

Syllabus

Course Overview

Course Description

Positive psychology is a relatively new area of study that is strength based and focuses on what is right about individuals rather than what is problematic. Dr. Martin Seligman founded positive psychology in the late 1990's. Researchers continue to explore how to better understand and promote individual and group well-being. By understanding the concepts of positive psychology and its theories, you will better understand the elements of well-being, various characteristics and traits associated with higher well-being, and how well-being is viewed across cultural domains.

In this course, learners apply theory, research, and evidence-based practices in the scientific study of optimal human functioning. Learners evaluate the development of positive emotional, cognitive, and behavioral states and traits such as happiness and well-being, self-efficacy, optimism, hope, wisdom, courage, mindfulness, flow, spirituality, empathy, altruism, gratitude, forgiveness, and love and articulate how they influence flourishing relationships. Learners also assess and apply positive psychology principles in personal and professional settings from a strengths perspective.

Assignments

Week 2: Write a 2–3 page paper exploring a measurement related to well-being and applying positive psychology concepts to your life:

Week 5: Write a 3–4 page paper reflecting on a positive psychology activity, explaining how it relates to optimal human functioning, and applying thoughts and insights to your life:

Week 7: Write a 3–4 page paper reflecting on a positive psychology activity, explaining how it relates to optimal human functioning and applying thoughts and insights to a social issue:

Week 9: Write a 4–6 page paper applying concepts from positive psychology to a particular environment, assessing the strengths and limitations of that application, and citing research to support that application:

Discussions

There will be a discussion in the following weeks. Initial discussion posts are due on Thursday of the week assigned. Responses to discussions are due on Sunday of that week.

Week 1: Use Yellowdig to post a discussion regarding positive psychology or the Positive Ratio Assessment.

Week 2: Use Yellowdig to post a discussion regarding well-being, happiness and culture or one of the positive psychology activities you completed.

Week 3: Use Yellowdig to post a discussion regarding the VIA or one of the positive psychology activities you completed.

Week 4: Use Yellowdig to post a discussion regarding the traits of wisdom and courage or one of the positive psychology activities you completed. **Week**

5: Use Yellowdig to post a discussion regarding the trait of humanity or one of the positive psychology activities you completed.

Week 6: Use Yellowdig to post a discussion regarding the traits of justice and temperance or one of the positive psychology activities you completed.

Week 7: Use Yellowdig to post a discussion regarding the trait of transcendence or one of the positive psychology activities you completed.

Week 8: Use Yellowdig to post a discussion regarding the enhancement of mental health or the prevention of mental health issues.

Week 9: Use Yellowdig to post a discussion regarding the application of positive psychology in different settings, such as work, school, and home. **Week**

10: Use Yellowdig to post a discussion regarding integrating positive psychology into your life or future trends in positive psychology.

Quizzes

Week 4: Take a Week 4 Quiz that will test your knowledge of the content of the course:

Week 10: Take a Week 10 Quiz that will test your knowledge of the content of the course:

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Explain the relationship among positive experiences, positive traits, and optimal human functioning.
- 2 Apply concepts of positive psychology to real world situations.
- 3 Apply research findings to topics in positive psychology.
- 4 Analyze the strengths and limitations of applied positive psychology.
- 5 Write using a clear purpose, organization, tone, and sentence structure.

Course Prerequisites

Prerequisite(s): PSYC1000.

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Book

Lopez, S. J., Pedrotti, J. T., & Snyder, C. R. (2019). *Positive psychology: The scientific and practical explorations of human strengths* (4th ed.). Thousand Oaks, CA: Sage Publications. ISBN: 9781506357355

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Ben-Shahar, T. (2007). *Happier: Learn the secrets to daily joy and lasting fulfillment*. New York, NY: McGraw Hill.
- Farh, C. I. C. C., Seo, M.-G., & Tesluk, P. E. (2012). Emotional intelligence, teamwork effectiveness, and job performance: The moderating role of job context. *Journal of Applied Psychology, 97*(4), 890–900.
- Forster, J., Epstude, K., & Ozsel, A. (2009). Why love has wings and sex has not: How reminders of love and sex influence creative and analytic thinking. *Personality and Social Psychology Bulletin, 35*(11), 1479–1491.
- Lyubomirsky, S., Sheldon, K. M., & Schkade, D. (2005). Pursuing happiness: The architecture of sustainable change. *Review of General Psychology, 9*(2), 111–131.
- Nelson, L. J., & Padilla-Walker, L. M. (2013). Flourishing and floundering in emerging adult college students. *Emerging Adulthood, 1*(1), 67–78.
- O'Brien, C. (2013). Happiness and sustainability together at last! Sustainable happiness. *Canadian Journal of Education, 36*(4), 228–256.
- Otake, K., Shimai, S., Tanaka-Matsumi, J., Otsui, K., & Fredrickson, B. L. (2006). Happy people become happier through kindness: A counting kindnesses intervention. *Journal of Happiness Studies, 7*(3), 361–375.
- Peterson, C., & Seligman, M. E. P. (2004). *Character strengths and virtues: A handbook and classification*. New York, NY: Oxford University Press.
- Schueller, S. M. & Parks, A. C. (2014). The science of self-help: Translating positive psychology research into increased individual happiness. *European Psychologist, 19*(2), 145–155.
- Tangney, J. P., Baumeister, R. F., & Boone, A. L. (2004). High self-control predicts good adjustment, less pathology, better grades, and interpersonal success. *Journal of Personality, 72*(2), 271–324.
- Toussaint, L., & Friedman, P. (2009). Forgiveness, gratitude, and well-being: The mediating role of affect and beliefs. *Journal of Happiness Studies, 10*(6), 635–654.

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

Unit 1 >> Introduction to Positive Psychology

Introduction



Scenario: Lonely and Bored

Matthew browsed the internet on a Friday night and wished he had something better to do. Social media just reminded him that he had no girlfriend, no friends, and no life. He'd been alone since his divorce five years ago.

He emailed his older brother about his feelings of loneliness and boredom. When that just added to his feelings of isolation, he googled "how to make friends." An advertisement popped up, "Love thyself—6 steps to finding your strengths."

His email chimed, and he eagerly opened the reply from his brother:

"Matt—you keep complaining about being lonely, but you don't do anything about it. Friends aren't going to magically appear in your apartment, you need to go out and do things. Try interacting with people."

This week you'll discover what positive psychology is all about. As you complete the reading, think about Matthew. A psychologist could view his situation by looking at his weaknesses or by looking at his strengths. How would a positive psychologist view Matthew?

To-Do List:

- **Discussion:** Use Yellowdig to post a discussion regarding positive psychology or the Positive Ratio Assessment.
- **What You Need to Know:** Review resources that explain the origins of positive psychology, the affective and emotional components of well-being, and scales that can be used to measure elements of well-being.
- **Plan:** Complete a positive psychology activity and record your personal reflections and insights.
- **Prepare:** Familiarize yourself with Yellowdig, the discussion tool you will be using in this course.

Learning Activities

u01s1 - Activity Overview

Discussion Overview

Use Yellowdig to post a discussion regarding positive psychology or the Positive Ratio Assessment.

u01s2 - What You Need to Know

Introduction to Positive Psychology

Dr. Martin Seligman fathered the strength-based discipline of Positive Psychology in the late 90's. Positive psychologists operate on the belief that individuals want to achieve more meaningful lives. Individual and societal well-being are core principles of Positive Psychology. Chapter 1 in your text presents the origins of positive psychology and gives you an overview of concepts that are important in the discipline. Chapters 6 and 7 focus on the affective and emotional components of well-being and introduce scales used to measure elements of well-being. You will find questions from these chapters in the Week 4 quiz, and you may choose to include concepts from these chapters in your discussion and your Week 2 assignment.

Use your *Positive Psychology: The Scientific and Practical Explorations of Human Strengths* text to read the following:

- Chapter 1, "Welcome to Positive Psychology," pages 3–19.
- Chapter 6, "The Principles of Pleasure," pages 135–163.
- Chapter 7, "Making the Most of Emotional Experiences," pages 165–187.

Positive psychology's focus on strengths and what's right with people makes it a little different from the rest of psychology. However, just as in the rest of psychology, positive psychologists use quantitative and qualitative methods to conduct research.

- [Positive Psychology Panel Discussion](#).

u01s3 - Plan: Positive Psychology Activities

A person's well-being can be described on a continuum from floundering at low levels of well-being, to languishing at moderate levels of well-being, to flourishing by experiencing high levels of well-being. The goal of most psychotherapy is to help people with symptoms of floundering to move up to the less symptomatic and less painful level of languishing. The goal of positive psychology is to help people flourish, not just languish or flounder.

Each week you will complete one or two positive psychology activities. You are encouraged to record your personal reflections (thoughts) and insights (things learned or relearned). You will need these notes for the assignments and discussions in this course.

Access this week's activities in the Positive Psychology Activities multimedia piece:

- In Section 1, complete Activity 1.1 Positivity Ratio Assessment. You can use your reflections and insights to inform your discussion and also for your Week 2 assignment.

u01s4 - Prepare: Introducing Yellowdig

This course uses a tool called Yellowdig to facilitate course discussions. Yellowdig provides an interface that resembles modern and familiar social media platforms, and makes it easier to post and respond to discussions. It also makes posting media within your discussions simpler.

A Yellowdig account will be automatically created for you. The first time you access a Yellowdig discussion, you will be asked to acknowledge and confirm your account.

For more on how this course uses Yellowdig, visit the Tools and Resources section of this course, available in the left menu. **Note:** You will have the best experience using Yellowdig with Chrome.

If you have trouble getting connected to the Yellowdig discussion boards, contact Capella Technical Support.

If you have further questions on how to navigate Yellowdig or are experiencing technical issues while on the platform, contact Yellowdig Support.

Grading in Yellowdig

Yellowdig uses a unique discussion points grading system. In this course, points will initially be given as follows:

- **Initial post of 50 or more words:** 30 points.
- **Comment (response) of 30 or more words on another learner's post:** 30 points.

You can earn a maximum of 120 points each week.

A minimum of 100 points are needed to get full credit for posts, the equivalent of an "A. If you earn the maximum, you will get 20 extra points.

Grades in Blackboard Grade Book

In Blackboard, the Yellowdig grade will show if you are on-pace. The gradebook takes the total number of points earned in Yellowdig divided by the full points possible for that week. So 100 points in Week 1, 200 points in Week 2, and 300 points in Week 3. Following are some examples to help you better understand the grading process:

- In Week 2, if a learner has a total of 100 (or more points) in Week 1 and 100 (or more points) in Week 2, you will see 100% in Blackboard.
- In Week 2, if a learner had 120 points in Week 1 and no points in Week 2, the grade book will show they have 60%, which is 120/200 (this includes the extra 20% from Week 1). To get back up to 100%, you need to submit posts for Week 2 (due this Sunday).
- Again in Week 2, if a learner has a total of 135 points between Week 1 and Week 2, then that's 135/200 for a 67.5% in the grade book.

Earning Extra

You are not able to get credit for late posts. However, each week, if you participate to the maximum 120 points, you accumulate 20 extra points (that can go towards any points lost in previous weeks). Consequently, if you participate to the maximum 120 points for 5 weeks, that's 100 points or a full week's worth of participation earned.

Instead of the grade book, focus on the points displayed in Yellowdig. If you are hitting your maximum points each week, you are good. In fact, you are more than good. Aim for 100–120 points each week to stay on track. The point structure is designed so you can earn extra points during the week to balance out other weeks where you may not earn as many.

Reasons Yellowdig May Appear Wrong

Common reasons why Yellowdig grades appear wrong are:

- Your post or comment didn't have the minimal number of words. It will show when typing if you've hit the word count or not (but sometimes it's easy to overlook that).
- In some circumstances you can get over 120 points per week. Yellowdig will not grant you partial points for an item. So, if you are at 100 pts and post another comment, you'll get the full 40 points and show as 140 for the week (even though 120 is the maximum).
- You have hit the 120 maximum for the week and are no longer getting points for activity.

Using Yellowdig

Yellowdig is designed to take a less formal approach to discussing course content. Think of it as a playground for ideas. We still expect you to use APA-style citations and references. However, we want you to focus on shorter, more succinct posts on the content rather than writing short essays. Try to start a conversation on the new topics you learn each week. Also share additional resources with one another to help better understand and explore the new ideas you'll learn.

This is an environment designed to give you flexibility and control. Take advantage of that to learn in the manner best suited to you.

Yellowdig Features

- You can like or love each other's posts.
- You can use hashtags.
- You can filter what you see (icon on the top of the screen).
- You can use the sort function (icon on the top of the screen) to control the order of the posts.
- Weekly points (on the left) will tell you how many points you've earned that week. Aim for 100 to 120 points each week to stay on track.
- You can embed outside resources like video, pictures, and links.
- You can create polls or videos from within your post while you are writing it.

For further information, see:

- [Using Yellowdig \[PDF\]](#).
- [Grading in Yellowdig \[PDF\]](#).
- [Yellowdig Forums](#).

u01d1 - Write Your Discussion Post

This course uses a tool called Yellowdig to facilitate discussions. If you have not yet read the Introducing Yellowdig study in this unit, read that now to learn what Yellowdig is and how to use it.

The following resources will be provided in every Yellowdig discussion in this course for on-the-spot help using Yellowdig and understanding how grading in Yellowdig works:

- [Using Yellowdig \[PDF\]](#).
- [Grading in Yellowdig \[PDF\]](#).
- [Yellowdig Forums](#): Capella's Campus support page for Yellowdig, with links for technical support.

Initial Pin

Please post something to the discussion board related to the content we are looking at this week. For each post, be succinct (using no more than 75 words). Also feel free to explore the features of Yellowdig, such as the ability to embed videos and pictures, create polls, use hashtags, like or love a post, and so on.

Here are some ideas for your pin (post) to get you started:

- Find a short video or article about positive psychology. Share the link to your source and a short summary of the source. Include why you found the resource helpful in your understanding.

- Discuss an area of positive psychology mentioned in Chapters 1, 6, or 7 that stood out to you. Why was this information important to you? Can you see it effecting your personal or professional life?
- Discuss your thoughts and reflections on the Positivity Ratio Assessment or your results.
- Find a picture or meme that reflects your thoughts after taking the Positivity Ratio Assessment. Embed the picture or meme and discuss how the picture reflects your thoughts.

Response Guidelines

As you respond to your classmates, share your experiences and anecdotal feedback regarding their pins. How have your personal experiences resonated with their ideas? What can you add to their ideas, building upon the connections you have made to the material so far?

Course Resources

Psychology Undergraduate Discussion Scoring Guide

Unit 2 >> Happiness and Culture

Introduction

Scenario: Playing Games

Matthew stewed over his brother's email. He thought his brother understood him better. Matthew hated going out and being around people. He knew he was introverted, and society seemed to expect everyone to be extroverts. No one understood him.

His brother did have a point. He'd never make friends if he stayed in his apartment all the time.

He decided to see if there was a MeetUp that sounded interesting. He found one for people playing board games. That didn't look too bad—it was easier to interact with people with a mutual task like a game.

When he walked into the MeetUp, a young woman grabbed his arm and dragged him toward a table.

"We really need another player at Monopoly," the woman said. "Oh, and I'm Jen. Come join us."

This week we explore both happiness and culture. As you complete the readings, think about happiness. What would you recommend to Matthew?

To-Do List:

- **Discussion:** Use Yellowdig to post a discussion regarding well-being, happiness and culture or one of the positive psychology activities you completed.
- **Assignment:** Complete a 2–3 page paper applying positive psychology concepts to a measurement of well-being.
- **What You Need to Know:** Review resources that explain how definitions of well-being and happiness are influenced by culture and how those definitions change over a lifespan.
- **Plan:** Complete two positive psychology activities and record your personal reflections and insights.

Learning Activities

u02s1 - Activity Overview

Discussion Overview

Use Yellowdig to post a discussion regarding well-being, happiness, and culture or one of the positive psychology activities you completed.

Assignment Overview

Write a 2–3 page paper reflecting on what you learned when completing a measurement related to well-being and how you can apply that to your life.

u02s2 - What You Need to Know

Culture and Perspective

Understanding cultural differences is important to understanding one's well-being. What makes one individual happy might be something very different for another. One's cultural beliefs influence how he or she views the world. You will find questions from these chapters in the Week 4 quiz, and you may choose to include concepts from these chapters in your discussion and your Week 2 assignment.

Use your *Positive Psychology: The Scientific and Practical Explorations of Human Strengths* text, to read the following:

- Chapter 2, "Eastern and Western Perspectives on Positive Psychology," pages 21–51.
 - In Chapter 2, you will learn the differences between individualistic and collectivistic societies and how individuals in each perceive happiness.
- Chapter 4, "The Role of Culture in Developing Strengths and Living Well," pages 85–104.
 - Chapter 4 provides a more in depth account of the cultural impact on well-being and the importance of understanding culture in relation to the various concepts associated with positive psychology. This chapter illustrates why culture must be considered for each individual.
- Chapter 5, "Living Well at Every Stage of Life," pages 105–131.
 - Life stages also has an impact on well-being. Our beliefs change as we grow older. Chapter 5 addresses well-being across the life span.

u02s3 - Plan: Positive Psychology Activities

The activities this week involve different measurements of well-being. The Satisfaction With Life Scale assesses your well-being at a particular moment in time, while the Flourishing Scale measures success across different areas.

View the [Positive Psychology Activities](#) multimedia piece to access this week's journal activities.

- In Section 1, complete activities 1.2 Satisfaction With Life Scale and 1.3 Flourishing Scale. You can use your reflections and insights to inform your discussion and also for your Week 2 assignment.

u02d1 - Write Your Discussion Post

This course uses a tool called Yellowdig to facilitate discussions. If you have not yet read the Introducing Yellowdig study in this unit, read that now to learn what Yellowdig is and how to use it.

The following resources will be provided in every Yellowdig discussion in this course for on-the-spot help using Yellowdig and understanding how grading in Yellowdig works:

- [Using Yellowdig \[PDF\]](#).
- [Grading in Yellowdig \[PDF\]](#).
- [Yellowdig Forums](#): Capella's Campus support page for Yellowdig, with links for technical support.

Initial Pin

Please post something to the discussion board related to the content we are looking at this week. For each post be succinct (using no more than 75 words). Also feel free to explore the features of Yellowdig, such as the ability to embed videos and pictures, create polls, use hashtags, like or love a post, and so on.

