



School of Advanced Leadership Training

CHM2210/MIN5310

BALANCING MARRIAGE, FAMILY, CHURCH AND WORK

Syllabus

September 4 – October 8, 2007

2 Units

Hope International University

2500 E. Nutwood Avenue

Fullerton, CA 92831

www.hiu.edu

COURSE DESCRIPTION

This 5-week course guides participants to a deeper level of self-awareness and personal analysis of the dynamics of an imbalance in their lives. It provides resources and exercises that help them regain health and perspective in the four key areas of marriage, family, church, and work.

HOPE INTERNATIONAL UNIVERSITY MISSION

Hope International University empowers students through Christian higher education to serve the Church and impact the world for Christ.

SALT VISION

Through the *School of Advanced Leadership Training (SALT)* Hope International University partners with churches to develop effective servant leaders within the local congregation. The title “*SALT*” evokes Jesus’ reminder that his disciples should be “the salt of the earth” (Matthew 5:13).

SALT courses promote students’ *biblical, professional, and personal development*. Through courses focusing on “Biblical Development,” students gain a working knowledge of the Christian Scriptures, interpretive methods for “correctly handling the word of truth” (2 Timothy 2:15), and guidance in applying God’s word in their daily lives. Through courses focusing on “Professional Development,” students gain practical insights and skills for fruitful ministry. Courses focusing on “Personal Development” promote emotional health, personal maturity, and growth in one’s relationships with God and others.

COURSE GOALS AND OBJECTIVES

Goal: Students will be able to identify factors related to imbalance in their lives.

Objective: Students will be able to identify factors leading to excessive busyness and its impact on life imbalance.

Objective: Students will be able to identify the impact of technological progress on their life imbalance.

Objective: Students will be able to identify the various daily stresses that lead to imbalance in their lives.

Objective: Students will be able to identify the impact of life imbalance on their personal relationships.

Objective: Students will be able to identify the impact that busyness and life imbalance has on their children.

Goal: Students will be able to identify signs of overload and burnout related to imbalance in their lives.

Objective: Students will formulate a definition of burnout.

Objective: Students will be able to recognize when their lives are overloaded.

Objective: Students will be able to identify warning signs of becoming overloaded and burned out.

Objective: Students will be able to identify personality types that tend to enhance burnout.

Objective: Students will be able to recognize the impact of unrealistic expectations in the development of burnout.

Goal: Students will create a realistic plan for finding balance in their marriage, family, church, and work.

Objective: Students will formulate a definition of boundaries.

Objective: Students will be able to identify signs of poor boundaries in marriage, family, church, and work life.

Objective: Students will demonstrate an ability to establish healthy boundaries in their personal, marital, family, church and work life.

Objective: Students will formulate a personal self-care plan.

Objective: Students will identify the importance of including margin in their balance

plan.

Objective: Students will identify specific areas of life that are out of balance.

Objective: Students will formulate a plan for re-balancing life in areas identified as out of balance.

ONLINE COURSE FORMAT

Hope International University offers this course online, via the World Wide Web (supplemented by textbooks and electronic mail), through the assistance of *eCollege*, an online learning software and services provider based in Denver, Colorado. Students access course materials by entering Hope's website (www.hiu.edu), using the Quick Link to *HopeOnline Log-in*, and then clicking on the link to CHM2210/MIN5310. Mr. Frank Baresel, HIU's SALT Director, will contact each student enrolled in the course, providing instructions and passwords needed to enter *HopeOnline*. The *HopeOnline* site contains a Student Orientation Tutorial designed to equip class members for online study.

The course extends for 5 weeks (7 weeks for graduate students), with each "course week" beginning on a Tuesday. On each Tuesday a new unit opens, allowing students access to assignments and other course materials pertaining to that week. Generally, the professor will leave units open through the end of the course, so that students may review earlier units anytime they wish. However, some assignments close on a given due date, which means that students must be careful to complete their assignments on time. Students should regularly consult the Course Schedule (given below) to be sure they complete their work in a timely manner.

The professor recommends that students complete the various readings and assignments in the order in which they are presented. However, the format does allow some flexibility for students to modify their approach or even to work ahead.

Students are not required to be online at the same times as their classmates.

However, they should check in regularly (preferably at least once per day) to access new materials, submit assignments, and/or participate in ongoing threaded discussions. By monitoring students' user activity, the eCourse instructor tracks each student's accomplishments, attendance, and participation.

Required Acrobat Reader

To view and print handouts in your online course, you must have Acrobat Reader 4.0 or higher installed on your computer. If you lack this program, please follow these steps to download it:

1. Click <http://www.adobe.com/products/acrobat/readstep2.html> to access the Acrobat Reader download web page.
2. Read and complete the download instructions.

COURSE APPROPRIATE COMMUNICATION

Hope International University makes the following request concerning online communication with fellow classmates:

Being actively involved with your online courses, and in regular communication with other students and your instructors by e-mail and threaded discussion, is very much *Hope's* expectation and essential to your academic success. However, especially when choosing to e-mail your entire class group, the content of the student messages should be relevant to course material and supportive of one another. At times, even personal messages requesting prayer or offering encouragement can be appropriate. However, forwarding "junk mail" or sending messages of personal interest to you simply clutter up an already very busy course schedule. Your instructor and classmates appreciate your refraining from such behavior.

ACADEMIC SUPPORT

Several forms of help are available to you to address problems you may have with your online course:

Course Issues

Contact your instructor for anything related to assignments, expectations, or other curricular matters.

If you can't get a response from the instructor, contact an SPS Student Services representative at *Hope*.

- By email: SALT@hiu.edu
- By telephone: (888) 352-4673, Monday through Friday, 8:00 a.m. – 5:00 p.m.

Technical Support for HopeOnline

If you have trouble accessing the online system, can't get a lecture to play, or have difficulties accessing part of your course, please use the following resources:

- HelpDesk by e-mail: helpdesk@hopeonline.edu
- HelpDesk by telephone: (303) 873-0005 (24 x 7)
- Student Orientation Course—see the Special Courses link on your login page.

Continued or Unresolved Issues

If your problem is not resolved or you do not receive reasonable service, please contact the SALT Director at (888) 352-4673.

COURSE REQUIREMENTS

Students may enroll in this *SALT* course for audit, undergraduate credit, or graduate credit. Course requirements vary for each level, as described below.

Audit Students (No Credit). Audit students enroll in the course for personal enrichment without seeking University credit. They are given access to all course materials, and may

participate in group discussions and any other learning activities (readings, exercises, etc.). The University *recommends* that they complete as many undergraduate assignments as possible because those learning activities will greatly increase the value of the course. However, audit students *not required* to submit assignments and do not receive a final grade.

Undergraduate Credit (Bachelor's Level). Students enrolled in the course for undergraduate credit must complete all assignments designated for "all students" or for "undergraduate credit" (see below). They will have a final grade recorded on their University transcript.

Graduate Credit (Master's Level). Students enrolled in the course for graduate credit must complete all assignments designated for "all students" or for "graduate credit" (see below). They will also have a final grade recorded on their University transcript. Graduate students must complete additional readings and assignments beyond those required for undergraduates. Accordingly, graduate students receive an additional two weeks to complete those assignments (see the Course Schedule, which appears below).

Course Requirements: Credit students must complete *all* of the following requirements in order to receive a passing grade:

- A. Attendance.** Students are not required to be online at the same times as their classmates. However, they should check in regularly (preferably at least once per day) to access new materials, submit assignments, and/or participate in ongoing threaded discussions. By monitoring students' user activity, the eCourse instructor tracks each student's "attendance" or participation.

Instructors are expected to reduce grade points awarded to credit students who do not actively participate online. The number of points deducted is left to the discretion of the instructor.

