

Term Information

Effective Term Spring 2026
[Previous Value](#) [Spring 2024](#)

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Add a DL section

What is the rationale for the proposed change(s)?

A DL section will serve a wider audience.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

none

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Psychology
Fiscal Unit/Academic Org	Psychology - D0766
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2303
Course Title	Positive Psychology
Transcript Abbreviation	Positive Psych
Course Description	Introduction to the field of positive psychology. Topics include positive affect, subjective well-being, optimism, psychological strengths, emotional intelligence, compassion, humor, and spirituality.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Previous Value	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	42.2807
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore

Requirement/Elective Designation

Health and Well-being

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Describe the underlying assumptions and basic questions of positive psychology.
- Demonstrate insights into personal strengths and participate in exercises designed to bolster these strengths.
- Describe the various constructs associated with subjective well-being as well as the ways in which these constructs can be used to improve daily functioning
- GE Health & Wellbeing Goal 1- Successful students will analyze health and well-being at a more advanced and deeper level than in the Foundations component.
- GE Health & Wellbeing Goal 2 (next line-ran out of room)
- Successful students will integrate approaches to health & wellbeing by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes & that they anticipate in future
- GE Health & Wellbeing Goal 3 (next line)
- Students will explore & analyze health & well-being through attention to at least two dimensions of well-being. (e.g., physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc

Content Topic List

- What is positive psychology?
- Hope
- Positive thinking
- Character strengths
- Successful aging
- Meaning in life
- Mindfulness
- Spirituality & morality
- Gratitude
- Humor
- Relationships
- Forgiveness
- Wellness

Sought Concurrence

No

Attachments

- ASC-distance-approval-cover-sheet-fillable Updated 2-1-24_Psych 2303 - Psychology 2303 reviewed.pdf: ASC Distance Cover Sheet
(Other Supporting Documentation. Owner: Paulsen,Alisa Marie)
- Syllabus 2303 DL Updated 9.29.25.pdf: DL Syllabus
(Syllabus. Owner: Paulsen,Alisa Marie)
- Psych 2303_Cheavens_22391.pdf: Current Syllabus
(Syllabus. Owner: Paulsen,Alisa Marie)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Paulsen,Alisa Marie	09/29/2025 08:53 AM	Submitted for Approval
Approved	Paulsen,Alisa Marie	09/29/2025 08:53 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	09/29/2025 09:28 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	09/29/2025 09:28 AM	ASCCAO Approval



Syllabus

PSYCHOLOGY 2303

Positive Psychology

Autumn/Spring 20XX

3 Credit Hours

Online and Asynchronous

Course overview

Instructor

- Name
- Email Address
- Phone Number
- Course Zoom Link
- Office Hours
 - Zoom Link

Note: My preferred method of contact is [indicate this information here].

Course Assistant

- Name
- Email Address
- Phone Number
- Course Zoom Link
- Office Hours
 - Zoom Link

Note: My preferred method of contact is [indicate this information here].



Course description

Prior to World War II, psychology had three stated principles: make the lives of people fulfilling, identify and enhance human excellence, and treat psychopathology. Proponents of positive psychology make the argument that over the past 70 years, psychology, particularly clinical psychology, has focused almost solely on the treatment of psychopathology and less-than-optimal functioning, while ignoring the first two goals of the science of psychology. Researchers and practitioners interested in studying and promoting human potential posit that psychology is in need of an attentional shift toward human strengths and the conditions that lead to human flourishing.

This course is a review of the literature related to the following questions: Why bother studying positive experiences? What conditions result in optimizing human potential and flourishing? What benefits are associated with various human strengths? Can we do things differently to meet our full potential or are we stuck wherever we are? Are there drawbacks in focusing on strengths and positive experiences? What is happiness? We will explore these questions from various perspectives, with a focus on psychological science. We will also incorporate analysis of the sociocultural determinants of health and well-being, including discussions of socio-economic, historical, and cultural perspectives.

Many of the lessons in this course have experiential components. Therefore, you will not only be learning about the concepts and techniques related to positive psychology in the academic sense. You will also be learning through doing and, as such, will have knowledge based both on scientific review and personal experience. You will be asked to identify, reflect on, and apply strategies from the course material to promote your own health and well-being.

GEN Theme: Health and Wellbeing Goals and ELOs

Goals:



1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (e.g., physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.)

Expected Learning Outcomes:

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1. Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.
- 3.2. Identify, reflect on, or apply strategies for promoting health and wellbeing.



ELO 1.1. will be met by having students: (a) write a total of 6 reflection papers that cover the experiential exercises, lecture topics, and empirical and theoretical readings on the numerous positive psychological constructs presented throughout the course, (b) develop multiple-choice questions on the material twice throughout the course, (c) create a presentation to teach a positive psychology construct within a group, (d) engage in online discussion on the various positive psychological constructs using evidence-based logical reasoning, (e) read and critically think about the content of Frankl's *Man's Search for Meaning* and an assigned film, how they relate to course content, and how they can be used to lead a life worth living, (f) explore and analyze health and well-being from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives, (g) identify, reflect on, and apply strategies for promoting health and wellbeing, and (h) complete 12 quizzes in which students demonstrate comprehension of the course materials.

ELO 1.2. will be met by having students (a) read each text chapter or article which is devoted to one or a few of the numerous empirically supported constructs within the field of positive psychology, (b) engage in online discussion focused on critically examining each positive psychological construct and discussing how each construct can be developed to enhance psychological well-being and health, (c) read and explore the contents of *Man's Search for Meaning* and how its contents are used in therapy and to help people make and find meaning within their lives, (d) watch and critically examine a film that showcases students' critical thinking about how the messages within the film align with course content, and (e) comprehensively examine a positive psychological construct, consulting the existing body of research on the construct, creating a PowerPoint presentation, and delivering a 10-20 minute presentation of the construct.

ELO 2.1. will be met by having students: (a) create 10 multiple-choice questions on the material two times throughout the semester, (b) reflect on the positive psychological constructs discussed in the text, articles, lecture, and experiential exercises four times during the semester, and (c) Develop and answer short-answer exam questions which integrate the material presented across two or more positive psychological constructs examined.



