

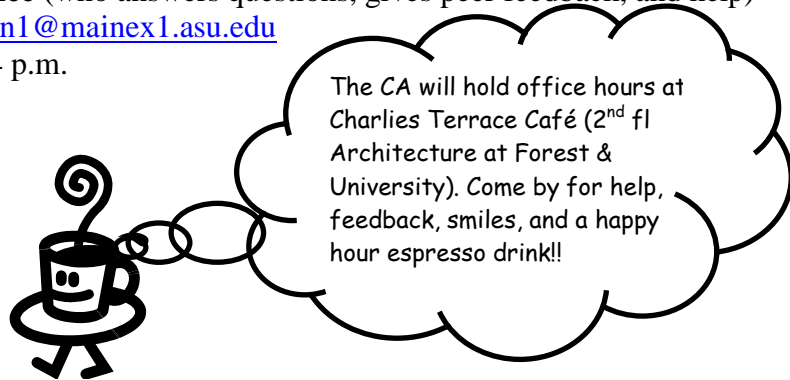
# ***Communication and The Art of Happiness – COM 452 – SLN 89239***

Fall 2014 – Arizona St U-Tempe; Stauffer 315 – Tue/Thur 12-1:15 p.m.

**Professor:**       **Dr. Sarah J. Tracy, Ph.D.**     Email: [Sarah.Tracy@asu.edu](mailto:Sarah.Tracy@asu.edu)  
Phone/voice mail: (480) 965-7709               Fax: (480) 965-4291  
Office hours (Stauffer 424): Tues 1:30-2 p.m.; Thur 1:30-3 p.m. & by appt.

**Communication Apprentice** (who answers questions, gives peer feedback, and help)  
Susana Valenzuela - [srvalen1@mainex1.asu.edu](mailto:srvalen1@mainex1.asu.edu)  
Office hours: Thursday 3-4 p.m.

This syllabus is a living document and, except for grade and absence policies, may be subject to change (per advance announcement in class, email, or Blackboard).



In this senior-level seminar, we will examine how communication behaviors relate to constructing happiness and wellbeing. Topics include gratitude, forgiveness, social support, appreciation, social networks and communicative contagion of mood—intersecting with issues of dyadic, group and organizational communication. Auxiliary readings come from a variety of disciplines, including psychology, management, sociology, positive organizational scholarship, and appreciative inquiry.

Weekly course activities include reading, field exercises and journal writing. The course culminates with an exam, happiness project presentation and research paper.

**Learning Outcomes...** Upon successful completion of this course:

- Students will develop an in-depth understanding on how subjective well-being is created through their communication, behavior, and interaction.
- Students will determine, track, and analyze their own subjective well-being over the course of the class.
- Students grasp major concepts and theories associated with happiness, including areas of research related to kindness, optimism, savoring, flow, organizational well-being, meditation, spirituality, affection, exercise, affection, generous communication and listening.
- Students will practice (and write regular journal entries about) activities and interventions associated with the topics covered in class.
- Students will learn and viscerally understand the concept of emotional contagion as they share their happiness project journey with others through interviewing and presenting.
- Students will cultivate and create critical-thinking, writing, leadership, and presentation skills.

## Course Readings

Lyubomirsky, S. (2008). *The how of happiness: A scientific approach to getting the life you want*. New York: Penguin.

Additional Readings – Available via Blackboard and listed below on course schedule.

### Assignments and Grading (out of 500 points total)

Outstanding – above expectations	Good – above average	Satisfactory – meets min. requirements	Unsatisfactory	Failing or academic dishonesty
A+ 485 – 500 pts	B+ 435 – 449 pts	C+ 385 – 399 pts		
A 465 – 484 pts	B 415 – 434 pts	C 350 – 384 pts	D 300–349 pts	E below 299 pts
A- 450 – 464 pts	B- 400 – 414 pts			XE - academic dishonesty

### Participation (up to 50 pts – 10%)

Punctual attendance and focused attention for the full class period is required for succeeding in this class. And, to earn As and Bs in participation, students should additionally regularly provide thoughtful, appropriate verbal participation informed by the class readings. Other things to think about include listening alertly, taking notes, concentrating on course material rather than external distractions, and providing enthusiastic and supportive interaction with other class members.

Assignments are explained in class, and many activities/mini-assignments are completed during class. Being present is integral to fulfilling and getting credit for these activities.

Students can miss two classes (except for 10/14, 11/14 or 11/19) without penalty. After that, each absence (= missing any one class for 15+ minutes) will deduct 5 points from your final grade. Late arrivals or early departure (of less than 15 minutes) will deduct 2.5 points. Absence deductions can significantly affect your course grade. **If you cannot attend 10/17, 11/18 or 11/20 you should drop this course.**

If you would like to bolster participation, you can do so by reading an auxiliary article related to the topic and providing the class with an overview (verbally or written). Points awarded depend on breadth of the article and quality of the overview.