IMPORTANT NOTE: *Due to the amount of course material missed, any credit student absent for more than 30% of a course must withdraw from that course. This is a federal requirement for those receiving financial aid.*

- B. Reading Assignments.** Students should carefully complete all assigned readings because they will contribute greatly to the students' understanding and will supplement the professor's online presentations. The texts required for this course are:

Audit and Undergraduate Credit

- Frazee, R. *Making Room for Life: Trading Chaotic Lifestyles for Connected Relationships*, Zondervan, 2003

- Swenson, R. *Margin: Restoring Emotional, Physical, Financial, and Time Reserves to Overloaded Lives*. NavPress, 1992

Graduate Credit

- Frazee, R. *Making Room for Life: Trading Chaotic Lifestyles for Connected Relationships*, Zondervan, 2003
- Swenson, R. *Margin: Restoring Emotional, Physical, Financial, and Time Reserves to Overloaded Lives*. NavPress, 1992
- _____ *The Overload Syndrome: Learning to Live Within Your Limits*. NavPress, 1998
- VanVonderan, J. *Tired of Trying to Measure Up: Getting Free from the Demands, Expectations, and Intimidations of Well-Meaning People*. Bethany House Publishers, 1989 (NOTE: This text is recommended/optional for grad students)

Students are strongly urged to purchase personal copies of each of these texts for use in this course and for future reference. All of these texts are available through the Hope International University Bookstore (714-879-3901, extension 1233), or other services.

In the Course Schedule (see below), the professor assigns specific readings for specific units. Students should complete these readings on schedule so that they will be prepared for related assignments and examinations. (Students may read ahead if they wish.)

- C. Reading Logs (Graduate Students Only).** Graduate students must prepare a 2-page Reading Log for both of the books read for this course. Reading logs are double-spaced written responses to the course readings. The Log should not simply summarize the content, but highlight and discuss three or four key elements learned through the reading.
- D. Lectures.** The course includes 20 audio lectures linked to Microsoft PowerPoint presentations. I have also provided outlines for each lecture. I recommend that students download the outlines, and then use them for taking notes as they listen to the lectures. Careful attention to the lectures and readings will prepare students to complete the Exercises and other assignments included in the course.
- E. Threaded Discussions.** Each course week includes a threaded discussion focusing on topics related to the course. Students are not required to be online at the same times as their classmates. However, they should check in regularly (preferably at least once per day) to contribute to these ongoing discussions. The discussions are a great place to ask questions, clarify issues, and share insights. Topics include:

- Discussion 1: What did you find most helpful in this week's reading and lectures, and what questions do you have?
- Discussion 2: What has been your experience with trying to balance busyness to avoid experiencing burnout?
- Discussion 3: In what areas of your life do you find it most difficult to establish healthy boundaries?
- Discussion 4: Which areas of your life do you currently find out of balance and why do you think this is so?
- Discussion 5: What are the greatest obstacles you see in implementing a plan to find more balance in your life?

HIU GUIDELINES FOR THREADED DISCUSSIONS
(For grading policies regarding threaded discussions, see below.)

The purpose of threaded discussions is first and foremost for you, the student, to test your understanding of the assigned readings. You can read the material, but the test of whether you have some mastery of the concepts and their relevance is the extent to which you can discuss and apply them. If we met in class, we could discuss the topics verbally. The threaded discussion dialogues replace classes. You will find some topics and concepts more useful than others, or easier to understand and apply. Not everyone will see things the way you do, so we will all benefit from your comments if you find something particularly useful -- or if you find something particularly worthless!

Dialogue etiquette requires that posts be no longer than 200 words. If you can't make your point in that amount of verbiage, you probably are wandering an intellectual desert. The focus is on critical thinking about the material assigned for the week.

You are expected to use the discussions and other interaction assignments to show your understanding of questions about, and application of, the content of the reading. You could do this in several ways:

*1. Answer all or part of the discussion questions posed by the instructor by citing concepts covered in the assigned reading.
 Example: "Christian values held by top leaders often do not penetrate lower organization levels because, as Finkelstein and Hambrick ("F & H") point out, top leaders in larger companies spend most of their time interacting with a small group of people at the same level as themselves."*

*2. Asking specific questions about some concepts in the readings.
 Example: "I'm unclear why F & H state propositions that seem like just common sense. What's the point of researching something*

as evident that boards that have more power are more involved in key decisions?"

3. Challenging some assertion present in the reading. Example: "F & H assert that boards of companies operating in more turbulent environments will have more strategic involvement. This doesn't make sense. Boards meet once a quarter and provide timely input in turbulent conditions. Besides, board members know their own environments well, but may not know beans about the company's."

4. Taking a position based on the concepts in the reading, and extrapolating from it. Example: "If as F & H assert, the prestige of board members makes a difference in the board's strategic involvement, then universities should have very involved boards b/c they tend to be loaded with high prestige people. But this seems to vary a lot by university. So other things must be involved here."

These are not exhaustive examples. Whatever form of dialogue will help your understanding and application of the material will be appropriate. If you find yourself just "going through the motions" of dialogue to meet the requirement, you first need to look at you -- why are you in this frame of mind? If there is a problem with the focus of the discussion, or anything else, then let's hear it and remedy it.

Evaluation of dialogue considers a balance of quality and quantity. Dialogue is a process rather than an assignment. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. It is important that you demonstrate mastery of the material through new application or evaluation of the material.

F. Exercises: This course contains a series of Exercises designed to help students develop the skills and master the concepts embodied in this course:

Audit and Undergraduate Credit

- Exercise A: In one page, describe what "making room for life" means to you.
- Exercise B: In one page, describe what you think makes a lifestyle of accumulation so attractive that we continue to pursue it beyond our means and common sense.
- Exercise C: In one page, describe how you have experienced burnout and what you feel contributed to this.
- Exercise D: In one page, discuss how your life might change if you made an effort to live within your personal limits.

- Exercise E: In one page, describe your reaction to the ten principles of productivity as presented by Frazee. How realistic are they for you?
- Exercise F: Write a one page reaction to structuring your life around the concepts of the Bedouin Shepherd and the Hebrew Day Planner.

Graduate Credit

- Exercise 1: Complete exercise A above.
- Exercise 2: Complete exercise B above.
- Exercise 3: Three motivations are presented by Frazee for why we schedule so much activity for our children. Rank them in order of personally perceived importance and explain your ranking.
- Exercise 4: In one or two pages, discuss how you feel that technology and change have added stress to your life.
- Exercise 5: Complete exercise C above.
- Exercise 6: In one page, describe what personality factors you have that may contribute to your becoming burned out.
- Exercise 7: In one page, describe what unrealistic expectations you have in yourself and others that might contribute to your becoming burned out.
- Exercise 8: Complete exercise D above.
- Exercise 9: Look up the following scriptures (scripture references) and in two pages, discuss how each of these biblical characters attempted to set personal boundaries and live within their personal limits.
- Exercise 10: Complete exercise E above.
- Exercise 11: In one page, describe your reaction to the importance of meal sharing as presented by Frazee.
- Exercise 12: In two to four pages, describe the changes you think you need to make in your personal, marriage, work, and church life in order to have more balance in your life.
- Exercise 13: Complete exercise F above.
- Exercise 14: In two pages, describe your reaction to the suggestions of the authors regarding making changes in your life structure and priorities.

Instructions for completing these Exercises appear in appropriate parts of the course website. Many of the course lectures and readings are specifically designed to prepare students for these Exercises.

G. Final Assignment

Undergraduate Credit Due Date is the end of Week 5

In 8-10 pages, identify factors related to imbalance in your life in the areas of marriage, family, church, and work; your personal signs of becoming overloaded and burned out; and create a realistic plan in each of these areas to re-balance your life.

Graduate Credit Due date is the end of Week 7

In 10-15 pages, identify factors related to imbalance in your life in the areas of marriage, family, church and work, and your personal signs of becoming overloaded and burned out. Develop a realistic plan to re-balance each of these areas and discuss obstacles to carrying out your plan and how you would overcome them.

TIME REQUIREMENTS

This course is prepared according to *Hope's* standards for accredited, University-level, accelerated courses for adults. Although individual time requirements will vary, the average student should be able to complete the course requirements within the following timeframe:

Undergraduate Credit Assignments	Minutes	Graduate Credit Assignments	Minutes
Threaded Discussions 5 x 60 minutes	300	Threaded Discussions 5 x 60 minutes	300
6 exercises (2-3 pages each) x 150 minutes	900	14 exercises (2-3 pages each) x 143 (approx) min.	2000
Final Paper (7-10 pages)	350	Final Paper (10-15 pages)	900
Reading 330 pages	550	Reading 817 pages	1800
-	-	Reading Logs 4 x 60 minutes	240
Lectures 20 x 15 minutes	300	Lectures 20 x 15 minutes	300
TOTALS	2400		5540
	(40 hours)		(92 hours)

On average, an undergraduate student should plan to devote about 9 hours of serious study per week to this course (9 hours x 5 weeks = 45 hours total). A graduate student should devote a little over 13 hours per week to the course (13 hours x 7 weeks = 91 hours total). **To get the most out of this learning experience, students should plan their schedules to allow sufficient time for study.**

GRADING

Earning Points. I have placed a numerical value on each graded assignment, so that students may earn up to 1000 points for the entire course:

Undergraduate Credit Assignments	Points	Graduate Credit Assignments	Points
Threaded Discussions 5 discussions x 30 points	150	Threaded Discussions 5 discussions x 30 points	150
6 Exercises (2-3 pgs ea) 6 x 50 points	300	14 Exercises (2-3 pgs ea) 14 x 30 points	420
Final Paper (7-10 pages)	550	Final Paper (10-15 pages)	270
-	-	Reading Logs 4 logs x 40 points	160
TOTALS	1000		1000

Final Grades for the Course. Final grades for the course are based on the following scale:

Grade	Points
A	900–1000
B	800–899
C	700–799
D	600–699
F	0–599

Assignment Grades. Grades for the various types of assignments will be awarded according to the following criteria:

A. Class Participation. Students do not *receive* points for class participation. However, as noted above, credit students may *lose* points for not actively participating in course learning activities. The eCollege system allows professors to monitor students' online activities (e.g. whether or not they listen to course lectures and Bible Insights), so instructors may deduct points at their discretion if students ignore course requirements.

IMPORTANT NOTE: *Due to the amount of course material missed, any credit student absent for more than 30% of a course must withdraw from that course. This is a federal requirement for those receiving financial aid.*

B. Threaded Discussions. Hope International University use the following criteria for evaluating student participation in online discussions:

Evaluation of dialogue considers a balance of quality and quantity. Dialogue is a process rather than an assignment. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. It is important that you demonstrate mastery of the material through new application or evaluation of the material.

GROUP OR THREADED DISCUSSION PARTICIPATION		
CRITERIA AND GRADING		
GRADE "A"	GRADE "B"	GRADE "C"
Reads all group discussion messages. Posts three or more constructive messages in each discussion. Postings tend to be spread throughout the assigned time frame indicating frequent access to the discussions.	Reads most group discussion messages. Posts about two constructive messages in each discussion. Messages tend to be clustered with long intervals between clusters indicating infrequent access to the	A lurker, tends to read messages in the discussion but contributes little of value.

GROUP OR THREADED DISCUSSION PARTICIPATION		
CRITERIA AND GRADING		
GRADE "A"	GRADE "B"	GRADE "C"
	discussions.	
Messages are characterized by conciseness, clarity of argument, depth of insight into theoretical issues, originality of treatment, relevancy, and sometimes include unusual insights. Arguments are well supported. Frequently includes Christian/ biblical perspectives. When assigned, posts useful discussion thread messages on time.	Messages tend to provide good general answers but may not always directly address discussion topics. Messages may also have a tendency to ramble. Content is dominated by opinions rather than by analysis and creative thought. Assertions are not supported by evidence. Rarely includes Christian/ biblical perspectives.	Messages tend to address peripheral issues and/or ramble. Content is generally accurate, but with some omissions and/or errors. Tendency to recite fact rather than address issues. Rarely includes Christian/biblical perspectives. When assigned, posts discussion thread messages late.
Sometimes includes good questions that stimulate discussion. Frequently responds to questions from others.	Rarely includes questions that stimulate discussion. Sometimes responds to questions raised by others.	Never includes questions that stimulate discussion. Rarely responds to questions raised by others.
Collaborative learning is evidenced by comments directed primarily student-to-student rather than student-to-instructor. Evidence of support and encouragement is exchanged between students, as well as willingness to critically evaluate the work of others with constructive comments.		Shows little evidence of collaborative learning. Most comments are directed student-to-instructor. Rarely critically evaluates the work of others.
Messages reflect gentleness, generosity, caring and compassion. Messages are never rude and never reflect hostility.		
Messages contain few, if any, errors in spelling and/or grammar (indicating proofreading). Messages are well-formatted with appropriate spacing and are easy to read.		Messages may contain numerous errors in spelling and grammar.

C. Written Assignments. Assignments for the Foundations of Pastoral Care course are primarily reflective in nature, rather than research pieces. Students are expected to think through the issues raised in the reading and lectures, and to apply those insights in their reflections on pastoral care. Such work requires *insight, discernment, clarity, precision, and critical analysis*. Critical analysis is particularly important *in all assignments*. Work submitted to the professor should be the result of careful thought and not simply hasty, last-minute preparation.

Material in the **A range (95-100% of possible points)** is comprehensive in its coverage of the issues, thorough, clear and persuasive in its argumentation, and demonstrating high levels of academic performance and original thought. It is marked by superior interaction with Scripture and other resources. Spelling, grammar, formatting, and citation are at a high level.

Material in the **B+ and A- range (88-94% of possible points)** is thorough in its coverage of the relevant issues, written with a sense of movement and momentum, and displaying a solid grasp of the material. It is marked by good interaction with Scripture and other resources. Spelling, grammar, formatting, and citation are generally good.

Material in the **B- and B range (81-87% of possible points)** addresses the issues (though perhaps a bit superficially) and is written in a way that

communicates but probably does not inspire. Interaction with Scripture and other resources is adequate but not comprehensive. Spelling, grammar, formatting, and citation are at least adequate.

Material in the **C range (71-78% of possible points)** is relatively poor in quality. It addresses the issues or the topic superficially, though may communicate moderately well. It may give slight attention to Scripture and other resources (where appropriate), but probably at a proof-texting level only. Spelling, grammar, formatting, and citation may be of low quality.

Material in the **D range (61-70% of possible points)** is barely acceptable. It demonstrates effort but little familiarity with the issues of the assignment. The student may be awarded a D as a concession to genuine effort and time invested, but the content of the assignment is generally inadequate. There may be insufficient attention to issues of spelling, grammar, formatting, and citation.

Where there is little evidence of serious effort or time invested, and little or no relevance to the specific assignment that was set, the student can anticipate an **F grade (0 points)**.

Format for Written Assignments. Students must prepare written assignments according to the following instructions:

1. Assignments should include the name of the student, the name of the course, the title of the assignment, and the due date.
2. Assignments should include one-inch margins, and be double-spaced with a size 12 font (preferably Times New Roman). Regarding form, HIU students are required to follow the *Publication Manual of the American Psychological Association*. Students should either purchase their own copy for reference, or they may find most of the material online at:

[APA Style Tips \(http://apastyle.apa.org/previoustips.html\)](http://apastyle.apa.org/previoustips.html)

The following link will take you to some "Essay Writing Guidelines" used in the Graduate Ministry Department. The "Guidelines" include sample bibliographic forms and other helpful materials.

[Essay Writing Guidelines](#)

3. If students directly quote an author, they should put quotation marks around short quotes and use block quotes (single spacing and indentation) for longer passages. At the end of the quote, include the author's surname and the page(s) on which the quote is found in parentheses. [EXAMPLE: (Fee & Stuart, 43-44)] For quotes from the Bible, simply include the book, chapter and verse. [EXAMPLE: (Matthew 16:20)]

ASSIGNMENT DEADLINES, EXTENSIONS, AND WITHDRAWAL POLICIES

Late Assignments and Extensions. Due dates for all assignments appear on the Course Schedule (see below) and on the course website. Grades for written assignments will be reduced by one full letter per day if projects are submitted after the due date.

Extensions for reasons of personal hardship or misadventure should be requested of the instructor (by e-mail) *before* the due date. When granted, no penalty will be applied for the period of the extension.

Professors' Grading Deadlines. Timely feedback from instructors is crucial to any educational endeavor. *Hope* therefore asks professors to grade minor assignments (Exercises, Threaded Discussions, and Reading Logs) within 24 hours of submission. They are asked to grade major assignments (Final Papers) within 1 week of submission. And they must submit final course grades no later than two weeks after the course ends based on work submitted to that point. Travel and other responsibilities sometimes force delays, but the instructors will make every effort to reach these goals.

Incompletes and Withdrawals. Any "Incomplete" or "Withdrawal" petition must be submitted prior to October 8. Without a signed petition, students will receive the grade earned according to the above measures.

ACADEMIC INTEGRITY

The principle rule of academic integrity is that each member of the University community will do one's own work, executed to the best of one's own ability, exclusively for the assignment for which it is presented. Because Hope International University seeks to develop mature Christian leaders and scholars, the University acknowledges the principle of academic integrity. Consequently, all forms of dishonesty, including plagiarism or cheating in any form, are wrong, non-productive, and contrary to the University's educational objectives and the student's best interests. Breaches of academic integrity will have an adverse impact on the grade of the relevant assignment.

COURSE SCHEDULE

PRELIMINARIES

- Syllabus
- Textbooks
- Online Tutorial
- Student Introductions

WEEK ONE The Impact of Busyness of Life Balance (September 4 - 10)

- Welcome
- Student Self-Introduction

- Scriptural Insight: Ecclesiastes 3:1-11
- Reading

Audit and Undergraduate Credit

Read the following sections of Frazee: Chapters 1, 2, 7, 8

Read the following sections of Swenson, *Overload*: Chapters 2,10,11

Graduate Credit

Read the following sections of Frazee: Chapters 1, 2, 7, 8

Read the following sections of Swenson, *Margin*: Introduction & Chapters 1-4

Read the following sections of Swenson, *Overload*: Chapters 2,10,11

Read the following sections of VanVonderan: entire text

- **Lecture 1:** Introduction to course
- **Lecture 2:** The impact of technological progress and general life problems on life imbalance
- **Lecture 3:** The impact of stress overload on life imbalance
- **Lecture 4:** The impact of life imbalance on children and other relationships
- **Discussion 1 (September 4 - 10):** Response to lecture content

Written Exercises:

Audit and Undergraduate Credit

Exercise A: In one page, describe what "making room for life" means to you.

Exercise B: In one page, describe what you think makes a lifestyle of accumulation so attractive that we continue to pursue it beyond our means and common sense.

Graduate Credit

Exercise 1: Complete exercise A above.

Exercise 2: Complete exercise B above.

Exercise 3: Three motivations are presented by Frazee for why we schedule so much activity for our children. Rank them in order of personally perceived importance and explain your ranking.

Exercise 4: In one or two pages, discuss how you feel that technology and change have added stress to your life.

**WEEK TWO The Experience of *Burnout* When Life is Out of Balance
(September 11- 17)**

- Introduction
- Scriptural Insight: Ecclesiastes 2:1-11
- Reading

Audit and Undergraduate Credit

Read the following sections of Swenson, *Overload*: Chapters 5, 8

Graduate Credit

Read the following sections of Swenson, *Overload*: Chapters 5, 8

- **Lecture 5:** Definitions and warning signs of burnout
- **Lecture 6:** The experience of life burnout
- **Lecture 7:** Personality factors in life burnout
- **Lecture 8:** The impact of life expectations on life burnout
- **Discussion 2 (September 11 - 17):** What has been your experience with trying to balance busyness to avoid experiencing burnout?
- **Written Exercises:**

Audit and Undergraduate Credit

Exercise C: In one page, describe how you have experienced burnout and what you feel contributed to this.

Graduate Credit

Exercise 5: Complete exercise C above

Exercise 6: In one page, describe what personality factors you have that may contribute to your becoming burned out.

Exercise 7: In one page, describe what unrealistic expectations you have in yourself and others that might contribute to you becoming burned out.

WEEK THREE Setting *Boundaries* to Achieve Balance (September 18 - 24)

- Introduction
- Scriptural Insight: Ecclesiastes 4:4-6; 5:10-17
- Reading

Audit and Undergraduate Credit

Read the following sections of Frazee: Chapter 6

Read the following sections of Swenson, *Overload*: Chapters 1, 3, 4

Graduate Credit

Read the following sections of Frazee: Chapter 6

Read the following sections of Swenson, *Overload*: Chapters 1, 3, 4

Read the following sections of Swenson, "Margin": Chapter 6

- **Lecture 9:** Definition of boundaries and the importance of boundaries in finding balance
- **Lecture 10:** God's creation of human limits
- **Lecture 11:** Examples of boundaries and limits in Scripture
- **Discussion 3 (September 18 - 24):** In what areas of your life do you find it most difficult to establish healthy boundaries?
- **Written Exercises:**

Audit and Undergraduate Credit

Exercise D: In one page, discuss how your life might change if you made an effort to live within your personal limits.

Graduate Credit

Exercise 8: Complete exercise D above.

Exercise 9: Look up the following scriptures and discuss in two pages how each of these biblical characters attempted to set personal boundaries and live within their personal limits.

WEEK FOUR Finding Balance in the Major Areas of Life (September 25 - October 1)

- Introduction
- **Scriptural Insight:** Ecclesiastes 5:18-20; 7:16-18
- Reading

Audit and Undergraduate Credit

Read the following sections of Frazee: Chapters 9-13

Read the following sections of Swenson, *Overload*: Chapters 6,12,13

Graduate Credit

Read the following sections of Frazee: Chapters 9-13

Read the following sections of Swenson, *Overload*: Chapters 6,12,13

- **Lecture 12:** Finding balance personally and in marriage
- **Lecture 13:** Finding balance in family life
- **Lecture 14:** Finding balance in work
- **Lecture 15:** Finding balance in church life
- **Discussion 4 (September 25 - October 1):** Which areas of your life do you currently find out of balance and why do you think this is so?
- **Written Exercises:**

Audit and Undergraduate Credit

Exercise E: In one page, describe your reaction to the ten principles of productivity as presented by Frazee. How realistic are they for you?

Graduate Credit

Exercise 10: Complete Exercise E above

Exercise 11: In one page, describe your reaction to the importance of meal sharing as presented by Frazee.

Exercise 12: In two to four pages, describe the changes you think you need to make in your personal, marriage, family, work, and church life in order to have more balance in your life.

WEEK FIVE Developing a *Battle Plan* for Balance (October 1 - 8)

- Introduction
- **Scriptural Insight:** Ecclesiastes 3:12-13, 22; 12:13-14
- Reading

Audit and Undergraduate Credit

Read the following sections of Frazee: Chapters 3-5

Read the following sections of Swenson, *Overload*: Chapters 7, 9, Conclusion

Graduate Credit

Read the following sections of Frazee: Chapters 3-5

Read the following sections of Swenson, *Overload*: Chapters 7, 9, Conclusion

Read the following sections of Swenson, "Margin": Chapters 7-15

- **Lecture 16:** Developing a self-care plan
- **Lecture 17:** Including margin in the balance plan
- **Lecture 18:** Resolving the overload problem
- **Lecture 19:** Finding balance in relationships
- **Lecture 20:** Summary and recommendations
- **Discussion 5 (October 2 - 8):** What are the greatest obstacles you see in implementing a plan to find more balance in your life?
- **Written Exercises:**

Audit and Undergraduate Credit

Exercise F: Write a one page reaction to structuring your life around the concepts of the Bedouin Shepherd and the Hebrew Day planner.

Graduate Credit

Exercise 13: Complete Exercise F above

Exercise 14: In two pages, describe your reaction to the suggestions of the authors regarding making changes in your life structure and priorities.

- **Final Paper**

Audit and Undergraduate Credit (due May 14)

In 8-10 pages, identify factors related to imbalance in your life in the areas of marriage, family, church, and work, your personal signs of becoming overloaded and burned out, and create a realistic plan in each of these areas to re-balance your life.

Graduate Credit (due May 28)

In 10-15 pages, identify factors related to imbalance in your life in the areas of marriage, family, church, and work, and your personal signs of becoming overloaded and burned out. Develop a realistic plan to re-

balance each of these areas and discuss obstacles to carrying out your plan and how you would overcome them.

ADDITIONAL REQUIREMENTS FOR GRADUATE STUDENTS

(May 15-28)

- **Reading Logs (due May 28)**

Graduate Credit

Submit a 2 page reading log for each book you read. The log should not simply summarize the content, but highlight and discuss three or four key elements learned through the reading.