

SYLLABUS

GES140 INTRODUCTION TO WELLBEING COURSE DESCRIPTION & OBJECTIVES

GES140 Introduction to Wellbeing Description

Explores the following dimensions that influence Wellbeing: Spiritual, Cognitive, Emotional, Physical, Relational, and Meaning. Examines the dynamic interconnection between the dimensions. Students integrate foundational knowledge, experiences, and strategies to become successful whole and holy individuals not only in college but also throughout adult life.

GES140 Introduction to Wellbeing Objectives

- Know and articulate six dimensions that influence wellbeing.
- Identify and understand the interrelated nature of these dimensions.
- Articulate how wellbeing is influenced by and interconnected with: values and priorities, spiritual formation, emotional health, physical health, relationships, healthy intimacy, vocational choice(s), personal stewardship, and one's participation in the Kingdom of God.
- Identify how their personal strengths positively influence dimensions of wellbeing.
- Practice communication skills necessary for relating with diverse cultures and perspectives.
- Articulate a Strategy for Living (such as a Personal Credo/Rule for Life/Vision Board) that addresses each dimension of wellbeing and how it will be tended to in college and beyond.

Required Texts

- Gallup. CliftonStrengths for Students: Your strengths journey begins here. New York: Gallup Press.
- GES140 Introduction to Wellbeing: Student Resource Book 5th ed. Purchase from Bookstore.
- Additional articles and chapters from books are copied and loaded into Moodle or Sutori.

Recommended Texts

- The Upside of Stress: Why Stress Is Good for You, and How to Get Good at It by Dr. Kelly McGonigal
- The Brain That Changes Itself: Stories of Personal Triumph from the Frontiers of Brain Science by Dr. Norman Doidge
- How Emotions are Made: The Secret Life of the Brain by Dr. Lisa Feldman Barrett
- The Neuroscience of Human Relationships: Attachment and the Developing Social Brain by Dr. Louis Cozolino
- Anatomy of the Soul: Surprising Connections between Neuroscience and Spiritual Practices ... by Dr. Curt Thompson
- The Mission of God: Unlocking the Bible's Grand Narrative by Christopher Wright

Flipped/Hybrid Course

This course utilizes a flipped classroom design. This means that content or subject matter is delivered online in video format or in readings loaded in Moodle/Sutori. All content videos and readings must be viewed/completed prior to class. In order to be successful in this course, you need to come to class prepared to engage the in class activities that are designed to be an analysis and application of the course material you have already studied. If you don't view and read the course material ahead of time, you will be lost in class. Consistent attendance is expected as points are awarded each day. These points can not be made up if you miss class.

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COURSE POLICIES

Questions regarding any of the following policies can be directed to your faculty.

Academic Honesty Policy

Since Bethel University is a Christian academic community, its fundamental purpose is the pursuit of knowledge and the development of growing Christian persons. Essential to the success of this educational mission is a commitment to principles of ethical academic integrity. Every member of the community is responsible for upholding the highest standards of honesty at all times. Students, as members of this community, are also responsible for adhering to the principles and spirit of academic honesty. For more information regarding definitions and policy for breaches in academic honesty, please refer to the Bethel Catalog or the Academic Integrity website.

Accessibility Procedures

Bethel University provides services and reasonable accommodations for students with documented disabilities, such as sensory, physical, systematic, learning, and psychiatric disabilities. Students enrolled in Bethel courses should contact the Office of Accessibility Resources and Services at (651) 638-6833, or accessibility-services@bethel.edu, or visit CC426 if disability-related accommodations are needed. The Office of Accessibility Services will then work with the appropriate offices and instructors.

Appeals Procedures

Any concerns that you have either about the course, your grades, or the instructor should be handled in the following manner. (1) Communicate a concern directly to the instructor as a first step. (2) If you are not satisfied with the instructor's resolution of your concern, talk to the department or program chairperson. (3) If you are still not satisfied, then you should make an appointment to communicate your concerns to a dean in the Office of Academic Affairs. If this procedure is not followed, the rights and freedom of both the instructor and student are potentially violated.

