

Miyazaki International College
Course Syllabus
Fall 2018

Course Title (Credits)	PSY 320 Positive Psychology (3 Credits)
Course Designation for TC	N/A
Content Teacher	
Instructor	Futoshi Kobayashi, Ph.D.
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Language Teacher	
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Course Description:		
<p>Positive Psychology is a new subfield of Psychology that was born around the turn of the 21st century. Traditionally, psychology tried to solve psychological problems but did not pay much attention to how to make better human beings and make happier lives. This course introduces the basics of Positive Psychology.</p>		
Course Objectives:		
<p>Students will</p> <ul style="list-style-type: none"> - explain key concepts and terminology of selected topics in positive psychology. - discuss and present selected phenomena in positive psychology. - practice listening, reading and speaking on topics in positive psychology. - apply the fruits of positive psychology to their life for better well-being. <p>Critical thinking: In this course we practice essential critical thinking skills including interpretation, analysis, evaluation, inference, and explanation. We will practice these critical thinking skills both formally through specific assignments and tests, as well as more informally during class discussions, presentations, question and answer sessions, and other active learning activities.</p>		
Course Schedule:		
Day	Topic	Content/Activities
1	Introduction	Discussion of Syllabus

		Explanation of Goals and Purpose of Course Teaching Self-Enrollment of Moodle Introduction of Learner's Dictionary (Web)
2	Chapter 1: What is Positive Psychology? (1)	Positive Psychology: A Very Short History With a Very Long Past (pp. 4-6) TED Talk of Dr. Martin Seligman: The New Era of Positive Psychology (24 min.) & Group Discussions
3	Chapter 1: What is Positive Psychology? (2)	FAQs About Positive Psychology (pp. 6-20) The Pillars of Positive Psychology (pp. 20-21) Explanation of Exercise 1: Writing Your Own Legacy (pp. 22-23)
4	Chapter 2: Learning About Positive Psychology: Not a Spectator Sport (1)	Exercise 1 Due Positive Self-Introduction (pp. 25-28)
5	Chapter 2: Learning About Positive Psychology: Not a Spectator Sport (2)	Presentations of "Positive Self-Introduction" (5-10 min. per student)
6	Chapter 2: Learning About Positive Psychology: Not a Spectator Sport (3)	Fun Versus Philanthropy (pp. 34-36) Explanation of Exercise 2: Fun vs. Philanthropy Experiment
7	Chapter 3: Pleasure and Positive Experience (1)	Flow (pp. 65-69) TED Talk of Dr. Mihaly Csikszentmihalyi: Flow, The Secret to Happiness (19 min.) & Group Discussions
8	Chapter 3: Pleasure and Positive Experience (2)	Savoring (pp. 69-72) Explanation of Exercise 3: Savoring Your Joy (p. 71)
9	Presentation Day (for Exercise 2)	Presentations of "Fun vs. Philanthropy Experiment" (5-10 min. per student)
10	Chapter 4: Happiness (1)	Watch Video by Dr. Sonja Lyubomirsky & Group Discussions Boosting Happiness (pp. 97-100) Explanation of Exercise 4: What is Your Happiness Profile? (pp. 100-103)
11	Chapter 4: Happiness (2)	Exercise 3 Presentations Lecture: Imagining Your Alternative Life Without Current Blessings.

