

SYLLABUS

SPRING 2021

GES140: INTRODUCTION TO WELLBEING

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 Course Objectives (CO)

- o CO1: Knowledge: Know and articulate six dimensions that influence wellbeing.
- o CO2: Knowledge: Identify and understand the interrelated nature of these dimensions.
- o CO3: Knowledge: 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.
- o CO4: Knowledge Identify how their personal strengths positively influence dimensions of wellbeing.
- o CO5: Skill: Practice communication skills necessary for relating with diverse cultures and perspectives.
- o CO6: Skill: Articulate a Strategy for Living 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 8th ed. Print copies can be purchased from Campus Store.
- Additional articles and chapters from books are copied and loaded into Moodle

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 readings loaded in Moodle. 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 & participation is expected as points are awarded each day. These points can not be made up if you miss class.

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

These are basic requirements for an effective activity-and-discussion based course. 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 problems will not be acceptable reasons for late work. Always make copies of your work and save them until the term is over.

COVID Policies: Students must wear masks entering or leaving the room and at all times in the room. Students must sit in the same seat throughout the semester. Classroom furniture must not be moved, though students may turn and face each other when given permission to do so by the professor. Students are responsible for using the provided materials to wipe down their equipment and work area before and/or after using them.

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 second, 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 Provost of Academic Affairs.

WEEKLY SCHEDULE

FIRST DAY OF CLASS - WELCOME!

February
1 or 2

To complete prior to class:

1. Go to moodle.bethel.edu
2. Find GES140 Introduction to Wellbeing
3. Complete all items in "To Do for First Day" checklist

Due:

First day 'checklist'

'WEEK 1' - INTRODUCTION TO INTRAPERSONAL WELLBEING

February
3 or 4

To complete prior to class:

1. Watch Core Lesson and take quiz embedded in video
2. Fill in all gray shaded areas in SRB with your 'notes'/answers

Due Tues/Wed night by 10 pm:

1. Quiz 1 & upload scanned Notes (everything in gray shaded areas) from SRB

'WEEK 2' - INTRODUCTION TO INTERPERSONAL WELLBEING

February
7-12

To complete by Sunday, Feb. 7th at 10 pm:

1. Watch Core Lesson and take quiz embedded in video
2. Fill in all gray shaded areas in SRB with your notes/answers

Due by Feb. 7 at 10 pm:

1. Quiz 2 & upload Notes from SRB

'WEEK 3' - PHYSICAL UNIT PART 1

February
14-19

To complete by Sunday, February 14th at 10 pm:

1. Watch Core Lesson and take quiz embedded in video
2. Fill in all gray shaded areas in SRB with your notes/answers

Due Feb. 14 by 10 pm:

1. Quiz 3 & upload Notes from SRB

'WEEK 4' - PHYSICAL UNIT PART 2

February
21-26

To complete by Sunday, February 21st at 10 pm:

1. Watch Core Lesson and take quiz embedded in video
2. Fill in all gray shaded areas in SRB with your notes/answers

IN CLASS: complete the first UNIT SUMMARY

Due Feb 21 by 10 pm:

1. Quiz 4 & upload Notes from SRB

WEEKLY SCHEDULE

WEEK 5 - COGNITIVE UNIT PART 1

February 28-
March 5

To complete by Sunday, February 28 at 10 pm:

1. Watch Core Lesson and take quiz embedded in video
2. Fill in all gray shaded areas in SRB with your notes/answers

Due by Feb 28 at 10 pm:

1. Quiz 5 & upload Notes from SRB
2. **Dialogue Skills Part 1**

WEEK 6 - COGNITIVE UNIT PART 2

March
7-12

To complete by Sunday, March 7 at 10 pm:

1. Watch Core Lesson and take quiz embedded in video
2. Fill in all gray shaded areas in SRB with your notes/answers

IN CLASS: complete the second UNIT SUMMARY

Due by Mar 7 at 10 pm:

1. Quiz 6 & upload Notes from SRB

Spring Break!