Attendance and Participation

are basic requirements for an effective activity-and-discussion based course. Attendance will be taken each day. If you are not in class when attendance is taken, you will not receive the points for that day. If you cannot attend a class, it is expected that you inform your professor in advance via email. Excessive unexcused absences will result in recommending you withdraw from the course.

Computer or Printer problems will not be acceptable reasons for late work. Always make copies of your work and save them until the term is over.

Syllabus Adjustments

A syllabus communicates the policies and assignments for a course for a term; however, during the term the instructor has the authority to make changes to the course policies, assignments, points and weight of assignments. Students who miss class are responsible for learning about any changes to the syllabus, assignments, course policies by first contacting another student in the class or meeting with the professor during their office hours. Simply sending an email to the professor asking "What did I miss today?" is not sufficient effort on the part of the absent student.

Turnitin & Plagiarism

Turnitin is Bethel's plagiarism detection system. Turnitin is enabled for most assignments in this course and is configured to display an originality report to students for each assignment for which it is enabled. Instructors will use originality reports to assess originality in assignments and apply the Plagiarism Policy when issues of plagiarism occur. Students who are concerned about plagiarism can use the originality report as a feedback tool and edit their assignment to eliminate actual plagiarism issues and improve. The first assignment that reports significant plagiarism will receive a zero and the student will need to meet with the instructor. The second assignment that reports significant plagiarism will warrant a failing grade for the overall course, the need to repeat the course the following semester and will initiate a report being sent to the Vice President of Academic Affairs.

WEEKLY SCHEDULE

WEEK 1 | DAY 1: INTRODUCTION TO CLASS

FEBRUARY 2-8

TO COMPLETE PRIOR TO DAY 1 OF CLASS:

- Buy books in bookstore: GES140 Introduction to Wellbeing Student Resource Book (SRB) 6th ed. and copy of StrengthsFinder book
- Open Moodle (moodle.bethel.edu) Find GES140 Introduction to Wellbeing on your dashboard
- Click on 'Welcome Sutori' link & complete this step by reading and viewing all materials in this Sutori timeline

WEEK 1 | DAY 2: INTRODUCTION TO INTRAPERSONAL WELLBEING

TO COMPLETE PRIOR TO DAY 2 OF CLASS:

- View CORE LESSON in Sutori. Follow along in SRB on Sutori Notes pages. Be sure to stop and reflect when prompted. Write your responses in the gray boxes - these will be checked for completion and will influence your Homework grade.
- Complete Quiz #1
- Complete additional reading/video viewing for one Go Deeper Option found in Sutori. Take notes on this information in your SRB. This will also be checked for completion and recorded as part of your homework grade.

WEEK 2 | DAY 1: INTRODUCTION TO INTERPERSONAL WELLBEING

FEBRUARY 9-15

TO COMPLETE PRIOR TO FIRST DAY OF CLASS this week:

- View CORE LESSON in Sutori. Follow along in SRB on Sutori Notes pages. Stop and reflect when prompted.
- Complete Quiz #2
- Complete additional Go Deeper OPTION. Take notes in SRB.

WEEK 2 | DAY 2: INTRODUCTION TO INTERPERSONAL WELLBEING

TO COMPLETE PRIOR TO SECOND DAY OF CLASS this week:

- Complete 16 Personalities test linked in Moodle (if not already done) and write results in SRB
- **DUE: Homework Review - graded by PF in class**

WEEK 3: PHYSICAL UNIT PT1

FEBRUARY 16-22

TO COMPLETE PRIOR TO CLASS:

- View CORE LESSON in Sutori. Follow along in SRB on Sutori Notes pages. Stop and reflect when prompted.
- Complete Quiz #3
- Complete additional Go Deeper OPTION. Take notes in SRB.
- **DUE: Homework Review - graded by PF in class**

WEEK 4: PHYSICAL UNIT PT 2

FEBRUARY 23-29

TO COMPLETE PRIOR TO CLASS:

- View CORE LESSON in Sutori. Follow along in SRB on Sutori Notes pages. Stop and reflect when prompted.
- Complete Quiz #4
- Complete additional Go Deeper OPTION. Take notes in SRB.
- **DUE: Unit Summary - completed by you in class**

WEEKLY SCHEDULE

WEEK 5: COGNITIVE UNIT PT 1

MARCH 1-7

TO COMPLETE PRIOR TO CLASS:

- View CORE LESSON in Sutori. Follow along in SRB on Sutori Notes pages. Stop and reflect when prompted.
- Complete Quiz #5
- Complete additional Go Deeper OPTION. Take notes in SRB.
- Follow link in Moodle to take StrengthsFinder. Print results and bring to class. Read pages in book that describe your Top5.
- **DUE: Homework Review - graded by PF in class**

WEEK 6: COGNITIVE UNIT PT 2

MARCH 8-14

TO COMPLETE PRIOR TO CLASS:

- View CORE LESSON in Sutori. Follow along in SRB on Sutori Notes pages. Stop and reflect when prompted.
- Complete Quiz #6
- Complete additional Go Deeper OPTION. Take notes in SRB.
- **DUE: Unit Summary - completed by you in class this week**

WEEK 7: EMOTIONAL UNIT PT 1

MARCH 22-28

TO COMPLETE PRIOR TO CLASS:

- Complete CORE LESSON in Sutori.
- Complete Quiz #7
- Complete additional Go Deeper OPTION.
- **DUE: Homework Review - graded by PF in class**

WEEK 8: EMOTIONAL UNIT PT 2

MARCH 29 - APRIL 4

TO COMPLETE PRIOR TO CLASS:

- Complete CORE LESSON in Sutori.
- Complete Quiz #8
- Complete additional Go Deeper OPTION.
- **DUE: Unit Summary - completed in class this week**

WEEK 9: RELATIONAL UNIT PT 1

APRIL 5-11

TO COMPLETE PRIOR TO CLASS:

- Complete CORE LESSON in Sutori.
- Complete Quiz #9
- Complete additional Go Deeper OPTION.
- **DUE: Homework Review - graded by PF in class**

WEEKLY SCHEDULE

WEEK 10: RELATIONAL UNIT PT 2

APRIL 12-18

TO COMPLETE PRIOR TO CLASS:

- Complete CORE LESSON in Sutori.
- Complete Quiz #10
- Complete additional Go Deeper OPTION.
- **DUE: Unit Summary - completed in class**

WEEK 11: SPIRITUAL UNIT PT 1

APRIL 19-25

TO COMPLETE PRIOR TO CLASS:

- Complete CORE LESSON in Sutori.
- Complete Quiz #11
- Complete additional Go Deeper OPTION.
- **DUE: Homework Review - graded by PF in class**

WEEK 12: SPIRITUAL UNIT PT 2

APRIL 26-MAY 2

TO COMPLETE PRIOR TO CLASS:

- Complete CORE LESSON in Sutori.
- Complete Quiz #12
- Complete additional Go Deeper OPTION.
- Complete Sacred Pathways Self Report found in SRB
- **DUE: Unit Summary - completed in class this week**

WEEK 13: MEANING UNIT PT 1

MAY 3-9

TO COMPLETE PRIOR TO CLASS:

- Complete CORE LESSON in Sutori.
- Complete additional Go Deeper OPTION.
- **DUE: Homework Review - graded by PF in class**

WEEK 14: MEANING UNIT PT 2

MAY 10-16

TO COMPLETE PRIOR TO CLASS:

- Complete CORE LESSON in Sutori.
- Complete additional Go Deeper OPTION.
- **DUE: Unit Summary - completed in class this week**

FINALS WEEK

MAY 17-22

- **DUE: Final Paper AND Final Project**

SYLLABUS

EVALUATION FACTORS

QUIZZES: 20%

Take quiz after viewing the core lesson in Sutori. Links to quizzes are in Moodle.

- First, try taking the quiz from memory. If you are unsatisfied with your score, you may take the quiz again using your SRB.
- You may take each quiz twice. Highest score will be recorded in grade book.
- Must complete quiz by time listed in Moodle

APPLIED LEARNING ASSIGNMENTS: 40%

Rubrics on the following pages will explain these assignments

- Homework Reviews. Homework is reviewed by Peer Facilitators at the start of class. See Weekly Schedule to know when these checks will occur.
- Huddle Feedback. Two times over the course of the semester, your Huddle will provide feedback on your participation. Completed in class.
- Unit Summaries. At the end of six units, you will complete a brief summary of your learning during that unit. Must be completed in class.

FINAL PAPER: STRATEGY FOR LIVING PAPER 20%

Cumulative paper submitted in lieu of a final exam

- Due the Sunday evening prior to finals week
- Detailed instructions provided in Rubric and in a template that will be emailed to students

FINAL GROUP PROJECT: PRESENTATION 10%

Huddle Group Project presented during Final Exam time

- Do not plan to leave Bethel for the summer before your group gives this presentation. See instructor for your Final Exam time: _____
- Detailed instructions provided in Rubric and in a template that will be emailed to students

NAVIGATING COLLEGE ATTENDANCE OR ALTERNATIVE ASSIGNMENT: 10%

Workshop series designed to provide foundational knowledge and skills for successfully navigating college at Bethel

- Must do one: Either attend 3 of the 5 workshops OR if an upperclassman, meet with a Career Specialist in the Office of Career Development and Calling - discuss testing for best fit in major, resumes, or internships AND Portfolium/REAL. Career Specialist must email faculty and confirm completion of appointment prior to April 25
- If you arrive late and attendance has already been taken, it is your responsibility to contact the Peer Facilitator after the workshop to correct the grade book. If you leave before the workshop is over, attendance points will not be awarded

GRADING SCALE:

- A 100-94 A- 93-90
- B+ 89-87 B 86-84 B- 83-80
- C+ 79-77 C 76-74 C- 73-70
- D+ 69-67 D 66-64 D- 63-60

RUBRICS

APPLIED LEARNING ASSIGNMENT: HOMEWORK REVIEWS

Completed 7 times

- Peer Facilitators will complete these homework checks at the start of designated classes
- Student must be present in class on day of homework review in order to receive points
- 5 points awarded for thoughtful responses **written in complete sentences. Must reflect comprehension of and interaction with course material.**
- 3 points awarded for average responses that do not reflection comprehension of course material and/or sufficient interaction with material.
- 1 point awarded for bullet pointed responses, incomplete responses or partial responses, no referencing of course material in responses.
- 0 points awarded if homework has not been completed

APPLIED LEARNING ASSIGNMENT: HUDDLE FEEDBACK ON DIALOGUE SKILLS

Completed 2 times

- Two times during the semester, Huddle members will provide feedback on one another's participation in dialogue
- Additionally, Huddle members will evaluate each other's practice and use of dialogue skills
- Students will be coached in class as to how to fill out the feedback forms on one another.

APPLIED LEARNING ASSIGNMENT: UNIT SUMMARIES

Completed 6 times

- During class at the end of each unit, students will complete a one page summary assignment that illustrates their critical thinking about course material
- Student must be present in class on the day the unit summaries are done in class in order to complete and submit for points
- 5 points awarded for thoughtful responses **written in complete sentences. Must reflect comprehension of and interaction with course material.**
- 3 points awarded for average responses that do not reflection comprehension of course material and/or sufficient interaction with material.
- 1 point awarded for bullet pointed responses, incomplete responses or partial responses, no referencing of course material in responses.
- 0 points awarded if homework has not been completed

LATE WORK POLICY

The Huddle Final Project and Strategy for Living Final Paper are due by the dates listed in the syllabus. However, the Strategy for Living will be accepted past the due date. Five points will be docked for each 'day'/24 hour window that it is turned in late. If for any reason you can't complete this assignment by the deadline listed, contact your instructor *ahead of time* and explain your situation. In extenuating circumstances (like a funeral or surgery), 24-48 hour extensions may be granted and the point deduction waived.

Special note: Students with registered *attendance* accommodations will be granted 72 hours past class time in order to submit photocopies of the Applied Learning Assignments (Homework Reviews & Unit Summaries) as long as the student contacted the instructor via email *PRIOR* to the start of class and explained why they would not be in class.

RUBRICS

FINAL GROUP PROJECT: VIDEO PRESENTATION

Due: Final Exam time: _____

Each Huddle will work together to create an educational video to be presented during the Final Exam time for this course. Videos should elaborate on one topic from the Go Deeper sections of Sutori. NOTE: This time is being allocated for Huddle to work on group communication and dialogue outside of a classroom setting. Students will meet together a minimum of 5 times starting after spring break in order to collectively tackle this project.