Here are some ideas for your pin (post) to get you started:

- Find a short video or article about living well. Share the video and a short summary of the source. Discuss how the video reflects what you've read about positive psychology this week.
- Discuss an area of positive psychology mentioned in Chapter 2, 4, or 5 that stood out to you. Why was this information important to you? Can you see it affecting your personal or professional life?
- Discuss the Satisfaction of Life or the Flourishing Scale. Why was this information important to you? Can you see it affecting your personal or professional life?
- Find a scholarly article on the relationship between culture and happiness. Share the link to the article. Provide a short summary of the findings and how you could use this information in your daily life.

Response Guidelines

As you respond to your classmates, share your experiences and anecdotal feedback regarding their pins. How have your personal experiences resonated with their ideas? What can you add to their ideas, building upon the connections you have made to the material so far?

Course Resources

Psychology Undergraduate Discussion Scoring Guide

u02a1 - Happiness and Well-Being Reflection Paper

Overview

How are you? When asked, most people say "fine" or something similar without even thinking about it. But what if someone really asked you. How would you answer? Happiness and well-being are complex concepts that have different components to them. You might be happy about the promotion you received, but sad about the argument you had with your sister. You might be happy the week you are on vacation and a little sad when you return to your routine. Measurements, such as the Positivity Ratio Assessment and the Satisfaction with Life Scale, help you think about your well-being and happiness across different areas of your life or across time. In this assignment, you will reflect on what you learned when completing one of these measurements and how you can apply that to your life.

Preparation

If you haven't already done so, choose one of the activities you completed related to happiness and well-being to focus on for this assignment.

Instructions

Organize your paper, using the following headings to ensure that you address each element of the assignment.

- **Activity Summary**
 - Describe the measurement you are focusing on for this assignment.
 - Summarize and explain your personal reflections and insights to demonstrate what you learned from this experiential learning activity. What did you learn about yourself or others?
- **Relationship to Positive Psychology**
 - Explain how this experiential activity is related to optimal human functioning. How does this activity demonstrate the principles and concepts of positive psychology?
- **Application to Personal or Professional Issues**
 - Summarize how you would apply what you learned from this activity to your personal or professional life.

Additional Requirements

Your paper should meet the following requirements:

- **Written communication:** Written communication should be free of errors that detract from the overall message.
- **APA formatting:** Your paper should be formatted according to current [APA Style and Format](#) guidelines.
- **Number of References:** Your paper should include at least 1 properly cited professional resources (such as a textbook or peer-reviewed scholarly journal article from the Capella library).
- **Length:** 2–3 double-spaced pages of content in addition to the title page and reference page.

- **Font and font size:** Times New Roman, 12 point.

Review the Happiness and Well-Being Reflection Paper Scoring Guide for details on how your paper will be graded.

Note: Your instructor may also use the [Writing Feedback Tool](#) when grading this assignment. The Writing Feedback Tool is designed to provide you with guidance and resources to develop your writing based on five core skills. You will find writing feedback in the Scoring Guide for the assignment once your work has been evaluated.

Portfolio Prompt: You may choose to save this learning activity to your [ePortfolio](#).

Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assessment criteria:

- Competency 1: Analyze the relationship among positive experiences, positive traits, and optimal human functioning.
 - Explain how a particular activity demonstrates the relationship between experiential activities and optimal human functioning.
- Competency 2: Apply concepts of positive psychology to real world situations.
 - Explain reflections and insights related to experiential learning activities.
 - Apply concepts of positive psychology to personal or professional situations.
- Competency 5: Write using a clear purpose, organization, tone, and sentence structure.
 - Address assignment purpose in a well-organized text.
 - Use appropriate tone in grammatically sound sentences.

Unit 3 >> Wisdom and Knowledge

Introduction

Scenario: Wise Words

Matthew moved his Monopoly piece around the board and sat silent as the others chatted. The conversation flowed, and he tried to think of something to say. He wanted to be a part of it. The others seemed to be so comfortable with each other.

Jen nudged him, "Say anything. The important thing is to try."

"It's not that easy for introverts," Matthew said.

"The physical action is easy," Jen replied. "It's overcoming what's in your own mind."

Matthew thought about that as he played. Sure, he could physically speak. He just didn't know what words to say and worried he'd sound like a fool. She made it all seem so easy.

This week we explore wisdom and knowledge. As you do the readings, think about Jen and Matthew. Do you see either wisdom or knowledge in their interaction?

To-Do List:

- **Discussion:** Use Yellowdig to post a discussion regarding the VIA or one of the positive psychology activities you completed.
- **What You Need to Know:** Learn about the different types of strengths that define a person, as well as the various ways they can be measured.
- **Plan:** Complete two positive psychology activities and record your personal reflections and insights.
- **Review:** Take a practice quiz to help you study for your graded quiz next week.

Learning Activities

u03s1 - Activity Overview

Discussion Overview

Use Yellowdig to post a discussion regarding the VIA or one of the positive psychology activities you completed.

u03s2 - What You Need to Know

Focus on Strengths: Wisdom and Knowledge

Psychologists use the VIA to assess character strengths. Scientists have identified 24 character strengths associated with well-being. We will explore these various strengths over the next several weeks. Chapter 3 provides an overview of the various strengths explored in this course. You will find questions from this reading in the Week 4 quiz, and you may choose to include concepts from this reading in your discussion and your Week 5 assignment.

Use your *Positive Psychology: The Scientific and Practical Explorations of Human Strengths* text, to read the following:

- Chapter 3, "Classifications and Measures of Strengths and Positive Outcomes," pages 55–81.

Peterson and Seligman further explain the components of wisdom and knowledge: creativity, curiosity, open mindedness, love of learning, and perspective. You may choose to include concepts from this reading in your discussion and your Week 5 assignment.

- Peterson, C., & Seligman, M. E. P. (2004). *Character strengths and virtues: A handbook and classification*. New York, NY: Oxford University Press. Pages 95–107.

u03s3 - Plan: Positive Psychology Activities

The activities this week involve measuring strengths and exploring aspects of wisdom, such as curiosity and creative thinking.

View the [Positive Psychology Activities](#) multimedia piece to can access this week's journal activities.

- In Section 2, complete Activity 2.1 VIA Survey of Character Strengths.
- In addition, complete one of the following activities in Section 2.
 - 2.2 Advice From Your Inner Sage.
 - 2.3 Curiosity Activity.
 - 2.4 Creative Thinking Activity.

You can use your reflections and insights to inform your discussion and also for your Week 5 assignment.

u03d1 - Write Your Discussion Post

This course uses a tool called Yellowdig to facilitate discussions. If you have not yet read the Introducing Yellowdig study in this unit, read that now to learn what Yellowdig is and how to use it.

The following resources will be provided in every Yellowdig discussion in this course for on-the-spot help using Yellowdig and understanding how grading in Yellowdig works:

- [Using Yellowdig \[PDF\]](#).
- [Grading in Yellowdig \[PDF\]](#).
- [Yellowdig Forums](#): Capella's Campus support page for Yellowdig, with links for technical support.

Initial Pin

Please post something to the discussion board related to the content we are looking at this week. For each post be succinct (using no more than 75 words). Also feel free to explore the features of Yellowdig, such as the ability to embed videos and pictures, create polls, use hashtags, like or love a post, and so on.

Here are some ideas for your pin (post) to get you started:

- Find a short video or article about positive psychology—perhaps a clip of Martin Seligman. Share the link to your source and a short summary of the source. Include why you found the resource helpful in your understanding.
- Discuss an area of positive psychology mentioned in Chapter 3 that stood out to you. Why was this information important to you? Can you see it affecting your personal or professional life?
- Discuss your thoughts and reflections on the VIA test or your results.
- Find a picture or meme that reflects your thoughts after taking the VIA. Embed the picture or meme and discuss how the picture reflects your thoughts.

Response Guidelines

As you respond to your classmates, share your experiences and anecdotal feedback regarding their pins. How have your personal experiences resonated with their ideas? What can you add to their ideas, building upon the connections you have made to the material so far?

Course Resources

Psychology Undergraduate Discussion Scoring Guide

u03s4 - Review: Take a Practice Quiz

Use the [Positive Psychology Self-Check 1](#) to self-assess your understanding of course content, as well as see the kinds of questions you can expect on the graded quizzes in the course.

Unit 4 >> Courage

Introduction

Scenario: Building Your Courage

After the Monopoly game finished, Matthew spotted a young man with a chess board in front of him. Maybe he could try talking one-on-one. Matthew walked over to the table but couldn't get any words to come out of his mouth. How hard was it to just ask if he could play? But what if the guy said no?

"Do you want to play?" the man said, looking hopeful.

Matthew sat down gratefully. They set up the board and began. The silence stretching between them.

"What's your name?" Matthew asked, heart pounding. Fear pulsed through him, but he got the words out.

"Stan," the man answered. "I love chess. I played it all the time as a kid."

This week we learn about courage. As you do the readings, is Matthew showing courage?

To-Do List:

- **Discussion:** Use Yellowdig to post a discussion regarding the traits of wisdom and courage or one of the positive psychology activities you completed.
- **Quiz:** Take a quiz that checks your knowledge of concepts in the course.
- **What You Need to Know:** Learn more about the different components of courage.
- **Plan:** Complete two positive psychology activities and record your personal reflections and insights.
- **Research Activity:** Choose your topic and begin the research required to complete your assignment due next week.

Learning Activities

u04s1 - Activity Overview

Discussion Overview

Use Yellowdig to post a discussion regarding the traits of wisdom and courage or one of the positive psychology activities you completed.

