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| Trinity Western University  Foundations 102 Human Flourishing  *“How Do I Live Well”*  Jack Reimer and Kent Clarke  *Retreat Course: Green Bay Bible Camp* |

**Summer** , 2017

Duration: Aug 25 to Aug 30

Location: Green Bay Bible Camp

Semester Hours: 3

Contact information: Phone: 513-2052 Email: jreimer@twu.ca

**COURSE DESCRIPTION**

This course is organized around the theme of integrated personal wellbeing and human flourishing. Students will explore adaptive social, physical, spiritual and psychological strategies that promote human thriving. A strong emphasis will be placed upon positive and holistic strategies that fully develop and celebrate our being human as an integral part of divine creation. Students will construct a personal architecture of wellbeing that incorporates environmental and cultural factors.

**COURSE LEARNING OUTCOMES**

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| **TWU Student Learning Outcomes** | **Course Student Learning Outcomes** |
| **Knowledge and Its Application**   * A broad foundational knowledge of human culture and the physical and natural world. * A depth of understanding in any chosen field(s) of study. * Applied knowledge acquired through discipline-appropriate experiential learning. | * Students will articulate a philosophical and theological understanding of the “Self” and “Wellbeing”. * Students will be able to apply health-related knowledge to create a health promoting lifestyle that will result in reduced risk of disease and optimal functional performance. |
| **Cognitive Complexity**   * Skills including: critical and creative thinking, quantitative reasoning, communication, research, and information literacy. * An ability to articulate various interdisciplinary and multi-disciplinary perspectives, integrating informed Christian perspectives. * An ability to respond with wisdom, humility and charity to questions, issues, and problems of the human condition. | * Students will be able to critically analyze the various environmental and cultural forces that impact human thriving. * Students will be able to create personal behavioral patterns that contribute to their wellbeing through self-constructed meaning and purpose. |
| **Aesthetic Expression and Interpretation**   * Creative, performative, material and narrative forms of critical inquiry. * Intuitive, imaginative and interpretive methodologies. * Ways of knowing through which maker and receiver come to insight and understanding. * Collaborative and community-based interdisciplinary practices. | * Students will explore their personal narratives for opportunity and challenges, and to create future goals and image pathways toward those purposes |
| **Inter-and Intra-Personal Wellness**   * A holistic awareness of their personhood, purpose, and calling within the context of the communities in which they live and study. * Personal and social health. * An appreciation of the role of community in wellness. | * Students will be able to articulate various models of wellbeing. * Students will be able to apply health-related knowledge to create a health promoting lifestyle that will result in reduced risk of disease and optimal functional performance. * Students will be able to apply the psychological/cognitive skills required to increase a sense of wellbeing. * Students will be able to manage their natural and technological environments to promote wellbeing. |
| **Spiritual Formation**   * A spiritual dimension by means of an exposure to a reflective and caring Christ-centred community which encourages. * A further understanding of God. * A discovery of a deep and personal spiritual foundation. * An embodiment of a Christ-like way of life characterized by love for and service to others. | * Students will be able to develop a comprehensive, self-chosen mode of meaning, purpose, and morality in relation to the TWU Christian community and their experience of the transcendent. |
| **Social Responsibility and Global Engagement**   * The resources, skills, and motivation to become engaged global citizens who serve locally, nationally, and globally in socially and economically just ways. * A commitment to informed and ethical reasoning. * Respect for the dignity and rights of all persons. * Respect for creation and its sustainable use and care. | * Students will be able to manage their relationships and social networks to build positive communities that promote personal wellbeing. |

**REQUIRED TEXTS AND MATERIALS**

Course Pak

**Ancillary Texts and Recourses:**

Bouchard, C., B.N. Blair, and W.L. Haskell. *Physical Activity and Health* (Champaign, IL: Human Kinetics, 2007).

Baechle. T. R., and R.W. Earle. *Essentials of Strength Training and Conditioning: National Strength Training Association* (4th ed.; Champaign, IL: Human Kinetics, 2016).

Collins, Kenneth J. (ed.). *Exploring Christian Spirituality: An Ecumenical Reader* (Grand Rapids: Baker, 2000), pp. 9-59.

Foster, Richard (2013, August) *Why Do We Sleep* {Video file} Retrieved from https://www.ted.com/talks/russell\_foster\_why\_do\_we\_sleep

Frankl, V. E. *Man’s Search for Meaning: An Introduction to Logotherapy* (New York: Simon & Schuster, 1984).

Green, J.B. “What Does It Mean to be Human?”, in his *Body, Soul, and Human Life: The Nature of Humanity in the Bible* (Grand Rapids: Baker Academic, 2008), pp. 35-71.

Kreeft, Peter. “Making Sense Out of Suffering”, in Eric Metaxas (ed.), *Life, God, and Other Small Topics: Conversations from Socrates in the City* (New York: Penguin, 2011), pp. 39-75.

Lewis, C.S. *The Problem of Pain* (New York: HarperCollins, 1940).

McGrath, Alister E. *Christian Spirituality: An Introduction* (Oxford: Blackwell, 1999), pp. 1-24.

Metaxas, Eric (ed.). *Life, God, and Other Small Topics: Conversations from Socrates in the City* (New York: Penguin, 2011).

Scorsese, Martin (director) (2016) *Silence*, USA

Steinberg, L., and N. Gibbs. Podcast: “Building Better Teen Brains” (Aspen Ideas Festival, 2015).

Stinson, D.D. *Aligning Life: The Stinson Wellness Model* (Abbotsford: Stinson Education, 2015).

Viswalingam, Pria (Director) (2011) *Decadence: Decline of the Western World*, Australia

Webber, R.E. “The Crisis: How Spirituality became Separated from the Divine Embrace”, in his *The Divine Embrace: Recovering the Passionate Spiritual Life* (Grand Rapids: Baker, 2006), pp. 30-121.

Whitney, E.N., S.R. Rolfes, G. Hammond, and L. Piché. *Understanding Nutrition* (2nd Canadian ed.; Toronto: Nelson Education, 2015).

**COURSE EVALUATION**

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|  | **Assignments and Evaluation** | **Learning Outcomes** | **Percentage** |
| 1. | Health Project | Inter-and Intra-Personal Wellness | 15% |
| 2. | Lab | Inter-and Intra-Personal Wellness | 10% |
| 3. | Autobiographical writing   * Past self- 10% * Future self – 10% |  | 20% |
| 4. | Leisure Assessment | Inter-and Intra-Personal Wellness | 10% |
| 5. | Online Forum Questions | Cognitive Complexity | 10% |
| 6. | Miscellaneous Writing Assignments | Knowledge and Its Application  Social Responsibility and Global Engagement  Spiritual Formation | 15% |
| 7. | Final Portfolio | Knowledge and Its Application  Inter-and Intra-Personal Wellness  Spiritual Formation | 20% |
|  | Total |  | 100% |

**COURSE ACTIVITIES/6**

**1. Autobiographical writing 20%**

* Past self- due Aug 25 (see mycourse for details)
* Present self - due Aug 30 –( will be presented in class on Aug 25)

**2. Physical Health Project (15%) due Oct 6**

* 4 week exercise program-development and implementation.

*Students will construct and implement a personal 4 week exercise program*

* 3 day nutritional analyses.

*Students will record and analyze three days of nutritional intake*

* 1 week sleep log.

*Students will record and analyze one week of sleeping patterns*

**2. Lab (10%)**

* The labs are primarily designed around self-assessment activities. Some of the labs will be in the gym and involve physical activity consequently dress for being activity. Labs will be in the mornings of class dates and you will be informed the day before each lab, where and what is required for lab the next day. Each lab will be marked out of five possible marks. **Lab attendance is mandatory and students must pass the lab to pass the course**.
  + Physical Fitness assessments
    - Cardio respiratory
    - Muscle fitness
    - Flexibility and Body Composition
  + Barriers to exercise
  + Family assessment
  + A personal reflection in a natural environment

**4. Leisure Assessment (10%) due Sept 16**

* Tracking one week of leisure and recreation activities and then analyzing the use of leisure time to create wellbeing.

**5. Online Forum Questions (10%)**

* Two questions will be posted on the mycourse site and students will write an initial response and also respond to one other student’s response.
  + Personal definition to Spirituality - due Aug 26
  + Synthesize suffering and the good life- due Aug 28

**6. Miscellaneous Writing Assignments (15%)**

* Summarizing or responding to various assigned readings, videos, and podcasts.
  + Personal definition to wellbeing –Aug 26
  + Summary and reflection on the Podcast “Building Better Teen Brains”- due Aug 25
  + Quiz on “Science of Happiness” video- due Aug 25
  + Nutrition Plan- identify next step towards healthy diet and how you will achieve it- due Aug 29

**7. Final Portfolio—Take Home Final (20%)- Due Sept 30**

Formulating a comprehensive personal thriving plan with the appropriate action steps. Many of

these items will be created during the course however the portfolio will be a synthesis into a broad

strategy for personal flourishing

1. Personal Flourishing definition
2. Reflection on the book “Man’s Search for Meaning” (1500 words)
   * What is Spirituality?
   * Who am I Spiritually?
   * Why Should I Bother Being Spiritual?
   * How do I find Hope, Meaning, and Resiliency amidst Suffering?
   * What is the “Good Life”?
3. Autobiographical writing
   * Future Self- five personal future goals with action steps for each.

**COURSE POLICIES**

**1. Academic Integrity and Avoiding Plagiarism at TWU:**

One of the core values of Trinity Western University is the integration of academic excellence with high standards of personal, moral, and spiritual integrity. The University considers it a serious offence when an individual attempts to gain unearned academic credit. It is the student’s responsibility to be informed about what constitutes academic dishonesty. For details on this, and on identifying and avoiding plagiarism go to the [University Homepage](http://twu.ca/academics/calendar/2014-2015/academic-information/academic-policies/academic-dishonesty-and-plagiarism.html).

