

Leisure for Well Being

Course Syllabus

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Course Information

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 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](#)

- 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.
- Required readings (all available on electronic reserve - links provided in the modules)

Biswas-Diener, R.	(2006). The search for happiness. <i>Science & Spirit (March/April)</i> , 28-33.
Bryan, J., & Tiggeman, M.	(2001). The effect of weight-loss dieting on cognitive performance and psychological well-being in overweight women. <i>Appetite</i> , 36, 147-156.
Ciarrochi, J. Leeson, P. & Heaven, P.C.L.	(2009). A longitudinal study into the interplay between problem orientation and adolescent well-being. <i>Journal of Counseling Psychology</i> , 56(3), 441-449.
Deci, E.L. and Ryan, R.M.	(2008). Hedonia, eudaimonia, and well-being: An introduction. <i>Journal of Happiness Studies</i> , 9, 1-11.
Diener, E. Kesebir, P. & Lucas, R.	(2008). Benefits of accounts of well-being - for societies and for psychological science. <i>Applied Psychology</i> , 57, 37-53.
Diener, E., & Seligman, M. E. P.	(2002). Very happy people. <i>Psychological Science</i> , 13(1), 81-84.
Dittmar, H.	(2009). How do "body perfect" ideals in the media have a negative impact on body image and behaviors? Factors and processes related to self and identity. <i>Journal of Social and Clinical Psychology</i> , 28(1), 1-8.
Leedle, B.R.	(2009). Health is not enough. <i>Population Health</i> , 12(4), 175-176.
Reed, J. & Henert, S.	(2009). Post-exercise affective responses in sedentary African American females. <i>Journal of Sport Behavior</i> , 32 (3), 357-375.

Seidlitz, L., Wyer, R. S. J., & Diener, E.	Cognitive correlates of subjective well-being: the processing of valenced life events by happy and unhappy persons. <i>Journal of Research in Personality</i> , 31, 240-256.
Wallenius, M. (1999).	Personal projects in everyday places: perceived supportiveness of the environment and psychological well-being. <i>Journal of Environmental Psychology</i> , 19, 131-143.
Wise, D., & Stake, J. E.	(2002). The moderating roles of personal and social resources on the relationship between dual expectations (for instrumentality and expressiveness) and well-being. <i>The Journal of Social Psychology</i> , 142(1), 109-119.

Course Competence

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

Competence	Competence Statement
H-3-F	Can understand the interrelationships among intellectual, psychological, spiritual as well as physical health in one's own life

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 view the course schedule, click on the **Schedule** link on the left-hand navigation bar. This page contains the most recently updated listing of the topics and assignments due for each week of the course.

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Assessment

Assessment of Learning

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.

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.

Grading Scale

The competence you develop in this course is H3F, the course grading scale is as follows:

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

Percent distribution of assignments

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

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.

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 feedback 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://studentaffairs.depaul.edu/homehandbook.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.
- The paraphrasing of another's work or ideas without proper acknowledgement.

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

Disability Accommodations

Reasonable accommodations will be provided for students with disabilities on an individualized and flexible basis. The Office of Students with Disabilities (OSD) determines appropriate accommodations through consultation with the student. For certain learning disabilities and/or attention deficit disorders, the Productive Learning Strategies Program (PLuS) determines the appropriate accommodations. See the instructor for more information or call OSD at 773-325-7290 (phone) or 773-325-7296 (TTY); or call PLuS at 773-325-1677.

Incomplete Grades

The intent of the Incomplete grade is to allow students extra time to complete their final assignments. This need arises because, in the closing weeks of the course, they have an event of significant magnitude that adversely affects their ability to complete the course, e.g. serious illness, death in the family, overseas deployment, or natural disaster.

You must request an incomplete grade in writing two weeks before the end of the quarter. Incomplete grades will be considered only after you have satisfactorily completed at least 75 percent of the coursework, and you have such an unexpected, uncontrollable event that prevents you from completing your course. Do not assume that you will qualify for an incomplete. Students who are failing the course at the point where they request an incomplete will not receive one, nor will they be granted after the end of the quarter. Incomplete grades are given at the discretion of the instructor.

If you do receive permission from the instructor to take an incomplete in the course, you will be required to complete a contract with the instructor, specifying how you will finish the missing work within the next two quarters (excluding summer). Incompletes not finished by the end of the second quarter (excluding summer) will automatically become an F grade on your transcript.

Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee.

NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

Protection of Human Subjects

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

Demonstrating the acquisition of competences 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:

1. 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.
2. 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.
3. 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.
 - a. 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

Online courses are no less time consuming than "face to face" courses. In addition, online courses require skills and attitudes, which students have not necessarily developed in their earlier education. The development of these skills and attitudes will require an additional effort. Every day or at least every second day has to be dedicated to study. 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 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.

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 of SNL Online at DePaul University.

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