Quiz Overview

Complete a Week 4 Quiz to test your knowledge of basic concepts related to positive psychology, the impact of culture on concepts of well-being and happiness, and the traits of wisdom and courage.

u04s2 - What You Need to Know

Focus on Strengths: Courage

Chapter 9 explores two complex character strengths, courage and wisdom, which are associated with life challenges. Various theories of wisdom are presented and an explanation about how courage acts as a buffer to wisdom in difficult situations. You will find questions from this reading in the Week 4 quiz, and you may choose to include concepts from this reading in your discussion and your Week 5 assignment.

In your *Positive Psychology: The Scientific and Practical Explorations of Human Strengths* textbook, read the following:

- Chapter 9, "Wisdom and Courage," pages 235–275.

Peterson and Seligman further explain the components of courage: bravery, persistence, integrity, and vitality. You may choose to include concepts from this reading in your discussion and your Week 5 assignment.

- Peterson, C., & Seligman, M. E. P. (2004). *Character strengths and virtues: A handbook and classification*. New York, NY: Oxford University Press.
 - Pages 199–212.

u04s3 - Plan: Positive Psychology Activities

The activities this week explore courage and aspects of courage, such as zest and honesty.

View the [Positive Psychology Activities](#) multimedia piece to access this week's journal activities.

- Complete any two of the options for Section 3.
 - 3.1 Courage Activity.
 - 3.2 Zest Activity.
 - 3.3 Honesty Activity.

You can use your reflections and insights to inform your discussion and also for your Week 5 assignment.

u04d1 - Write Your Discussion Post

This course uses a tool called Yellowdig to facilitate discussions. If you have not yet read the Introducing Yellowdig study in this unit, read that now to learn what Yellowdig is and how to use it.

The following resources will be provided in every Yellowdig discussion in this course for on-the-spot help using Yellowdig and understanding how grading in Yellowdig works:

- [Using Yellowdig \[PDF\]](#).
- [Grading in Yellowdig \[PDF\]](#).
- [Yellowdig Forums](#): Capella's Campus support page for Yellowdig, with links for technical support.

Initial Pin

Please post something to the discussion board related to the content we are looking at this week. For each post be succinct (using no more than 75 words). Also feel free to explore the features of Yellowdig, such as the ability to embed videos and pictures, create polls, use hashtags, like or love a post, and so on.

Here are some ideas for your pin (post) to get you started:

- Find a short video or article about wisdom or courage. Share the link to your source and a short summary of the source. Discuss how the video relates to what you've read this week.
- Discuss an area of positive psychology mentioned in Chapter 9 that stood out to you. Why was this information important to you? Can you see it affecting your personal or professional life?
- Discuss your thoughts on wisdom or courage. How do you see these traits play out in daily life? What did you learn from the positive psychology activities you completed this week?
- Find a picture or meme regarding wisdom or courage. Embed the picture or meme and discuss how the picture reflects your thoughts on these traits.

Response Guidelines

As you respond to your classmates, share your experiences and anecdotal feedback regarding their pins. How have your personal experiences resonated with their ideas? What can you add to their ideas, building upon the connections you have made to the material so far?

Course Resources

Psychology Undergraduate Discussion Scoring Guide

u04q1 - Take the Quiz

In this course, you have been introduced to new concepts related to the field of positive psychology. This multiple-choice quiz will gauge your understanding of the material presented in Weeks 1–4. The following competencies will be covered in this quiz:

- Explain the relationship among positive experiences, positive traits, and optimal human functioning.
- Apply concepts of positive psychology to real world situations.

Please carefully read the following instructions before beginning the quiz:

- You must complete and submit the quiz by Friday at 11:59 p.m. central time.
- You may take the quiz only once.
- This quiz is not timed, but once you submit the quiz, you may not go back and change any of your responses.
- Your score is automatically recorded in the instructor's grade book upon completion of the quiz.
- Your score and the correct answers will be accessible to you after you have completed the quiz and your score is recorded.
- This quiz is worth 10% of your overall grade for the course. There are 10 questions for a total of 100 points possible. Each question is worth 10 points.

Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

u04s4 - Research Activity: Find Resources

To prepare for your Wisdom, Courage, and Humanity Reflection Paper assignment in Week 5, complete the following:

- Choose one of the activities you completed related to wisdom, courage, or humanity to focus on for this assignment.
- Use the [Capella University Library](#) to find scholarly articles. If you aren't familiar with the library, the "Finding Articles" section of the [Psychology Research Guide](#) is a great place to start your search. You are required to include 1–2 properly cited professional resources (such as a textbook or peer-reviewed scholarly journal article from the Capella library).

Unit 5 >> Humanity

Introduction

Scenario: Playing a Kids' Game

After the chess game, Matthew wandered toward the snack table, unsure of what to do next. He spotted a group playing Chutes and Ladders, he'd loved it as a child. The group talked and laughed loudly as they played, and it looked like a good time. But, it was nothing but a kid's game. If he went over, they'd think he was immature.

"Why don't you go join?" Jen asked as she came up next to him.

"It's a silly kids game," Matthew said.

"Not when it's being played by a bunch of adults," Jen answered.

"Can't you let go of your pride long enough to play?"

Matthew turned away, angry. Pride? It was fear. It was self-consciousness. But other adults were playing. Why was it okay for them but not for him?

He went over to join the game.

This week we look closer at humanity. As you do the readings, what does humanity entail? Does Matthew show signs of it?

To-Do List:

- **Discussion:** Use Yellowdig to post a discussion regarding the trait of humanity or one of the positive psychology activities you completed.
- **Assignment:** Complete a 3–4 page paper, applying positive psychology concepts to your personal or professional life.
- **What You Need to Know:** Learn more about the different components of humanity.
- **Plan:** Complete two positive psychology activities and record your personal reflections and insights.

Learning Activities

u05s1 - Activity Overview

Discussion Overview

Use Yellowdig to post a discussion regarding the trait of humanity or one of the positive psychology activities you completed.

Assignment Overview

Write a 3–4 page paper reflecting on what you learned when completing a positive psychology activity, how it relates to optimal human functioning and how you can apply that to your life.

u05s2 - What You Need to Know

Focus on Strengths: Humanity

Strengths of humanity are most apparent in one-to-one interpersonal relationships, so these strengths have important applications to your personal and professional life. Love includes both loving and being loved; kindness includes generosity, compassion, and being nice to others; social intelligence includes emotional intelligence and being aware of feelings and motives of self and others and knowing what makes people tick. Chapter 12 focuses on humanity and more specifically love and relationships. You will find questions from this reading in the Week 10 quiz, and you may choose to include concepts from this reading in your discussion and your Week 5 assignment.

In your *Positive Psychology: The Scientific and Practical Explorations of Human Strengths* textbook, read the following:

- Chapter 12, "Attachment, Love, and Flourishing Relationships," pages 339–380.

Peterson and Seligman further explain the components of humanity: love, kindness, and social intelligence. Foster, Epstude, and Ozelsel (2009) discuss the cognitive differences between the long term implications of being in love and the short term effects of sexual encounters. Otake, Shimai, Tanaka-Matsumi, Otsui, and Fredrickson (2006) examine the impact that kindness has on one's subjective well-being. You may choose to include concepts from these readings in your discussion and your Week 5 assignment.

- Peterson, C., & Seligman, M. E. P. (2004). *Character strengths and virtues: A handbook and classification*. New York, NY: Oxford University Press.
 - Pages 293–302.
- Forster, J., Epstude, K., & Ozelsel, A. (2009). [Why love has wings and sex has not: How reminders of love and sex influence creative and analytic thinking](#). *Personality and Social Psychology Bulletin*, 35(11), 1479–1491.
- Otake, K., Shimai, S., Tanaka-Matsumi, J., Otsui, K., & Fredrickson, B. L. (2006). [Happy people become happier through kindness: A counting kindnesses intervention](#). *Journal of Happiness Studies*, 7(3), 361–375.

u05s3 - Plan: Positive Psychology Activities

The activities this week explore humanity and aspects of humanity, such as love, kindness and social intelligence.

View the [Positive Psychology Activities](#) multimedia piece to access this week's journal activities.

- Complete any two of the options for Section 4.
 - 4.1 Sentence Completion.
 - 4.2 Compassionate Love Scale.
 - 4.3 Close Relationships Questionnaire.
 - 4.4 Drive-by Flowering.

You can use your reflections and insights to inform your discussion and also for your Week 5 assignment.

u05a1 - Wisdom, Courage, and Humanity Reflection Paper

Overview

A significant part of positive psychology is determining a person's strengths and building on those to enhance well-being. The VIA is one way to measure and categorize strengths. Identifying your top strengths is an interesting academic exercise, but it becomes more interesting and helpful when you can find ways to use that information to improve your personal or professional life. In this assignment, you will reflect on what you learned when completing one of the positive psychology activities related to wisdom, courage, or humanity and apply that knowledge to your personal or professional life.

Preparation

1. If you haven't already done so, choose one of the activities you completed related to wisdom, courage, or humanity to focus on for this assignment.
2. If you didn't finish your research last week, use the [Capella University Library](#) to find scholarly articles. If you aren't familiar with the library, the "Finding Articles" section of the [Psychology Research Guide](#) is a great place to start your search. You are required to include 1–2 properly cited professional resources (such as a textbook or peer-reviewed scholarly journal article from the Capella library).