ELO 2.2. will be met by having students: (a) write a reflection paper on Frankl's *Man's Search for Meaning* and engage in online group discussion of the themes reflected in the book, (b) write a reflection paper on an assigned film and engage online in critical discussion of how the themes align with positive psychology, and (c) write reflection papers equally spaced throughout the semester that cover the experiential exercises, readings, and text content that encourage students to apply the positive psychological constructs to their lives. Exposure to each positive psychological construct is shown to enhance a sense of self and well-being by fostering mindfulness, self-compassion, proactive coping skills, flow, identifying signature strengths, and more.

ELO 3.1. will be met by having students: (a) examine and discuss online theories such as Fredrickson's Broaden-and-Build theory, Deci and Ryan's Self-Determination Theory, Holland's Career Theory, Csikszentmihalyi's Flow Theory and Creativity Theory, Snyder's Hope Theory, Neff's Theory of Self-Compassion, Gottman's Theory of Relationship Satisfaction, and more, (b) engage in the scientific literature on positive psychology as they research their topic for the presentation of their chosen positive psychological construct, (c) read the text and articles that present scientific findings on each positive psychological construct discussed as well as varied cultural expressions of the positive psychological constructs, (d) examine their personal perspectives and experiences that relate to the various positive psychological constructs, (e) read/observe other students' personal perspectives of each positive psychological construct examined.

ELO 3.2. Consistently throughout the semester, the course and text facilitate the identification of numerous well-being constructs and expose students to scientific evidence that evaluates each construct. Four times throughout the semester, students will reflect on and apply (through experiential exercises) the positive psychological constructs in ways that enhance their mental, emotional, career, spiritual, intellectual, and/or creative well-being.

How this online course works

Mode of delivery



This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities

Pace of activities: This course is divided into weekly modules that are released week by week on Mondays at 12:01am. Each week, you should first complete assigned readings and watch video recorded lectures. There are two due dates each week for a discussion post (Weds at 11:59 pm) and response (Friday at 11:59 pm). Weekly quizzes must be completed by Weds at 11:59pm. Reaction papers, multiple choice questions, and other assignments are generally due on Fridays, but be sure to consult the Course Schedule for specific due dates.

Credit hours and work expectations

This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 9 hours of engagement with the class each week to receive a grade of (C) average. Actual hours spent will vary by student learning habits and the assignments each week.

Participation requirements

Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

Participating in online activities

Participating in discussion forums: 2 TIMES PER WEEK. As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the topic each week. These postings will consist of one original post and one response to another student's post.

Submitting written work and reviewing instructor video feedback: 4 TIMES PER SEMESTER. You will submit 4 reaction papers throughout the semester (see Course Schedule for due dates).



The instructor will provide feedback on your assignment using short videos. In order to earn full points on these assignments, you must view instructor feedback and upload a brief video response.

Group discussions and project. You will be randomly assigned to a group of students for the purpose of discussing Frankl's *Man's Search for Meaning* and an assigned film, and for completing a group project in which your group will create a video recorded presentation and individual students will view two other groups' presentations and provide written feedback on the others' presentations in the form of peer review. These group activities will require your group to engage online at times convenient for group members. See the "description of major course assignments" section for more details.

Office hours and live sessions (optional)

All live, scheduled events for the course, including my office hours, are optional.

Course communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

Writing style

While there is no need to write discussion posts, responses, or reflection papers as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine.

Tone and civility

Let's maintain a supportive learning community where people can disagree amicably. Remember that sarcasm doesn't always come across clearly online. Please do not engage other students with negative feedback about them as a person and remember to always rely on the data and to focus on the argument being made, not the person making it.



Remember to adhere to the OSU Student Code of Conduct at all times - <https://studentconduct.osu.edu/>

What is said in class stays in class

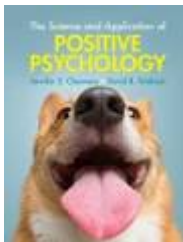
Please do not share any course materials or student contributions outside of this class without clear written permission from me.

Protecting and saving your work

Consider composing and saving your work for this course outside of Carmen before pasting it or submitting it to Carmen to ensure your work will be saved. This gives you a backup in case you encounter any issues with browser time-outs, failed submission attempts, or lack of internet connectivity.

Course materials and technologies

Textbooks (Required)



Cheavens, J. S. & Feldman, D. B. (2022). *The Science and Application of Positive Psychology*. Cambridge University Press.

Frankl, V. E. (2006). *Man's search for meaning*. Beacon.

There also will be other assigned/**required** readings (see course schedule); these will be available on Carmen/Canvas.

Course technology

Technology support



For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available [at it.osu.edu/help](https://it.osu.edu/help), and support for urgent issues is available 24/7.

- Self-Service and Chat support: it.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: 8help@osu.edu
- TDD: 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required Equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen Access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are



able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Grading and instructor response

How your grade is calculated

Assignment Category	Points
Weekly Online Quizzes (10 points per quiz; 2 misses allowed)	120
Weekly Discussion Posts & Responses (5 points per week; 2 misses allowed)	60
Reflection Papers (20 points per paper)	80



Assignment Category	Points
Reflection and Participation in Frankl discussion	30
Reflection and Participation in Film discussion	30
Question Writing (20 points per assignment)	40
Final Project & Peer Reviews	100
Total	460

Description of major course assignments

Weekly Quizzes

Description: There will be an online quiz over the week's material each week of the semester (14 quizzes in total). Quizzes will consist of true/false and multiple choice questions about readings and other course material for that week. Your two lowest quiz grades (including zeroes for skipped quizzes) will be dropped at the end of the semester. Quizzes must be completed by Wednesdays at 11:59PM. Missed quizzes cannot be made up without approved SLDS accommodations.

Academic integrity and collaboration: You must complete quizzes individually. You are allowed to consult course materials while taking quizzes, although quizzes are paced quickly and structured to encourage you to prepare ahead of time rather than attempt to merely look up answers (e.g., once you answer a question you cannot go back). You are NOT



allowed to use the internet, AI (e.g., LLMs like ChatGPT), or other unapproved resources to complete the quizzes.

