

# Leisure for Well-Being

## Course Syllabus

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### Course Description

The pursuit of happiness for most people is an important aim in life. A personal feeling of well-being includes "emotional happiness" and the rational satisfaction with one's own life. In this course you will attempt to define the term "well-being" and discover its relationship with other concepts such as mental health and life satisfaction. How does physical exercise influence well-being? How do positive and negative life events influence well-being? Do good social relationships guarantee happiness? Do the expectations one has in life with regard to income influence well-being? Is it important to set goals to achieve a high level of well-being? These and other questions will be addressed in this course. You will try to define things a person can do to increase his or her well-being.

Others' ideas serve as common course content as presented in the material assigned to this course. You will be asked to participate actively and critically, to work individually and in study groups, using your own experience as a field of analysis and reflection. Active group participation will foster a harmonic, interactive environment, which might increase positive relationships among students and foster a feeling of well-being throughout this course.

In all assignments, you rely first on your own experiences to define concepts, words and meanings. In a second step, you'll investigate acknowledged sources like books about medicine, sports, social psychology, human relations, newspapers or journals etc., to define concepts and to sustain your opinions. You will share the sources with the study group. Third, the information from sources will be compared to your own experience. The study group as a whole will engage in dialogue and negotiate the meaning of concepts. The sources suggested by the instructor are not the only sources that you should consider. Suggested sources relate to the subject matter of the module, but do not contain concrete answers to the study questions. You should take the time to find these answers. To achieve this purpose, you are expected to connect to the discussion forums frequently and post your comments, at least every second day, to stay on track with the discussions. At the end of each week you will write a one page double spaced paper about a certain subtopic of this course. These papers will "add up" to your final paper. In the fifth week you will "merge" the five papers into your final paper.

### Course Learning Goals

After completing this course, you will be able to:

- Identify and discuss criteria of personal health and well-being as part of one's own life experiences.
- Distinguish between both positive and negative factors which affect well-being.
- Set up a personal plan of action to foster your personal well-being.

## Course Competencies

This is a five-week course in which you will develop the following competence:

Competence	Competence Statement and Criteria
H3F	Can understand the interrelationships among intellectual, psychological, spiritual as well as physical health in one's own life

## Course Resources

To buy your books, go to <http://www.mbsdirect.net>.

Hint: type DePaul for name of the school.

[Click here for help buying your books](#)

## Required Reading:

- Course text book: Diener, E., & Suh, E. M. (Eds.). (2003). *Culture and subjective well-being*. Massachusetts: MIT Press. (Paperback edition)
- Website for Writing/Research/Citation information: <http://www.wisc.edu/writing/Handbook/DocAPA.html> for documentation/citation guidelines
- <http://www.depaul.edu/~writing> for additional resources for writing: organizational skills, grammar, mechanics, research, thinking, etc.
- Additional required reading will be provided

## Course Grading Scale

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	INC

Please note: Grades lower than a C- do not earn credit or competence in the School for New Learning.

## Course Structure

The course is broken into five modules with learning activities and assignments for each module. The modules correspond to the course goals. In Module 1, you will get to know each other, share common definitions of well-being and discuss life experiences,

periods of good and bad feelings. In Module 2, expert opinions and lexicon definitions of well-being are discussed and compared to the common definitions, to arrive finally to an agreement of the meaning of the term well-being. Module 3 addresses the influence of physical conditions and physical activity on well-being. Module 4 addresses social conditions of well-being and stress management. Module 5 will be dedicated to the design of a personal plan to reflect on and improve one's well-being.

The five modules consist of literature, readings and assignments to write up. Most of the writings will be posted for online discussion; some discussions will take part in small groups. Active participation in the discussion forums is essential to reach the course goals. At the end of each week you will write a one page double spaced paper about a certain subtopic of this course. These papers will “add up” to your final paper. In the fifth week you will “merge” the five papers into your final paper.

You will develop competence in this course through a variety of methods: readings, practice with classmates, informal and formal online discussions.

The assignments throughout each module should be completed in the order in which they are assigned. Each module assumes the completion of the previous module. Therefore, participation on time in the online discussions is essential. Assignments must be completed according to the due dates given; otherwise, it will not be possible to carry out the discussion assignments.