Instructions

Organize your paper, using the following headings to ensure that you address each element of the assignment.

- **Activity Summary**
 - Describe the activity you are focusing on for this assignment.
 - Summarize and explain your personal reflections and insights to demonstrate what you learned from this experiential learning activity. What did you learn about yourself or others?
- **Relationship to Positive Psychology**
 - Explain how this experiential activity or the character strength it represents is related to optimal human functioning. How does this activity demonstrate the principles and concepts of positive psychology?
- **Application to Personal or Professional Issues**
 - Summarize how what you learned from this activity and the study of character strengths for this assignment may be applied to personal issues in your life or professional issues as in an educational or work setting.
 - Analyze the strengths and limitations (advantages and disadvantages, pros and cons) of applying what you learned or the character strengths studied to the personal or professional issues.
 - Include supportive research findings related to these topics (1–2 scholarly resources). Be sure to cite all scholarly sources where appropriate.

Additional Requirements

Your paper should meet the following requirements:

- **Written communication:** Written communication should be free of errors that detract from the overall message.
- **APA formatting:** Your paper should be formatted according to current [APA Style and Format](#) guidelines.
- **Number of References:** Your paper should include 1–2 properly cited professional resources (such as a textbook or peer-reviewed scholarly journal article from the Capella library).
- **Length:** 3–4 double-spaced pages of content in addition to the title page and reference page.
- **Font and font size:** Times New Roman, 12 point.

Review the Wisdom, Courage, and Humanity Reflection Paper Scoring Guide for details on how your paper will be graded.

Note: Your instructor may also use the [Writing Feedback Tool](#) when grading this assignment. The Writing Feedback Tool is designed to provide you with guidance and resources to develop your writing based on five core skills. You will find writing feedback in the Scoring Guide for the assignment once your work has been evaluated.

Portfolio Prompt: You may choose to save this learning activity to your [ePortfolio](#).

Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assessment criteria:

- Competency 1: Explain the relationship among positive experiences, positive traits, and optimal human functioning.
 - Explain how a particular activity demonstrates the relationship between experiential activities or character strengths and optimal human functioning.
- Competency 2: Apply concepts of positive psychology to real world situations.
 - Explain reflections and insights related to experiential learning activities.
 - Apply concepts of positive psychology to personal or professional situations.
- Competency 3: Apply research findings to topics in positive psychology.
 - Support analysis with research findings related to topics or issues.

- Competency 4: Analyze the strengths and limitations of applied positive psychology.
 - Analyze strengths and limitations of applying character strengths to personal or professional issues.
- Competency 5: Write using a clear purpose, organization, tone, and sentence structure.
 - Address assignment purpose in a well-organized text.
 - Use appropriate tone in grammatically sound sentences.

u05d1 - Write Your Discussion Post

This course uses a tool called Yellowdig to facilitate discussions. If you have not yet read the Introducing Yellowdig study in this unit, read that now to learn what Yellowdig is and how to use it.

The following resources will be provided in every Yellowdig discussion in this course for on-the-spot help using Yellowdig and understanding how grading in Yellowdig works:

- [Using Yellowdig \[PDF\]](#).
- [Grading in Yellowdig \[PDF\]](#).
- [Yellowdig Forums](#): Capella's Campus support page for Yellowdig, with links for technical support.

Initial Pin

Please post something to the discussion board related to the content we are looking at this week. For each post be succinct (using no more than 75 words). Also feel free to explore the features of Yellowdig, such as the ability to embed videos and pictures, create polls, use hashtags, like or love a post, and so on.

Here are some ideas for your pin (post) to get you started:

- Find a short video or article about humanity. Share the link to your source and a short summary of the source. Discuss how the video relates to what you've learned this week.
- Discuss an area of positive psychology mentioned in Chapter 12 that stood out to you. Why was this information important to you? Can you see it affecting your personal or professional life?
- Discuss your thoughts and reflections on positive psychology and relationships. How do these concepts apply to daily life? What did you learn from the positive psychology activities you completed this week?
- Find a scholarly article on positive psychology and relationships. Share the link. Provide a short summary of the findings and how they could be applied to daily life.

Response Guidelines

As you respond to your classmates, share your experiences and anecdotal feedback regarding their pins. How have your personal experiences resonated with their ideas? What can you add to their ideas, building upon the connections you have made to the material so far?

Course Resources

Psychology Undergraduate Discussion Scoring Guide

Unit 6 >> Justice and Temperance

Introduction

Scenario: Interacting with Others

Matthew found himself laughing with the others as they played yet another round of Chutes and Ladders. He couldn't remember the last time he'd had this much fun.

One of the other players kept cheating. Matthew could tell the others at the table noticed, but no one wanted to say anything. The more he watched, the more upset Matthew became.

"Stop cheating," he snapped. "It's not fair to the others."

"Oh, it's just a game," one of the others said. "Cheating is part of the fun."

Matthew stormed away from the table.

This week we explore justice and temperance. As you do the readings, what aspects of justice and temperance do you see in Matthew's situation? What aspects could Matthew work on?

To-Do List:

- **Discussion:** Use Yellowdig to post a discussion regarding the traits of justice and temperance or one of the positive psychology activities you completed.
- **What You Need to Know:** Learn more about the different components of justice and temperance.
- **Plan:** Complete two positive psychology activities and record your personal reflections and insights.
- **Research Activity:** Choose your topic and begin the research required to complete your assignment due next week.

Learning Activities

u06s1 - Activity Overview

Discussion Overview

Use Yellowdig to post a discussion regarding the traits of justice and temperance or one of the positive psychology activities you completed.

u06s2 - What You Need to Know

Focus on Strengths: Justice

This week we consider the character strengths related to the virtue of justice, which is also referred to as citizenship. Strengths of justice apply in a broader sense than the strengths of humanity. Humanity's strengths are interpersonal, between individuals, whereas strengths of justice are broader and among many individuals or a community.

Peterson and Seligman further explain the components of justice: teamwork, fairness, and leadership and how they impact individual and group interaction. You may choose to include concepts from this reading in your discussion and your Week 7 assignment.

- Peterson, C., & Seligman, M. E. P. (2004). *Character strengths and virtues: A handbook and classification*. New York, NY: Oxford University Press.
 - Pages 357–368.

The impact of emotional intelligence on teamwork and job performance is evaluated by Farh, Seo, and Tesluk (2012). You may choose to include concepts from these readings in your discussion and your Week 7 assignment.

- Farh, C. I. C. C., Seo, M.-G., & Tesluk, P. E. (2012). *Emotional intelligence, teamwork effectiveness, and job performance: The moderating role of job context*. *Journal of Applied Psychology*, 97(4), 890–900.

Focus on Strengths: Temperance

The positive traits and character strengths of temperance are those that protect us from excess, or overdoing it. Forgiveness and mercy protect us from hatred; humility protects us from arrogance; prudence (being careful or cautious) protects us from immediate pleasures with long-term costs; and self-regulation protects us from emotional extremes (Peterson & Seligman, 2004). Chapter 11 explores elements of temperance, in particular forgiveness and humility. You will find questions from this reading in the Week 10 quiz, and you may choose to include concepts from this reading in your discussion and your Week 7 assignment.

In your *Positive Psychology: The Scientific and Practical Explorations of Human Strengths* textbook, read the following:

- Chapter 11, "Empathy and Egotism," pages 307–338.

Peterson and Seligman further explain the components of temperance: forgiveness, humility, prudence, and self-regulation. The Toussaint and Friedman article asks whether the characteristics of gratitude and forgiveness enhance well-being in a sample of psychotherapy outpatients. You may choose to include concepts from these readings in your discussion and your Week 7 assignment.

- Peterson, C., & Seligman, M. E. P. (2004). *Character strengths and virtues: A handbook and classification*. New York, NY: Oxford University Press.
 - Pages 431–444.
- Toussaint, L., & Friedman, P. (2009). *Forgiveness, gratitude, and well-being: The mediating role of affect and beliefs*. *Journal of Happiness Studies*, 10(6), 635–654.

u06s3 - Plan: Positive Psychology Activities

The activities this week explore justice and temperance and aspects of these traits, such as leadership, forgiveness, and humility.

View the [Positive Psychology Activities](#) multimedia piece to access this week's journal activities:

- Complete one of the options for Section 5.
 - 5.1 Loyola Generativity Scale.
 - 5.2 Leadership Self-Assessment.
- Complete one of the options for Section 6.
 - 6.1 Heartland Forgiveness Scale.
 - 6.2 Conflict Resolution.
 - 6.3 Relational Humility Scale.

You can use your reflections and insights to inform your discussion and also for your Week 7 assignment.

u06d1 - Write Your Discussion Post

This course uses a tool called Yellowdig to facilitate discussions. If you have not yet read the Introducing Yellowdig study in this unit, read that now to learn what Yellowdig is and how to use it.

The following resources will be provided in every Yellowdig discussion in this course for on-the-spot help using Yellowdig and understanding how grading in Yellowdig works:

- [Using Yellowdig \[PDF\]](#).
- [Grading in Yellowdig \[PDF\]](#).
- [Yellowdig Forums](#): Capella's Campus support page for Yellowdig, with links for technical support.

Initial Pin

Please post something to the discussion board related to the content we are looking at this week. For each post be succinct (using no more than 75 words). Also feel free to explore the features of Yellowdig, such as the ability to embed videos and pictures, create polls, use hashtags, like or love a post, and so on.