### Exams (2 @ up to 100 pts each [200 pts total] – 40%):

There will be two exams during the semester that are a combination of questions including those that are closed answer (e.g., T/F, multiple choice, or matching) and open answer/essay/application. The exams test understanding, synthesis, and application of concepts covered in class, as well as those covered in your text and other assigned readings. To succeed, it's important to carefully read and understand the assigned readings, take integrative course notes, and be able to synthesize and identify examples for concepts covered.

### **Reflection & Activity Journal (up to 50 pts – 10%)**

A primary part of this class is maintaining a Blackboard journal that responds to weekly discussion questions and activities. Completing the assigned reading and the activity *before you write the journal entry* is integral for writing a meaningful response. The journal prompts are located in the schedule of classes, below. Students should use the Blackboard journaling function (demonstrated and explained in the first class period).

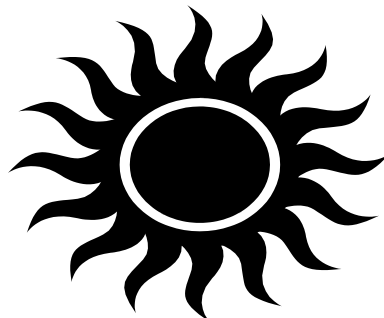
Points awarded depend on:

- a. Did it attend to logistical details?
  1. Followed the **FORMATTING DIRECTIONS** listed below
  2. Submitted on time (due *before* class)
  3. 500 words or more in length
  4. Available during class (either printed or electronically)
  5. Well-written (using good grammar, punctuation, sentence structure)
- b. Did it provide enough details and evidence to show that the activity was accomplished completely and in full?  
[have integrity about this; if it wasn't completely accomplished, just say so, and note ways to accomplish it in future]
- c. Did it adequately attend to *all parts* of the journal question prompt?
- d. Did it incorporate related concepts from the course readings?  
[this will be more applicable to some entries than others; however a main part of being able to journal thoughtfully about these activities is incorporating the research that supports them]

Please follow these **FORMATTING DIRECTIONS** for submission:

1. Draft response in a separate word-processing program (e.g. Microsoft Word) and save a copy for yourself as back-up.
2. Include the word count of your response at the end (e.g., word count: 583).  
Journal entries are to be about 500 or more words each.
3. Use black print, single-spaced, and a standard readable font.
4. *Copy and paste* response into Blackboard. *Do not attach* as a separate document.
5. Title your journal entry for the class session in which they are due: E.g. “Class 2 – Reflection on Survey Results”

Note: Student journals are not visible to other students in the class. The student assistant regularly provides peer feedback and comments. The professor evaluates the journal's grade and may provide additional feedback. If you desire specific feedback about a particular journal response, you are invited to make this request.



## **Term Long “Happiness Project” [basis for presentation and paper below]**

Over the term, you will engage in your own “Happiness Project” by adopting goals and resolutions related to two or more topics. You will make these activities part of your regular practice during the term, and share a plan for how you will continue, modify, or increase specific happiness practices into the future.

**By week five**, choose at least two areas to focus upon for improving happiness. Across the term, engage in activities to cultivate these areas in your own daily life. Keep a record of these activities (trust me, you’ll need this record to succeed in your final paper).

- |   |   |
|---|---|
| a. Gratitude  | i. Therapeutic Writing                    |
| b. Optimism   | j. Forgiveness                            |
| c. Avoiding social comparison                                 | k. Cultivating generosity in conversation |
| d. Acts of kindness   | l. Finding Flow                           |
| e. Nurturing relationships                                    | m. Savoring                               |
| f. Giving affection   | n. Committing to goals                    |
| g. Coping strategies that curb negativity                     | o. Practicing spirituality                |
| h. Tracking mood contagion (e.g., thru monitoring complaints) | p. Caring for body / exercise             |
|   | q. Focusing on strengths                  |

Furthermore, locate 3-4 artifacts of happiness—associated with your key areas of focus. Happiness artifacts are “things” that are positively or negatively related to, instruct about, or show the value of your key happiness areas. These could include material objects, self-help books/websites, advertisements, magazine articles, television programs, recordings, photos, or other popular sources that implicitly or explicitly provides advice on how to live a happier life.

## **Happiness Presentation & Visual Representation (up to 25 pts – 5%)**

You will do a 5-minute *verbal presentation* and *visual representation* of your happiness artifacts and your own happiness project. Presentations are scheduled for Week 15.