All units are designed as student activities to be completed during the week. Active participation in the discussion forums is essential. Some units contain exercises to allow you to apply the skills and knowledge you acquire throughout the five modules. You are required to submit exercises to the discussion forums.

To see course due dates, click on the Checklist link on the top navigation bar. This page contains module-specific checklists and due dates for the work due in the course.

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## Assessment

### Percentage distribution of Assessments

Active and informed participation in 6 online discussions	54%
Weekly Papers	16%
Final Paper	30%
	100%

### Grading Policies and Practices

For every activity, a grade will be assigned. Receiving a passing grade, and therefore, credit for the competence will be based on the following criteria. The criteria for passing require that:

- You participate actively in this course by completing the literature research, the readings and assignments by the due dates.
- You submit your final paper by the due date.
- You consistently, actively, and in a timely fashion participate in the online discussions.

### Assessment Criteria for Reading and Writing

Your participation and the usage of proper terminology and new concepts and competencies should be evident in the weekly discussion forums.

### **Assessment Criteria for your Final Paper**

It is important that your final paper:

- Defines several indicators, which define well-being and criteria that positively influence personal well-being.
- Reflects on your personal state in reference to well-being using the defined indicators and criteria.
- Suggests concrete actions how you could improve your personal well-being and the well-being of others.
- Demonstrates your appreciation of other points of view.
- Demonstrates that you are able to integrate evidence derived from your chosen sources into your argument using Standard English with proper grammar, mechanics, and sentence structure.
- Uses proper quotation form, including introduction of your quotation as well as your commentary following the quotation.
- Has an introduction and concluding paragraph.
- Adheres to the APA or MLA styles within your narrative and in your bibliography.

### **General Assessment Criteria for All Writing Assignments**

All writing assignments are expected to conform to basic college-level standards of mechanics and presentation.

Consider visiting the Writing Center to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as-needed or weekly basis, scheduling up to 3 hours worth of appointments per week. Online services include Feedback-by-Email and IM conferencing (with or without a webcam). All writing center services are free.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email.

Obviously, the tutors won't necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

Schedule your appointments with enough time to think about and use the feedback you'll receive. To schedule a Face-to-Face, Written Feedback by Email, or Online Appointment, visit [www.depaul.edu/writing](http://www.depaul.edu/writing).

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### **Discussion Forums**

Discussion Forums are an important component of your online experience. This course contains discussion forums related to the topics you are studying each week. For requirements on your participation in the Discussion Forums, please see "Course

Expectations" in the syllabus.

A Course Q & A discussion forum has also been established to manage necessary, ongoing social and administrative activities. This is where the management and administrative tasks of the course are conducted, and where you can ask 'process' questions and receive answers throughout the course. Please feel free to answer any question if you feel you know the answer; this sharing of information is valuable to other students.

### **Assessment Criteria for Online Discussion Participation**

You are expected to actively participate in informal online discussions with your classmates and the instructor when it is required in the syllabus. "Active participation" means that you read and contribute to the online discussions. This discussion is "informal" in the sense that it is meant to encourage interested participation. It is expected that you follow accepted standards of English spelling, grammar and usage, although you will not be assessed for these particular characteristics when you are on the discussion board. These discussions are a place for you to exchange your reflections with the others in the class about what you are learning. The discussions will be organized into forums around the assignment you are studying each week. You may be asked by the instructor to take leadership in a certain group for a certain time of the course. If this is the case you will receive further instructions from the instructor. The majority of the forums will be open only for two weeks.

You should contribute your responses to a particular assignment as part of an online discussion. Post your responses for each assignment under the heading name indicated on each online discussion. Directions are provided within each assignment. They must be followed according to the due dates given on the website. Principles of good practice for participating in online discussions should be adhered to when it comes to responding to the contributions of other people in the class. These "principles" are provided in the Online Participation Guidelines section in this study guide.

In the online discussions you clearly and consistently link what you are learning in the course to real life experiences. Specifically, in order to receive credit for your participation in the online discussion parts of the course it is important that:

- You are able to contribute to the online discussions in a collegial fashion. You may begin your contributions by addressing your peer students with their name. The tone of your contributions may be kind and collegial. Please sign your messages.
- You regularly demonstrate good "listening" skills and active inquiry skills in the online discussions. This means that you pay attention with openness to the commentary of others and you offer constructive and interested commentary, whether in the form of questions or statements.
- You contribute your own original ideas to the online discussion.

Discussions will be assessed Pass/Fail. We will be using the following rubric to evaluate discussion posts, where 3 or 2 is Pass, and 1 or 0 is Fail.

3 = The postings to the discussion reflect research on the topic which is correctly cited. Most postings add new ideas to the discussion. The student provides reasons for agreement or disagreement. Arguments are clear and sustained by evidence.

2 = The postings reflect at least basic research on the topic. The student got involved in the discussion, although the postings could have been more extensive and/or the argumentation could have been

better sustained.

1 = The postings to the discussion do not reflect research on the topic and/or the student did not get involved in the discussion after an initial posting.

0 = Research on the topic cannot be identified. Few or no contributions to the discussion. Responses to other students are short and do not add new ideas to the discussion.

### **Online Participation Guidelines**

The following guidelines may encourage you to be active and critical in your participation, only together will we make this course a significant and pleasant learning experience. These guidelines will drive the assessment of this course.

- Participation is essential, so please connect to the course every day or at least every second day.
- Hand in the assignments in the first part of the week, in the second part of the week post comments to other students.
- Discuss critically, give support to your peers, provide own ideas and experiences, challenge ideas of others or just make a comment indicating that you have read the posting.
- The role of the instructor is to facilitate your activity, to make it easy for you to interact, to promote significant discussion, to give feed back on your postings and offer help where needed.
- This is not an independent study course, but a paced online group learning experience. This study guide indicates 6 to 11 hours per week of your time to be spent on this course of five weeks.
- Please accept the challenge to work with others, to construct knowledge in negotiation with others. Working individually on the assignments and just posting them might not lead to significant knowledge and skills.

Some difficulties at the beginning of an online course are quite normal; solving them is part of every distance learning experience.

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## **Policies**

### **Academic Integrity**

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas.

Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible

civil or criminal prosecution. Please refer to your Student Handbook or visit <http://sr.depaul.edu/catalog/catalogfiles/Current/Undergraduate%20Student%20Handbook/index.html> for further details.

### **Plagiarism:**

Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's.
- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
- Resubmitting one's own previous work from a different course or college, without permission from the current instructor.
- The paraphrasing of another's work or ideas without proper acknowledgement.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If a instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion.

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### **For Students Who Need Accommodations Based on the Impact of a Disability**

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussion will remain confidential. To ensure that you receive the most reasonable accommodation based on your needs, contact your instructor as early as possible in the quarter (preferably within the first week or two of the course). Please be sure to contact the following office for support and additional services:

Center for Students with Disabilities (CSD)  
#370, Student Center, LPC, 773.325.1677

### **Description of Pass/Fail Grading Options**

Students have the option of taking all SNL undergraduate courses as Pass/Fail even if a class is initially structured for a letter grade assessment. In these cases a Pass is awarded when competence is demonstrated at a level that would otherwise earn a grade of C- or higher.

In deciding to select Pass/Fail grading students should be aware that competencies assessed in a course as Pass will earn credit hours toward degree completion but *will not* be included in computing grade point averages. Attempted competence demonstration assessed within a class as Fail will not only be recorded as credit hours attempted but *will* also be included in computing a student's grade point average.

For SNL students, competencies awarded for Independent Learning Pursuits and in the Lifelong Learning Domain do not count toward the university's specification that only

twenty credit hours may be earned through the Pass/Fail assessment option.

**Please note:** *There are four SNL courses within the BA curriculum that are always assessed on a Pass/Fail basis: Learning Assessment Seminar (course number LL 102; competence L-1), Foundations of Adult Learning (course number LL 250; competences L-2 and L-3), Advanced Project (course number FA 303; competences F-11 and F-12) and Summit Seminar (course number LL 390; competence L-12). These classes may not be taken for a letter grade assessment. Therefore, work that might otherwise be assessed at grades A through C- will earn a Pass in these classes.*

*There are an additional four SNL courses within the Lifelong Learning Area of the BA curriculum for which instructors regularly use a Pass/Fail grading system which may, instead, be taken for a letter grade assessment if this is a student's preference. These classes are: Academic Writing for Adults (course number LL 150; competence L-4), Critical Thinking (course number LL 155; competence L-5), Research Seminar (course number LL 300; competences L-8 and L-9) and Externship (course number LL 302; competences L-10 and L-11). In addition, SNL's undergraduate Writing Workshop (course number LL 140; competence H-3-J) regularly uses Pass/Fail although students may request a letter grade assessment. In these instances SNL offers undergraduate students the opportunity to request a letter grade assessment from their instructor. Students who need a letter grade for tuition reimbursement may wish to consider this option, as well as those who wish to raise their GPA. Students planning to attend graduate school may also prefer letter grades to Pass/Fail assessments.*

If a student wishes to switch the method of assessment, either to or from the Pass/Fail option, this must be requested from the instructor in writing during the first two weeks of the quarter. The assessment style may not be changed after this period, with no exceptions.

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### **Protection of Human Subjects**

For more information see: <http://research.depaul.edu/>

Demonstrating the acquisition of competencies in this course can involve "interactions" —interviewing and or observing other people—discussing those interviews or observations with other class members and writing them up in one or more final report(s). As such, these activities qualify as "research" with "human subjects" and are subject to University and Federal guidelines. Because it takes place in the context of this course, your research is exempt from approval by the School for New Learning's Local Review Board only under the following conditions:

- The information you collect is EXCLUSIVELY for the purpose of classroom discussion and will NOT be used after the term is over. If there is any possibility that you will EVER use it in further research or for publication, you must obtain approval from the Local Review Board before you begin.
- You assess and ensure that no "harm"—physical, mental, or social—does or could result from either your interviews and/or observations or your discussion and/or reports.
- The privacy and confidentiality of those that you interview or observe must be protected. Unless you receive specific permission, in writing, from the person(s) you interview or observe, please change their names, and make sure that their identity cannot be readily ascertained from the information you provide.
- If you want to use real names and relationships, they must sign an "informed

consent" document. For information on creating an "informed consent document" see, for example, <http://www.research.umn.edu/consent>

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## **Course Expectations**

### **Time Management and Attendance**

SNL's online courses are not self-paced and require a regular time commitment EACH week throughout the quarter.

You are required to log in to your course at least four times a week so that you can participate in the ongoing course discussions.

Online courses are no less time consuming than "face to face" courses. You will have to dedicate some time every day or at least every second day to your studies. A typical four credit hour "face to face" course at SNL involves three hours of classroom meeting per week, plus at least three to six hours of study and homework per week.

This course will require at least the same time commitment. But your learning activities will be divided through the week. The following might give you some idea of what kind of time commitment to expect each week. If you have any problems with technology, or if you need to improve your reading or writing skills, it may take even longer:

- Reading assignment, searching for literature: 2 to 3 hours
- Reading and contributing to informal online discussions (divided over the week): 2 to 4 hours
- Writing: 2 to 4 hours

So you should expect to spend a total of 6 to 11 hours per week on this course.

The instructor should be notified if your life events do not allow you to participate in the course and the online discussions for more than one week. This is particularly important when there are group discussions or you are working as part of a team.

If you find yourself getting behind, please contact the instructor immediately.

### **Your Instructor's Role**

Your instructor's role in this course is that of a discussion facilitator and learning advisor. It is not their responsibility to make sure you log in regularly and submit your assignments. As instructor, s/he will read all postings to the general discussion forums on a daily basis but may not choose to respond to each posting. You will receive feedback to assignments.

The instructor may choose to designate "office hours" when s/he will be online and available and will immediately respond to questions. Depending on the instructor, this response may be by e-mail, instant messenger or telephone. Otherwise, you will generally receive a response to emailed or posted queries within 48 hours.

### **Your Role as a Student**

As an online student, you will be taking a proactive approach to your learning. As the course instructor's role is that of a learning guide, your role is that of the leader in your own learning.

You will be managing your own time so that you can complete the readings, activities

and assignments for the course, and you will also be expected to take a more active role in peer learning.

### **Credits**

This course was designed and produced by Mr. Hartwig Stein and staff at SNL Online of the School for New Learning of DePaul University.

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