Here are some ideas for your pin (post) to get you started:

- Find a short video or article about leadership or forgiveness. Share the link to your source and a short summary of the source. Discuss how the video relates to what you've read this week.
- Discuss an area of positive psychology mentioned in the readings that stood out to you. Why was this information important to you? Can you see it affecting your personal or professional life or a social issue?
- Discuss your thoughts and reflections on temperance or justice. How do these traits affect daily life? What did you learn from the positive psychology activities you completed this week?

- Read the Tangney, Baumeister, and Boone article. Share a short summary of the findings. Discuss how the article relates to temperance and self-regulation. What did you find interesting about this article?
 - Tangney, J. P., Baumeister, R. F., & Boone, A. L. (2004). High self-control predicts good adjustment, less pathology, better grades, and interpersonal success. *Journal of Personality, 72*(2), 271–324.
- Find a picture or meme that reflects your thoughts on temperance or justice. Embed the picture or meme and discuss how the picture reflects your thoughts.

Response Guidelines

As you respond to your classmates, share your experiences and anecdotal feedback regarding their pins. How have your personal experiences resonated with their ideas? What can you add to their ideas, building upon the connections you have made to the material so far?

Course Resources

Psychology Undergraduate Discussion Scoring Guide

u06s4 - Research Activity: Find Resources

To prepare for your Justice, Temperance, and Transcendence Reflection Paper assignment in Week 7, complete the following:

- Choose one of the activities you completed related to justice, temperance, or transcendence to focus on for this assignment.
- Use the [Capella University Library](#) to find scholarly articles. If you aren't familiar with the library, the "Finding Articles" section of the [Psychology Research Guide](#) is a great place to start your search. You are required to include 1–2 properly cited professional resources (such as a textbook or peer-reviewed scholarly journal article from the Capella library).

Unit 7 >> Transcendence

Introduction

Scenario: Looking Inward

"Ray always cheats," Jen said. "That's why no one will play any of the more serious games with him. He's really a good guy, though, so we found a way to work with it."

"I don't get it," Matthew said.

"Sometimes, we have to work with the flaws of the people we like," Jen said. "Forgive them and move on."

"I'm not very good at that," he said.

"It's not easy," Jen said. "I have to think hard about it sometimes."

Matthew thought about it. Had his marriage ended because he couldn't look past his wife's flaws? Would he have kept his friends if he'd been forgiving? An idea started to stir in the back of his mind.

This week we explore transcendence. As we complete the readings, what would you recommend to Matthew?

To-Do List:

- **Discussion:** Use Yellowdig to post a discussion regarding the trait of transcendence or one of the positive psychology activities you completed.
- **Assignment:** Complete a 3–4 page paper, applying positive psychology concepts to a social issue.

- **What You Need to Know:** Learn more about the different components of transcendence.
- **Plan:** Complete two positive psychology activities and record your personal reflections and insights.

Learning Activities

u07s1 - Activity Overview

Discussion Overview

Use Yellowdig to post a discussion regarding the trait of transcendence or one of the positive psychology activities you completed.

Assignment Overview

Write a 3–4 page paper reflecting on what you learned when completing a positive psychology activity, how it relates to optimal human functioning and how you can apply that to a social issue.

u07s2 - What You Need to Know

Focus on Strengths: Transcendence

Transcendent (non-material) aspects of life go beyond the individual and beyond social relationships to embrace part of the universe. Appreciation of beauty connects us to excellence; gratitude connects us to goodness; hope (optimism) connects us to a dreamed-of future; humor and playfulness connect us to troubles or contradictions in a way that produces pleasure; and spirituality (faith) links us to moral values and the pursuit of goodness (Peterson & Seligman, 2004). Chapters 8 and 10 explore elements of transcendence. You will find questions from this reading in the Week 10 quiz, and you may choose to include concepts from these readings in your discussion and your Week 7 assignment.

In your *Positive Psychology: The Scientific and Practical Explorations of Human Strengths* textbook, read the following:

- Chapter 8, "Seeing Our Futures Through Self-Efficacy, Optimism and Hope," pages 191–234.
- Chapter 10, "Mindfulness, Flow, and Spirituality," pages 277–303.

Peterson and Seligman further explain the components of transcendence: appreciation of beauty and excellence, gratitude, hope, humor, and spirituality. You may choose to include concepts from these readings in your discussion and your Week 7 assignment.

- Peterson, C., & Seligman, M. E. P. (2004). *Character strengths and virtues: A handbook and classification*. New York, NY: Oxford University Press.
 - Pages 519–535.

u07s3 - Plan: Positive Psychology Activities

The activities this week explore transcendence and aspects of this trait, such as hope, gratitude, and humor.

Use the [Positive Psychology Activities](#) multimedia piece to access this week's journal activities:

- Complete any two of the options for Section 7:
 - 7.1 Adult Hope Scale.
 - 7.2 How Do You Use Humor?
 - 7.3 Expressing Gratitude.
 - 7.4 Gratitude Survey.

You can use your reflections and insights to inform your discussion and also for your Week 7 assignment.

u07a1 - Justice, Temperance, and Transcendence Reflection Paper

Overview

While you can use positive psychology concepts to enhance your personal well-being, you can also use them to promote social change. For example, you could design a program to help former prisoners integrate back into society using the traits of perseverance and creativity. You could also help at-risk youth by creating a program that integrates bravery, persistence, and integrity into its curriculum. In this assignment, you will reflect on what you learned when completing one of the positive psychology activities related to justice, temperance, or transcendence and apply that knowledge to a social issue.

Preparation

1. If you haven't already done so, choose one of the activities you completed related to justice, temperance, or transcendence to focus on for this assignment.
2. If you didn't finish your research last week, use the [Capella University Library](#) to find scholarly articles. If you aren't familiar with the library, the "Finding Articles" section of the [Psychology Research Guide](#) is a great place to start your search. You are required to include 1–2 properly cited professional resources (such as a textbook or peer-reviewed scholarly journal article from the Capella library).

Instructions

Organize your paper, using the following headings to ensure that you address each element of the assignment.

- **Activity Summary**
 - Describe the activity you are focusing on for this assignment.
 - Summarize and explain your personal reflections and insights to demonstrate what you learned from this experiential learning activity. What did you learn about yourself or others?
- **Relationship to Positive Psychology**
 - Explain how this experiential activity or the character strength it represents is related to optimal human functioning. How does this activity demonstrate the principles and concepts of positive psychology?
- **Application to Personal or Professional Issues**
 - Summarize how what you learned from this activity and the study of character strengths for this assignment may be applied to social issues such as aging, mental health versus mental illness, and happiness and well-being.
 - Analyze the strengths and limitations (advantages and disadvantages, pros and cons) of applying what you learned or the character strengths studied to social issues.
 - Include supportive research findings related to these topics (1–2 scholarly resources). Be sure to cite all scholarly sources where appropriate.

Additional Requirements

Your paper should meet the following requirements:

- **Written communication:** Written communication should be free of errors that detract from the overall message.
- **APA formatting:** Your paper should be formatted according to current [APA Style and Format](#) guidelines.
- **Number of References:** Your paper should include 1–2 properly cited professional resources (such as a textbook or peer-reviewed scholarly journal article from the Capella library).
- **Length:** 3–4 double-spaced pages of content in addition to the title page and reference page.
- **Font and font size:** Times New Roman, 12 point.

Review the Justice, Temperance, and Transcendence Reflection Paper Scoring Guide for details on how your paper will be graded.

Note: Your instructor may also use the [Writing Feedback Tool](#) when grading this assignment. The Writing Feedback Tool is designed to provide you with guidance and resources to develop your writing based on five core skills. You will find writing feedback in the Scoring Guide for the assignment once your work has been evaluated.

Portfolio Prompt: You may choose to save this learning activity to your [ePortfolio](#).

Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assessment criteria:

- Competency 1: Analyze the relationship among positive experiences, positive traits, and optimal human functioning.
 - Explain how a particular activity demonstrates the relationship between experiential activities or character strengths and optimal human functioning.
- Competency 2: Apply concepts of positive psychology to real world situations.
 - Explain reflections and insights related to experiential learning activities.

- Apply concepts of positive psychology to social issues.
- Competency 3: Apply research findings to topics in positive psychology.
 - Support analysis with research findings related to topics or issues.
- Competency 4: Analyze the strengths and limitations of applied positive psychology.
 - Analyze strengths and limitations of applying character strengths to social issues.
- Competency 5: Write using a clear purpose, organization, tone, and sentence structure.
 - Address assignment purpose in a well-organized text.
 - Use appropriate tone in grammatically sound sentences.

u07d1 - Write Your Discussion Post

This course uses a tool called Yellowdig to facilitate discussions. If you have not yet read the Introducing Yellowdig study in this unit, read that now to learn what Yellowdig is and how to use it.

The following resources will be provided in every Yellowdig discussion in this course for on-the-spot help using Yellowdig and understanding how grading in Yellowdig works:

- [Using Yellowdig \[PDF\]](#).
- [Grading in Yellowdig \[PDF\]](#).
- [Yellowdig Forums](#): Capella's Campus support page for Yellowdig, with links for technical support.

Initial Pin

Please post something to the discussion board related to the content we are looking at this week. For each post be succinct (using no more than 75 words). Also feel free to explore the features of Yellowdig, such as the ability to embed videos and pictures, create polls, use hashtags, like or love a post, and so on.

