Mansfield University
Academic Affairs Committee
Application for Online Course Approval

Course Prefix/Number: ___PSY3319________

Course Title: Positive Psychology

Date: ___9/17/2013___ Submitted by: Francis W. Craig

Sponsoring Department: Psychology

To request approval to offer a course online, complete and sign this form. Include:

1. The course syllabus, with student learning outcomes; the current or proposed catalog description. [SEE ATTACHED]
2. A narrative that describes: details of how you plan to deliver content in a manner appropriate to the online environment, course activities, learning assessments, and opportunities for student engagement. The narrative must address the following: [SEE ATTACHED]
   a. Design features that support student learning in a format appropriate to the online environment
   b. Strategies for engaging students with meaningful, interactive activities
   c. Strategies for communicating with and among students
   d. Strategies for assessing student learning outcomes, including methods to ensure procedural integrity

This form and attached materials should be sent to the Chair of AAC in electronic form (a single file is preferred). Two copies of the form and attached materials (with Applicant and Department Chairperson signatures) should be submitted via campus mail to the Chair of AAC.

Signatures:

Department Chairperson: ___________________________ Date: __________

Chairperson, AAC: ________________________________ Date: __________

Dean of Record: ________________________________ Date: __________

The process for online approvals is via Department Chair, AAC, and Dean (this Expedited Approval process is consistent with the CBA). Online approvals should be submitted prior to the listing of a course in WebAdvisor. Once a course is approved for online, any qualified faculty may teach the course. Courses under special topics (or 2255/4455) should be submitted on a topic-by-topic basis.

Use this form to request online status for an existing course (one already approved through the regular curricular process). If you are proposing to create a new course for online delivery, the new course forms should accompany this form.
Catalog Description:
Aims to introduce students to recent science, theory and practice in the area of positive psychology. This area of psychology empirically examines the positive side of human behavior and experience. Topic areas include: Happiness, Flow, Positivity Traits, Hope, Positive Relationships

Narrative
In the course, (PSY3319, Positive Psychology), a wide variety of learning activities are required and students will use a web based software program (D2L) to direct (content function), test (quiz function) and evaluate participation and writing (Discussion Board functions) to deliver the total experience. Students are encouraged to share ideas and experiences through online forums in order to create a more active learning community. Individual students will be contacted and have contact with the instructor via email, SKYPE, or telephone.

Evaluative Techniques
Students will be evaluated using the following criteria:
- Course participation (completion of online work, response to classmates work accounted for, viewings of online course materials, syllabus quiz)
- Evidence of weekly activity/viewings in course assignments including the quality of online discussion messages, reflections (see sample online grading matrix and examples.)
- Scores on online exams

<table>
<thead>
<tr>
<th>Posts to DB Reflection Items</th>
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<tbody>
<tr>
<td><strong>Grading Topics:</strong></td>
<td></td>
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<tr>
<td>“Flashy/Catchy” Posting Title (stands out but is relevant)</td>
<td>10% of points</td>
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<tr>
<td>Accuracy and Completeness of Content</td>
<td>60 % of points</td>
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<tr>
<td>Clarity of Response</td>
<td>20% of points</td>
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<tr>
<td>Additional Information from outside text (cite source used!)</td>
<td>10% of points</td>
</tr>
<tr>
<td>Grammatical Errors</td>
<td>minus 2% each error</td>
</tr>
<tr>
<td>Spelling Errors</td>
<td>minus 2% each error</td>
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Response to Others’ Reflection Posts (counts toward participation points)

Grading Topics:

- Posting Title Appeal (respectful but interesting title)
- Additional Factual Contributions and/or clarifications
- Interesting related "personal wonderings" or stories
- Grammatical Errors
- Spelling Errors

Examples of Good & Bad Discussion Board Posts

**WHAT IS A THOUGHTFUL POST?** Make posts that are useful for other students. You may want to clarify a point, add information, and even post a helpful link.

**WHAT IS B.S.?** While you may be complementary or critical of a post, responses of this nature that are not backed up with evidence, or critical thought are seen as B.S. by the professor and will be graded accordingly. (for example, if you post "I really like your essay, good job" you must also say why and how that liking relates to the course material of it is consider BS).

**Sample Question:** What evidence is there that genetics contributes to personality development? How much of personality is then due to something other than genetics (e.g., environmental influences)?

**A Good, Complete, and Useful Reflection:** (catchy title, detailed discussion of text info; additional info gathered from outside the text)

Nature not nurture?: Genetic researchers say much of personality is inherited!

The field of behavioral genetics studies the contributions of our genetics to our existing psychology. In the case of this concept question, behavioral geneticists have examined the role genetics plays in the development of our personality. As the text says "Could personality be largely inherited?" (p.378).