Presentations should: 1) describe the specific activities you’ve undertaken in two-three different areas over the term; 2) explain how your experience relates to the happiness research; and 3) create and describe an action plan for how you plan to continue, modify or increase specific happiness activities into the future. Presentations will be graded on their creativity, organization, articulateness (remember to practice!), and *their explicit connection of happiness activities to course readings and supplemental articles*. Journal entries and all the activities you engage with to support your happiness project presentation serve as integral data from which to base your final research paper.

### **Happiness Project Goals, Interviewing Proposal & Paper (Up to 175 pts – 30%):**

The culmination of this course will be your writing, a ~12 page research paper applying class discussions, expertise on interviewing, data from four (4) interviews, research from at least three (3) supplemental scholarly research articles (from Blackboard or library), as well as at least three (3) “pop-culture” sources (e.g., Wikipedia, self-help/popular books, websites, advertising campaigns, etc.) and all the work from your happiness activities over the term.

You are also welcome to work with another student on this paper, in which case the paper should be ~15 pages and requires six (6) interviews, research from at least five (5) supplemental research articles and at least three (3) “pop-culture” sources. Co-authors will receive the same grade, so you are advised to choose a partner with care.

You will be asked to turn in (and post on blackboard) a **goal worksheet** for this project during Week 5 (10 pts). This worksheet will be handed out in class on Week 4. Furthermore, you will create **proposal** for this project during Week 12—worth 15 points—that includes:

- 1) A one paragraph description of your personal “happiness project” activities;
- 2) A description and rationale of your target interviewees;
- 3) A list of proposed interview questions (informed by the reading on interviewing).

Carefully review the feedback (from peers and your instructor). *Keep the goal sheet and proposal and include them with the final paper you turn in (hard copy or scanned with comments and feedback from peers and instructor)*

For the final paper—worth 150 pts—conduct an interview study with four or more people (six or more for duos) in which you ask them questions about the areas of happiness you focused on for your happiness project—and analyze how their experience differs from your own and how this all relates to the empirical research. In the paper:

- 1) Summarize the research that grounds the study (~2 pages / ~3 pages for duos)
- 2) Describe your personal happiness project semester activities (~2 pages / ~3 pages for duos)
- 3) Provide a description of the interview questions and a summary of the answers (~2 pages / ~3 pages for duos)
- 4) In the heart of the paper, explain several primary lessons learned from **comparing and contrasting these three points of information** (the empirical research, your own experience, the interview responses). In this section, draw information directly from these three sources to support your lessons learned. (~3 pages / ~4.5 pages for duos)
- 5) Based upon all this, what advice and suggestions would you provide to people about your focus areas and happiness in general? (~1 page / ~1.5 pages for duos)
- 6) Provide an appendix that documents and/or otherwise “evidences” your semester long activities.

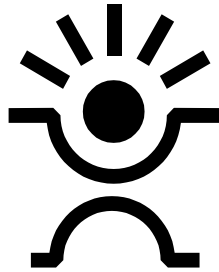
Strong papers clearly relate experiences and the interviews to empirical research associated with communication and happiness. Furthermore, they are well-organized, beautifully written, engaging, provide strong support for claims made and uphold all aspects of academic integrity. References should be in APA format, Times New Roman 12-pt font, and double-spaced with 1-inch margins. You will be asked to turn in a copy of this paper both in hard-copy printed form as well as through “safe assignment” on Blackboard—instructions given in class. *Remember to attach your goal sheet and paper proposal(s) (with all its feedback) to the papers you turn in.*

## **Extra Credit / Bonus Point Opportunities**

This course provides two opportunities to earn extra credit / bonus points.

1. Complete 11, rather than 10, of the journaling activities (provides up to 5 bonus points)
2. Read an auxiliary article related to course topic and provide the class with an overview (verbally or written). Points awarded depend on article and quality of overview.

At times, other opportunities may arise. If this is the case, I'll let you know!



## **Course Policies**

### **Use of Personal Electronic Devices in Class**

The latest research suggests that focus, comprehension, recall of ideas, and information processing increase when students hand-write their class notes and read from physical paper. During class, please take notes by hand, and make handwritten notes on printed readings. For information: <http://www.nytimes.com/2014/06/03/science/whats-lost-as-handwriting-fades.html>, <http://www.newyorker.com/online/blogs/elements/2014/06/the-case-for-banning-laptops-in-the-classroom.html>, and <http://www.scientificamerican.com/article/reading-paper-screens/>.

Many of us are irresistibly drawn to our electronic devices. In the classroom, put them away and turn off any buzzer, beeper or vibrator. If, for some reason, you are involved in an emergency situation in which you must access a hand-held device, let me know before class.

If there is an activity in which use of the internet will enhance our collective work, I'll alert the class. *Otherwise, in choosing to take COM 452, you agree to go screen and keyboard free.*

### **Unique Academic Needs:**

Students with unique academic needs who desire special accommodations should contact me in the first couple sessions to discuss options and document their needs with ASU's disability resource center (<http://www.asu.edu/studentaffairs/ed/drc/lab/>).

**Blackboard and Technology Help:** The following provides a helpful resource: <http://asu.force.com/kb/articles/Informational/Blackboard-Help-for-Students/>

**Norms of Civility:**

Please arrive on time and stay for the entire class period, keep an alert and enthusiastic presence, pay attention to course material rather than other distractions (e.g., electronic devices), listen supportively and attentively, speak one at a time, avoid eating odiferous or noisy food, and help others stay focused. When we speak about sensitive, personal or painful issues, please provide a safe and supportive classroom environment by respecting each others' confidences. Violations of any of these requests will result in a 2.5 point grade deduction.

Please make yourself familiar with ASU's policy on "Handling Disruptive, Threatening, or Violent Individuals on Campus" at <http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>, which explains how interfering with the peaceful conduct of university-related activities or remaining on campus grounds after a request to leave may be considered a crime.

**Academic Integrity:**

Students are expected to understand and abide with ASU's policies for academic integrity, available here: <https://provost.asu.edu/index.php?q=academicintegrity>. Assignments with integrity are written at the collegiate level, with clear and appropriate organization, full sentence structure, grammar and spelling. When referring to material from the text, class notes, or any other source (including Internet webpages), using quotation marks and appropriate citation is ethically and stylistically required.

Students are warned against cheating or plagiarizing on any assignment or exam, large or small. Plagiarizing includes copying from other students, past coursework, the Internet, the text, or other published sources without proper citation. It also includes excessive "help" or "editing" on assignments from others (if in doubt, ask me). Students found to be in violation of academic integrity guidelines will face disciplinary action which may include being suspended or expelled from the College or University, given an XE on the transcript, referred to Student Judicial Affairs and/or having his/her name kept on file. Student assignments are routinely checked against plagiarism-detection websites and files of past student papers, so do your own work and cite all sources.

Course content, including lectures, are copyrighted material and students may not sell notes taken during the conduct of the course (see [ASU's](http://www.asu.edu/aad/manuals/acd/acd304-06.html), "Commercial Note Taking Services" policy at: <http://www.asu.edu/aad/manuals/acd/acd304-06.html>).

**Absences, Due Dates, Late or Incomplete Work:**

Assignments will be marked down up to 10% each day and will not be accepted more than two weeks past their due date (and none will be accepted after December 9<sup>th</sup>). In-class work (e.g., exams, presentations and class activities) will receive credit only on the day they are due.

Incompletes are discouraged and only available if you: 1) experience serious documented illness or emergency; 2) finish more than half the coursework, 3) negotiate the incomplete before 12/4.

If you miss class or a due date because of an unavoidable emergency and wish to be excused, notify Dr. Tracy within 24 hours, following up with documentation / explanation. Students who must miss a class due to a university-excused absence (e.g., participation in an ASU athletic event or practice of a religious holiday) should alert Dr. Tracy in the first two weeks of class. Please see the following websites for ASU's policies on these types of absences:

<http://www.asu.edu/aad/manuals/acd/acd304-04.html>;  
<http://www.asu.edu/aad/manuals/acd/acd304-02.html>.

## Course Schedule—Subject to Change via an announcement

Date, Class, & Topic	Readings / Assignments / Journaling / Activities	L=Lyubomirsky										
<p>Week 1</p> <p>8/21 (Th)</p> <p>Introduction to Course</p>	<p>Buy book, read the book forward, navigate and figure out journaling function on blackboard, and think about what happiness means to you.</p> <p><b>Mood tracker assignment</b> (to work on over next couple weeks and bring Tuesday week four): Track your mood 3x a day. Graph the results and observe your patterns and experiences while tracking the results. You can choose your own mood tracker (on-line or on a smart-phone—e.g., “moody me”) or do free-hand. For example, rate on a scale of 1 to 10, 1 being severely sad and 10 being amazingly happy in the morning (M), afternoon (A) and night (N). Here is an example of one day:</p> <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">M</th> <th style="text-align: center;">A</th> <th style="text-align: center;">N</th> <th style="text-align: center;">Avg</th> <th style="text-align: left;">Notes</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">8/5/2012</td> <td style="text-align: center;">4</td> <td style="text-align: center;">7</td> <td style="text-align: center;">7</td> <td style="text-align: left;">6.00 Sleep is very important to my happiness.</td> </tr> </tbody> </table>	M	A	N	Avg	Notes	8/5/2012	4	7	7	6.00 Sleep is very important to my happiness.	
M	A	N	Avg	Notes								
8/5/2012	4	7	7	6.00 Sleep is very important to my happiness.								
<p>Week 2</p> <p>8/26 (T)</p> <p>8/28 (Th)</p> <p>Is Happiness a Legitimate Science?</p>	<p><b>To read before Tuesday’s class:</b> L Chapter #1</p> <p><b>Before Thursday’s class, write a ~500 word entry motivated by the following:</b></p> <ul style="list-style-type: none"> <li>• To you, what does it mean to be happy and how important is it to be happy?</li> <li>• What makes you feel good? What activities do you find fun, satisfying, or energizing?</li> <li>• What makes you feel bad? What are sources of anger, irritation, boredom, frustration, or anxiety in your life?</li> <li>• In what areas of your life do you find progress, learning, challenge, improvement, and increased mastery?</li> <li>• What areas of your life don't feel right? Why?</li> </ul> <p><b>Soon after class:</b> Complete subjective happiness scale (p. 33), Oxford Happiness Questionnaire (pp. 84-86) and the authentic happiness inventory questionnaire: <a href="https://www.authentichappiness.sas.upenn.edu/testcenter">https://www.authentichappiness.sas.upenn.edu/testcenter</a> (you must log in to do the surveys). Calculate your scores [~ 30 minutes]. Continue mood-tracker activity.</p>											
<p>Week 3</p> <p>9/2 (T)</p> <p>9/4 (Th)</p> <p>Is it Possible to Become Happier?</p> <p>How Happy Are You and Why?</p>	<p><b>To read before Tuesday’s class:</b> L Chapter #2</p> <p><b>Before Thursday’s class, write a ~500 word entry motivated by the following:</b></p> <ul style="list-style-type: none"> <li>• What did you learn from completing the subjective happiness scale (p. 33), Oxford Happiness Questionnaire (pp. 84-86) and authentic happiness inventory questionnaire <a href="https://www.authentichappiness.sas.upenn.edu/testcenter">https://www.authentichappiness.sas.upenn.edu/testcenter</a>?</li> <li>• Were you surprised by your scores—why or why not?</li> <li>• In your opinion, what is the value (or lack of value) of these various scales and knowing your score? Is one more valuable than the other? Why?</li> <li>• How do you think your score might change in the (near or long-term) future?</li> </ul> <p><b>Soon after class:</b> Complete Person-Activity fit diagnostic (p. 74) [~30 minutes] and continue mood tracker activity</p>											



<p>Week 4</p> <p>9/9 (T)</p> <p>9/11 (Th)</p> <p>How to Find Happiness Activities That Fit Your Interests, Values &amp; Needs</p>	<p><b>To read before Tuesday’s class:</b> L Chapter #3</p> <p><b>Before Thursday’s class, write a ~250 word entry motivated by the following:</b></p> <ul style="list-style-type: none"> <li>• What did you learn from your person-activity fit diagnostic scores (p. 74)?</li> <li>• Which activity comes naturally to you (like a “signature strength”)?</li> <li>• Which activity is an area of low strength? How might you develop it?</li> <li>• What do you plan for your personal “happiness project?” [description in syllabus’s course assignments section]</li> </ul> <p><b>AND</b></p> <p>Mood tracker graph (bring to class) and a <b>~250 word response motivated by:</b></p> <p>How did you go about tracking your mood?  What worked well? How could it have been even more useful?  What did you learn through the process? What is still unclear to you?</p> <p><b>Soon after class:</b> Begin gratitude list and letter (see below)</p>
<p>Week 5</p> <p>9/23 (T)</p> <p>9/25 (Th)</p> <p>Gratitude, Positive Thinking and Emotional Contagion</p>	<p><b>To read before Tuesday’s class:</b>  L Chapter #4</p> <p>Kowalski, R. M. (1996). Complaints and complaining: functions, antecedents, and consequences. <i>Psychological Bulletin</i>, 119, 179-196</p> <p>Hatfield, E., Cacioppo, J. T., &amp; Rapson, R. L. (1993). Emotional contagion. <i>Current Directions in Psychological Science</i>, 2, 96-100.</p> <p><b>Before Thursday’s class, write a journal entry that consists of the following:</b></p> <p>Gratitude List – Over the course of four days, write 5 things a day that you’re grateful or thankful for – the more specific the better (e.g., “Susie lets me use her hair products” is better than “A good hair day”).</p> <p><b>AND</b></p> <p>Gratitude Letter (see pp. 98-101)</p> <p>What did you learn or experience from engaging in these gratitude activities?</p> <p>Turn in <b>goal worksheet</b> for happiness project (10 pts)</p> <p><b>Soon after class:</b> Participate in at least one pleasurable/fun activity, one philanthropic/helpful activity and one affectionate activity. Observe their effect on your happiness and how they compare to one another.</p>
<p>Week 6</p> <p>9/30 (T)</p> <p>10/2 (Th)</p> <p>Kindness &amp; Social Connections</p>	<p><b>To read before Tuesday’s class:</b>  L Chapter #5</p> <p>Floyd, K. (2002). Human affection exchange: V. Attributes of the highly affectionate. <i>Communication Quarterly</i>, 50, 135-154.</p> <p><b>Before Thursday’s class, write a ~500 word entry motivated by the following:</b></p> <ul style="list-style-type: none"> <li>• Describe your 1) pleasurable/fun activity; 2) your philanthropic/helpful activity; and 3) your affectionate activity.</li> <li>• How did these activities affect your happiness, if at all? Explain.</li> <li>• Was one more powerful than another? Which one? How so?</li> </ul> <p><b>Soon after class:</b> Reflect on injuries or transgressions that have happened to you in the last few years where you’ve had trouble forgiving.</p>