Here are some ideas for your pin (post) to get you started:

- Find a short video or article about gratitude. Share the link to your source and a short summary of the source. Discuss how the video reflects what you've read this week.
- Discuss an area of positive psychology mentioned in the readings that stood out to you. Why was this information important to you? Can you see it affecting your personal or professional life or a social issue?
- Discuss your thoughts and reflections on gratitude or on another aspect of transcendence. How do these traits affect daily life? What did you learn from the positive psychology activities you completed this week?
- Find a picture or meme that reflects your thoughts on gratitude or on another aspect of transcendence. Embed the picture or meme and discuss how the picture reflects your thoughts.

Response Guidelines

As you respond to your classmates, share your experiences and anecdotal feedback regarding their pins. How have your personal experiences resonated with their ideas? What can you add to their ideas, building upon the connections you have made to the material so far?

Course Resources

Psychology Undergraduate Discussion Scoring Guide

Unit 8 >> Prevention and Enhancement in Mental Health

Introduction

Scenario: Finding Flexibility

Matthew practiced what he wanted to say several times in his head until he got it right. With a few additional deep breaths as he gathered his courage, he went back to the Chutes and Ladders table.

"I'm sorry," he said. "I over-reacted."

"No worries," said one of the players. "We all have our moments. How about another game? This time, try to cheat as much as you can."

Matthew sat back down and began another game. As he tried cheating, he realized it was really playing the game by a different set of rules.

"Now, Matthew," Ray said. "Tell us about yourself."

All eyes at the table turned to him as they waited for him to speak.

This week we explore how positive psychology can be used in clinical settings and daily life. If you were Matthew's friend, what would you recommend he do next?

To-Do List:

- **Discussion:** Use Yellowdig to post a discussion regarding the enhancement of mental health or the prevention of mental health issues.
- **What You Need to Know:** Read about strategies for preventing mental illness and strategies for enhancing mental well-being.
- **Prepare:** Choose your topic and begin the research required to complete your assignment due next week.

Learning Activities

u08s1 - Activity Overview

Discussion Overview

Use Yellowdig to post a discussion regarding the enhancement of mental health or the prevention of mental health issues.

u08s2 - What You Need to Know

Preventing and Enhancing

Traditionally, "mental health" has been a misnomer for mental illness, and the efforts at treating serious mental illness and psychopathology have a long and modestly successful history. Prevention of mental illness has been shown to be not only possible but very effective when done from the perspective of evidence-based strategies. Positive psychology goes one step further by researching the effectiveness of applications and strategies designed to enhance mental well-being and achieve a state of flourishing. Chapter 13 discusses why there has been such a focus on mental illness as opposed to the maintenance and enhancement of mental health. Then Chapter 14 explores strategies for preventing mental illness and for enhancing well-being. You will find questions from this reading in the Week 10 quiz, and you may choose to include concepts from these readings in your discussion and your Week 9 assignment.

In your *Positive Psychology: The Scientific and Practical Explorations of Human Strengths* textbook, read the following:

- Chapter 13, "Balanced Conceptualizations of Mental Health and Behavior," pages 383–404.
- Chapter 14, "Preventing the Bad and Promoting the Good," pages 405–435.

The Nelson and Padilla-Walker article attempts to identify groups of college students that are flourishing and those that are floundering. The Schueller and Parks article discusses whether specific positive psychology intervention can be disseminated as self-help in order to reach a larger number of people. You may choose to include concepts from these readings in your discussion and your Week 9 assignment.

- Nelson, L. J., & Padilla-Walker, L. M. (2013). Flourishing and floundering in emerging adult college students. *Emerging Adulthood, 1*(1), 67–78.

- Schueller, S. M. & Parks, A. C. (2014). The science of self-help: Translating positive psychology research into increased individual happiness. *European Psychologist*, 19(2), 145–155.

u08d1 - Write Your Discussion Post

This course uses a tool called Yellowdig to facilitate discussions. If you have not yet read the Introducing Yellowdig study in this unit, read that now to learn what Yellowdig is and how to use it.

The following resources will be provided in every Yellowdig discussion in this course for on-the-spot help using Yellowdig and understanding how grading in Yellowdig works:

- [Using Yellowdig \[PDF\]](#).
- [Grading in Yellowdig \[PDF\]](#).
- [Yellowdig Forums](#): Capella's Campus support page for Yellowdig, with links for technical support.

Initial Pin

Please post something to the discussion board related to the content we are looking at this week. For each post be succinct (using no more than 75 words). Also feel free to explore the features of Yellowdig, such as the ability to embed videos and pictures, create polls, use hashtags, like or love a post, and so on.

Here are some ideas for your pin (post) to get you started:

- Find a short video or article on enhancing mental health. Share the link to your source and a short summary of the source. Include why you found the resource helpful in your understanding.
- Discuss an area of positive psychology mentioned in Chapter 13 or 14 that stood out to you. Why was this information important to you? Can you see it affecting your personal or professional life?
- Find a popular press article on preventing mental health issues or enhancing mental health. Share the link. Provide a quick summary and discuss how it relates to positive psychology.
- Find a scholarly article on preventing mental health issues or enhancing mental health. Share the link. Provide a quick summary and discuss how the findings could be applied to daily life.

Response Guidelines

As you respond to your classmates, share your experiences and anecdotal feedback regarding their pins. How have your personal experiences resonated with their ideas? What can you add to their ideas, building upon the connections you have made to the material so far?

Course Resources

Psychology Undergraduate Discussion Scoring Guide

u08s3 - Prepare: Choose a Topic and Begin Your Research

To prepare for your Positive Psychology Applied to Institutions assignment in Week 9, complete the following:

- Choose a setting to focus on for this assignment. It is helpful to choose a setting for which you have a personal or professional interest, as this will strengthen the relevance of this assignment for you.
 - Character Strengths in the Workplace.
 - Positive Workplaces.
 - Character Strengths and Mental health.
 - Primary Prevention and Enhancement in Mental Health.
 - Family-Centered Positive Psychology.
 - Character Strengths in Positive Education.
 - Positive Schools.

- Character Strengths and Health and Wellness.
- Use the [Capella University Library](#) to find scholarly articles. If you aren't familiar with the library, the "Finding Articles" section of the [Psychology Research Guide](#) is a great place to start your search. You are required to include 1–2 properly cited professional resources (such as a textbook or peer-reviewed scholarly journal article from the Capella library).

Unit 9 >> Positive Environments: Work, Education, and Family

Introduction

Scenario: Encouraging Positive Environments

Panic pulsed through Matthew as six sets of eyes focused on him. He opened his mouth, and nothing came out. He heard someone giggling and felt a blush creep across his face.

He remembered Jen's words. He was capable of the physical act of talking. He could do this. Who knew him better than he did? There should be plenty to say.

Everyone had been so kind to him since he arrived. Surely this was a safe place. The problem really was in his own mind. But could he get past enough to speak to a group?

This week we explore positive environments. As you complete the readings, do you think the board game MeetUp we've been reading about in the introductions is a positive environment?

To-Do List:

- **Discussion:** Use Yellowdig to post a discussion regarding the application of positive psychology in different settings, such as work, school, and home.
- **Assignment:** Complete a 4–6 page paper, applying concepts from positive psychology to a particular environment.
- **What You Need to Know:** Learn about ways to apply positive psychology to a variety of environments.
- **Review:** Take a practice quiz to help you study for your graded quiz next week.

Learning Activities

u09s1 - Activity Overview

Discussion Overview

Use Yellowdig to post a discussion regarding the application of positive psychology in different settings, such as work, school, and home.

Assignment Overview

Write a 4–6 page paper applying concepts from positive psychology to a particular environment, assessing the strengths and limitations of that application, and citing research to support that application.

u09s2 - What You Need to Know

Applying Positive Psychology in Different Environments

Goals involve a commitment. Individuals set goals in their lives to gain fulfillment. As we work to meet those goals, challenges are often presented. Research indicates that goal attainment leads to high life satisfaction, while the pain of failure is often short lived (Ben-Shahar, 2007). In the Week 9 readings, you will learn how changes over time in education and the workplace have an impact on one's well-being. You will learn how one's beliefs impact his or her experiences in the school and work settings. You will find questions from this reading in the Week 10 quiz, and you may choose to include concepts from this reading in your discussion and your Week 9 assignment.

In your *Positive Psychology: The Scientific and Practical Explorations of Human Strengths* text, read the following:

- Chapter 15, "Positive Schooling and Good Work," pages 439–487.

You may choose to include concepts from these readings in your discussion and your Week 9 assignment.

- Ben-Shahar, T. (2007). *Happier: Learn the secrets to daily joy and lasting fulfillment*. New York, NY: McGraw Hill.
 - Chapter 6, "Happiness in Education," pages 83–96 (online pages 101–114).
 - Chapter 7, "Happiness in the Workplace," pages 97–110 (online pages 115–128).

u09a1 - Positive Psychology Applied to Institutions

Overview

Home, school, and work are places where we all spend a significant amount of time, and as such, they have the potential to have a positive or a negative impact on our happiness and sense of well-being. For this assignment, you will choose a particular setting and explain how positive psychology principles and concepts can be applied to that setting in order to improve it.

