages of content located on the Internet or in TurnItIn's own proprietary databases. The results of these comparisons are compiled into customized "Originality Reports" containing several, sensitive measures of originality that flag instances of plagiarism; instructors receive copies of these reports for every student in their classes.

During exams, the instructor and invigilators reserve the right to move students in their seating arrangement with no explanation provided.

In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism may result in a zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student's transcript. For details on

these policies and procedures, please see the UBC Calendar (Chapter 5) (<http://students.ubc.ca/calendar>).

### WHY IS ACADEMIC MISCONDUCT TREATED SO HARSHLY?

Some people don't feel like cheating on a test or taking a sentence or two from someone else's paper without citing it is a big deal. Here's a bit of insight into why we care so much. In the academic community—a community of which you are now a part—we deal in ideas. That's our currency, our way of advancing knowledge. By representing others' ideas in an honest way, we are (1) respecting the rules of this academic community, and (2) showcasing how our own novel ideas are distinct from but relate to their ideas. APA style gives us a formal way to indicate where our ideas end and where others' begin. **Welcome to the academic community. You are expected to act honestly and ethically, just like the rest of us.**

### PARTICIPATING IN THE ACADEMIC COMMUNITY

**ETHICALLY** What can you do to ensure you are acting ethically? First, recognize that all graded work in this course, unless otherwise specified, is to be **original work done independently by individuals. Teamwork is to be original work created collaboratively by the current team.**

**Visit Learning Commons' guide to academic integrity.** UBC offers an online guide to preventing unintentional plagiarism and organizing your writing. Visit <http://learningcommons.ubc.ca/guide-to-academic-integrity>

**Use the Library's resources**, including any of the indexes and databases listed under Indexes and Databases, Subject Resources, OneSearch or Metasearch on the Library's website at <http://www.library.ubc.ca>. (Not sure which index to use? Click HELP on the library homepage at [www.library.ubc.ca](http://www.library.ubc.ca) or try Subject Resources.) When instructed to do so, you may use sources such as Google/Yahoo/MSN Search/etc. to find articles for assignments in this course, particularly Google Scholar.

**Be careful and critical of what you read and choose to cite.** Reference all material using APA style; if you cannot find a proper reference, question whether that source is appropriate. **Do not** copy and paste text from other sources, even in a draft, as you might unintentionally misrepresent those words as your own in a later draft (which would still qualify as plagiarism).

*If you have any questions about what sources to use or how to cite them without plagiarizing, please see your Instructor or TA before handing in your assignment.*

## Our Course Plan

This plan is subject to change. Changes will be announced in class and/or posted on the Connect course website.