Several studies have attempted to answer this question. The first study, cited in the text an "The Minnesota Study" was conducted by Tellergen in 1988. This study found that identical twins reared together AND APART were more similar in their personality than fraternal twins reared together. This is important because identical twins share the same genetics, while fraternal twins do not. Therefore, even identical twins that do not grow up together, still have more similar personalities that fraternal twins that do grow up together. Tellergen concluded that between 40-60% of personality (heritability estimates) comes from genetics, the rest comes from environment.
This 1988 study has been supported by a second study completed in Germany and Poland and reported on by Reimann (1997) and Plomin & Caspi (1999). They looked at the contribution of genetics to the Big 5 Traits of personality (Openness to experience, Conscientiousness, Agreeableness, Neuroticism, and Extraversion). There is a great figure on page 380 of the text (figure 12.11) that shows again somewhere between 38-55% of personality is estimated to come from our genetic make-up. The traits "Conscientiousness" and "Neuroticism" appear most strongly influenced by genetics (~55%) while Agreeableness (related to being trusting and cooperative, see Table 12.1, page 632) is the trait least affected by genetics (still around 37%). It is clear once again, however, that while genetics contributes a lot, it is generally only a little more or less that half... therefore, the other half of personality is due to environmental influences.

As is noted in your text on page 380, "shared family environment" appears to have very little to do with personality. This has been a surprise to researchers. They have found the children in the same home, even if they are twins (I guess) may be treated quite differently due to differences in the child's gender, birth order and initial temperament.

This research makes a lot of sense to me on a personal level. I have two friends that are identical twins. Their mannerisms and "personality" are a lot alike. For instance, they are both kind of quiet, and have a clear sense that they must work to make the world a better place (altruistic personalities). However, the one that was born first is much more socially confident and self-assured, then the one that was born second. I know that being born second has created a kind of "2nd child" effect with Joe (the 2nd-twin). He feels competitive with his twin brother and seem very conscious of the need to achieve and be noticed, whereas with Jim (1st-twin), this is not the case. This case evidenced a little of what the twin studies on personality have found: Genetics is important, but only a partial contributor (environment being the other) to personality.

Key terms/concepts from text in this essay: Behavioral Genetics, Big 5 Personality Traits, Twin Studies, Heritability, Genetic & Environment, Heritability Estimates, Shared Environment

An Average Reflection: (weak title, valid information but vague discussion of information presented in the text, spelling errors)
Genetics and Personality:
This is question interests me and I have wondered about how much genetics really is responsible for personality. Research by Tellergen and Eysenck suggest that genetics can be responsible for alot of personality. Their research also suggests that much of personality is still a matter of environmental influences too. This makes a lot of sense to me on a personal level. I have two friends that are identical twins. Their mannerisms and "personality" are alot alike. For instance, they are both kind of quiet, and have a clear sense that they must work to make the world a better place (altruistic
personalities). However, the one that was born first is much more socially confident and self-assured, then the one that was born second. I know that being born second has created a kind of "2nd child" effect with Joe (the 2nd-twin). He feels competitive with his twin brother and seem very conscious of the need to achieve and be noticed, whereas with Jim (1st-twin), this is not the case. This case evidenced a little of what the twin studies on personality have found: Genetics is important, but only a partial contributor (environment being the other) to personality.

**A "B.S." Essay:**
(Opinion based reaction; little to no effort to examine the topic empirically using text.)

Genetics & Personality
This is a really good question. I have wondered whether genetics causes people to the way that they are. I think that really it is a combination of genetics and the world people grow up in... don't you?.

**Response to Others Reflection (RTOR):**

**Responses to an essay posted to the sample question:**
"Summarize Skinner's work, view and influence"

**Good RTOR:**
After reading this essay post about B.F. Skinner, I continued to go online and read more about him and his life. I found out many interesting facts about him that I didn't know before entering this site. After reading that he was a English major who became interested in the writings of Watson and Pavlov, when he then changed majors and began attending school at Harvard University for psychology. After graduating, he became chairman at a few Universities where he then ended up at Harvard where he became one of the leaders of behavior.

Skinner was interested in behavioral psychology, which is a theory of learning based upon ideas that all behaviors are acquired through conditioning. In order for conditioning to occur it was believed it had to be through the interaction of the environment. Skinner based all his behaviorism work on experiments. One example of an experiment that he did on behaviorism is called a skinner box, which a rat learns to obtain food by pressing on a lever.

These are just a few interesting facts I found on Skinner that I thought were interesting. Skinner wasn't just a leader, but also a winner of many awards such as the Gold Medal of the American Psychological Foundation, the Human of the Year Award, and Citation for Outstanding Lifetime Contribution to Psychology.

Psychology: themes and variations by Wayne Weiten

http://psychology.about.com/od/profilesmajorthinkers/p/bio_skinner.htm

**Acceptable RTOR:**
I found this essay post to be very helpful in learning about Skinner and some of the things that he did in his lifetime. After Skinner graduated from college he worked as a bookstore clerk and found books that were written by Watson and found there very intriguing and wanted to learn more. I couldn't imagine
just picking up a book and reading it and being inspired enough to dedicate my life to it and eventually becoming one of the most influential psychologists in the history of psychology.

I thought that you covered all of his accomplishments very thoroughly such as he was able to conclude that animals and humans are controlled by their environment, not themselves and that he followed many of Watson's beliefs. I also found a little biography about Skinner that was written by his daughter that also was very helpful in learning about Skinner and his life accomplishments. (listed below)

Psychology: themes and variations by Wayne Weiten
http://www.bfskinner.org/home.html

B.S. RTOR:
I believe that this is a very good response to a discussion board question because she covered all of the material that was answered in the question. I also find it interesting that he was born in Pennsylvania. She did a good job summarizing a lot of the things that B.F. Skinner did.