		Explanation of Exercise 5: Imagining Your Alternative Life Without Current Blessings ⇒ Video 1
12	Chapter 4: Happiness (3)	Exercise 4 Due Discussion of Video 1 Students will start their Exercise 5.
13	Chapter 4: Happiness (4)	Students work on and finish their Exercise 5. Exercise 5 Due
14	Chapter 5: Positive Thinking (1)	The Pollyanna Principle (pp. 111-112) What is Optimism? (pp. 114-115) Dispositional Optimism (pp. 119-120) Taking Life Orientation Test online Explanation of Exercise 6: My Happiness Boosting Plan Project
15	Chapter 5: Positive Thinking (2)	Explanatory Style (pp. 120-121) Hope (pp. 122-123) Taking Adult Hope Scale
16	Chapter 6: Character Strength (1)	Basic Issues in Studying Good Character (pp. 139-141) Identification of Character Strength (pp. 141-142) The VIA Classification of Character Strengths and Virtues (pp. 142-145)
17	Presentation Day (for Exercise 6)	“My Happiness Boosting Plan” Project (Exercise 6) Presentations & Class Discussions
18	Chapter 6: Character Strength (2)	Assessment of Character Strength (pp. 148-152) Taking VIA Survey online Explanation of Exercise 7: Using Signature Strengths in New Ways (pp. 158-162)
19	Chapter 7: Values (1)	What Are Values? (pp. 170-173)
20	Chapter 7: Values (2)	A Universal Structure of Human Values (pp. 181-184) Explanation of Exercise 8: Values Assessment ⇒ Video 2
21	Chapter 7: Values (3)	Finish Video 2 ⇒ Start Exercise 8
22	Chapter 8: Interests, Abilities, and Accomplishments (1)	Vocational Interests (pp. 206-209) Taking Holland Code Career Test online Explanation of Exercise 9: Holland Code Career

		Test
23	Chapter 8: Interests, Abilities, and Accomplishments (2)	General and Specific Intelligence (pp. 210-214) Explanation of Exercise 10: Multiple Intelligences Assessment Taking Multiple Intelligence Tests online Discussion of Test Results
24	Presentation Day (for Exercise 7)	Individual Report of Exercise 7 (5-10 min. per student)
25	Chapter 9: Wellness (1)	Minds and Bodies: The Legacy of Descartes (pp. 227-229)
26	Chapter 9: Wellness (2)	Exercise 8 Due Mental Health as Resilience (pp. 238-241) Mental Health as Maturity (pp. 242-244)
27	Chapter 10: Positive Interpersonal Relationships (1)	Dr. Harry Harlow's Surrogate Mothers Experiment (pp. 253-254 & YouTube Video, 6 min.) Attachment Theory (pp. 258-263)
28	Presentation Day (for Exercise 9)	Individual Report of Exercise 9 (5-10 min. per student)
29	Chapter 10: Positive Interpersonal Relationships (2)	Exercise 10 Due Dr. Mary Ainsworth's Strange Situation Test (p. 260 & YouTube Video, 3 min.) Attachment Styles & Romantic Relationships in Adulthood (pp. 260-263 & YouTube Video, 5 min.)
30	Final Project	Explanations for Final Project
	Final Exam	Submission of Final Project

Required Materials:

Assigned Text

Peterson, C. (2006). *A primer in positive psychology*. New York, NY: Oxford University Press.
ISBN-13: 978-0195188332

Bring a highlighter, a red pen, a pencil, an eraser, an English-English dictionary, and an A4 binder to every class. Also, we will watch videos in this class. Thus, you must bring your earphones (or headphones) with you. Keep all the materials from this class in the binder. Students are expected to keep this syllabus and all class materials organized neatly in a binder, and to bring the binder to every lesson.

Course Policies (Attendance, etc.):

You are expected to be punctual and to attend all lessons. A delay or early departure will be counted

as a half (0.5) day absence. However, any absence, delay, or early departure can be excused if an official document (e.g., doctor's notes) is submitted to your instructor within 7 days of such an occurrence. When you miss a lesson, it is your responsibility to see your instructor afterwards (and perhaps other students who attended the lesson), to find out how to catch up with the work you missed. If you expect to be absent from a forthcoming lesson, you should email your instructor to explain your absence at least one day in advance.

A maximum of five and a half (5.5) absences is allowed. The sixth absence will automatically result in a withdrawal from the course.

Class Preparation and Review:

Students are expected to spend at least one hour reviewing and doing homework and one hour preparing for every hour of lesson time.