<p>Week 7</p> <p>10/7 (T)</p> <p>10/9 (Th)</p> <p>Managing Stress &amp; Coping and Learning to Forgive</p>	<p><b>To read before Tuesday’s class:</b>  L Chapter #6  Pennebaker, J. W. (1997). Writing about emotional experiences as a therapeutic process. <i>Psychological Science</i>, 8, 162-166.  Waldron, V. R., &amp; Kelley, D. L. (2005). Forgiving communication as a response to relational transgressions. <i>Journal of Social and Personal Relationships</i>, 22, 723-742.</p> <p><b>Before Thursday’s class, write a ~500 word entry motivated by the following:</b></p> <ul style="list-style-type: none"> <li>• Describe <i>two different</i> transgressions that have happened to you in the last few years where you’ve had trouble forgiving.</li> <li>• <i>Choose one</i>, and craft a letter to the person who caused the injury (you need not send this letter).</li> <li>• In this letter, explain why you were upset, and then practice forgiving them. Discuss how forgiving them will allow you to let go of the anger and move on (remember that forgiveness does not require reconciliation; further, this is “practicing” and “trying on” forgiveness...it’s your choice whether to ever send the letter).</li> </ul> <p><b>Soon after class:</b> Prepare for Exam #1</p>
<p>Week 8</p> <p>10/14 (T)</p> <p>No class [Fall break]</p> <p>10/16 (Th)</p>	<p>Tuesday 10/14 – No class. Enjoy Fall Break!</p> <p><b>Thursday 10/16 - Exam #1</b></p> <p><b>Soon after class:</b> Observe your reflections on the two different transgressions (from Week 7) and how you now feel differently about them. <b>AND</b>  List 6 different goals that have multiple qualities associated w/ the p. 216 left column; at least 3 of them should be associated with your semester happiness.</p>
<p>Week 9</p> <p>10/21 (T)</p> <p>10/23 (Th)</p> <p>Living in the Present &amp; Committing to Goals</p> <p>Explanation of Reflected Best Self Exercise</p>	<p><b>To read before Tuesday’s class:</b> L Chapters #7 &amp; #8</p> <p><b>Before Thursday’s class, write a ~250 word entry motivated by the following:</b></p> <ul style="list-style-type: none"> <li>• Reflect upon the two different transgressions you described in last entry.</li> <li>• In what ways, if at all, do you feel differently about these two situations? How did practicing forgiveness with one of them make a difference, if at all?</li> <li>• How does this diverge with or support research on therapeutic writing?</li> <li>• In what ways could forgiveness make a difference in your life and relationships?</li> </ul> <p><b>AND</b>  List 6 different goals that have multiple qualities associated w/ the p. 216 left column; at least 3 of them should be associated with your semester happiness.</p> <p><b>Soon after class:</b> Practice finding flow and micro-flow through savoring and being present in conversation. This means authentic listening, immersing ones’ self into the details of communication moments (e.g., subtle pitch and tone qualities of voice, qualities of facial cues, subtle body movements, present artifacts, scents, fine details of clothing, lighting, temperature, memorable expressions, etc.) and seeking to appreciate their qualities, as if these things were part of a gourmet meal.</p> <p><b>Also soon after class:</b> Send email for the Reflected Best Self Exercise to 20 potential respondents.</p>