Your group will pick a topic from the list below that you felt should have been explained in greater detail. Groups will research the topic, summarize main points and then create a video presentation that communicates this research. Consider Bloom's Taxonomy as you work on this project. Create a video that could assist students with one's of these levels of Bloom's: either Remembering & Understanding the topic, Applying the topic, Analyzing the topic or Evaluating & Creating something from the topic.

Groups may use iMovie, Doodly, PowToons, Articulate 360, Canva and Screen-cast-o-Matic, or some other video/slides creator of your choice.

Videos must follow these general guidelines + the detailed guidelines found on the next page.

1. Presentations should be 4:00 to 5:00 minutes in length (hard caps)
Videos need to be saved as a .mov or .mp4 file and stored online. You will send a link to your instructor the day before the presentation
2. A one page handout should accompany the video. Handout must include: a summary paragraph of the intent of the video referencing the level of Bloom's Taxonomy you were strategically targeting, an outline of the material included, definitions of any new terms, and bibliographic information for **five scholarly sources** used to create the content for the video.
3. Groups must bring copies of the handout to the final exam to be distributed to all other students in class.
4. During the final exam time, each group will pull up their video on the overhead screen, pass out their handouts and the class will screen each video presentation. Creatively communicating content is highly encouraged.
5. All students will have the option to sign a waiver, allowing their video (if selected) to become part of the Sutori lessons.
6. Professional work product is appreciated. Humorous work product is valued as long as the communication of content is clear and accurate.
7. The end of the video must provide documentation of at least 5 group work times by inserting 5 pictures of all Group Members together holding up a sign that includes the date and time the group met to work on the project. Groups must meet a minimum of 5 times.

Huddle groups should begin working on these projects the week after spring break.

Go Deeper topics to choose from:

Hedonic/Eudamonic Wellbeing	Shalom	Habit Formation	James Clear's Atomic Habits
Covenant community	Community Development	Myers Briggs Personality Types	
Stress	Nervous System & fight or flight	Endocrine System & stress response	
Sleep Deprivation issues	Food/Nutrition & CNS	Stress Reduction Techniques	Nature Connectedness
Neuroplasticity	Changing habits of thinking	StrengthsFinder	
Growth Mindset	Mindfulness	Dopamine Reward System	
Emotional Resilience	Emotional Intelligence	Sleep deprivation & emotion	Exercise & emotion/mood
Attachment Styles	Relational Neuroscience	Cultural Identity	Sexuality
Cultural Intelligence	Communication Styles	Intercultural Conflict Styles	Differentiation

Huddles must submit topic to faculty for approval prior to beginning work. See timeline on next page for more info.

HUDDLE FINAL PROJECT: MORE INFORMATION

Due: Final Exam time: _____

Provide your instructor with a URL/link to your video 24 hours prior to final exam time.

What to do:

1. Create an educational video which could be a narrated PPT. (50 points possible)

- Videos should be 4:00 to 5:00 minutes in length (hard caps)
- Video should clearly provide additional information on the topic chosen. No more than 20% of the video may repeat course information. 1 of 5 minutes can repeat.
- Video should clearly assist audience with one or two of Bloom's learning objectives (see page 220 of SRB/google for Bloom's Taxonomy)
- Video should include at the start: group members names & topic to be covered. Video should include at the end: bibliographic information regarding 5 scholarly sources, citation throughout the video when quoting or significantly paraphrasing the sources, and the 5 pictures of when the group met to work on project.

2. Create a one page (front and back) handout to accompany the video. (25 points possible)

Handout must include:

- a summary paragraph of the intent of the video referencing the level(s) of Bloom's Taxonomy you were strategically targeting,
- an outline of the material included,
- definitions of any new terms, and
- bibliographic information for five scholarly sources used to create the content for the video. (MLA or APA - you choose)
Note: Wikipedia, Reddit or Huffington Post are NOT scholarly sources. Contact a reference librarian if you are unsure as to what a scholarly source is.
- a listing of which member completed which role (see below to read the four different roles for this group project)
- groups must bring copies of the handout to the final exam to be distributed to all other students in class.