WEEK 7 - EMOTION UNIT PART 1

March
21-26

To complete by Sunday, March 21 at 10 pm:

1. Watch Core Lesson and take quiz embedded in video
2. Fill in all gray shaded areas in SRB with your notes/answers

Due by Mar 21 at 10 pm:

1. Quiz 7 & upload Notes from SRB

WEEK 8 - EMOTION UNIT PART 2

March 28 -
April 2

To complete by Sunday, March 28:

1. Watch Core Lesson and take quiz embedded in video
2. Fill in all gray shaded areas in SRB with your notes/answers

IN CLASS: complete the third UNIT SUMMARY

Due Mar 28 at 10 pm:

1. Quiz 8 & upload Notes from SRB

WEEK 9 - RELATIONAL UNIT PART 1

April
4-9

To complete by Sunday, April 4:

1. Watch Core Lesson and take quiz embedded in video
2. Fill in all gray shaded areas in SRB with your notes/answers

Due April 4 by 10 pm:

1. Quiz 9 & upload Notes from SRB

WEEK 10 - RELATIONAL UNIT PART 2

April
11-16

To complete by Sunday, April 11:

1. Watch Core Lesson and take quiz embedded in video
2. Fill in all gray shaded areas in SRB with your notes/answers

IN CLASS: complete the fourth UNIT SUMMARY

Due April 11 by 10 pm:

1. Quiz 10 & upload Notes from SRB

WEEKLY SCHEDULE

WEEK 11 - SPIRITUAL UNIT PART 1

April
18-23

To complete by Sunday, April 18:

1. Watch Core Lesson and take quiz embedded in video
2. Fill in all gray shaded areas in SRB with your notes/answers

Due April 18 by 10 pm:

1. Quiz 11 & upload Notes from SRB
2. **Dialogue Skills Part 2**

WEEK 12 - SPIRITUAL UNIT PART 2

April
25-30

To complete by Sunday, April 25:

1. Watch Core Lesson and take quiz embedded in video
2. Fill in all gray shaded areas in SRB with your notes/answers

IN CLASS: complete the third UNIT SUMMARY

Due April 25 by 10 pm:

1. Quiz 12 & upload Notes from SRB

WEEK 13 - MEANING UNIT PART 1

May 2-7

To complete by Sunday, May 2:

1. Watch Core Lesson and take quiz embedded in video
2. Fill in all gray shaded areas in SRB with your notes/answers

Due May 2 by 10 pm:

1. Quiz 13 & upload Notes from SRB

WEEK 14 - MEANING UNIT PART 2

May 9-14

To complete by Sunday, May 9:

1. Watch Core Lesson and take quiz embedded in video
2. Fill in all gray shaded areas in SRB with your notes/answers

Due May 9 by 10 pm:

1. Quiz 14 & upload Notes from SRB

FINALS 'WEEK'

May 16

Strategy for Living = final paper

Due by 10 pm on Sunday, May 16

upload into Moodle final copy only

EVALUATION FACTORS

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 |

HOMEWORK: 30% (CO1,2,3,4)

15% based on Quizzes taken while watching the Core Lesson (each quiz is 10 questions. 1 point/question)

Unless ill or there is some other extenuating circumstance, quizzes can not be made up past their due date.

Contact instructor via email prior to quiz due date in order to explain extenuating circumstances & request extension.

15% based on completing the Student Resource Book Notes/Questions found in the gray shaded areas.

While watching all videos and reading all materials for assigned as homework each week, you will be required to fill in the blank and answer questions in your Student Resource Book to prove interaction with and comprehension of course content. As you complete what is required in the SRB, write clearly and in a way that allows for your point to be fully understood by the reader/grader otherwise no points will be awarded. This means you may want to write in complete sentences OR at least in substantial bullet point fashion so that your reader does not have to guess at the intent of your answer. **Explain yourself enough so that no assumptions need to be made by the reader/grader.** If you do not explain your answer in enough detail to be understood, you will not be awarded points.

- o Peer Facilitators will complete these homework checks
- o 5 points awarded for thoughtful responses. Must reflect comprehension of AND interaction with course material.
- o 3 points awarded for average responses that do not reflection comprehension of course material and/or sufficient interaction with material.
- o 1 point awarded for vague responses, incomplete responses, OR no referencing of course material in responses.
- o 0 points awarded if homework has not been completed

UNIT SUMMARIES: 30% (CO1,2)

Completed at the end of 5 units

- See rubric/grading guide for more information – students must be present in class to complete a Unit Summary

DIALOGUE SKILLS ASSIGNMENT: 25% (CO5)

Two part writing assignment. Each part 2-3 pages in length.

- See rubric/grading guide for more information and due dates

FINAL PAPER: STRATEGY FOR LIVING PAPER 15% (CO6)

Cumulative paper submitted in lieu of a final exam. 8- 10 pages.

- See rubric/grading guide for more information and due date

EXTRA CREDIT: NAVIGATING COLLEGE 3% OF OVERALL GRADE

Self paced Moodle course, providing information and resources for successfully navigating college at Bethel

- Complete one module and quiz (if applicable) each week. All quizzes must have score of 70% or higher to receive extra credit.

GRADING GUIDE

UNIT SUMMARIES

15 points/summary

- Student must be present in class on the day the unit summaries are done in class in order to complete and submit for points
- If a Zoom student is not in class (via Zoom) but completes the Unit Summary, their grade will be changed to zero. Class participation is expected.
- 5 points per question. Question #1 is a matching question. Questions 2 & 3 are short answer (5-10 sentences each)
- **Below are many of the reasons why answers provided for Questions 2&3 may be docked points.** Please read and tailor your answers accordingly.

Question 2- point of question is to Analyze & Apply information from the current unit just completed

_____ your answer was **vague** (could have been written without taking the course/the way in which you wrote about course material did not demonstrate solid comprehension of course content) next time: include more course material (i.e. course vocabulary) accurately in your response &/or provide proof of comprehension in how you structure your response

_____ you did not **explain why** you think students should learn this particular piece of information OR you spoke only about your own life...not students in general

_____ you did not discuss a **course topic from this particular unit**

_____ you did not include a **specific example** to support your answer

_____ your discussion of course material was **inaccurate** and appears to reveal a lack of comprehension. ask questions if you are unsure about course material.

_____ answer was not provided in 5-10 sentences

Question 3 - point is to Evaluate and Create using Systems Thinking between current unit and previous units

_____ at least one variable was **not from this particular unit**

_____ your answer did not reference variables (topics) from different units - meaning you only wrote about variables from one/two unit(s)

_____ your answer did not demonstrate systems thinking b/c you did not describe the **interconnection/influence** between multiple variables and **their impact on wellbeing** - next time, describe how the variables interact with each other & subsequently influence wellbeing

_____ you did not include a **specific example** to support your answer - examples demonstrate you clearly know what you are talking about so think carefully about an example you could use to highlight the interaction between variables you see

_____ your answer was **inaccurate** in it's discussion of course material - please ask questions if you are unsure about course content

_____ your answer was **vague/insufficient** to warrant full credit. I couldn't tell from your writing if you understood the course material. Take time to explain your thoughts fully in a way that demonstrates understanding & critical thinking about course content

_____ answer was not provided in 5-10 sentences

In General

_____ answers were **repetitive** (you wrote about similar things in both questions 2 & 3) next time, demonstrate multiple layers of course material comprehension by writing about different topics

_____ your answers were **minimal** and did not demonstrate an understanding of the depth/breadth of material covered in this unit

_____ your **writing** needs to be in complete sentences &/or at a collegiate level - perhaps see AESC office for assistance

GRADING GUIDE

DIALOGUE SKILLS ASSIGNMENT

Part One: Summarize Skills

Due by 10 pm on Sunday, February 28

Part one of this assignment requires that you summarize in your own words the difference between Dialogue, Debate and Discussion as well as summarizing each of the five Dialogue Skills. After the opening paragraph that explains the difference between the above communication styles, describe in detail each of the skills and explain how each skill, if used well, can foster excellent dialogue. Do not simply cut and paste what is provided from SRB pages 31, 224-226. Instead, in your own voice describe these skills and explain why they are useful. 6 paragraphs (intro + 1 paragraph per skill). 2-3 pages max. Save as PDF. Upload into Moodle by due date listed above. 30 points total.