Discussion Posts and Responses

Description: Each week you will respond in writing to a discussion prompt on Carmen by Wednesday at 11:59PM. These posts should be approximately 200 words and should make a substantive (i.e., meaningful) response to the prompt. After posting, you will make a response to a classmate's post by Friday at 11:59PM. These responses should be approximately 100 words and should make a substantive response to the original post. Original posts are worth 3 points each week and responses are worth 2 points each week. Grading of posts and responses is based on completion, and you will only lose points if your posts and responses fall well short of the word counts, fail to make a meaningful comment, or are rude or inappropriate (see Course Communication Guidelines). Two weeks of discussion post/response points will be dropped, so you can skip two weeks without penalty. Additional missed weeks cannot be made up without approved SLDS accommodations. Completing all 14 weeks of discussion posts/responses will not count as extra credit.

Academic integrity and collaboration: Your discussion posts and responses must be your own individual work, should reflect your unique thoughts, and be written in your own words. You are NOT allowed to use the internet, AI (e.g., LLMs like ChatGPT), or other unapproved resources to complete the discussions and responses.

Reflection Papers

Description: There will be four reflection papers due over the course of the semester. Reflection papers can cover any of the experiential exercises, lecture topics, science-based (empirical) articles, or readings that have been assigned *since the last reaction paper*. One of these assignments needs to be reading, reviewing, and critically analyzing one of the empirical articles on the list. Each paper should be approximately 500 words. I will suggest experiential exercises at least once a week and there are also multiple experiential exercises at the end of each of the chapters in the book. I think it is really useful for you to try out at least one or two of the exercises over



the semester. That being said, there is no requirement that the reflection papers be about experiential exercises.

These papers will be graded on a pass/fail basis - if you turn the paper in **on time** (to the minute) and it meets the stated requirements of the assignment, you will be given full credit for the written portion of the assignment (15 points). Although the papers are pass/fail, please be mindful of your reader and remember to write using good grammar, spelling, and punctuation. I reserve the right to deduct points for papers that cannot be reasonably read due to poor composition and will also deduct points if the papers don't cover appropriate topics or do not meet the requirements of the assignment in other ways.

The instructor will post video feedback on each of your reaction papers, and in order to receive the additional 5 points (20 points total for each paper), you must view the instructor's video feedback and record and upload a video response within two weeks of the instructor's feedback.

Academic integrity and collaboration: You may discuss the readings and experiential exercises with other students and me/the CA as much as you like. In fact, please do! Your reflection paper must be your own individual work, should reflect your unique thoughts, and be written in your own words. You are NOT allowed to use the internet, AI (e.g., LLMs like ChatGPT), or other unapproved resources to complete the reflection papers.

Reflection on Frankl's *Man's Search for Meaning*

Description: You are expected to read Viktor Frankl's *Man's Search for Meaning*. Completing a reading does not just mean scanning the book, but rather engaging in a close reading. You should grasp the author's points and mull over them. Prepare for discussion with your small group by generating questions and bringing several sections/quotations/ideas you wish to discuss that you found meaningful. Preparation such as this will lead to hearty group discussions.

Your grade will be divided into two parts: You will individually complete and turn in a 500-word typed reaction to the book, articulating passages.



your reactions, and how the content specifically applies to class material (positive psychological concepts). This part is worth 15 points. It will be graded carefully, so make sure it is well-thought-out and not “stream of consciousness.” Show me that you read the book carefully, thought critically about its contents and Frankl’s therapy approach, grasped its meaning, and have thought about how it applies to your life moving forward.

Engage in discussion of the book with your assigned group for 30 minutes, using Carmen zoom, and record and upload the video of your discussion for an additional 15 points. Show that you thought critically about the content, messages, and meaning within the book.

Academic integrity and collaboration: You may discuss the book with other students and me/the CA as much as you like. In fact, please do! Your reflection paper must be your own individual work, should reflect your unique thoughts, and be written in your own words. You are NOT allowed to use the internet, AI (e.g., LLMs like ChatGPT), or other unapproved resources to complete the reflection paper.

Reflection on Film

Watch the film assigned. You will turn in a 500-word typed reaction to the film, articulating passages, your reactions, and how the film specifically applies to class material (positive psychological concepts). This part is worth 15 points. It will be graded carefully, so make sure it is well-thought-out and not “stream of consciousness.” Show me that you watched the film carefully, thought critically about its contents and have thought about how it applies to your life moving forward.

Engage in discussion of the film with your assigned group for 30 minutes, using Carmen zoom, and record and upload the video of your discussion for an additional 15 points. Show that you thought critically about the content, messages, and meaning within the book.

Academic integrity and collaboration: You may discuss the film with other students and me/the CA as much as you like. In fact, please do! Your reflection paper must be your own individual work, should reflect your



unique thoughts, and be written in your own words. You are NOT allowed to use the internet, AI (e.g., LLMs like ChatGPT), or other unapproved resources to complete the reflection paper.

Question Writing

Description: There will be two opportunities for you to deepen your understanding of the concepts by writing and answering multiple choice questions. For each assignment, you are to write and answer 8 multiple choice questions covering the material presented since the previous question writing exercise. For each assignment, you will also be required to write and answer 2 short-answer exam questions which integrate the material presented across two or more positive psychological constructs examined. We will present you with a grading rubric and some suggestions for what makes good multiple-choice and short-answer questions. It is my hope that writing questions on the material will deepen your understanding of the constructs and studies in a relatively low-stress environment.

Question writing assignments are worth 20 points each and can be posted to the appropriate dropbox in Carmen. To receive full credit, assignments must be received by the 11:59PM on the due date (time received will be determined by the time stamp on the Carmen system and is not open to dispute).

Academic integrity and collaboration: You may discuss the concepts from class with other students and me as much as you like. In fact, please do! Your multiple-choice and short-answer questions and responses must be your own individual work, should reflect your unique thoughts, and be written in your own words. You are NOT allowed to use the internet, AI (e.g., LLMs like ChatGPT), or other unapproved resources to complete the question-writing assignments.

