

PSY 340: Experiential Assignment Details & Criteria: OPTION A-ex.ERG

<p>Your Choice Assignment: [due beginning of class Friday, April 10]</p> <p>I. Choose <u>ONE</u> Academic Assignment worth 15%:</p> <ul style="list-style-type: none"> A) Emotion Illustration Assignment (ac.EIA) B) Emotion Quote Paper (ac.EQP) C) Emotions in a Children's Fiction Book (ac.ECB) D) Emotion Across History and Cultures (ac.EHC) <p>AND</p> <p>II. Choose <u>ONE</u> Experiential Assignment worth 10%:</p> <ul style="list-style-type: none"> A) Emotion Regulation (ex.ERG) B) Emotions in Art (ex.ART) C) Emotions in Music (ex.MUS) 	<p>The purpose of the <u>Academic</u> assignment (Section I) is to broaden and demonstrate your understanding of a(the) concept(s) and information learned in class via: (Option A) explaining in a nonscientific format for the public; (Option B) demonstrating/illustrating how these are evidenced in other disciplines; (Option C) analyzing how emotions are portrayed in a children's fiction book; or (Option D) examining differences across history and cultures.</p> <p>The purpose of the <u>Experiential</u> assignment is to further enrich your experience of the course content at a deeper level in order to more fully develop your emotional intelligence via one interactive activity.</p> <p>All options require you to incorporate into your assignment findings from five (5) academic papers and/or material presented in lecture.</p> <p><i>See Moodle for full details and criteria for each option.</i></p>	<p>25%</p>
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from the syllabus:

"AI" Use Policy: I have zero tolerance for either plagiarism or the use of generative "AI" (e.g., ChatGPT, Grammarly) for any of your writing at any stage—including generating ideas, initial notes, and drafts.

Students are not allowed to use any kind of generative "AI" for any part of any assignments in this class (i.e., WRF, ENG, EDC, YCA). This includes no "AI" use for idea generation, outline drafts, writing, checking grammar or typos, refining your written assignment – *or any part* of these assignments.

Generative "AI" tools include programs, sites, and applications includes programs/applications such as Grammarly, ChatGPT.

Use of ANY such tools (not just the ones listed here) in this class constitutes Academic Dishonesty (which goes on your student record) and will result in a grade of "0" for the assignment.

Assignments are designed to help you build your communication, creative, and critical thinking skills. Using "AI" DOES THE OPPOSITE! Using "AI"

reduces both your ability and your skill level. Generating ideas, thinking, writing, and learning must be practiced. There are no true shortcuts. **I want your ideas, your synthesis,** not some LLM bot that pieced together words from common information on the internet. Writing—and all the assignments—are not primarily about output. Writing is a process of discovery, including the background work of searching, reading, and sifting through information, and the drafts produced before a finished product. These processes help you gain knowledge, help crystallize your thinking, and help you gain skills. Using "AI" robs you of all of this. **If I want "AI"'s output on a topic, I can do that myself. I am interested in your unique perspective, your voice.** Plus, "AI"-generated writing is generally just bad. The writing style sounds important and formal while being broad and vague. It is often empty writing that does not demonstrate understanding.

"AI" is not intelligent; it does not think, it does not understand the meaning of works or words. So-called generative "AI" tools are really Large Language Models. These are probability models and produce output purely on patterns and probabilities that a particular word or phrase is preceded and followed by a particular word or phrase. Output produced by these LLMs ("AI") is often incorrect. Further, **the information that LLMs ("AI") is trained on often is done so without the original producer's permission.**



I am interested in your unique perspective, your voice.