Grades and Grading Standards:

5% Positive Self-Introduction
80% Exercise (10 times X 8%)
15% Final Project

The final grade will be determined as below.

A: 90-100 points
B: 80-89 points
C: 70-79 points
D: 60-69 points
F: Less than 60 points

Plagiarism

Plagiarism is not acceptable at MIC. Students must submit their own work and not copy from other sources, unless they credit their sources with appropriate referencing. Students caught copying information from other sources and pretending that it is their own work will automatically result in a grade of 'F' or withdrawal from the course.

Methods of Feedback:

In principle, graded work will be returned within one week of submission with appropriate feedback, i.e., grade, comments, etc.

Diploma Policy Objectives:

Work completed in this course helps students achieve the following Diploma Policy objectives:

1. Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought)
3. The ability to identify and solve problems
5. Proficiency in the use of information technology

Notes:

The schedule, policies, and procedures in this course are subject to change at the discretion of the instructor.

文部科学省から採択された 大学教育再生加速プログラム 		Advanced	Proficient	Developing	Emerging	No Attempt
Critical Thinking	Ability to Identify & Solve Problems	Insightful comments in class discussions Student shows proven ability to analyze data, gather and assess resources, and disseminate opinions in a scholarly manner.	Able to contribute to class discussions, and to perform a basic analysis of data, gather and assess resources, and express opinions in an adequate manner.	Beginning to visualize the ways in which information can be combined and applied to solving a given problem, but struggles with complex and relationships	Student shows motivation but must learn the concepts and mechanisms that apply to critical thinking, such as information gathering, assessment and synthesis	Insufficient effort or evidence of achievement.
	Information Gathering					
	Assessment of Credibility					
Advanced Communication Proficiency	Public Speaking	Speaking is clear, using a broad range of vocabulary and relative jargon. Student uses appropriate social cues and nuance.	Able to create a relevant response when asked to express an opinion or respond to a complicated situation, but pronunciation and grammar can often make responses and explanations unclear to a listener and must be interpreted.	Able to answer questions and give basic information. However, inconsistent pronunciation, intonation and stress may sometimes make their responses difficult to understand or interpret.	Student is unsuccessful or finds it very difficult when attempting to explain an opinion or respond to a complicated scenario. The response may be limited to a single sentence or part of a sentence.	
	Social Skills					
	Professional Skills					
Global Perspectives	Cultural Relevancy	Fully engaged in current events and shows understanding of social inequalities and cultural differences.	Student is aware of current events and world cultures, but is unable to apply macro-level situations to her/his own life.	Exhibits interest and intrigue in current events and world culture, but has difficulty understanding relevancy.	Student expresses one-sided ideals from an ethnocentric point of view. Completely lacks awareness of world issues or events.	
	Awareness of Current Events & Global Issues					
English Language Ability	Reading	Exhibits fluency/near fluency in speaking and writing. Grammar and reading ability similar to native English speaker. Able to use context clues when faced with unfamiliar vocabulary.	Proficient English ability; relies mainly on familiar vocabulary. Should be encouraged to advanced beyond comfort zone.	Adequate English ability; must reference dictionary often	Student has some English ability, but lacks confidence in using and understanding. Very limited vocabulary knowledge, struggles with grammar and pronunciation. Unable to form questions	
	Writing					
	Oral Communication					
Japanese Language Ability	Reading	Able to express one's self clearly and succinctly both in writing and orally. Able to use context clues when faced with unfamiliar vocabulary.	Proficient oral and written communication; relies mainly on familiar vocabulary. Should be encouraged to advanced beyond comfort zone.	Adequate oral and written communication; tends to have difficulty clearly expressing ideas.	Student shows a lack of confidence in writing, reading, and oral communication. Very limited vocabulary knowledge, struggles with grammar Unable to form questions	
	Writing					
	Oral Communication					