Final Project and Peer Reviews

Description: For the final project, you will be randomly assigned to a group. Your group will choose a topic from the provided list (see the end of the syllabus) and create a presentation in which your group members teach a positive psychology construct. The presentation should be audio recorded (slides plus voices) and uploaded to the Carmen site. Each presentation



should be between 10 – 20 minutes. When developing your presentation, you will want to focus on teaching another adult about the construct. For example, you might discuss how is it defined in the positive psychology literature and delineate any differences between the lay and scientific conceptualizations of this construct. You will want to review at least two studies that have been published in a peer reviewed outlet (these studies should not be studies that you have already been assigned) and it would be great to give people opportunities for further learning about your construct. For instance, are there podcasts, books, movies, music, or activities that would allow your listener to continue learning after your presentation? A list of potential topics and rubric for the project are provided at the end of the syllabus.

After completing and uploading your presentation, which is worth 70 points, each student will be assigned to view two other groups' presentations and to write peer reviews of each of the presentations. Each review should be 500-words in length and these are worth 15 points each (total points for the project: 100). The instructor will provide video feedback to each group about their presentations.

Academic integrity and collaboration: Because the presentation is a group project, you are expected to collaborate with your group members and submit a single presentation. The final project must be the work of all group members and should reflect the group's efforts. Everyone should contribute and the work should be developed within the context of this project. However, your individual written peer reviews must be your own individual work, should reflect your unique thoughts, and be written in your own words. You are NOT allowed to use the internet, AI (e.g., LLMs like ChatGPT), or other unapproved resources to complete any portion of the group project or peer reviews.

Late assignments

Quizzes and discussion posts/responses cannot be submitted late without approved SLDS accommodations. Reaction papers and peer reviews must be posted to Carmen by the due date



and time (time received will be determined by the time stamp on the Carmen system and is not open to dispute). If a paper is received late, five points will be deducted from the score for each day (i.e., 24-hour period) the paper is late. Written assignments will not be accepted more than two days late. Group discussion videos will also lose 5 points per day for lateness and will not be accepted more than two days late. Group project presentations will lose 10 points per day for lateness and will not be accepted more than two days late.

Grading Scale

Final grades will be based on a cumulative points system. In total there are 460 points available resulting in the following grading scale:

Letter	A	A-	B+	B	B-	C+	C	C-	D+	D	E
Percent	93%	90%	87%	83%	80%	77%	73%	70%	67%	60%	<60%
Points	428	414	400	382	368	354	336	322	308	276	<300

This should make it relatively easy for you to keep track of your grades and to see how you are doing throughout the semester. If you know that you need a “C-” to graduate, and you have earned 270 points coming into the final project, then you will need to earn at least 52/100 points on the final project to earn the grade you would like to have.

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call 614-688-HELP at any time if you have a technical problem.)



Grading and feedback

You can generally expect feedback on assignments within 10 - 14 days.

Preferred contact method

I prefer you contact me via email, and please include “Psych 2303” in the subject line. I will do my best to reply to emails within 36 hours on weekdays when class is in session at the university.

Academic policies

Intellectual diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee ([**Faculty Rule**](#))



3335-5-48.7 (B)). For additional information, see the **Code of Student Conduct**.

Artificial Intelligence and Academic Integrity

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite, and others. These tools will help shape the future of work, research and technology, but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship, or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

Accessibility accommodations for students with disabilities

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you



anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's



religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Civil Rights Compliance Office](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled



in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Grievances and Solving Problems

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in [Faculty Rule 3335-8-23](#). Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Course Schedule

Refer to our Carmen course page for up-to-date assignment due dates.

Week	Topics/Readings/Assignments	Assessments Due
1	Intro to the Course	
	READ: Syllabus & Chapter 1	
	VIEW: Lecture 1	
2	Myths of Positive Psychology	Quiz 1
	READ: Chapter 2	Post & Resp 1
	VIEW: Lecture 2	RP #1 due



Week	Topics/Readings/Assignments	Assessments Due
3	Positive Emotions	Quiz 2
	READ: Chapter 3 Fredrickson (2003)	Post & Resp 2
	VIEW: Lecture 3	
4	Transcendence	Quiz 3
	READ: Chapter 4	Post & Resp 3
	VIEW: Lecture 4	
5	Morality	Quiz 4
	READ: Haidt (2007)	Post & Resp 4
	VIEW: Lecture 5	RP #2 due
6	Mindfulness, Savoring, & Flow	Quiz 5
	READ: Chapter 5	Post & Resp 5
	VIEW: Lecture 6	



Week	Topics/Readings/Assignments	Assessments Due
7	Talent & Giftedness	Quiz 6
	READ: Chapter 6	Post & Resp 6
	VIEW: Lecture 7	QW #1 due
8	Hope & Optimism	Quiz 7
	READ: Chapter 7	Post & Resp 7
	VIEW: Lecture 8	RP #3 due
9	Virtues, Values and Character Strengths	Quiz 8
	READ: Chapter 8 http://www.viacharacter.org/www/The-Survey	Post & Resp 8
	VIEW: Lecture 9	Frankl reflection due
10	Successful Aging	Quiz 9
	Chapter 9	Post & Resp 9



Week	Topics/Readings/Assignments	Assessments Due
11	VIEW: Lecture 10	Frankl discussion due
	Relationships	Quiz 10
	READ: Chapter 10	Post & Resp 10
	VIEW: Lecture 11	RP #4 due
12	Forgiveness & Gratitude	Quiz 11
	READ: Chapter 11	Post & Resp 11
	VIEW: Lecture 12	Film reflection due
13	Prosocial Behavior	Quiz 12
	READ: Chapter 12	Post & Resp 12
	VIEW: Lecture 13	Film discussion due
14	Positive Psychology at Work	Quiz 13
	READ: Chapter 13	Post & Resp 13



Week	Topics/Readings/Assignments	Assessments Due
	VIEW: Lecture 14	Presentations Due
15	Positive Mental Health	Quiz 14
	READ: Chapter 14	Post & Resp 14
	VIEW: Lecture 15	QW #2 due
Finals		Peer Reviews due



Psych 2303

Final Project Description and Rubric

Description: In the final project, you will choose a topic from the provided assignment list and create a presentation in which you and your group members teach a positive psychology construct. The presentation should be recorded and uploaded to the Carmen site. Each presentation should be between 10 – 20 minutes. When developing your presentation, you will want to focus on teaching another adult about the construct. For example, you might discuss how is it defined in the positive psychology literature and delineate any differences between the lay and scientific conceptualizations of this construct. You will want to review at least two studies that we haven't covered in class and it would be great to give people opportunities for further learning about your construct. For instance, are there podcasts, books, movies, music, or activities that would allow your listener to continue learning after your presentation?