Week	Date	Topics	Readings for Today (* available through link on Connect)	Learning Appraisals & Activities
1	Tuesday Jan 7	Course overview and orientation	Syllabus	<i>Come to each class having completed the readings.</i>
	Thursday Jan 9	Successful Living and Learning <ul style="list-style-type: none"> <li>• The Satisfying Life</li> <li>• Research Methods</li> </ul>	Ch 3 <i>The satisfying life and happiness</i> (pp. 56-67 only) *Hudson-Barr (2004) <i>How to Read a Research Article</i>	
2	Tuesday Jan 14	Successful Learning <ul style="list-style-type: none"> <li>• Active Learning</li> <li>• Memory and learning</li> </ul>	Ch 9 <i>Active learning: What's in it for you?</i> Ch 10 <i>How you learn</i>	
	Thursday Jan 16	Successful Learning <ul style="list-style-type: none"> <li>• Learning styles</li> <li>• Beliefs matter!</li> </ul>	*Dweck (2008) <i>Can personality be changed?</i>	Learning Blitz! <i>Ensure you complete and bring the reading.</i>
3	Tuesday Jan 21	Successful Teams <ul style="list-style-type: none"> <li>• Group dynamics</li> </ul>	Ch 8 <i>Group dynamics</i> (omit "exercises" and "field of group dynamics" sections)	Learning Blitz! <i>Ensure you complete and bring the reading.</i>
	Thursday Jan 23	Successful Teams <ul style="list-style-type: none"> <li>• Building teams &amp; starting projects</li> </ul>	Team Project Guide (available on Connect)	Project Lab #1
4	Tuesday Jan 28	Successful Teams <ul style="list-style-type: none"> <li>• Group cohesion</li> </ul>	Ch 11 <i>Group cohesion</i>	Learning Blitz! <i>Ensure you complete and bring the reading.</i>
	Thursday Jan 30	Successful Teams <ul style="list-style-type: none"> <li>• Cohesion &amp; Dynamics</li> </ul>	(Ch 8 and 11)	
5	Tuesday Feb 4	Creating Success <ul style="list-style-type: none"> <li>• Self-regulation</li> </ul>	Ch 1 <i>Self-regulation and self-control</i>	
	Thursday Feb 6	Creating Success <ul style="list-style-type: none"> <li>• Self-control as strength</li> </ul>	*Baumeister, Vohs, & Tice (2007) <i>The Strength Model of Self-Control</i>	
6	Tuesday Feb 11	Creating Success <ul style="list-style-type: none"> <li>• Goal setting</li> </ul>	(Ch 1)	
	Thursday Feb 13			Project Lab #2 <ul style="list-style-type: none"> <li>• Individual Annotated Bibliography due start of class (hard copy)</li> <li>• Team abstract due at end of class</li> </ul> Online by tomorrow: iPeer teammate performance evaluation
Reading Break				
7	Tuesday Feb 25	Creating Success <ul style="list-style-type: none"> <li>• Motivation</li> </ul>	Ch 4 <i>Self-regulation</i>	

Week	Date	Topics	Readings for Today (* available through link on Connect)	Learning Appraisals & Activities
	Thursday Feb 27	Creating Success <ul style="list-style-type: none"> <li>Procrastination</li> <li>Catch up, review</li> </ul>	(Ch 4)	Active review (bring your texts, notes)
8	Tuesday March 4			Midterm
	Thursday March 6	Creating Success <ul style="list-style-type: none"> <li>Planning your creative application</li> </ul>		In class: Project Lab #3
9	Tuesday March 11	Maintaining Success <ul style="list-style-type: none"> <li>Positive emotions</li> </ul>	Ch 5 <i>Optimism and Hope</i>	Learning Blitz! <i>Ensure you complete and bring the reading.</i>
	Thursday March 13	Maintaining Success <ul style="list-style-type: none"> <li>Positive emotions</li> </ul>	(Ch 5)	
10	Tuesday March 18	Maintaining Success <ul style="list-style-type: none"> <li>Coping with stress</li> </ul>	Ch 6 <i>Stress and Resilience</i>	Learning Blitz! <i>Ensure you complete and bring the reading.</i>
	Thursday March 20	Maintaining Success <ul style="list-style-type: none"> <li>Dealing with feedback</li> </ul>	Ch 12 <i>Cognitive dissonance: The engine of self-justification</i>	
11	Tuesday March 25	Successful Living <ul style="list-style-type: none"> <li>Flow</li> <li>Savouring</li> </ul>	Ch 7 <i>Work and Leisure</i>	
	Thursday March 27	Successful Living <ul style="list-style-type: none"> <li>Satisfaction</li> <li>Balance</li> <li>Flourishing</li> </ul>	(Ch 7)	
12	Tuesday April 1	Showcasing Success <ul style="list-style-type: none"> <li>Creative showcase</li> </ul>		In class: Presentations (half the teams), with peer evaluation
	Thursday April 3	Showcasing Success <ul style="list-style-type: none"> <li>Creative showcase</li> </ul>		In class: Presentations (half the teams), with peer evaluation
13	Tuesday April 8	Successful Living <ul style="list-style-type: none"> <li>Making meaning and choices</li> </ul>	Ch 13 (addendum) <i>Life above zero</i>	Online: iPeer team evaluation
		Course synthesis and wrap-up		