4 points awarded for opening paragraph that describes difference between debate, discussion and dialogue

5 points/summary of each dialogue skill - skill named, defined, cited accurately, explained how useful for dialogue over debate

1 point awarded for overall writing

Reflection/Analysis of Skill Application

Completed in class as instructed by faculty

On certain days in class, you will reflect on how you are doing utilizing the dialogue skills. In the back of the SRB (in the Appendix), you will find data collection/reflection sheets. You will fill out one of these after several Huddle dialogues over the course of the semester. Then, you will use this 'data' to help you write the next part of the assignment described below:

Part Two: Analyze Application of Skills

Due by 10 pm on Sunday, April 18

Part two of this assignment requires that you analyze how you are personally doing at applying the skills to your Huddle dialogue. Explain how you have attempted to use each skill, what has come naturally, and what has been challenging for you in the application of these communication skills. Analyze why some skills are more challenging for you than others. Reflect on what might need to change within you in order to use these skills more effectively. 2-3 pages max. Save as PDF. Upload into Moodle by due date listed above. 25 points total.

5 points/analysis of each dialogue skill. Each analysis needs to include:

- what has come naturally about the skill,
- what has been challenging about the skill (if applicable)
- why the skill is challenging (if applicable)
- tangible steps/actions you will take to implement the skill more effectively moving forward

LATE WORK POLICY

Unless a student has COVID, a different illness or is experiencing some extenuating circumstance, no homework quizzes or notes will be accepted past the due date. The Dialogue Skills Assignments, Unit Summaries and Strategy for Living Final Paper are due by the dates listed in the syllabus. Five points will be docked for each 'day'/24 hour window that these items are turned in late.

If for any reason you can't complete these assignments 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 accommodations will be granted 72 hours extra to submit late work that will not be penalized as long as the student contacted the instructor via email **PRIOR** to the assignment due date to explain why the assignment will not be turned in on time.

FINAL PAPER

STRATEGY FOR LIVING

Due by 10 pm on Sunday, May 16

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 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. After providing a cover page, open your paper with a brief but thoughtful summary/overview paragraph as to what this paper is about.
2. Explain what you thought wellbeing was before you took this class. You may write in 1st person here.
Support your answer by explaining how your perspective was similar or different from **both** the dictionary definition of wellbeing and the course definition of wellbeing. Anytime you provide a definition, cite the definition as found in the Student Resource Book.
3. Describe how your perspective of wellbeing has changed over the course of the semester. Again, feel free to write in first person.
Support your answer referencing at least 3 different course topics or experiences that influenced the shift in perspective.
4. 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.
 - Define each topic and cite the SRB using APA citation guidelines.
 - Explain how or why you think *each of these topics* are useful for college student wellbeing.

PART TWO: Plan for your future by creating a Strategy for Living

NOTE: When writing this section of the paper, **focus on your own life** and write in first person.

1. Open this section of the paper with an overview of habits, habit formation and why we discussed creating habits in a class on wellbeing.
2. **Identify and define** three potential habits from class that you believe would be helpful for your intra or interpersonal wellbeing. The best answers provide habits from different units.
3. Explain why you selected *each* of the potential habits. Why do you think these habits would be **useful for you** at this time of your life?
4. Create one behavior based, Habit Plan for each of the habits you identified 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
5. End paper with short but thoughtful closing paragraph and include References/Works Cited page as last page.