Grading Rubric

The group portion of the project is worth 70 points. Points will be distributed in the following way:

Contribution of group members (5 points): You will be asked to say what each person did to contribute. Keep in mind – not everyone has to do the same things. Some group members might not speak on the recording and instead do more writing or designing of the visual material..

Readability and Appearance of the Presentation (15 points): Up to 15 points will be awarded for the readability and appearance of the presentation. Make sure you check for grammatical and spelling errors in any of the written material. Additionally, attend to the appearance of any visual material – does it look nice? If you use slides, they shouldn't be too busy and all words should be big enough for someone to read.

Quality of the Oral Presentation (15 points): We will award up to 15 points based on the quality of the oral presentation. As you are recording the oral presentation, attend to speed of speaking, clarity in speaking, and the ability of the listener to understand what you are saying. If you are on



camera, think about where you are looking and how that comes across in the video.

Representation of the Material (35 points): The purpose of the presentation is to teach others about one of the positive psychology constructs. Make sure that you are defining the construct (in ways that would be easy to understand) and letting the listener know what we, as a field, know about this construct. Try to be as inclusive as possible – do we know if this construct looks different in different cultures? Is there evidence that some people have more access to this construct than other people?

In your presentation, you must review at least two studies. These should be studies that weren't covered in the book or otherwise assigned this semester. In this review, make sure that you explain as much as is needed about the design of the study for someone to be able to evaluate the quality of the study. Summarize the main findings and the implications of these findings. Make sure that somewhere, you cite your studies. Finally, as we are interested in both the science and application of positive psychology, it would be great to give your listeners somethings to check out if they are wanting more of this in their lives. Any suggestions for podcasts, movies, books, or exercises they could use in daily life would be great!



Construct List

Happiness/Positive Affect	Gratitude
Malleable Mindsets	Forgiveness
Goal-Setting	Optimism
Hope	Kindness
Altruism	Love
Meaning	Purpose
Courage	Post-Traumatic Growth
Resilience	Broaden & Build
Savoring	Flow
Mindfulness	Spirituality/Religion
Morality	Friendships
Elevation	Talent
Achievement	Giftedness
Successful Aging	Social Intelligence
Humility	Flourishing

If your group wants to do a specific version of one of these constructs (e.g., authentic happiness, Divine forgiveness, gratitude in Asian cultures), let me and/or the CA know before you go forward with that



SYLLABUS

PSYCHOLOGY 2303

Positive Psychology

Autumn 2024 – Class #: 22391

COURSE OVERVIEW

Instructor

Instructor: Jennifer S. Cheavens, Ph.D.

Email address: cheavens.1@osu.edu

Phone number: 614-247-6733

Office hours: by appointment

Course Assistant

Course Assistant: Natalia Provolo

Email address: provolo.1@buckeyemail.osu.edu

Office hours: 1:00 p.m. – 2:00 p.m. Tuesdays & Thursdays in Psychology Building

Course description

Prior to World War II, psychology had three stated principles: make the lives of people fulfilling, identify and enhance human excellence, and treat pathology. Proponents of positive psychology make the argument that over the past 70 years, psychology, particularly clinical psychology, has focused almost solely on the treatment of pathology and less-than-optimal functioning, while ignoring the first two goals of the science of psychology. Researchers and practitioners interested in studying and promoting human potential posit that psychology is in need of an attentional shift toward human strengths and the conditions that lead to human flourishing.

This course is a review of the literature related to the following questions: Why bother studying positive experiences? What conditions result in optimizing human potential and flourishing? What benefits are associated with various human strengths? Can we do things differently to meet our full potential or are we stuck wherever we are? Are there drawbacks in focusing on strengths and positive experiences? What is happiness? We will explore these questions from various perspectives, with a focus on psychological science. We will also incorporate analysis of the sociocultural determinants of health and well-being, including discussions of socio-economic, historical, and cultural perspectives.

Many of the lessons in this course have experiential components. Therefore, you will not only be learning about the concepts and techniques related to positive psychology in the academic sense. You will also be learning through doing and, as such, will have knowledge based both on scientific review and personal experience. You will be asked to identify, reflect on, and apply strategies from the course material to promote your own health and well-being.

GEN Theme: Health and Wellbeing Goals and ELOs

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (e.g., physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.)

Expected Learning Outcomes:

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1. Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.

3.2. Identify, reflect on, or apply strategies for promoting health and wellbeing.

ELO 1.1. will be met by having students: (a) write 5 reflection papers that cover the experiential exercises, lecture topics, and readings on the numerous positive psychological constructs presented throughout the course, (b) develop multiple-choice questions on the material three times throughout the course, (c) explore and analyze health and well-being from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives, (d) identify, reflect on, and apply strategies for promoting health and wellbeing, and (e) 3 exams in which students demonstrate comprehension of the text and discussions.

ELO 1.2. will be met by having students (a) read each text chapter or article which is devoted to one or a few of the numerous empirically supported constructs within the field of positive psychology and (b) engage in class discussion focused on critically examining each positive psychological construct and discussing how each construct can be developed to enhance psychological well-being and health.

ELO 2.1. will be met by having students: (a) create 10 multiple-choice questions on the material three times throughout the semester, (b) reflect on the positive psychological constructs discussed in the text, articles, lecture, and experiential exercises five times during the semester, and (c) Complete short-answer exam questions which integrate the material presented across two or more positive psychological constructs examined.

ELO 2.2. will be met by having students: (a) write reflection papers equally spaced throughout the semester that cover the experiential exercises, readings, and text content that encourage students to apply the positive psychological constructs to their lives. Exposure to each positive psychological construct is shown to enhance a sense of self and well-being by fostering mindfulness, self-compassion, proactive coping skills, flow, identifying signature strengths, and more.

