



**Division of
Academic Enhancement**
UNIVERSITY OF GEORGIA

UNIV2401E
Special Topics in Learning: Joy and Achievement in Learning
CRN# 64808/65971 Spring 2023

Course Instructor Information

Instructor: Dr. Winfred Biddle
Email: sophiae@uga.edu

Course Meeting

Asynchronous
Location: eLC

Phone note: please consider adding
to your contact list, as you will likely not have
this syllabus with you
when a question arises; 404-797-1887
Student Hours: Mondays, 2-3 PM; by appointment

UNIV Courses are offered by the Division of Academic Enhancement, a unit of the Office of Instruction at the University of Georgia. UGA's Division of Academic Enhancement empowers all students to **Learn Differently** through innovative courses, programs, services, and student-centered initiatives. The DAE supports students as they transition into higher education and sustains their progress through the University's unique academic environment.

Course Description:

This 1-hour course will investigate the paths connecting deep learning to one's career objectives, leading to the pursuit of a joyful life. The class provides scholars opportunities to: practice skills regarding academic and professional purpose, success at UGA, and the building and maintenance of a joy-infused life.

Learning Objectives:

Students will be able to:

- articulate their educational, professional goals in relation to their pursuit of a joyful life
- apply understandings of well-being literature to their own goal pursuit, motivational attitudes and behaviors
- practice behaviors conducive to achieving high levels of well-being, based on scientific research
- develop a personalized career development plan, supported by steps in their academic goals

- identify the main ideas and arguments of the well-known research of happiness and well-being

Assignments and Projects:

Participation	40%
Psychological Wellbeing (PWB) Practice Reflections (3)	30%
<i>Reflections 1, 2 on PWB practices; Interview Reflection</i>	
PWB Interview and Action Plan	30%
<i>Synthesize findings from interview, readings, reflections, and discussion to create an action plan</i>	

Grading/Evaluation

93-100% = A	92.9-90.0% = A-
89.9-87.0 % =B+	86.9-83.0% = B
82.9-80.0% = B-	79.9-77.0% = C+
76.9-73.0% = C	72.9-70.0% = C-
69.9-60.0% = D	<59.9% = F

Course Materials

Portions of the following texts are available on our eLC Page:

Hanson, R. (2013). Hardwiring happiness: The new brain science of contentment, calm, and confidence.

Lyubomirsky, S. (2007). The how of happiness: A scientific approach to getting the life you want.

Course Policies

Course Format

This course meets asynchronously. Content will be shared through regularly posted modules (approximately each week or two). These modules will include overviews of the assignment, with details and due dates. By the end of the semester, you will have read and applied cutting edge research into crafting a life most likely to lead to long-term increases in your experience of joy and achievement.

Make-up assignments

These assignments are due within a time limit agreed to between you and the instructor and may include any or all of the following: submitting assignments associated with the missed module, making up a class assessment, and/or by completing an alternate assignment designated by the instructor. Students who fail to complete the make-up work within the allocated time will not receive credit for the missed work. You are responsible for all material and data presented and gathered in the class period.

Late policy

20% is lost per day beyond the assignment's due date. Any assignment late beyond 1 week will not be accepted.

Communication

To comply with the Family Educational Rights and Privacy Act (FERPA), all communication that refers to individual students must be through a secure medium (UGAMail or eLC) or in person. Instructors are not allowed to respond to messages that refer to individual students or student progress in the course through non-UGA accounts, phone calls, or other types of electronic media.

Inquiry-Based Learning

This class will be designed so that you are prompted to ask questions, investigate the course materials, and probe deeper into particular discussion topics for clarity on a subject. In some instances, you can expect to do this in teams and other times you will do this independently. This learning strategy provides a more realistic experience of conducting research than you would be able to get with a traditional class format.

Grade appeal options can be found at <https://ovpi.uga.edu/student-opportunities-resources/student-resources/student-academic-appeals/appeal-process/grade>

Please note the percentage that participation factors into your overall grade. Being prepared for asynchronous class discussion on the provided reading material or posted information is necessary in order for you to do well in the class. In the event that you fall behind for any reason, please let me know as soon as possible and we will work together to develop a plan to catch up with the class ASAP.

Academic Honesty Policy

As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at: <https://ovpi.uga.edu/academic-honesty/academic-honesty-policy>. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

Student Exceptionalities Statement

If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with the Disability Resource Center (Voice: 706-542-8719 or TTY: 706-542-8778) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations.

Student Wellness

To be brief: take care of yourself. While navigating the rigorous (at times treacherous) experience of college, we easily may fall prey to poor habits and choices. I encourage students to maintain a healthy lifestyle. If you (or anyone you know) experiences debilitating academic stress (i.e., stress that paralyzes, induces persistent fear/anxiety), challenging life events, persistent negative emotions/moods, or other factors that hinder mental, physical, or emotional wellbeing, I encourage you to seek resources you need to be successful.

University Health Center

- Website: <https://www.uhs.uga.edu/newstudents/newstudents>
- Phone: 706.542.1162
- Email: contact@uhs.uga.edu
- Suicide Prevention 706.542.2
- Sexual Assault 24 Hour Hotline 706. 542.SAFE200

Counseling and Psychiatric Services (CAPS)

- Website: <https://www.uhs.uga.edu/caps/welcome>
- During office hours, you may call 706-542-2273.
- For an after-hour crisis, you may call 706-542-2200. Ask to speak with a CAPs clinician.

Student Care and Outreach

- Website: <http://sco.uga.edu/>
- Phone: 706-542-7774
- Email: sco@uga.edu

Student Veterans Resource Center

- Website: <http://svrc.uga.edu/>
- Phone: 706-542-7872
- Email: svrc@uga.edu

Other Division Resources

From peer tutoring through the Academic Resource Center to Academic Coaching to Student Success Workshops and more, the Division is committed to the success of all students at the University of Georgia. For more on these and other resources, visit <https://dae.uga.edu>.

Course Outline:

The schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning. All readings are required unless otherwise noted. Students should read/know required material by the date listed, at which time we will discuss or use the scheduled readings in class.

***Dates and topics presented may vary with the availability of guests and the interests of scholar participants.**

Week	Topic of Discussion	Module Available
1	Seminar introduction	1/9
2	Psychological well-being: Feelings v. Behaviors, Short-term euphoria v. Long-term contentment	1/16
3	Habits that lead to contentment and achievement <i>The How of Happiness</i> , Sonja Lyubomirsky Read foreword and chapter 1	1/23
4	Practice Reflection 1 Discussion Bring 1 to 1.5 page doublespaced reflection draft (see dropbox for prompts) Practice reflection 1 due to dropbox by 5, 2/14	1/30
5	Science of happy brains <i>Hardwiring Happiness</i> , Rick Hanson	2/6
6	Science of happy brains <i>Hardwiring Happiness</i> , Rick Hanson	2/13
7	Science of happy brains <i>Hardwiring Happiness</i> , Rick Hanson	2/20

8	Psychological Wellbeing (PWB) Strategy Practice Reflection 2 Discussion	2/27
9-10	VIA strengths assessment	3/13
11-12	Toxic v. healthy stress	3/27
13-14	Post-traumatic growth and post-traumatic stress	4/10
15	Psychological Wellbeing Practice Presentations	4/17

Note: The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.