



Advancing God's Kingdom by Preparing Competent Christian
Leaders for Spirit-Empowered Life and Ministry

G144 Personal & Christian Life Management

3 credits. Prerequisites: *None*

Course delivery options:  On Campus  Live-Stream  Video on Demand

September 13, 2021 – December 17, 2021
Terms A & B
Monday, Wednesday, 10:50am – 12:20pm

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We are not living in a world where all roads are radii of a circle and where all, if followed long enough, will therefore draw gradually nearer and finally meet at the centre: rather in a world where every road, after a few miles, forks into two, and each of those into two again, and at each fork, you must make a decision. ~ C.S. Lewis

Course Goals

Course Description

The transition to college life is a challenging one. To best equip a student to excel in this environment, G144 will offer practical, maturing strategies in the realms of academics, community and selfhood, with the expected outcome of a greater physical, academic, emotional and spiritual vitality.

Relationship to Horizon's Mission

The college's mission is: Advancing God's Kingdom by Preparing Competent Christian Leaders for Spirit-Empowered Life and Ministry. Competent Christian leaders need a firm foundation on which to build a life of personal integrity and effective ministry. This course seeks to provide such a foundation, encouraging physical, emotional, spiritual, and scholastic health.

Core Competencies and Learning Outcomes



To demonstrate competency in Skilled Communications, students will

1. Implement the processes required to produce college-level documentation.
 - Literature Search
2. Execute appropriate procedures to allow the safe and effective use of technology.
 - Technology Oral & Written Exam



To demonstrate competency in Contextual Awareness, students will

3. Deduce strengths and potential growth areas within their personal life and ministry.

- Ministry Analysis Assessment
- LASSI & Emotional Intelligence Inventories



To demonstrate competency in Spiritual Maturity, students will

4. Correlate the relationship between lifestyle choices and physical/emotional/spiritual wellbeing.

- Porn Assessment Report
- Life Management: Thematic Group Project
- Resources Self-Assessment Assignment

Course Work

Required Readings

Bradberry, Travis & Greaves, Jean. *Emotional Intelligence 2.0*. San Diego, CA: TalentSmart, 2009. (ISBN-10: 9780974320625)

Mahoney, N. and M. D'Eon. *University Success*. EBook. Saskatoon: University of Saskatchewan, 2016. (ISBN: 978-1-9361265-6-9)

PLEASE NOTE: The *University Success* and *College Success* EBook is released under the Creative Commons License and as such, may be distributed to students free of charge. Do not attempt to purchase this book. It will be provided to you in class. ONLY purchase the *Emotional Intelligence 2.0* book. Further, some students have reported problems with the *EI 2.0* book when purchased in an electronic format. It is suggested to purchase this book in its printed form. A key is provided with each book that allows the student to access the E.I. 2.0 psychometric assessment exam.

**Students are responsible to purchase textbooks from a third-party retailer. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

Some additional course interactions will be available at www.williamsonit.ca/teaching including polls and in-class quizzes.

Course Assignments and Activities

Portfolio Components. *Emotional Intelligence Inventory*. This assignment must be edited and submitted to the "Psychometric Profiles e-Project" on *Portfolium*. See the Portfolio Guide: "What Goes in My Portfolio" for further information.

1. Formative Work

By definition, activities essential to the completion of a course, but that are not directly assessed for competency are called formative. There is one formative activity students will

participate in. They will demonstrate essential Microsoft Word skills by preparing a two page autobiography.

- **Assignment Length:** 2 pages, 1 hour.
- **Due Date:** September 17, 2021.

2. Literature Search Report

Students will be assigned a theological subject and will be required to perform a literature search using available library resources, submitting a properly formed bibliography of relevant materials containing no less than five distinct sources, including at least one textbook, one journal, one dictionary article and one encyclopedia article.

- Related learning outcome: #1
- **Assignment Length:** 2 pages.
- **Due Date:** September 24, 2021.

3. LASSI and Emotional Intelligence Inventories

Two formal inventories are required to be completed, both located online. LASSI is designed to gauge a student's preparedness for college life while the Emotional Intelligence inventory assesses a student's ability to identify and self-manage their emotional responses.

- Related learning outcome: #3
- **Assignment Length:** Approximately 100 questions.
- **Due Date:** October 1, 2021.

4. Technology Oral & Written Exam

In an oral/written examination, students will demonstrate their technological proficiencies by:

- Identifying the traits of a fraudulent e-mail
- Mounting and dismounting a USB drive (Windows environment)
- Demonstrating an understanding of the Windows folder environment (for data backup purposes)
- Producing a high-security password
- Identify security tools helpful in preventing security breaches.
- Related learning outcome: #2
- **Assignment Length:** 1 hr.
- **Due Date:** October 22, 2021.

5. Resources Self-Assessment Assignment

Students will analyze their personal understanding and use of two key resources under their control: time and money. This will be accomplished through:

- Production of a one-month budget sheet, calculated in Excel (template provided).
- Analysis of an amortization chart (one page of short-answer questions)
- A breakdown of one week of activity detailing time spent in various endeavors.
An Excel spreadsheet will be provided for this purpose.
- Reflection on their personal attitudes towards savings, debt and giving (one page of

short-answer questions)

- Related learning outcome: #4
- **Assignment Length:** 4 pages.
- **Due Date:** November 19, 2021.

6. Porn Assessment Report

Given a case study, students will be required to write a *full* two page response to the following questions:

- What will you model in your marriage to best prepare this boy to avoid porn?
- What policies will be instituted in your home to help him overcome?
- What life shaping, non-negotiable principles (or worldviews) do you want to endure him with to inoculate him against the lies of porn?
- What do you do NOW to protect yourself from the damaging effects of porn?
- Related learning outcome: #4
- **Assignment Length:** 2 pages.
- **Due Date:** November 26, 2021.

7. Life Management: Thematic Group Project

A group project will be undertaken in which a 15 minute video, live skit or seminar will be produced, the content of which will be derived using the following parameters:

- The group will select one core concept studied in the course.
- Together, they will research the selected topic utilizing resources beyond those identified in the course.
- Utilizing their skills in working together as a group, they will assemble their research in an appropriate framework, suitable for teaching and present to the class.
- Respond to any follow-up questions from the instructor or class.
- Heavy emphasis will be placed on the depth of content disseminated.
- Related learning outcome: #4
- **Assignment Length:** 30 minutes.
- **Due Date:** December 6, 2021.

8. Ministry Analysis Assessment

Students will produce a report comparing the various overarching themes of this course with those actions observed through their Ministry Formation experience. The analysis should focus on how mentors and ministries are impacted by the circumstances described in the lectures and course readings, and how they successfully (or perhaps unsuccessfully) overcome those challenges. The Horizon College Formatting Guide should be adhered to. The paper should be a minimum of five pages, but can be longer if necessary without becoming verbose.

- Related learning outcome: #3
- **Assignment Length:** 5 pages.
- **Due Date:** December 10, 2021.

Video-on-Demand (VOD) Student Requirements

As indicated on the course schedule, this class is being offered by VOD. Students who intend to take the course primarily through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may miss a class, non-VOD students are expected to attend class live following the class attendance policy.

- For this course, VOD students have the same assignment due dates as in-class students.
- Each week, VOD students are required to watch and engage with all of the recording from that week’s classes.
- By Monday at 11:59pm each week, VOD students will submit to the class discussion board a report (300 written words or 2-3 minutes audio or video) that 1) affirms you have watched the required recording for the last seven days, 2) summarizes one thing you learned that week that will help you reach the course learning outcomes, and 3) explain at least one question you had after watching the class recording. Alternatively, the student will meet with the instructor via Zoom on Mondays between 3 and 4pm.
- In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked as pass/fail based on whether or not they demonstrate thoughtful engagement with the class material.

Estimate of Time Investment (individual time investments may vary)

Readings	15 hrs.	N/A
Classroom time	27 hrs.	N/A
Formative work	4 hrs.	September 17, 2021
Literature Search Report	2 hrs.	September 24, 2021
LASSI, EI Inventories	2 hrs.	October 1, 2021
Technology Oral Exam	2 hrs.	October 22, 2021
Resources Self-Assessment	10 hrs.	November 19, 2021
Porn Assessment Report	3 hrs.	November 26, 2021
Thematic Group Project	15 hrs.	December 6, 2021
Ministry Analysis	10 hrs.	December 10, 2021
Total =	90 hrs.	

Assessment Rubrics

Detailed instructions for each course assignment will be distributed at key points throughout the course. Rubrics will also accompany these instructions. At any point after, these documents will be available from the *All Course Material* link on Populi.

Course Outline / Class Schedule

- Unit 1: Communication Skills
- Word, Power Point
 - Writing Skills – Papers, Notes
 - Reading Skills
 - Horizon Formatting Guide
 - Interacting with Professors
 - Public speaking

- Unit 2: Academic Success
- a. Library Search
 - b. Competency based education
 - c. LASSI inventory
 - d. Time management
 - e. Exam skills
- Unit 3: Technology
- a. Online safety
 - b. Addictive behaviors
- Unit 4: Finance
- a. Personal finances; expectations, work, taxes
 - b. Credit and saving
 - c. Giving; theology and practice
- Unit 5: Physical & Emotional Health
- a. Nutrition
 - b. Healthy life style choices
 - c. Emotional Intelligence 2.0 Inventory
 - d. Healthy Relationships

Please note that this outline is contingent on guest speaker schedules. Expect minor adjustments.

Reading Schedule:

Reading Schedule (University Success):	
<i>Chapter</i>	<i>Completed</i>
2,3 (Staying Motivated, Thinking)	September 24, 2021
4, 5 (Listening, Notes, Reading)	October 1, 2021
6, 7 and 8 (Tests, Instructors, Writing)	October 8, 2021
11 (Finances)	October 15, 2021
10 (Health)	October 22, 2021

Reading Schedule (Emotional Intelligence 2.0):	
<i>Chapter</i>	<i>Completed</i>
1 - 4	November 12, 2021
5	November 19, 2021
6	November 26, 2021
7	December 3, 2021
8	December 10, 2021

- First submissions of assignments will not be accepted after December 10, 2021.
- Revision week for this course will run from December 13 through December 17, 2021.
- Note that *all first* revisions are due on Tuesday, December 14, 2021.
- Note that this class will run normally on October 18 & 20, 2021 (Term A Revision Week).
- No resubmission of assignments will be accepted after December 17, 2021.

Academic Policies

General Assignment Guidelines

Please see the Horizon [Format Guide](#) for assignment submission, grammar, and formatting guidelines.

Late Assignments and Extensions

Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the [Assignment Extension Request Form online](#) and *before the due date*. Professors may grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester.

Unexcused late submissions will be tracked across each student's program. If one assignment is submitted more than five days late or if a student incurs multiple instances of unexcused late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

Resubmission of Assignments

Students have until the last day of revision week to submit revisions. Students can generally submit up to two revisions for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor's instructions and making significant progress toward achieving competency.

Horizon College Assessment of Student Work

The goal of courses is to help students develop the stated competencies, not earn letter grades. Assignments are the means by which instructors evaluate development of those competencies. Consequently, students do not earn overall "grades" on individual assignments. Instead, assessment focuses on measuring students' competency as outlined in the syllabus and assignment rubric. For purposes of transferability to other institutions, the final competency designations will be translated to a comparable letter grade on a traditional transcript. The tables below explain Horizon's approach:

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding	Student exceeded competency requirements for more than 40% of the learning outcomes and met requirements for all remaining learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting	Student met competency requirements for all learning outcomes and may have exceeded in 40% or less.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

Students pass a course only after they have demonstrated that they have *met or exceeded all* competency requirements for a course. If the student chooses not to meet all course competency

requirements, the course will not be sufficient to fulfill their program requirements at Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below on a traditional transcript.

BTM	Beginning to meet	Student was beginning to meet competency requirements for any one or more learning outcomes, and met or exceeded competency requirements for all other outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting	Student was not yet meeting competency requirements for one or more learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student’s and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the College [Student Handbook](#).

Disability Services Information

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at bwilliamson@horizon.edu; Heather Wood, Associate Dean of Students, at hwood@horizon.edu; or Leanne Bellamy, Academic Coach, at lbellamy@horizon.edu.

Class Attendance

Students should attend all classes in order to facilitate competency development. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. A student must be present for the full duration of a class period in order to be registered as present for the class. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Campus Health Policy

While on campus, please maintain 2 metres of physical distance between yourself and others. Do not come on campus if you are experiencing symptoms (even if they are mild) of fever, cough, shortness of breath, sore throat, chills, runny nose, or a loss of your sense of taste or smell. If you have any of these symptoms, do not return to campus until advised by Public Health. You should self-isolate and contact HealthLine 811 for advice on whether you should be tested for COVID-19. This will help keep others safe and possibly spare them from self-isolation and testing. While you are in self-isolation, you may attend class online. The link to access your class is posted on the course page on Populi, under the Syllabus tab, under Links on the right side of the page.

Live-Streaming Etiquette

If attending class online via live-stream, keep your camera on and stay present and attentive throughout the class session, extending the gift of engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

Use of Technology

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

Bibliography

Web Sites:

Libre Office
(Free replacement for Microsoft Office)

<https://www.libreoffice.org/>

Ace Money Lite

<http://www.mechcad.net/>

(Free replacement for Quicken)

Core Rules Of Netiquette <http://www.albion.com/netiquette/corerules.html>

RCMP: Online Safety <http://www.rcmp-grc.gc.ca/is-si/index-eng.htm>

Books:

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Brown, Brene. *Rising Strong*. New York: Random House, 2015.
(ISBN: 978-0-8129-9582-4)

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(ISBN: 0-7852-7141-4)

Covey, Stephen R. *The 7 Habits of Highly Effective People*. New York: Simon & Schuster, 1989.
(ISBN: 0-671-66398-4)

Covey, Stephen R. *First Things First*. New York: Simon & Schuster, 1994.
(ISBN: 0-671-86441-6)

Covey, Stephen R. *Principle-Centered Leadership*. New York, NY: Simon & Schuster, 1990.
(ISBN: 0-671-74910-2)

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(ISBN: 0-8499-1413-2)

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Gordon, Jon. *The Carpenter*. Hoboken, NJ: John Wiley & Sons, 2014.
(ISBN: 978-0-470-88854-4)

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(ISBN: 0-8007-1847-X)

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(ISBN: 978-1-4143-9122-9)

Komp, Dr. Diane M. *Anatomy of a Lie*. Grand Rapids, MI: Zondervan, 1998.
(ISBN: 0-310-21953-1)

Morley, Patrick. *The Man in the Mirror*. Nashville, TN: Thomas Nelson, 1992.
(ISBN: 0-8407-6756-0)

Nouwen, Henry. *The Wounded Healer*. New York, NY: Doubleday, 1979.
(ISBN: 0-385-14803-8)

Mosgoffian, Peter & Ohlschlager, George. *Sexual Misconduct in Counseling and Ministry*. 1995.
(ISBN: 0-8499-1073-0)

Patterson, Kerry & Grenny, Joseph & McMillan, Ron & Switzler, Al. *Crucial Conversations: Tools For Talking When Stakes Are High*. McGraw Hill, 2012.
(ISBN: 978-0-07-177132-0)

Scazzero, Peter L. *The Emotionally Healthy Church*. Grand Rapids, MI: Zondervan, 2003.
(ISBN: 0-310-24654-7)

*** Please note that ISBN numbers are not required for bibliographical entries, but are included here for the benefit of the student.**