ELO 3.1. will be met by having students: (a) examine and discuss theories such as Fredrickson's Broaden-and-Build theory, Csikszentmihalyi's Flow Theory and Creativity Theory, Snyder's Hope Theory, Gottman's Theory of Relationship Satisfaction, and more, (b) read the text and articles that present scientific findings on each positive psychological construct discussed as well as varied cultural expressions of the positive psychological constructs, (c) examine their personal perspectives and experiences that relate to the various positive psychological constructs, and (d) observe other students' personal perspectives of each positive psychological construct examined.

ELO 3.2. Consistently throughout the semester, the course and text facilitate the identification of numerous well-being constructs and expose students to scientific evidence that evaluates each construct. Five times throughout the semester, students will reflect on and apply (through experiential exercises) the positive psychological constructs in ways that enhance their mental, emotional, career, spiritual, intellectual, and/or creative well-being.

HOW THIS COURSE WORKS

Mode of delivery:

- In-person delivery.
- All sessions will be held within the original time/day pattern of this course – Tuesdays and Thursdays from 11:10 a.m. - 12:30 p.m.
- The lectures in this class incorporate class discussions.

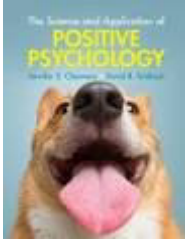
Credit hours and work expectations: This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) **to receive a grade of (C) average**.

Attendance and participation: Although attendance is not required in this class, it is strongly encouraged. In addition to attending class, I appreciate your mindful participation. Please do your best to be present during class. Do your best to reduce distractions (e.g., close your email accounts/notifications during class, put your phone away). Further, the class will be most beneficial for everyone if different voices and perspectives are represented. As such, please plan to contribute to class discussions.

In-class quizzes: I believe (and the evidence suggests) that you will get the most out of this class (or any class) if you come to class prepared. In this class, that means you will be better able to participate and synthesize information if you have read the assignments before coming to class. To encourage you to do so, there will be 12 5-point quizzes on the assigned reading throughout the semester. I will automatically drop two of the quizzes so if you miss up to two quizzes, no problem. The quizzes will be on Carmen and will be open at the end of a class period. They will stay open for 24 hours so you have plenty of time to complete the quizzes, even if you need to miss class. We will often answer the quiz questions in class, and you will be given a minute or two at the end of class periods to answer quizzes, if you would like to do it at that time.

COURSE MATERIALS AND TECHNOLOGIES

Textbook (Required)



Cheavens, J. S. & Feldman, D. B. (2022). *The Science and Application of Positive Psychology*. Cambridge University Press.

There also will be other assigned/**required** readings (see class schedule); these will be available on Carmen/Canvas.

Course technology

TECHNOLOGY SUPPORT

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

TECHNOLOGY SKILLS NEEDED FOR THIS COURSE

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)

REQUIRED EQUIPMENT

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

REQUIRED SOFTWARE

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

CARMEN ACCESS

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
In Class Quizzes (5 points per quiz; 2 misses allowed)	50
Reflection Papers (20 points per paper)	100
Question Writing (20 points per assignment)	60
Exams (100 points per exam)	300
Final Project	100
<u>Total</u>	610

See course schedule below for due dates.

Descriptions of major course assignments

REFLECTION PAPERS

Description: Your level of involvement and contribution to your own understanding of positive psychology will account for close to one-fourth of your grade in class. There will be five reflection papers due over the course of the quarter. Reflection papers can cover any of the experiential exercises, lecture topics, or readings that have been assigned or presented in class *since the last reaction paper*. The papers should be between one full page and two pages (not including any references or name/date/class lines). All papers must be typed, double-spaced, and written in 11- or 12-point font with one-inch margins. I will suggest experiential exercises at least once a week and there are also multiple experiential exercises at the end of each of the chapters in the book. I think it is really useful for you to try out at least one or two of the exercises over the semester (and feel free to do these for all five RPs). That being said, there is no requirement that the reflection papers be about experiential exercises.

These papers will be graded on a pass/fail basis - if you turn the paper in **on time** (to the minute) and it meets the stated requirements of the assignment, you will be given full credit on that assignment. Although the papers are pass/fail, please be mindful of your reader and check grammar, spelling, and punctuation. I reserve the right to deduct points for papers that cannot

be reasonably read due to poor composition and will also deduct points if the papers don't cover appropriate topics or do not meet the requirements of the assignment in other ways.

Papers can be posted to the appropriate dropbox in Carmen. Papers that are posted on Carmen must be received by the beginning of the class period (i.e., the minute that class starts) in which they are due (time received will be determined by the time stamp on the Carmen system and is not open to dispute). If a paper is received late (defined as after the start (i.e., the minute) of the class period in which it is due), five points (out of the 20 points available) will be deducted from the score for each day (i.e., 24-hour period from the start of class) the paper is late. Papers will not be accepted more than four days late. Please note that you can turn papers in as early as you would like within each paper due-date window.

Academic integrity and collaboration: You may discuss the readings and experiential exercises with other students and me/the TA as much as you like. In fact, please do! Your reflection paper must be your own individual work, should reflect your unique thoughts, and be written in your own words. You may not use generative AI in writing these submissions.

QUESTION WRITING

Description: There will be three opportunities for you to deepen your understanding of the concepts by writing and answering multiple choice questions. For each assignment, you are to write and answer 10 multiple choice questions covering the material presented since the previous question writing exercise. We will present you with a grading rubric and some suggestions for what makes a good multiple-choice question by **September 5th**. It is my hope that writing questions on the material will deepen your understanding of the constructs and studies in a relatively low-stress environment.

Question writing assignments can be posted to the appropriate dropbox in Carmen. To receive full credit, assignments must be received by the beginning of the class period (i.e., the minute that class starts) in which they are due (time received will be determined by the time stamp on the Carmen system and is not open to dispute). If an assignment is received late (defined as after the start (i.e., the minute) of the class period in which it is due), five points (out of the 20 points available) will be deducted from the score for each day (i.e., 24-hour period from the start of class) the paper is late. Assignments will not be accepted more than four days late. If we use one of your questions on the exam, you will get 2 extra credit points on the exam.

Academic integrity and collaboration: You may discuss the concepts from class with other students and me as much as you like. In fact, please do! Your multiple-choice questions must be your own individual work, should reflect your unique thoughts, and be written in your own words. You may not use generative AI on this assignment.

EXAMS

Description: There will be three exams on the material presented in class and in the book. Exam questions will be in the form of multiple choice, fill-in-the-blank, true/false, and/or short answer items. These exams will be delivered in-class during the scheduled class time. There will not be additional material presented on test days. The final exam will be held during the final exam period assigned by the university and will include at least one cumulative essay question.

Academic integrity and collaboration: Exams should be completed by you without any help from anyone else.

FINAL PROJECT

Description: In the final project, you will choose a topic from the provided assignment list and create a presentation in which you and (potentially) your group members teach a positive psychology construct. The presentation should be recorded and uploaded to the Carmen site. Each presentation should be between 10 – 20 minutes. When developing your presentation, you will want to focus on teaching another adult about the construct. For example, you might discuss how it is defined in the positive psychology literature and delineate any differences between the lay and scientific conceptualizations of this construct. You will want to review at least three studies that have been published in a peer reviewed outlet (these studies should not be studies that we covered in depth during lecture) and it would be great to give people opportunities for further learning about your construct. For instance, are there podcasts, books, movies, music, or activities that would allow your listener to continue learning after your presentation. We will provide you with a list of potential topics and rubric for the project by **September 12th**.

The final project can be a group project. I would really like for you all to develop some relationships in this course and this will provide you an opportunity to do so. However, I know that not everyone likes to work in groups. Thus, we will ask you within the first two weeks of the course whether you would like to do your final project on your own or in a group. If you choose to do the final project in a group, you will be assigned to a group. You may not request specific group members with whom to work and once you are assigned a group, you must complete the project with that group.

EXTRA CREDIT

There is one extra credit option for the class. The extra credit assignment will be worth up to 15 points added to your final point total. The assignment is to participate in our positive psychology book club and write a 2 – 3 page paper discussing your reaction to the book. The

paper is worth up to 8 points. We will choose the book on the first day of class and I will post the title on Carmen. If you would like to participate in the book club but don't want to write a paper, please read the book and come to the discussion – we would love to have you there and you can still get up to 7 points. In the paper, you should provide a short summary of the main points of the book and then share your reaction to the book. Were you convinced of the author's argument? Do you think this will be helpful for you in thinking about your life? Would you recommend the book to others? Any references used should be in APA format but you don't have to have any references. The due date for the extra credit assignment is: **November 26, 2024** at the beginning of the class period (i.e., the minute class starts). Late extra credit papers will not be accepted, for any reason; however, you are welcome to turn the extra credit assignments in early. We will have the book club discussion during class on November 26, 2024.

GRADING SCALE

Final grades will be based on a cumulative points system. The reflection papers are worth 100 points total and question writing assignments are worth 60 points total (160 points). The exams are worth 100 points each (300 points). The final project is worth 100 points and the attendance quizzes are worth 50 points. Thus, there is a total of 610 points available resulting in the following grading scale:

Letter	A	A-	B+	B	B-	C+	C	C-	D+	D	E
Percent	93%	90%	87%	83%	80%	77%	73%	70%	67%	60%	<60%
Points	568	549	531	506	488	470	446	427	409	366	<366

This should make it relatively easy for you to keep track of your grades and to see how you are doing throughout the semester. If you know that you need a "C-" to graduate, and you have earned 370 points coming into the final exam, then you will need to earn at least 57/100 points on the final exam to earn the grade you would like to have.

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** You can generally expect feedback on assignments within **10 - 14 days**.
- **Email:** I will do my best to reply to emails within **36 hours on weekdays when class is in session at the university**.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to write reflection papers as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine.
- **Tone and civility:** Let's maintain a supportive learning community where people can disagree amicably. Remember that sarcasm doesn't always come across clearly. Please do not engage other students with negative feedback about them as a person and remember to always rely on the data and to focus on the argument being made, not the person making it. Remember to adhere to the OSU Student Code of Conduct at all times - <https://studentconduct.osu.edu/>
- **What is said in class stays in class:** Please do not share any course materials or student contributions outside of this class without clear written permission from me. This includes slides and recording from lectures.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

Ohio State's academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have

read and understand the university's *Code of Student Conduct* (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)
- Eight Cardinal Rules of Academic Integrity (go.osu.edu/cardinal-rules)

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are **only** for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Statement on Religious Accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with me.

- Canvas accessibility (go.osu.edu/canvas-accessibility)

COURSE SCHEDULE

Date	Topic	Reading/Assignment
August 20	Intro to Class	None
August 22	What is Positive Psychology and Why do we need it?	Chapter 1
August 27	Myths of Positive Psychology	Chapter 2
August 29	Positive Emotions: Positive Affective Experiences	Chapter 3, pages 47 - 55 <u>RP 1 Due</u>
September 3	Positive Emotions: Causes and Outcomes	Chapter 3, 55 – 82
September 5	Positive Emotions: Broaden and Build	Fredrickson (2003)
September 10	Transcendence	Chapter 4
September 12	Morality	Haidt (2007) <u>RP 2 Due</u>
September 17	Mindfulness	Chapter 5, 117 - 132 <u>Question Writing 1 Due</u>
September 19	EXAM 1	
September 24	Savoring & Flow	Chapter 5, 133 - 146
September 26	Talent & Giftedness	Chapter 6
October 1	Hope & Optimism	Chapter 7
October 3	Goal-Setting	<u>RP 3 Due</u>

October 8	Virtues, Values and Character Strengths	http://www.viacharacter.org /www/ The-Survey Chapter 8
October 10	*** FALL BREAK – NO CLASS ***	
October 15	Successful Aging	Chapter 9 <u>Question Writing 2 Due</u>
October 17	Successful Aging	
October 22	EXAM 2	
October 24	Relationships	Chapter 10
October 29	Relationships	Chapter 10 <u>RP 4 Due</u>
October 31	Gratitude	Chapter 11, pages 279 – 296
November 5	*** Asynchronous Class – No Class Meeting ***	Gratitude Visit
November 7	Forgiveness	Chapter 11, pages 297 - 308
November 12	Prosocial Behavior	Chapter 12
November 17	*** Asynchronous Class – No Class Meeting ***	Acts of Kindness
November 19	Positive Psychology at Work	Chapter 13 <u>Question Writing 3 Due</u>
November 21	Positive Mental Health	Chapter 14 <u>FINAL PROJECT DUE</u>

November 26	BOOK CLUB	
November 28	*** THANKSGIVING – NO CLASS ***	
December 3	Swing Day	<u>RP 5 Due</u>
December 9	EXAM 3	<u>12:00 – 1:45 p.m.</u>

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences
(Updated 2-1-24)

Course Number and Title: Psychology 2303: Positive Psychology

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

☒ A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

☒ Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

☒ Syllabus is consistent and is easy to understand from the student perspective.

☒ Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

☒ If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional).

None.



Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

For more on Regular and Substantive Interaction: [Regular Substantive Interaction \(RSI\) Guidance](#)

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

- ☒ Instructor monitors and engages with student learning experiences on a regular and substantive cadence.

Explain your plan for understanding student experiences of the course and how the instructor will be responsive to those experiences (required).

The instructor will communicate with students via Carmen announcements and with individual students via email. The instructor will create instructional content - i.e., video-recorded lectures for each week of the course. The instructor and/or course assistants will regularly read, grade, and reply to students' weekly discussion posts and responses. Students will receive video recorded instructor feedback on their reflection papers. Groups will receive video recorded instructor feedback on their group projects.

- ☒ Regular instructor communications with the class via announcements or weekly check-ins.
- ☒ Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.
- ☒ Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- ☒ Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above).

See above.



Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- ☒ The tools used in the course support the learning outcomes and competencies.
- ☒ Course tools promote learner engagement and active learning.
- ☒ Technologies required in the course have been vetted for accessibility, security, privacy and legality by the appropriate offices and are readily and reasonably obtainable.
- ☒ Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

None.

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well)

All course components are planned for asynchronous delivery.

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

Live lectures will be converted to instructor-created video lectures. In-class discussion has been converted to online discussion on Carmen. Group project, reflection papers, and question-writing exercises have been preserved in their original format, but instructor feedback via video recording and response to discussion posts has been added. Weekly quizzes have replaced exams, allowing for more frequent lower-stakes assessments within a brief time frame (to discourage academic dishonesty).

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#).

☒ Course credit hours align with estimated average weekly time to complete the course successfully.

☒ Course includes regular substantive interaction well-suited to the learning environment at a frequency and engagement level appropriate to the course.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate (required):

1. Read a chapter of the textbook and take notes: 2 hrs
2. View a video recorded lecture and take notes: 2 hrs
3. Prepare for and complete weekly quiz: 1 hr
4. Compose discussion post and response: 1 hr
5. Work on reaction papers or read Frankl/watch film: 2 hrs
6. Work with group members on project or discussion: 1 hrs

☒ In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#).

☒ Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.

☒ Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

None.

Academic Integrity

For more information: [Academic Integrity](#).

- ☒ The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- ☒ Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

None.

Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

Student success in online courses is maximized when there are frequent, varied learning activities.
Possible approaches:

- ☒ Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- ☒ Variety of assignment formats to provide students with multiple means of demonstrating learning.
- ☒ Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course or select methods above:

Students will have the opportunity to receive course information via the textbook, video recorded lectures created by the instructor, the assigned Frankl book, the assigned film, and the peer-reviewed scientific literature (group project). Students can demonstrate learning in a variety of ways - through quizzes, reflection papers, discussion posts and responses, writing exam questions based on the material, and group projects and discussions.

Community Building

For more information: [Student Interaction Online](#).

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- ☒ Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- ☐ Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- ☒ Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (required)

Students will interact with classmates through online discussions on Carmen and via their assigned groups, which will not only create a project together but will also discuss the Frankl book and the assigned film together.

Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- ☒ Instructor explanations about the learning goals and overall design or organization of the course.
- ☒ Context or rationale to explain the purpose and relevance of major tasks and assignments.



- ☒ Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- ☒ Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- ☐ Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- ☒ Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

The syllabus makes it clear how course activities relate to course learning goals, and the instructor will emphasize this in the lectures as well. When working in groups, students will be able to select the topic for their group projects. Students will receive guidance on how to search for peer-reviewed articles. Students can also take ownership of their own learning by creating exam questions. Students will be able to provide feedback on the course via mid-semester evaluations and SETs.

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

N/A



Syllabus and cover sheet reviewed by *Bob Mick* on *9/26/25*

Reviewer Comments:

I've completed my review of Psychology 2303 Positive Psychology. The summary of my review and comments are included in the attached document.

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.

Attachment from ODE/Bob Mick

Psychology 2303 – Positive Psychology

I am returning the signed Distance Approval Cover Sheet after completing the review of the distance learning syllabus and cover sheet. Below are my comments regarding the syllabus.

1. Instructor Presence and Regular Substantiative Interaction (RSI):

Regular and substantiative interaction will exist on a regular weekly basis in the course between the instructor and students that includes:

- Direct instruction (recorded lecture videos, 2 hr per week)
- Instructor assessing and providing feedback on student's course work and assignments including recorded video feedback on reflection papers and group projects
- Facilitating group discussion (required participation in weekly discussion board posts and responses to other students, group discussion projects)
- Instructor providing opportunities to ask questions on content of course through email and live office hours

2. Syllabus

The first page of the syllabus states the course is online and I recommend added that it's asynchronous too.

3. How this Online Course Works

This section provides clear direction for the students so they are aware of what they will be expected to complete each week and how they will interact with the instructor in this online course. But I believe it would be helpful to mention in this section to always watch the weekly recorded lecture videos and if this should be completed first.

4. Credit hours and work expectations

The information in the syllabus and cover sheet states the total amount of time to be spent on this course with direct and indirect instruction is an average of 9 hours minimum per week. This is correct for a 3 cr hr, 14-week course.

5. Description of Major Assignments

All major assignments are clearly explained.