**Final exam date set by registrar. Do not book travel during exam period: April 12 to 30 inclusive, including Saturdays.**

*Acknowledgements:* I thank students and teaching assistants for their feedback on this course each year since 2009. My design of the first offering of this course (Fall 2009) was greatly aided by the Course Design Institute (June 2009, at UBC's Centre for Teaching and Academic Growth, now CTLT), Carmen Batsford (Pearson), Stacey Metz (McGraw-Hill), and by countless discussions with colleagues, especially L. Duncan. For 2010/2011's offering, I made substantial revisions to this course design, readings, and assignments, based on feedback from the students and TA (J. Brcic) from Fall 2009, as well as consultations with Negin Mirriahi (through sponsorship from UBC Faculty of Arts' *Hands on Minds on Linked in* program), and Sheryl Adam (UBC Humanities and Social Sciences Librarian). The aesthetic design of this syllabus was inspired by J. Lymburner (Kwantlen Polytechnic University).

A version of this syllabus was peer reviewed and published at the Office of Teaching Resources in Psychology Project Syllabus in February 2011. It is available here: <http://teachpsych.org/otrp/syllabi/>



### Chapters in the Custom Course Readings

Custom Reading Chapter Number and Title	Original Source	Original Source Chapter and Page Numbers
1. Self-regulation and self-control	Baumgardner, S. R., & Crothers, M. K. (2009). <i>Positive psychology</i> . Upper Saddle River, NJ: Prentice Hall.	8, pp. 153-175
2. Virtue and strengths of character <i>Note: Incorrect chapter; will be replaced with Life Above Zero online</i>	Baumgardner & Crothers (2009)	10, pp. 269-294
3. The satisfying life and happiness	Hadad, M. (2013). <i>The satisfying life: Positive psychology personal growth</i> . Toronto, ON: Pearson Canada.	1, pp. 1-23
4. Self-regulation	Hadad (2013)	6, pp. 130-157
5. Optimism and hope	Hadad (2013)	5, pp. 108-129
6. Stress and resilience	Hadad (2013)	9, pp. 221-236
7. Work and leisure	Hadad (2013)	11, pp. 263-287
8. Group dynamics	Johnson, D. W., & Johnson, F. P. (2013). <i>Joining together</i> , 11 <sup>th</sup> Edition. Boston, MA: Pearson.	1, pp. 1-44
9. Active learning: What's in it for you?	Nist-Olejnik, S., & Holschuh, J. P. (2013). <i>College success strategies</i> , 4 <sup>th</sup> Edition. Boston, MA: Pearson.	2, pp. 12-23
10. How you learn	Nist-Olejnik & Holschuh (2013)	3, pp. 24-33
11. Group cohesion in sport and exercise	Spink, K. S. (2013). Group cohesion in sport and exercise. In P. R. E. Crocker (Ed.). <i>Sport and exercise psychology: A Canadian perspective</i> , 2 <sup>nd</sup> Edition. (Chapter 7, pp. 166-195). Toronto, ON: Pearson Canada.	7, pp. 166-195
12. Cognitive dissonance: The engine of self-justification	Tavris, C., & Aronson, E. (2007). <i>Mistakes were made but not by me</i> . Orlando, FL: Harcourt.	1, pp. 11-39

### Supplemental Readings

Baumeister, R. F., Vohs, K. D., & Tice, D. M. (2007). The strength model of self-control. *Current Directions in Psychological Science*, 16, 351-355.

Dweck, C. S. (2008). Can personality be changed? The role of beliefs in personality and change. *Current Directions in Psychological Science*, 17, 391-394.

Hudson-Barr, D. (2004). How to read a research article. *Journal for Specialists in Pediatric Nursing*, 9, 70-72.