**2. Campus Closure and Class Cancellation Policy:**

In the event of extreme weather conditions or other emergency situations go to [Campus Notification](http://www.twu.ca/campus/campus-notification.html).

**3. Students with a Disability:**

Students with a disability who need assistance are encouraged to contact the Equity of Access Office upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and include the educational impact of the disability along with recommended accommodations. Within the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the Equity of Access Office outlined in the Student Life section of the University Calendar.

**COURSE OULINE**

**Day/time Lecture material Labs Assignments/Midterms**

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| --- | --- | --- | --- |
| 1. Aug 25  Friday 7-10 | “The Good Life” and Who is Asking  Theories of wellbeing  Autobiographical writing- Present Self- discussion |  | *1.*Autobiographical writing- Past Self- due  2.Review of podcast: “Building Better Teen Brains” |
| 2.Aug 26  Saturday 9-12 | Positive perspective  Science of experience  Positive psychology/ Attachment theory | Lab #1  Thoughts from the wilderness | 1. Personal definition to “Wellbeing” |
| 3.Aug 26  Saturday 6-9 | What is spirituality  Who am I spirituality  Video: Decline of the western world |  | 1. First online forum question |
| 4.Aug 27  Sunday 9-12 | Why bother being spirituality  Theology of suffering | Lab #2 C.V. assessment |  |
| 5.Aug 27  Sunday 6-9 | Movie – “Silence’ |  | 1. Personal definition of spirituality |
| 6.Aug 28  Monday 9-12 | Wellbeing and leisure Leisure assignment- discussion  Health benefits of physical activity  Cardio respiratory fitness | Lab #3 Muscle strength assessment |  |
| 7.Aug 28  Monday 6-9 | Muscle fitness  Weight management |  | 1.  2. Second online forum question |
| 8. Aug 29  Tuesday 9-12 | Nutrition (Video)  Sleep  Health Project- discussion | Lab #4  Barriers to exercise |  |
| 9. Aug 29  Tuesday 6-9 | Positive psychology  Experiencing “Flow”  Building personal resilience |  | 1. Nutrition plan |
| 10. Aug 30  Wednesday 9-12 | Building positive relationships  Arc of relationships: family, friends, intimacy | Lab #5 Family evaluation | 1. Quiz on the “Science of Happiness” |
| 11. Aug 30  Wednesday 1-3 | Wellbeing and technology  Career planning  Final Portfolio- discussion |  | **1.** Autobiographic writing  present self- |

**H. Grading Rubric and Quality Standards**

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| A+  A  A–  B+  B  B– | 96-100  90-95  86-89  81-85  76-80  71-75 | C+  C  C–  D+  D  D–  F | 66-70  61-65  56-60  54-55  52-53  50-51  0-49 |

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| **Grade** | **Quality Characteristics** |
| A | **Outstanding, excellent work**; exceptional performance with strong evidence of original thinking, good organization, meticulous concern for documented evidence, and obvious capacity to analyze, synthesize, evaluate, discern, justify, and elaborate; frequent evidence of both verbal eloquence and perceptive insight in written expression; excellent problem-solving ability in scientific or mathematical contexts with virtually no computational errors; demonstrated masterful grasp of subject matter and its implications. Gives evidence of an extensive and detailed knowledge base. (Note: The A+ grade is reserved for very rare students of exceptional intellectual prowess and accomplishment, especially in lower level courses.) |
| B | **Good, competent work**; laudable performance with evidence of some original thinking, careful organization; satisfactory critical and analytical capacity; reasonably error-free expository written expression, with clear, focused thesis and well-supported, documented, relevant arguments; good problem-solving ability, with few computational or conceptual errors in scientific subjects; reasonably good grasp of subject matter but an occasional lack of depth of discernment; evidence of reasonable familiarity with course subject matter, both concepts and key issues. Exhibits a serious, responsible engagement with the course content. |
| C | **Adequate, reasonably satisfactory work**; fair performance but infrequent evidence of original thinking or the capacity to analyze, synthesize, or evaluate course material; undue reliance on rote memory; difficulty in applying knowledge in unfamiliar contexts; limited problem-solving ability in scientific subjects; fairly clear but quite uninspiring written expression with occasional problems in mechanics or syntax; weak in provision of documented, illustrative, or descriptive evidence; satisfactory grasp of basic elements of the course but frequent lapses in detailed understanding. Satisfies the minimum requirements of the course. |
| D | **Minimally acceptable work**; relatively weak performance with little evidence of original thinking or ability to analyze or synthesize course material; nominal or weak problem-solving ability in scientific subjects; written expression frequently exhibits difficulty in articulating a central thesis or sustaining a coherent argument; ideas are trite or juvenile, without discernible development. Shows inadequate grasp of some basic elements of the course. |
| F | **Inadequate work**; poor performance that indicates a lack of understanding or misunderstanding of essential subject matter; seems easily distracted by the irrelevant; written expression is poorly organized, often incoherent, and rife with mechanical and diction errors. Shows little evidence of even basic competency in the course content or skills. |