



## G144 Personal & Christian Life Management

3 credits. Prerequisites: *None*

Saskatoon Campus Livestream Video on Demand

September 14, 2026 – December 18, 2026

Fall Semester

Tuesdays, 9:00 am – 12:00 pm SK

11:00 am – 2:00 pm ET

10:00 am – 1:00 pm ET (after Nov 1)

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*The Christian leader of the future is the one who truly knows the heart of God as it has become flesh, “a heart of flesh,” in Jesus. ~ Henri J.M. Nouwen*

### 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 and MCS’s Missions

Competent Christian and Pentecostal 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 Communication, students will

1. Implement the processes required to produce college-level documentation.
  - *Assessment:* Literature Search Report; Cover Letter and Resume
2. Execute appropriate procedures to allow the safe and effective use of technology.
  - *Assessment:* Autobiography; 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.
  - *Assessment:* Autobiography; Ministry Analysis Assessment; Emotional Intelligence Practicum Assignment



To demonstrate competency in Spiritual Maturity, students will

4. Correlate the relationship between lifestyle choices and physical/emotional/spiritual wellbeing.
  - *Assessment:* Life Management: Thematic Group Project; Resources Self- Assessment Assignment

## Course Work

### Required Readings

Bradberry, Travis. *The New Emotional Intelligence*. Toronto, ON: Bruyere Publishing, 2025.  
ISBN: 979-8218589660 \*

Mahoney, N., B. Klassen, and M. D'Eon. *University Success*. eBook. Saskatoon: University of Saskatchewan, 2016. ISBN: 978-1936126569.

<https://www.saskoer.ca/universitysuccess/front-matter/publisher-information/> \*\*

### PLEASE NOTE:

\*You are REQUIRED to purchase the *New Emotional Intelligence* book in hard copy. This resource is **not** accessible through DTL. With the purchase of each book, you will be granted a key code that will allow you to take the EI 3.0 self-assessment and this document is required for this course. **PLEASE** do not purchase the electronic version of this book as students have had great difficulty later receiving the code.

\*\*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; use the link above.

### Course Assignments and Activities

#### 1. *Autobiography* – 5%

Students will demonstrate essential Microsoft Word skills by preparing a two-page autobiography that identifies highlights and struggles experienced during their Christian formation. Include things like where you were born, where you went to school, influential friends/mentors, and hopes and aspirations.

- Related learning outcomes: #2, 3
- **Assignment length:** 2 pages, 1 hour.
- **Due date:** September 21, 2026.

## 2. *Literature Search Report* – 10%

Each first-year student in G144 will be assigned a Peer Mentor at the beginning of the academic year (usually during Module A). Students are required to meet for ½ hour with their Peer Mentor to discuss this foundational assignment. This meeting is required in order to complete this assignment. If you are enrolled in G144, but not a first-year student, you will be exempt from this meeting.

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 six distinct sources, including at least one book, one journal article, one dictionary article, one encyclopedia article, one web page or blog post, and one online video. You must use basic Word formatting and overall mechanics in accordance with the Horizon & MCS Format Guide as well. Correctly name the file title.

- Related learning outcome: #1
- **Assignment length:** 2 pages.
- **Due date:** September 28, 2026.

## 3. *Technology Oral & Written Exam* – 15%

For this exam, please schedule a 30-minute appointment with your instructor. You will be asked to perform a set of tasks on a Windows computer. You will also be asked to remember and recite key concepts from class. 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
  - Identifying the signs of a virus-infected computer.
  - Understanding WHY it is important that viruses are eliminated from a computer (to exceed competency)
  - Identify security tools helpful in preventing security breaches (to exceed competency).
  - Standard file extensions
- 
- Related learning outcome: #2
  - **Assignment length:** 1 hr.
  - **Due date:** October 19, 2026.

## 4. *Cover Letter and Resume* – 10%

Students will write a cover letter and resume according to the expectations outlined during class.

- Related learning outcome: #1
- **Assignment length:** 2-3 pages.
- **Due date:** October 23, 2026.

### 5. *Resources Self-Assessment Assignment* – 10%

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 (answered right on the spreadsheet).

Students must follow the Horizon & MCS Format Guide and use the templates provided.

- Related learning outcome: #4
- **Assignment length:** 4 pages.
- **Due date:** November 20, 2026.

### 6. *Life Management: Thematic Group Project* – 20%

Students will work in groups to produce a 15-minute video, live skit, or seminar, 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 using the textbook, 2 other class resources, and 2-3 additional resources.
- Using their skills in working together as a group, they will collate 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 (15 minutes).
- Heavy emphasis will be placed on the depth of content disseminated.

The presentation should be well thought out and communicated clearly, identifying a problem and solution within a Christian worldview. The concept chosen is important and should be treated seriously, with the research the group has done evident. Technology used should enhance the presentation. It should also be clear that the group worked well together, practicing time management.

Students must follow the Horizon & MCS Format Guide, include citations in footnotes when paraphrasing, summarizing, or quoting from other sources, and include a bibliography.

- Related learning outcome: #4
- **Assignment length:** 30 minutes.
- **Due date:** December 1, 2026.

### 7. *Ministry Analysis Assessment* – 15%

Students will produce a report comparing the various overarching themes (technology, environment, financial, interpersonal relationships, and physical health as related to rest) 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. Critique and commendation should be well-balanced, free of bias, and honest, showing an attempt to understand both sides of an issue. The paper should have a logical flow.

The paper should also attempt to understand why “less than ideal” conditions might exist in the ministry under review, offering solutions. The student should also explain their action plan for avoiding the pitfalls of ministry he/she was exposed to.

The paper should be a minimum of five pages but can be longer if necessary without becoming verbose. Students must follow the Horizon & MCS Format Guide and include citations in footnotes when paraphrasing, summarizing, or quoting from other sources.

- Related learning outcome: #3
- **Assignment length:** 5 pages.
- **Due date:** December 8, 2026.

#### 8. *Emotional Intelligence Practicum Assignment* – 15%

##### Part A

Students will complete the Emotional Intelligence (EI) inventory, which assesses a student’s ability to identify and self-manage their emotional responses. Complete the EI inventory and submit it to Populi.

##### Part B

Throughout the course, students will be invited to read through the *New Emotional Intelligence* textbook, keeping up to date with the supplied reading schedule. After reading each of the four sections of the text, they will select one exercise and practice it for approximately one week.

Upon completion of each of the four sections, the student will record a 2-minute video reflection of any insights gleaned related to their personal strengths and growth with their personal life and ministry.

- Related learning outcome: #3
- **Assignment length:** 1 hr to complete the Emotional Intelligence inventory + 4 two-minute videos.
- **Due dates:**
  - EI Inventory:* September 28
  - Self-awareness Strategies:* September 22 (read) & September 29 (video)
  - Self-management Strategies:* October 13 (read) & October 20 (video)
  - Social-awareness Strategies:* November 10 (read) & November 17 (video)
  - Relationship Management Strategies:* November 24 (read) & December 1 (video)

#### **Video-on-Demand (VOD) Student Requirements**

As indicated on the course schedule, this class is offered by VOD. Students taking the course through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may be absent from 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 Saturday at 11:59pm each week, VOD students will submit a 2-3 minute video report 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 SK time (5 and 6pm ET before the time change; 4 and 5pm ET after the time change). Students wishing to meet with the instructor via Zoom must declare this intention ahead of time.
- Students registered to attend by VOD will fulfill the course attendance requirements through their video report submissions. They must submit their VOD reports on time to be registered as present for class.

**Estimate of Time Investment** (individual time investments may vary)

Readings	12 hrs	Sept 22, Oct 13, Nov 10, Nov 24, 2026	n/a
Classroom time	30 hrs	Tuesday of each week	n/a
Autobiography	4 hrs	September 21, 2026	5%
Literature Search Report	2 hrs	September 28, 2026	10%
Technology Oral Exam	2 hrs	October 19, 2026	15%
Cover Letter and Resume	4 hrs	October 23, 2026	10%
Resources Self-Assessment	10 hrs	November 20, 2026	10%
Thematic Group Project	15 hrs	December 1, 2026	20%
Ministry Analysis	10 hrs	December 8, 2026	15%
Emotional Intelligence Practicum			15%
● EI Inventory	1 hr	September 28, 2026	
● Videos	3 hrs	Sept 29, Oct 20, Nov 17, Dec 1, 2026	
Total =	93 hrs		

All assignments are due at 8pm **SK time** unless otherwise indicated.

**Assessment Rubrics**

Assignment rubrics can be found on Populi. Click on the name of the assignment to access each rubric.

**Course Outline**

- On the first day of class, time for students to enter their assignments into a study calendar will be provided.
- On the final day of class, 15 minutes at the beginning of class for students to fill out course evaluations will be provided.

- Unit 1:           Communication Skills
- a. Word, Power Point
  - b. Writing Skills – Papers, Notes
  - c. Reading Skills
  - d. Horizon & MCS Format Guide
  - e. Interacting with Professors
  - f. Public speaking
  - g. Cover Letters and Resumes

- Unit 2: Academic Success
  - a. Library Search
  - b. Competency-based education
  - c. Time management
  - d. 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 lifestyle choices
  - c. Emotional Intelligence 2.0 Inventory
  - d. Healthy Relationships

*Please note that this outline may be subject to minor adjustments.*

### Reading Schedule

Reading Schedule (Emotional Intelligence 2.0):	
Chapter	Completed
1 - 3	Strongly suggested but not required
4	September 22, 2026
5	October 13, 2026
6	November 10, 2026
7	November 24, 2026

- Revision week is December 14-18, 2026. Students are encouraged to submit revised assignments soon after they receive their marked assignments.
- No assignments will be accepted after the course end date: December 18, 2026.

### Academic Policies

#### General Assignment Guidelines

Please see the [Horizon](#) & [MCS](#) Format Guide for assignment submission, grammar, and formatting guidelines. The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded. Assignments should be submitted via Populi under *Submissions* (not *Comments*). The resource at this [link](#) explains how to submit assignments on Populi.

#### Extensions

To submit extension requests, students must submit the *Request Extension Form* on the [MCS](#) or

[Horizon](#) website and *before the due date*. Professors reserve the right to deny extensions. Generally, the sooner that a student asks for an extension, the more willing faculty tend to be in granting extensions. Furthermore, no extensions will be granted beyond the final day of a term or semester unless approval is granted by the Associate Academic Dean (MCS) or Assistant Academic Dean (Horizon).

**Late Assignments**

Students are expected to submit work by the assigned or extended due dates, as part of their development of the Leadership and Administration competency. A late penalty will be assessed for all overdue assignments: 1-3 calendar days late, penalty of 10%; 4-6 calendar days late, penalty of 20%; after 6 calendar days late, an assignment receives a grade of 0 and no opportunity for revision. Any late penalty incurred on a first submission will be applied regardless of if the student chooses to continue learning through the revision process.

**Assignment Completion**

Professors usually will not accept assignments that have not been completed according to the instructions given in the syllabus. If a professor informs a student that a submitted assignment is incomplete, the student will be given the opportunity to complete and resubmit the assignment quickly. If this is not possible, the assignment will be regarded as submitted late.

**Competency Assignment Revisions**

After each assignment has been marked, students have the opportunity to continue learning in response to feedback they receive on assignments. Students can submit one revision 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 demonstrating competency. Revised assignments may be submitted up to the course end date, although students are encouraged to submit them soon after they receive their marked assignments. Assignments submitted later than one week before the course end date are ineligible for revisions.

**Horizon and MCS’s College Assessment of Student Work**

The goal of courses is to help students develop their competency, rather than solely earn letter grades. Assignments are the means by which instructors evaluate development of competency by assessing learning outcomes as outlined in the syllabus and each assignment. Once a student’s assignment has met all assignment completion requirements, the professor will assign a grade for that assignment. The opportunity for revisions exists according to the “Assignment Revisions” policy.

Horizon and MCS Competency Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding expectations	Student demonstrated <b>exceptional</b> achievement of the learning outcomes.	A+	4.0	90-100
		Student demonstrated <b>excellent</b> achievement of the learning outcomes.	A	4.0	85-89
			A-	3.7	80-84
M	Meeting expectations	Student demonstrated <b>good</b> achievement of the learning outcomes.	B+	3.3	77-79
			B	3.0	73-76

			B-	2.7	70-72
BTM	Beginning to meet expectations	Student demonstrated <b>satisfactory</b> progress in achieving the learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
		Student demonstrated <b>minimal</b> progress in achieving the learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
D-	0.7	50-52			
NYM	Not yet meeting expectations	Student made <b>insufficient progress</b> toward meeting learning outcomes.	F	0.0	0-49

### Academic Integrity

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and 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 Student Handbook.

Horizon and MCS have a subscription to software that ensures the originality of academic writing, verifies the proper citation of all sources, and detects AI-generated content. When you submit an assignment, you will automatically receive a summary on Populi that includes your submitted files along with an originality score (a high originality score is positive).

### Artificial Intelligence (AI) Usage

In keeping with the Academic Integrity policy above, students must disclose on the title page of all assignments whether or not they have used AI and how they have used it. If the assignment has no title page, the student must disclose this to the instructor by some other means, such as in a comment on Populi. Students are expected to follow the policy for acceptable use of AI that is published in the [Horizon](#) and [MCS](#) Student Handbooks.

### Accessible Learning Services Information

Horizon and MCS are committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institutions, programs, and courses. The application for Academic Accommodations begins with a student disclosing a medical diagnosis or professionally documented learning disability during the application process. Enrolled students may contact Accessibility services personnel (at MCS, the Director of Academic Success, Wendy Holmes at [wendy.holmes@mcs.edu](mailto:wendy.holmes@mcs.edu); at Horizon, the Academic Accommodations Coordinator, Richelle Bekkattla at [rbekkattla@horizon.edu](mailto:rbekkattla@horizon.edu)). All Academic Accommodations will adhere to the Guiding Principles listed in the Student Handbooks. Students with documented accommodations on file pertaining to accessing course readings in alternate formats are encouraged to contact the librarian for assistance with as much advanced notice as possible.

### **Class Attendance**

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for. Students registered to attend on-campus or via livestream must be present for the full duration of a class period to be marked as present for the class. Students registered to attend by VOD must submit their VOD reports on time to be marked as present for class. In the case of illness or other unforeseen circumstances, students may miss up to twenty percent of the total class time (e.g., one day of a module course, two 3-hour classes, etc.) without academic penalty. Students who are absent for more than this 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.

### **Livestreaming Etiquette**

Students taking the course through livestreaming are required to indicate this during their course registration. While livestreaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via livestream, in order to be marked present for class, you must 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 and MCS encourage 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 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 (potentially including future online video courses) 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.

## Library Support and Research Assistance

Library staff are available to meet with students (online or in person) who need assistance with

- citing sources and identifying credible resources;
- developing research and information literacy skills;
- searching DTL and other library resources.

## Bibliography

### Web Sites:

Libre Office: <https://www.libreoffice.org/> (Free replacement for Microsoft Office)

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:

Arterburn, Stephen & Stoeker, Fred. *Every Man's Challenge*. Colorado Springs, CO: Waterbrook, 2004. (ISBN: 1-57856-756-4)

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

Burkett, Larry. *Business by the Book*. Nashville, TN: Thomas Nelson, 1998.  
(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)

Crabb, Larry. *Connecting: A Radical New Vision*. Nashville, TN: Word, 1997.  
(ISBN: 0-8499-1413-2)

Dobson, Dr. James. *Emotions. Can You Trust Them?* Ventura, CA: Regal, 1980.  
(ISBN: 0-553-25751-X)

Foster, Richard J. *Celebration of Discipline: The Path to Spiritual Growth*. New York, NY: HarperCollins, 1978. (ISBN: 0-06-062839-1)

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

Hunt, Mary. *How To Debt Proof Your Marriage*. Grand Rapids, MI: Baker, 2003. (ISBN: 0-8007-1847-X)

Hybels, Bill. *Simplify: Ten Practices to Unclutter Your Soul*. Carol Stream, IL: Tyndale Momentum, 2014. (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.**