Date, Class, & Topic	Readings / Assignments / Journaling / Activities <span style="float: right;"><b>L=Lyubomirsky</b></span>
<p>Week 10</p> <p>10/28 (T)</p> <p>10/30 (Th)</p> <p>Taking Care of Your Body and Soul: Spirituality, Meditation, Physiology, Faking it to Make it</p>	<p>To read before Tuesday's class: L Chapter #9</p> <p>Before Thursday's class, write a ~500 word entry:</p> <ul style="list-style-type: none"> <li>• Describing one or more of the savored communication episodes (see description above) and its effects on...</li> <li>• 1) you as the listener, 2) the emerging conversation, 3) the other person, 4) the relationship.</li> <li>• The description should help the reader also savor the experience.</li> <li>• In what ways, if at all, is savoring similar to or different from your regular way of being in conversation, and how could savoring conversations impact your relationships and joy in life?</li> </ul> <p>Soon after class: Practice one or more activities related to this session's readings (e.g., a religious service, meditation session, exercise) and reflect on its effects.</p> <p><b>Also:</b> Issue follow-ups or additional invitations until you have secured at least 10-15 responses for Reflected Best Self Exercise</p>
<p>Week 11</p> <p>11/4 (T)</p> <p>11/6 (Th)</p> <p>Compassion and Happiness at Work</p>	<p>To read before Tuesday's class: Way, D., &amp; Tracy, S. J. (2012). Conceptualizing compassion as recognizing, relating and (re)acting: An ethnographic study of compassionate communication at hospice. <i>Communication Monographs</i>, 79, 292-315.</p> <p>Lutgen-Sandvik, P., Riforgiate, S., &amp; Fletcher, C. (2011). Work as a source of positive emotional experiences and the discourses informing positive assessment, <i>Western Journal of Communication</i>, 75: 2-27.</p> <p>Before Thursday's class, write a ~500 word entry motivated by the following:</p> <ul style="list-style-type: none"> <li>• Describe one or more activities related to last session's readings (e.g., a religious service, meditation session, exercise) and reflect on its effects.</li> <li>• How did it make you feel during the activity?</li> <li>• Immediately after? Several hours later? A day later?</li> <li>• Do you plan to repeat the activity? Why or why not?</li> </ul> <p>Soon after class: Prepare research paper proposal.</p>
<p>Week 12</p> <p>11/11 (T) no class Veteran's Day</p> <p>11/13 (Th)</p>	<p>To read before Thursday's class: Interview Planning and Design (esp. p. 25-end) – Chapter on Blackboard &amp; Conducting Interviews – Chapters on Blackboard (esp. p. 1-19)</p> <p>Before Thursday's class, finalize and turn in research paper proposal (15 pts). Bring hard copy to class, and post the other for peer review to discussion board.</p> <p>Soon after class: Take the VIA survey of character strengths on authentic happiness website <a href="https://www.authentichappiness.sas.upenn.edu/testcenter">https://www.authentichappiness.sas.upenn.edu/testcenter</a> (half hour) Collect &amp; reflect upon data from 10+ respondents on reflected best self exercise</p> <p>Study for Exam #2</p>