3. During the final exam time, each group will have 8 minutes to: (10 points possible)

- pass out their handouts to all students
- have one person verbally introduce group members, introduce the topic and read the summary paragraph (start this while handouts passed out)
- play their video for the class to view - you will pull up your video on the classroom computer cart
- once your video is done, you will logout of the computer so the next group can login as soon as it is their presentation time
- complete all these things from start to finish in 8 minutes or less. THIS WILL REQUIRE PRACTICING (especially making sure your video is accessible online. If your video doesn't play, or your group doesn't finish in 8 minutes or less, your project grade will be reduced by 10%.)

4. All students will have the option to sign a waiver, allowing their video (if selected) to become part of the Sutori lessons.

5. Professional work product is appreciated. Humorous work product is valued as long as the communication of content is clear and accurate.

6. If a group member is not present at the presentation, that particular member's grade will reflect their unexcused absence.

Group Member Roles (15 points possible)

Individual grading will occur based on how well these roles were completed.

Will be looking for: Thoroughness. Professionalism. Accuracy. Clarity. All will influence points awarded.

- Compiler of Research* (person who sifts through all the research all the Huddle members provide, compiles information & create outline of material)
- Handout Creator & Presenter at final* (person who makes the handout following all the guidelines above AND who speaks at the final)
- Content Delivery in Video* (person speaking/walking audience through the information in the video - also the one to create slides/graphics to deliver content)
- Video Producer* (person who actually makes the video, pulls it up online at the time of the presentation & makes sure all the tech works)

TIMELINE:

(please remember you are being given the Navigating College workshop time to work on this project. Use it. Meet anywhere on campus or in classroom)

- _____ by Monday, March 9: Group should email faculty for approval of topic. Research should not begin until approval is received. Email earlier if desire.
- _____ by Monday, April 6: Group should be done researching topic. Information given to Compiler of Research who then synthesizes and creates an outline of content
- _____ by Monday, April 20: Group should have scripted/outlined the video
- _____ by Monday, May 4: Group should have recorded video
- _____ by Monday, May 11: Group should proof final video AND final handout - discuss revisions if necessary
- _____ At Final Exam time: Group presents video in class

RUBRICS

FINAL PAPER: STRATEGY FOR LIVING

Due: Sunday, May 17th by 10 pm

This paper should represent your cumulative knowledge and understanding of wellbeing after exploring this topic for a semester. Papers should be typed, double spaced, 1 inch margin, 12 pt font. Length should be 8 - 10 pages. Writing (even in the Atomic Habit section) should be in full sentences. Paper should be saved as a PDF and submitted via Moodle where Turnitin will scan it for plagiarism. *Please note:* You will receive a zero on this assignment if plagiarism is detected. Additionally, if someone copies your work, you will still be penalized. Do not share your assignment with anyone.

By the middle of the course, you will receive a template to use to complete this paper. **Follow the template exactly.**

PART ONE: Reflect on your learning

1. Explain what you thought wellbeing was before you took this class and how your perspective was similar or different from both the dictionary definition of wellbeing and the course definition of wellbeing.
(10 points)
2. Describe how your perspective of wellbeing has changed over the course of the semester.
(10 points)
3. Finally, explain why you think a university would want students to know and apply this information. As you write your response, Reference five course topics. (1 pt/topic. 5 pts total)
Define each topic and cite the SRB using MLA, APA or Chicago format. (2 pt/topic. 10 pts total)
Explain how or why these topics are useful for college student wellbeing. (2 pt/topic. 10 pts total)
(25 points)

PART TWO: Plan for your future by creating a strategy for living

When writing this section of the paper, focus on your own life. Select three habits that would be useful for you and be sure to explain why you think they are useful for you.

1. Identify and define three atomic habits you learned this semester that you believe would be helpful for your intra or interpersonal wellbeing.
(10 points)
2. Explain why you selected each of the potential habits.
(5 pts/ topic. 15 points total)
3. Create an Atomic Habit plan for each one using the layout provided at the end of each unit.
 - * Create an Implementation Intention
 - * Identify how specific Habit Stacking could assist
 - * Explain how you would Design your Environment to include specific cues
 - * Identify what you will need to do to Reduce Friction - explain any barriers that you will need to remove in order to create this habit
 - * Explain how you plan to use Habit Tracking in order to keep track of your progress(30 points)