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BELOW ARE DETAILS FOR Emotion Regulation (ex.ERG) (Experiential Option A)

(See Moodle for details for other options)

IMPORTANT TIME LINE for engaging in this activity: *If you choose this assignment, engage in the "Preliminary Activity" around March 17th after the Emotional Intelligence Lecture. The "Main Activity" is based on the RULER and Mood Meter methods that we will cover in the Emotional Intelligence Lecture. Complete the Main Activity over a consecutive 7-day period between March 17 and April 8. That gives you at minimum a couple days to write your 1000-1250 word essay summarizing your experiences of engaging in this activity (in order to hand it in on the deadline of Monday April 13th).*

You will engage, daily, in this activity over the course of a consecutive 7-day period. You will make a log entry each day. At the end of the seven (7) days, you will write a 1000-1250 word essay on your experience.

Preliminary: March 17th or so: Think about and reflect on what emotion(s) you wish you could regulate more effectively. This could be a "negative" emotion you would like to down-regulate or a "positive" emotion you would like to up-regulate. Choose an emotion you feel often (or want to feel) and are genuinely struggling with. Use the RULER approach presented in class of Recognize, Understand, Label, Express (the next step is the Regulate). Reflect on the each aspect of the RULER approach and jot these reflections down in a notebook (paper-and-pen or on an electronic device, whichever feels most natural to you). Think about what situations cause you to be less emotionally regulated than you would like to be; ask your self what triggers you. What emotions do you end up feeling and how do you express those emotions? What quadrant of the Mood Meter do you end up in when encountering these triggers? What quadrant would you like be in? What emotions would you like to be feeling in these situations? How would your ideal self behave in these situations? What do you normally do to regulate your emotions or deal with this(these) triggering situations?

Main Activity: A 7 day period between March 17th and April 8th - Main Activity: Now move on to the Regulate aspect of the RULER approach. Choose one or two emotion regulation strategies (discussed in class) to engage in to help you regulate these emotions and deal with your triggers. Create a detailed, specific plan. Write your plan down. Be sure to also plan for failure! Now, for the next seven (7) days, carry out your plan. Each night, make a log entry noting how successful you were in regulating your emotions and in carrying out your plan. Include in your daily logs what went right, what did not go so well, which emotions you were able to regulate, which emotions you would have liked to regulate more effectively, how you actually expressed the emotion, how close to your "ideal self" you came in regulating (i.e., experiencing and expressing) this emotion, how much movement you were able to make into the quadrant of the Mood Meter that you wanted to be in, and rate how difficult it was to do that (on a scale from 1 to 5 with 1 = fairly easy and 5 = quite difficult).

At the end of this 7-day period: You will write a 1000-1250 word essay summarizing your experiences of engaging in this emotion regulation activity over the past seven (7) days. In your essay, in addition to noting specific details, instances, and ratings also note how your experience with regulating your emotion(s) changed over the course of the seven days. Do not just provide a list of episodes with ratings, truly reflect on these experiences and the impact of engaging in this emotion regulation activity. At the end of your essay, briefly connect relevant material presented in lecture to your experience and engagement with this emotion regulation activity.

Your submission must include a cover sheet containing the following information IN THIS ORDER:

- your name and student ID;
- PSY 340: Winter 2026;
- Experiential OPTION A - ex.ERG;
- word count of your paper (not including cover page or title).

DO NOT include any other information on the cover sheet.

This paper is to be written in a personal yet still academic style of writing.

See grading sheet at end of this document.



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Grading Sheet: _____ student name _____

COVER SHEET			
ITEM	POINTS DEDUCTED (%)		
Cover sheet information as noted above.	<i>for each criteria not listed</i>	1%	
total marks deducted:			
SUBMISSION ITSELF			
CRITERIA	worth	Letter	points
Engagement in activity and summary of experiences (see full details in description/criteria of this assignment) - clarity, specificity, depth	80%		
Linking course content to the experience and engagement. - clarity, depth of thought, clear links to course content,	5%		
Language / style / flow / coherence / impact	15%		
total points earned:			
		Letter Grade	%
subtotal Grade			
<i>less deducted for errors/omissions on cover sheet from above</i>			
GRADE ON PAPER			

Comments: