

PSY 340: Experiential Assignment Details & Criteria: OPTION B-ex.ART

<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 words 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 Emotions in Art (ex.ART) (Experiential Option B)

(See Moodle for details for other options)

This interactive engagement involves immersing yourself in artwork(s) by visiting the Art Gallery of Alberta. Admission to the Art Gallery of Alberta is FREE for students! (Just present your student ID card.) See <https://www.youraga.ca/visit/hours-and-admissions> for hours and address/directions and current exhibits. (Note that featured exhibits will change over the course of the semester, so check the website out early so you can plan your visit (or visits!) accordingly. You will need to take a paper notebook and pen—something small just to note some thoughts down. It is better to engage in this alone, so that you are not rushed and so you are not influenced by a companion. [You can go with a friend, BUT you must engage in this by yourself. If you go with a friend, split up and explore different sections at different times. Agree ahead of time that you will not rush each other and will simply wait for the other person at the entrance of the gallery when you are finished – no matter how long that takes.] See sample notebook entry log below.

To get the most from this experiential assignment, you will need to slow down. Spend at minimum an hour at the Art Gallery (90 minutes is preferable). The purpose is to engage and experience. Turn your cellphone OFF (not just silent) and either leave it with your coat at the admission, or keep at the bottom of your bag rather than your pocket. Stroll slowly around the various exhibits, pausing to actually *look* at each piece of art. When you come to a piece of artwork you find particularly intriguing, stop and deeply engage with the work. Fully immerse yourself in the piece with your whole being. Then, think about what emotions this work of art evokes in you. Be specific, approach this from a view of emotional granularity. Give yourself time to let these emotions be evoked into your awareness. Then jot down all these emotions.

Now, think about how this artwork evokes these emotions for you: what aspects of the artwork evoke emotion for you, and which aspects evoke which emotions. Be specific. For example, note the colours, the shapes, the texture, the style, the lighting, the size, etc. After some time, make some notes on this. Before moving on to other pieces of artwork, be sure to jot down the title of the artwork, the artist, the year, and which gallery/exhibit you are in.

Repeat this process for a couple of other pieces of artwork as you stroll through the various exhibits and galleries. Choose artworks that really "speak" to you, that you are drawn to, that make you naturally stop and want to experience them.

Before you leave the Art Gallery, sit quietly and review the notes you made. Be sure your notes are detailed. Revisit one or two artworks that evoked the strongest emotion in you and/or evoked the broadest range of emotions. (This might be different pieces or it might be the same piece.) Re-experience this piece of art (or these two pieces of art).

You will then write a 1000-1250 word essay on this experience and your engagement with the artwork describing, as noted above, the emotions that the artwork(s) evoked for you and how (what features of) the artwork evoked those emotions. At the end of your essay, briefly connect relevant material presented in lecture to your experience and engagement with the artwork.

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 B2 - ex.ART;
- the title of the artwork(s); the artist(s) name(s); the year(s) produced;
- the medium of the artwork (e.g., painting, sculpture);
- 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 log and grading sheet next page.



PSY 340: Experiential Assignment - OPTION A-ex.ART - Log

SAMPLE NOTEBOOK ENTRY LOG TO PRINT OFF AND USE (you may need several of these)
(or make your own in your notebook)

artwork details: - title of artwork, artist name, year - medium (e.g., painting, sculpture) - gallery / exhibit	emotions evoked	aspects of the artwork that evoked the emotions (e.g., colours, shapes, textures, style, lighting, size,etc.)

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Grading Sheet: _____ student name _____

COVER SHEET			
ITEM	POINTS DEDUCTED (%)		
Cover sheet information as noted above.	for each criteria not listed	1%	
total marks deducted:			
SUBMISSION ITSELF			
CRITERIA	worth	Letter	points
Emotional granularity aspect (see full details in description/criteria of this assignment) - clarity, breadth and depth	40%		
Features of the artwork evoking emotions and linking features to emotions (see full details in description/criteria of this assignment) - clarity, specificity, depth	40%		
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: