

Introduction to Life Calling

**School of Life Calling and Integrative Learning**

**Indiana Wesleyan University**

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| COURSE Description | “Introduction to Life Calling” is gateway course that introduces students to the concept of making a positive difference in the world by developing in character, scholarship, and leadership. This course helps students gain an understanding of the Christian way of life and learning that enables virtue, servant leadership, and citizenship in God’s kingdom within the context of the concept of life calling and the discovery of one's God-given design as a basis for this calling. This discovery is based on foundational values revealed in the Christian faith. These values form a Christian worldview that students will continue to develop throughout their entire educational experience. This emerging sense of calling can then be used to guide the student in taking actions of personal leadership that can lead to greater success in their educational experience, and at the same time helps them make a positive impact in their world around them. |
| Required Text | Millard, B. (2015) Life Calling: Leading Your Life with the Power of Purpose. Life Discovery. Activity Supplement file in Google Classroom Schwen, M, Bass D (2006) *Leading Lives that Matter: What We Should Do and Who Should We Be.* Wm. B. Eerdmans Publishing Co.  Parker, P. (1999) *Let Your Life Speak: Listening for the Voice of Vocation*. Jossey-Bass. |
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| Instructor | Laurie Mitchell: Teacher and Education Coordinator Monclova Christian Academy laurielynnmitchell@weebly.com [http://www.commoncurriculum.com/website/umny5](http://commonteaching.com/website/umny5" \t "_blank) <https://classroom.google.com> code (rahi6i) |
| Contact Information | Office: Gym Building near Ladies Restroom  Phone: 419 866-7630 ext 211  Fax:  Email: [l.mitchell@mcathunder.org](mailto:l.mitchell@mcathunder.org) |
| availability | 7:45-3:45 M-F  The use of email is encouraged. |

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| **Student Learning Outcomes** | **Outcomes** | **Assessment Plan** |
|  | 1. Articulate the biblical, theoretical, and historical foundations that lead to an understanding of a life calling and the development of a Christian way of life and learning that enables virtue, servant leadership, and citizenship in God’s kingdom | Tests, quizzes, textbook assignments, scriptural reflection paper, integration paper, class discussion |
|  | 1. Integrate the logic, methods, and contexts of various modes of inquiry and expression to differentiate between the concepts of Life Calling, vocation, career, jobs, college major, and general education in order to contribute effectively to home, work, civic and sacred communities. | Tests, quizzes, textbook assignments, reading reflection paper, primary sources reflection paper, integration paper, class discussion |
|  | 1. Explain the role of liberal learning in enhancing their discovery of a Life Calling that will lead to a holistic contribution to God’s kingdom | Tests, quizzes, textbook assignments, reading reflection paper, primary sources reflection paper, class discussion |
|  | 1. Show a value of their own self-worth and the worth of others based on God-designed individual uniqueness | Strengths assessments, mentor meetings with instructor and major advisor, class discussion, Personal Portfolio and Integration Paper |
|  | 1. Apply strategies to effectively manage their lives in ways that lead to academic success and thoughtful participation in co-curricular experience | Co-curricular Portfolio, personal leadership plan, exercises |

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| Grading | Assignment Points  Textbook Assignments 100  Quizzes 25  Scriptural Reflection Papers 100  Primary Sources Reflection Papers 100  Participation 50  Mentor Meetings 50  Unit Tests (2 @ 100 points each) 200  Personal Assessment Portfolio 100  Unique Design Integration Paper 100  Personal Leadership Plan 75  Comprehensive Final Exam (10% of semester course)100  TOTAL 1000 |

**MCA grade scale will be used and grading rubrics will be provided.**

**Class Schedule**

**EG =** Explorers Guide:/Life Calling Living Your Life with the Power of Purpose

**LLS =** *Let Your Life Speak* (Parker Palmer)

**LLM =** Leading Lives That Matter: (Mark Schwen and Dorothy Bass)

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| **SESSION** | **DATE** | **TOPICS** | **READINGS** | **DUE DATES** |
|  | 8/20 | Introduction to Course and Leadership Portfolio | LLS |  |
|  | 8/21 | Setting a Semester Strategy | LLS |  |
|  | 8/26 | Introduction to the Life Calling Model | *EG*: Ch. 1  *LLM*: Intro | Scriptural Reflections Ch. 1 |
|  | 8/27 | Role of liberal learning in Life Calling that leads to a holistic contribution to God’s kingdom | *LLM*: James, Schweitzer |  |
|  | 9//2 | Role of Foundational Values in discovering a life calling | *EG*: Sec. 1: Intro  *LLM*: Taylor |  |
|  | 9/3 | What is Truth? | *LLM*: Stanton | Primary Sources Reflect. Wk. 2 |
|  | 9/4 | Faith 1—What are your premises about reality? | *EG*: Ch. 2  *LLM*: Aristotle, Roosevelt |  |
|  | 9/9 | Faith 2—How did you develop your beliefs? | *EG:* Ch. 2  *LLM*: Matthew 20, Hardy |  |
|  | 9/10 | What is Virtue? | *LLM*: Badcock,  Bonhoeffer | Scriptural Reflections Ch. 2  Primary Sources Reflect. Wk. 3 |

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|  | 9/11 | | Character 1—Connecting Your Faith to Your Actions | *EG*: Ch. 3  *LLM*: Buechner  Campbell |  |
|  | 9/16 | | Character 2—Moral Silos | *EG*: Ch. 3  *LLM*: Lewis,  Aristotle |  |
|  | 9/17 | | What is Humanity?  Who is your neighbor? | *LLM*: Homer, Perpetua | Scriptural Reflections Ch. 3  Primary Sources Reflect. Wk. 4 |
|  | 9/18 | | Service—Connecting your faith and character to others | *EG*: Ch. 4  *LLM*: Day  3 Sketches |  |
|  | 9/23 | | Integrating the Elements of Your Foundational Values | *EG*: Sec. I Conclusion  *LLM*: Gray | Scriptural Reflections Ch. 5  Primary Sources Reflect. Wk. 5 |
|  | 9/24 | | Unit Wrap Up/ Section I Exam |  | Unit One Exam |
|  | 9/25 | | Role of your Unique Design in discovering a life calling | *EG*: Sec. II Intro  *LLM*: Muirhead, Sayers |  |
|  | 9/30 | | Who are you? | *EG*: Ch. 5  *LLM*: Frost, Piercy | Scriptural Reflections Ch. 5 |
|  | 10/1 | | Strengths Quest | *EG*: Ch. 6  *LLM*: Wells, Heschel | Primary Sources Reflect. Wk. 6 |
|  | | 10/2 | Physical Strengths | *EG*: Ch. 6  *LLM*: Wordsworth, Meilaencer | Scriptural Reflections Ch. 6 | |
|  | | 10/7 | Emotional Strengths 1 | *EG*: Ch. 7  *LLM*: Wuthnow, McLemore |  | |
|  | | 10/8 | Emotional Strengths 2 | *EG*: Ch. 7  *LLM*: Shochschild, Zuger | Scriptural Reflections Ch. 7  Primary Sources Reflect. Wk. 7 | |
|  | | 10/9 | Intellectual Strengths 1 | *EG*: Ch. 8  *LLM*: Longfellow, Berry |  | |
|  | | 10/14 | Intellectual Strengths 2 | *EG*: Ch. 8  2 Eulogies, Dillard | Scriptural Reflections Ch. 8 | |
|  | | 10/15 | Psychological Strengths 1 | *EG*: Ch. 9  *LLM*: Yeats, Addams, Nussbaum | Primary Sources Reflect. Wk. 8 | |
|  | | 10/16 | Psychological Strengths 2 | *EG*: Ch. 9  *LLM*: Matthew 25, Miltong | Scriptural Reflections Ch. 9 | |
|  | | 10/21 | Spiritual Strengths 1 | *EG*: Ch. 10  *LLM*: Kant, Gaskell |  | |
|  | | 10/22 | Spiritual Strengths 2 | *EG*: Ch. 10  *LLM*: Damon, Baldwin | Scriptural Reflections Ch. 10  Primary Sources Reflect. Wk. 9 | |
|  | | 10/23 | Passions 1 | *EG*: Ch. 11  *LLM*: Weaver, Tan |  | |
|  | | 10/28 | Passions 2 | *EG*: Ch. 11  *LLM*: Malcom X, Lowry, Harding, | Scriptural Reflections Ch. 11 | |
|  | | 11/4 | Experiences 1 | *EG*: Ch. 12  *LLM*: Cather, Keizer | Primary Sources Reflect. Wk. 10 | |
|  | | 11/5 | Experiences 2 | *EG*: Ch. 12  *LLM*: Henley, Lynch | Scriptural Reflections Ch. 12 | |
|  | | 11/6 | Integrating the Elements of Your Unique Design | *EG*: Sec. II Conclusion  *LLM*: Dunn, Jonah | Primary Sources Reflect. Wk. 11 | |

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|  | 11/11 | Unit Wrap Up/ Section II Exam |  | Unit Two Exam  Personal Assessment Portfolio |
|  | 11/12 | How then should we live? | *Explorer’s Guide*:  Section III Intro  *LLM*: Ballou, Yevtushenko, Merton | Primary Sources Reflect. Wk. 12 |
|  | 11/13 | Role of Personal Leadership in discovering a life calling | *EG*: Ch. 13  *LLM*: Frost, Bateson | Scriptural Reflections Ch. 13  Unique Design Paper |
|  | 11/17 | Developing a personal mission for your life | *EG*: Ch. 14  *LLM*: Berry, Steinbeck | Scriptural Reflections Ch. 14 |
|  | 11/18 | Developing a personal vision | *EG*: Ch. 15  *LLM*: McAdams, Kaufman | Scriptural Reflections Ch. 15  Primary Sources Reflect. Wk. 13 |
|  | 11/19 | Taking Action – Developing your plan and taking your next steps | *EG*: Ch. 16  *LLM*: Tolstoy | Scriptural Reflections Ch. 16  Primary Sources Reflect. Wk. 14 |
|  | 11/20 | Integrating the Elements of Your Personal Leadership  12/2, 12/3, 12/4, 12/9, 12/10 ) | *Explorer’s Guide*:  Section III Conclusion  The Rest of the Story | Co-Curricular Portfolio |
|  | 12/16-12/18 | **Final Exam** |  | Personal Leadership Plan  Final Exam |

**ASSIGNMENT DETAILS**

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| **50 pts** | **Textbook Assignments** | Throughout |

* You will be required to complete various assignments from *Explorer’s Guide* during the semester.

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| **25 pts** | **Quizzes** | Varies |

* You will be required to take quizzes covering the reading assignments from *Explorer’s Guide* and material presented in class. These quizzes may be announced or they may be unannounced. You should be ready for them at any class period.

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| **75 pts** | **Scriptural Reflections** | Each Chapter |

* You will turn in a reflection paper for each of the 15 chapters in *Explorer’s Guide* that answers the reflection questions at the end of each scriptural insight.

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| **75 pts** | **Primary Sources Reflections** | Each Source |

* You will turn in a weekly reflection paper for each of the primary sources assigned from *Leading Lives that Matter*. The context of your reflections should be related to what these persons are saying that impacts your understanding of Life Calling and the purpose of your life.

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| **50 pts** | **Participation** | Throughout |

* You will be expected to participate in class discussions, activities and learning experiences during the semester.

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| **50 pts** | **Mentor Meetings** | Mondays |

* You will be required to meet one-on-one with your instructor during the semester.

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| **50 pts** | **Foundational Values Unit Exam** | 9/24 |

* This exam will be an online exam that will cover all reading and class material encountered during the first unit of this class covering the introduction to the Life Calling Model and all aspects of the Foundational Values component of the model.

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| **50 pts** | **Unique Design Unit Exam** | 11/11 |

* This exam will be online exam that will cover all reading and class material encountered during the second unit of this class and covering all aspects of the Unique Design component of the model.

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| **100 pts** | **Personal Assessment Portfolio** | 11/11 |

* You will create a Personal Assessment Portfolio that collects and briefly describes the findings from all the assessments (including the 360 Assessments) that you completed in the Unique Design section of the course. Elements in your portfolio must include assessment results, but they can also take many shapes and forms, such as works of art, a collage, recordings, videos, pictures, poetry, short stories, essays, etc.

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| **100 pts** | **Unique Design Integration Paper** | 11/13 |

* You will write a paper that integrates outcomes from everything you learned about yourself in the Unique Design section of the course. This paper should (1) address the concept of “strengths”; (2) analyze your physical, emotional, intellectual, psychological, and spiritual strengths; (3) explore the concept of “passions” in your life; (4) reflect on your life “experiences” through the process of life mapping; (5) synthesize your findings by fitting the various pieces of the puzzle you have discovered together. You will be provided with a separate sheet that has greater details related to this assignment.

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| **75 pts** | **Personal Leadership Plan** | 12/10 |

* You will write a Personal Leadership Plan that outlines what you see as your next steps in the pursuit of your life calling. This will be divided into three sections: (1) You will describe the emerging mission you see for life that includes an analysis of how you personally respond to different types of people, locations, opportunities and problems within the world; (2) You will paint a picture of what you see as the emerging vision for your life related to your Foundational Values, Unique Design, and your response to the various elements in the world; (3) You will outline the steps you think you will need to take to begin putting your Personal Leadership Plan into action. You will be provided with a separate sheet that has greater details related to this assignment.

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| **200 pts** | **Final Exam** | 12/16-12/18 |

* Your final exam will be a comprehensive test comprised of true/false, matching, multiple-choice, fill-in-the-blank, and short answer questions. Some of these questions will be based on material presented in class or coming from the assigned reading, while other questions will be based on case studies related to people trying to understand their life calling. The test will be taken on a computer unless you request a paper-and-pencil alternative. This test will cover class material from the entire semester and is worth 20 percent of your grade. You will be provided with a separate review sheet that has greater details related to this test.

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| **Class Attendance** | No penalty will be assessed for an approved excused absence from class, however, the student may be required to complete a make-up assignment.  Any work, assignments, class notes, or other information presented during the class during which the student is absent is the sole responsibility of the student. Please seek this information from fellow students who attended that class session before contacting the professor.  In the event of an officially excused absence on the due date of an assignment, the assignment will be due the next class time. All penalties for late assignments will then be assessed from that revised due date. |
| **Class Participation** | Class participation is necessary to demonstrate familiarity with the assignments and the ability to transfer theory into practice. The following criteria will be used to evaluate participation.   1. Participation in discussions 2. Appropriateness of comments 3. Comments useful for clarification or meaningful contribution to the class 4. Willingness to participate in exercises and simulations 5. Sensitivity to participation of others in the class; avoids dominating discussions 6. Class participation demonstrates understanding of learned theory |
| **Evaluation of Assignments** | Content   1. **Appropriateness** = meets objectives of assignment 2. **Thoroughness** = identifies and deals with all the issues involved at an adequate breadth and depth 3. **Organization** = understandable; logical sequence of arguments and/or subject matter; separation and flow of ideas; smooth transitions to next idea 4. **Integration** = identifies, compares and illustrates learned concepts with illustration from own personal experiences; uses outside research when appropriate 5. **Understanding** = demonstrates understanding of theory or concepts in assignment 6. **Critical Thinking** = discussion, recommendations and conclusions based on objective analysis of issues |
| **Specifics for Written Assignments** | All papers should be typed, double-spaced, 12 pt. type, 1” margins, with numbered pages and a cover/title sheet, stapled in the left-hand corner. All papers (unless otherwise directed) will be written in paragraph form utilizing **headings** to clearly identify the various required topics of the paper. All papers must follow APA or MLA format. Papers will be graded for:   1. Writing Skills = spelling, grammar, punctuation, language skills, paragraph and sentence construction 2. Format = readability, general appearance, conciseness, length, conformity to approved style guideline, e.g. *APA or MLA*, use of headings, appropriate title block 3. Creativity = originality, interest 4. Timeliness = submitted on or before assigned deadline   The Purdue Online Writing Lab (OWL) is an excellent source for helping you in writing papers that are consistent with the requirements of this class.    You can access OWL at <http://owl.english.purdue.edu/>.  OWL offers over 200 free resources including:   * Writing tips * Research * Grammar and Mechanics * Style Guides * ESL (English as a Second Language) * Job Search and Professional Writing |
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| **Plagerism** | **Students are expected to exhibit honesty in the classroom, in homework, in papers submitted to the instructor, and in quizzes or tests. Cheating is defined as submitting work for academic evaluation that is not the student’s own, copying answers from another student during an examination or otherwise obtaining information regarding examinations not provided directly by the instructor, using prepared notes or materials during an examination, or other misrepresentations of academic achievement submitted for evaluation and a grade. Plagiarism in research writing is considered cheating. Plagiarism is defined by the MLA Handbook as "the act of using another person’s ideas or expressions in writing without acknowledging the source... to repeat as your own someone else’s sentences, more or less verbatim." Students are expected to submit only their own work. They are expected to give credit when borrowing, quoting, or paraphrasing, using appropriate citations. Violations will be dealt with according to school policy.** |
| **POLICY ON ORIGINALITY AND UNIQUENESS:** | All papers, projects, presentations, and any other assignments in this class are expected to be original and unique to this class. No work produced in other classes may be used for assignments in this class without the expressed, written permission of the instructor for this class. |
| **Computers in class:** | You are allowed to use a MCA Chrome book to take notes in class – in fact I encourage it! However, the following activities are not permitted during class: (1) Any activity that involves connecting to the internet (texting, chatting, surfing, posting, email, etc.) unless specifically assigned by the professor, (2) Gaming, (3) Watching video, (4) listening to music or other audio files. Students who violate this policy will forfeit their right to use a Chromebook in class for the remainder of the course. |
| **SYLLABUS CHANGES** | Though it is the intention to follow the basic flow and plan of this syllabus, the instructor reserves the right to make adjustments to more adequately meet the objectives of the class. Any snow day, 2-hour delay or other missed class will shift due dates forward one class block excluding Mondays. |