<p>Week 13</p> <p>SJT at NCA</p> <p>11/18 (T)</p> <p>11/20 (Th)</p>	<p>Tuesday, 11/18 – RBS Reflection and Research Proposal Collaborative Help Day</p> <p><b>Bring to Tuesday’s Class:</b>  Score on the VIA signature strengths inventory &amp; all the data received from 10+ respondents on reflected best self (RBS)  Your research proposal and any questions for you to discuss with peers and CA</p> <p>Thursday 11/20 -- Exam #2</p> <p>Soon after class: Write your RBS journal entry (due <b>TUESDAY</b>)  Conduct interviews and analysis for final paper</p>
<p>Week 14</p> <p>11/25 (T)</p> <p>11/27 (Th)</p> <p>No class  Thanksgiving</p> <p>Interviews  and Research  Proposal</p>	<p>To read before Tuesday’s class:  L Chapter 10 – The 5 Hows of Happiness, Afterword and Postscript</p> <p>Q&amp;A on final research project / presentation and peer dialogue on research paper proposals</p> <p>Before <b>Tuesday’s</b> class, write a ~500 word entry motivated by the following:</p> <ul style="list-style-type: none"> <li>• Who responded to you regarding your RBS exercise? Why do you think they responded?</li> <li>• What did you learn about yourself through the responses and your analysis of them?</li> <li>• What did you learn about yourself through the VIA signature strengths inventory?</li> <li>• Which of the two exercises seemed most valid and/or valuable to you, and why?</li> </ul> <p>Soon after class: Prepare Happiness Project Presentation and continue paper interviews and analysis</p> <p>Also, retake subjective happiness scale (p. 33), Oxford Happiness Questionnaire (pp. 84-86) and &amp; the authentic happiness inventory questionnaire (<a href="https://www.authentichappiness.sas.upenn.edu/testcenter">https://www.authentichappiness.sas.upenn.edu/testcenter</a>) and calculate your scores.</p>
<p>Week 15</p> <p>12/2 (T)</p> <p>12/4 (Th)</p> <p>Final Project  Happiness  Presentations</p>	<p>Tuesday and Thursday - Final Project Happiness Presentations (see description in syllabus)</p> <p>Before Tuesday’s class, write a ~500 word entry motivated by the following:</p> <ul style="list-style-type: none"> <li>• What did you learn from retaking the subjective happiness scale (p. 33), Oxford Happiness Questionnaire (pp. 84-86) and &amp; the authentic happiness inventory questionnaire (<a href="https://www.authentichappiness.sas.upenn.edu/testcenter">https://www.authentichappiness.sas.upenn.edu/testcenter</a>)?</li> <li>• How did your score change (if at all) from when you took it 3 months ago?</li> <li>• Why do you think it changed or didn’t change?</li> <li>• What did you learn from your semester activities that may enhance your life after this class?</li> </ul> <p>Soon after class: finish and turn in final project paper</p>
<p>Final Period  12/9 (Tues)  12:10-2 p.m.</p>	<p>Sustaining Happiness for the Long Term and Celebrating Good Work!</p> <p>Final Course Papers Due (two versions): 1) hard copy version printed out with proposal attached and 2) electronic version uploaded to Blackboard’s “safe assignment” – <i>include goal sheet and proposal (hard copy or scanned with comments and feedback from peers and instructor)</i></p>

Supplemental Readings (Even more resources available on Blackboard website)

Topic	Supplemental Resources
Happiness a science?	Norrish, J. M., & Vella-Brodrick, D. A. (2008). Is the Study of Happiness a Worthy Scientific Pursuit? <i>Social Indicators Research</i> , 87, 393-407.
Gratitude & Positive Thinking	Emmons, R. A., McCullough, M. E. (2003). Counting blessings versus burdens: An experimental investigation of gratitude and subjective well-being in daily life. <i>Journal of Personality and Social Psychology</i> , 84, 377-389. MacLeod, A. I.K., & Moore, R. (2000). Positive thinking revisited: Positive cognitions, well-being, and mental health. <i>Clinical Psychology and Psychotherapy</i> , 7, 1-10.
Kindness & Social Connections	Otake, K., Shimai, S., Tanaka-Matsumi, J., Otsui, K., & Fredrickson, B. (2006). Happy people become happier through kindness: A counting kindnesses intervention. <i>7(3)</i> , 361-375. Thoits, P. A. (1995). Stress, coping, and social support processes: Where are we? What next? <i>Journal of health &amp; social behavior</i> , 35, 53-79. Ellison, N. B., Steinfield, C., & Lampe, C. (2007). The benefits of facebook 'friends': Social capital and college students' use of online social network sites. <i>Journal of computer-mediated communication</i> , 12, 1143-1168. Helliwell, J. F. Putnam, R. D. (2004). The social context of well-being. <i>Philosophical transactions of the Royal Society of London</i> , 359, 1435-1446.
Caring for your body & soul	Bartlett, S. J., Piedmont, R., Bilderback, A., Matsumoto, A. K. Bathon, J. M. (2003). Spirituality, well-being, and quality of life in people with rheumatoid arthritis. <i>Arthritis and rheumatism</i> , 49, 778-783. Andréasson, P., & Dimberg, U. (2008). Emotional empathy and facial feedback. <i>Nonverbal Behavior</i> , 32, 215-224.
Happiness at Work	Gavin, J. H., & Mason, R. O. (2004). The virtuous organization: The value of happiness in the workplace. <i>Organizational Dynamics</i> , 33, 379-392. Barge, J. K. & Oliver, C. (2003). Working with appreciation in managerial practice. <i>Academy of Management Review</i> , 28, 124-142. Heaphy, E. D., & Dutton, J. E. (2008). Positive social interactions and the human body at work: Linking organizations and physiology. <i>Academy of Management Review</i> , 33, 137-162. Heaphy, E. D., & Dutton, J. E. (2008). Positive social interactions and the human body at work: Linking organizations and physiology. <i>Academy of Management Review</i> , 33, 137-162. Ledford, G. E., Jr. (1999). Comment: Happiness and productivity revisited. <i>Journal of organizational behavior</i> , 20, 25-30.