Preparation

1. If you haven't already done so, choose a setting to focus on for this assignment.
 - Character Strengths in the Workplace.
 - Positive Workplaces.
 - Character Strengths and Mental health.
 - Primary Prevention and Enhancement in Mental Health.
 - Family-Centered Positive Psychology.
 - Character Strengths in Positive Education.
 - Positive Schools.
 - Character Strengths and Health and Wellness.
2. If you didn't finish your research last week, use the [Capella University Library](#) to find scholarly articles. If you aren't familiar with the library, the "Finding Articles" section of the [Psychology Research Guide](#) is a great place to start your search. You are required to include 1–2 properly cited professional resources (such as a textbook or peer-reviewed scholarly journal article from the Capella library).

Instructions

Organize your paper, using the following headings to ensure that you address each element of the assignment.

- **Introduction**
 - Write a description of the specific environment you are discussing and why you believe positive psychology principles could be of use in it. Include details of who is in the environment, where it is, and what people are doing in that setting.
- **Applications of Positive Psychology**
 - Write a detailed explanation of principles (for example, positivity, happiness, well-being) and concepts (for example, character strengths, flourishing, flow, gratitude) from positive psychology that are most relevant to the selected environment, and explain why.
- **Strengths and Limitations of Positive Psychology Applications in this Setting**
 - Write an assessment of the strengths and limitations (advantages and disadvantages, pros and cons) involved in the application of positive psychology principles and concepts in this setting.
- **Research Supporting the Application of Positive Psychology in the Setting**
 - Cite and apply scholarly research that supports the application of the positive psychology principles and concepts in this setting.
- **Conclusion**

- Write a conclusion in which you summarize how the use of positive psychology principles and concepts in this setting may affect your current and future work life, health, education, or family.

Additional Requirements

Your paper should meet the following requirements:

- **Written communication:** Written communication should be free of errors that detract from the overall message.
- **APA formatting:** Your paper should be formatted according to current [APA Style and Format](#) guidelines.
- **Number of References:** Your paper should include 1–2 properly cited professional resources (such as a textbook or peer-reviewed scholarly journal article from the Capella library).
- **Length:** 4–6 double-spaced pages of content in addition to the title page and reference page.
- **Font and font size:** Times New Roman, 12 point.

Review the Positive Psychology Applied to Institutions Scoring Guide for details on how your paper will be graded.

Note: Your instructor may also use the [Writing Feedback Tool](#) when grading this assignment. The Writing Feedback Tool is designed to provide you with guidance and resources to develop your writing based on five core skills. You will find writing feedback in the Scoring Guide for the assignment once your work has been evaluated.

Portfolio Prompt: You may choose to save this learning activity to your [ePortfolio](#).

Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assessment criteria:

- Competency 1: Explain the relationship among positive experiences, positive traits, and optimal human functioning.
 - Explain potential uses of positive psychology principles in a specific environment.
- Competency 2: Apply concepts of positive psychology to real world situations.
 - Explain the relevant applications of principles and concepts within a specific setting.
- Competency 3: Apply research findings to topics in positive psychology.
 - Support analysis of positive psychology applications with scholarly sources.
- Competency 4: Analyze the strengths and limitations of applied positive psychology.
 - Assess the strengths and limitations of positive psychology applications within a specific setting.
- Competency 5: Write using a clear purpose, organization, tone, and sentence structure.
 - Address assignment purpose in a well-organized text.
 - Use appropriate tone in grammatically sound sentences.

u09d1 - Write Your Discussion Post

This course uses a tool called Yellowdig to facilitate discussions. If you have not yet read the Introducing Yellowdig study in this unit, read that now to learn what Yellowdig is and how to use it.

The following resources will be provided in every Yellowdig discussion in this course for on-the-spot help using Yellowdig and understanding how grading in Yellowdig works:

- [Using Yellowdig \[PDF\]](#).
- [Grading in Yellowdig \[PDF\]](#).
- [Yellowdig Forums](#): Capella's Campus support page for Yellowdig, with links for technical support.

Initial Pin

Please post something to the discussion board related to the content we are looking at this week. For each post be succinct (using no more than 75 words). Also feel free to explore the features of Yellowdig, such as the ability to embed videos and pictures, create polls, use hashtags, like or love a post, and so on.

Here are some ideas for your pin (post) to get you started:

- Find a short video or article about an area of positive psychology mentioned in the readings this week. Share the link to your source and a short summary of the source. Include why you found the resource helpful in your understanding.
- Discuss an area of positive psychology mentioned in the readings this week that stood out to you. Why was this information important to you? Can you see it affecting your personal or professional life?
- Find a picture or meme that reflects your thoughts on any aspect of the readings this week. Embed the picture or meme and discuss how the picture reflects your thoughts.

Response Guidelines

As you respond to your classmates, share your experiences and anecdotal feedback regarding their pins. How have your personal experiences resonated with their ideas? What can you add to their ideas, building upon the connections you have made to the material so far?

Course Resources

Psychology Undergraduate Discussion Scoring Guide

u09s3 - Review: Take a Practice Quiz

Complete the [Positive Psychology Self-Check 2](#) interactive to assess your understanding of course topics and prepare for the next quiz.

Unit 10 >> Integrating Positive Psychology into Your Life

Introduction

Scenario: Taking a Risk

"I've been divorced for a few years," Matthew said. "I've been hiding out in my apartment, feeling lonely, until I decided to come out tonight."

"Oh, man," Ray said. "That was me up until a year ago."

"I went through a phase like that, too," one of the other players chimed in.

"A couple of us are going to the movies tomorrow night," Ray said. "Do you want to come along?"

Matthew nodded and smiled. It wasn't an instant friendship, but it was a step closer than it had been.

As we finish up the term, we explore ways you can integrate positive psychology into your own life. Think about a plan you'd like to try for yourself. If it's hard trying to apply it to yourself, think about how positive psychology could help someone else in your life.

To-Do List:

- **Discussion:** Use Yellowdig to post a discussion regarding integrating positive psychology into your life or future trends in positive psychology.
- **Quiz:** Take a quiz that checks your knowledge of concepts in the course.
- **What You Need to Know:** Read about future trends in positive psychology and strategies for integrating positive psychology into your life.

Learning Activities

u10s1 - Activity Overview

Discussion Overview

Use Yellowdig to post a discussion regarding integrating positive psychology into your life or future trends in positive psychology.

Quiz Overview

Complete a Week 10 Quiz to test your knowledge of the concepts and principles presented in this course.

u10s2 - What You Need to Know

Integrating Positive Psychology into Your Life

Now that you have learned about many of the concepts associated with positive psychology, you can apply those concepts to enrich your life. In the readings, you will explore the elements of sustaining happiness over time. You will also learn how mindset and other factors can hinder growth and well-being. You may choose to include concepts from these readings in your discussion.

- Lyubomirsky, S., Sheldon, K. M., & Schkade, D. (2005). Pursuing happiness: The architecture of sustainable change. *Review of General Psychology*, 9(2), 111–131.
- O'Brien, C. (2013). Happiness and sustainability together at last! Sustainable happiness. *Canadian Journal of Education*, 36(4), 228–256.

u10d1 - Write Your Discussion Post

This course uses a tool called Yellowdig to facilitate discussions. If you have not yet read the Introducing Yellowdig study in this unit, read that now to learn what Yellowdig is and how to use it.

The following resources will be provided in every Yellowdig discussion in this course for on-the-spot help using Yellowdig and understanding how grading in Yellowdig works:

- [Using Yellowdig \[PDF\]](#).
- [Grading in Yellowdig \[PDF\]](#).
- [Yellowdig Forums](#): Capella's Campus support page for Yellowdig, with links for technical support.

Initial Pin

Please post something to the discussion board related to the content we are looking at this week. For each post be succinct (using no more than 75 words). Also feel free to explore the features of Yellowdig, such as the ability to embed videos and pictures, create polls, use hashtags, like or love a post, and so on.

Here are some ideas for your pin (post) to get you started:

- Find a short video or article about positive psychology. Share the link to your source and a short summary of the source. Include why you found the resource helpful in your understanding.
- Discuss an area of positive psychology mentioned in the readings that stood out to you. Why was this information important to you? Can you see it affecting your personal or professional life?
- Discuss the concepts you found most interesting in this course. How do you think positive psychology concepts have or could affect your personal or professional life?
- Find a scholarly article on positive psychology published in the last year. Provide a quick summary and discuss how it reflects the direction positive psychology is going in the future.

Response Guidelines

As you respond to your classmates, share your experiences and anecdotal feedback regarding their pins. How have your personal experiences resonated with their ideas? What can you add to their ideas, building upon the connections you have made to the material so far?

Psychology Undergraduate Discussion Scoring Guide

u10q1 - Take the Quiz

In this course, you have been introduced to new concepts related to the field of positive psychology. This multiple-choice quiz will gauge your understanding of the material presented in this course. The following competencies will be covered in this quiz:

- Explain the relationship among positive experiences, positive traits, and optimal human functioning.
- Apply concepts of positive psychology to real world situations.

Please carefully read the following instructions before beginning the quiz:

- You must complete and submit the quiz by Friday at 11:59 p.m. central time.
- You may take the quiz only once.
- This quiz is not timed, but once you submit the quiz, you may not go back and change any of your responses.
- Your score is automatically recorded in the instructor's grade book upon completion of the quiz.
- Your score and the correct answers will be accessible to you after you have completed the quiz and your score is recorded.
- This quiz is worth 10% of your overall grade for the course. There are 10 questions for a total of 100 points possible. Each question is worth 10 points.

Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.