PSY 340: Experiential Assignment Details & Criteria: OPTION C-ex.MUS

Your Choice Assignment:
[due beginning of class Friday, April 10]

I. 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)

AND

II. Choose ONE Experiential Assignment worth 10%:
    A) Emotion Regulation (ex.ERG)
    B) Emotions in Art (ex.ART)
    C) Emotions in Music (ex.MUS)

    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.

    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**.

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

See Moodle for full details and criteria for each option.

25%

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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 <u>ANY</u> 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 <u>your</u> ideas, <u>your</u> 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 <u>your</u> unique perspective, <u>your</u> voice.

BELOW ARE DETAILS FOR
Emotions in Music (ex.MUS) (Experiential Option C)

(See Moodle for details for other options)

Choose a piece of instrumental music (not a song, choose an instrumental with no words) which evokes strong emotions in you. With no distractions, deeply engage in listening to this piece of music—experience the music, let it envelope your whole being. Then, think about what emotions this piece of music evokes in you. Be specific, approach this from a view of emotional granularity. To get the most from this experiential assignment, you will need to engage with this piece of music a few times over the course of a few days to truly capture nuances of emotions. Jot down all these emotions.

Now, think about how this piece of music evokes these emotions for you: what features of the music evoke emotion(s) for you, and which features evoke which emotion(s). Be specific. For example, note the tempo, the timing, the melody, the key, the instrument(s), the volume, changes within the piece in key, tempo, volume, instruments, etc. Note changes in your emotions as these elements change. Again, to get the most from this experiential assignment, you will need to engage with this piece of music a few times over the course of a few days to fully notice these aspects and how they are tied to emotions evoked in you.

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

Your submission must include a cover sheet containing the following information IN THIS ORDER:
- your name and student ID;
- PSY 340: Winter 2026;
- OPTION C - ex.MUS;
- the title of the piece, the composer, the performer(s);
- if possible, a URL link to the piece;
- 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.

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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 music 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: