Your choice of assignment:
[due beginning of class Monday, April 7]

Choose ONE Academic Assignment worth 15%:
- **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)

OR

Choose THREE Experiential Assignments each worth 5%:
- **A)** **Choose one from these two options:**
  - **1.** Sitting with Boredom (ex.SWB)
  - **2.** Emotion Regulation (ex.ERG)
- **B)** **AND Choose two from these two options:**
  - **1.** Emotions in Art (ex.ART)
  - **2.** Emotions in Music (ex.MSC)
  - **3.** Emotions in Movie (ex.MOV)

The purpose of the Academic assignments is to broaden and demonstrate your understanding of a(the) concept(s) and information learned in class via either: (Option A) explaining in a nonscientific format for the public; (Option B) demonstrating/illustrating how these are evidenced in other disciplines; (Option C) anlayzing how emotions are portrayed in a children's fiction book; or (Option D) examining differences across history and cultures.

The purpose of the Experiential assignments 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 activity and two interactive engagements.

All options require you to incorporate into your assignment findings from five (5) academic papers in and/or material presented in lecture.

See Moodle for full details and criteria for each option.

15%

from the syllabus:

2. Plagiarism & AI Generate Content

I have zero tolerance for either plagiarism or the use of AI text generators (e.g., ChatGPT) for *any* of your writing at *any* stage— including generating ideas, initial notes, and drafts.

IMPORTANT REMINDER

The 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 robot's ideas and words pieced together from common information it synthesized from the internet. Writing—and these 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 opinion on a topic, I can do that myself. I am interested in your unique perspective, your voice.*

Moreover, 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.

I am interested in your unique perspective, your voice.

BELOW ARE DETAILS FOR Option B1 – ex.ART

(See Moodle for details for other options)

Emotions in Art (ex.ART)

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 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 500-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 2025;
- OPTION B1 - 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 grading sheet next page.

PSY 340: Experiential Assignment - OPTION A1-ex.SWB - Logs

SAMPLE NOTEBOOK ENTRY LOG TO PRINT OFF AND USE (you will 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.)

PSY 340: Experiential Assignment Details & Criteria: OPTION B1-ex.ART

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			
	less deducted for errors/omissions on cover sheet from above		
GRADE ON PAPER			

Comments: