




## G144 Personal & Christian Life Management

3 credits. Prerequisites: *None*

 Saskatoon Campus  Livestream  Video on Demand

September 16, 2024 – December 20, 2024

Fall Semester

Monday, Wednesday, 10:45am-12:15pm SK

12:45pm-2:15pm ET (11:45am ET after time change)

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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 MCS-Horizon's Missions

Horizon's mission is: *Advancing God's Kingdom by Preparing Competent Christian Leaders for Spirit-Empowered Life and Ministry.* MCS's mission is: *Creating a learning community that provides programs and services that equip Pentecostal leaders for ministry.* 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:* 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:* Ministry Analysis Assessment, Emotional Intelligence Inventory, 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 & Jean Greaves. *Emotional Intelligence 2.0*. San Diego, CA: TalentSmart, 2009. ISBN: 9780974320625.

Mahoney, N., B. Klassen, and M. D'Eon. *University Success*. eBook. Saskatoon: University of Saskatchewan, 2016. <https://openpress.usask.ca/universitysuccess/front-matter/publisher-information/>. ISBN: 978-1936126569.

### *PLEASE NOTE:*

You are **REQUIRED** to purchase the *Emotional Intelligence 2.0* 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 2.0 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 required.

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. *Formative Work (marked as complete or incomplete, but required to pass the course).*

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 20, 2024.

2. *Literature Search Report – 10%*

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 MCS-Horizon Format Guide as well. Correctly name the file title.

- Related learning outcome: #1
- **Assignment length:** 2 pages.
- **Due date:** September 27, 2024.

3. *Emotional Intelligence Inventory (marked as complete or incomplete, but required to pass the course).*

The Emotional Intelligence inventory assesses a student's ability to identify and self-manage their emotional responses.

- Related learning outcome: #3
- **Assignment length:** 1 hr
- **Due date:** September 27, 2024.

4. *Technology Oral & Written Exam – 5%*

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 18, 2024.

5. *Cover Letter and Resume -10%*

A cover letter and resume will be written up according to the expectations outlined during class.

- Related learning outcome: #1
- **Assignment length:** 2-3 pages
- **Due date:** October 25, 2024

6. *Resources Self-Assessment Assignment -20%*

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)

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

- Related learning outcome: #4
- **Assignment length:** 4 pages.
- **Due date:** November 22, 2024.

7. *Life Management: Thematic Group Project – 20%*

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 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 enhances the presentation. It should also be clear that the group worked well together, practicing time management.

Students must follow the MCS-Horizon 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 4, 2023.

8. *Ministry Analysis Assessment -20%*

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. 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 MCS-Horizon 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 9, 2024.

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

Throughout the course, students will be invited to read through the *Emotional Intelligence 2.0* 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 two weeks. 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 his/her personal life and ministry.

- Related learning outcome: #3
- **Assignment length:** 4 two-minute videos
- **Due date:** Readings: Self-awareness Strategies, September 25, 2024  
Self-management Strategies, October 11, 2024  
Social-awareness Strategies, November 11, 2024  
Relationship Management Strategies, November 29, 2024

Video Uploads: September 30, 2024, October 21, 2024,  
November 18, 2024, December 9, 2024

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

As indicated on the course schedule, this class is being 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.

- 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	12 hrs	Sept. 25, Oct. 11, Nov 11, Nov 29, 2024	
Classroom time	30 hrs	Monday, Wednesday of each week	n/a
Formative work	4 hrs	September 20, 2024	n/a
Literature Search Report	2 hrs	September 27, 2024	10%
EI Inventory	1 hrs	September 27, 2024	n/a
Technology Oral Exam	2 hrs	October 18, 2024	5%
Resume and Cover Letter	4 hrs	October 25, 2024	10%
Resources Self-Assessment	10 hrs	November 22, 2024	20%
Thematic Group Project	15 hrs	December 4, 2024	20%
Ministry Analysis	10 hrs	December 9, 2024	20%
Emotional Intelligence Practicum	3 hrs	Sept 30, Oct 21, Nov 18, Dec 9, 2024	15%
Total =	93hrs		

**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. MCS-Horizon 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 is contingent on guest speakers scheduled. Expect minor adjustments.*

### Reading Schedule

Reading Schedule (Emotional Intelligence 2.0):	
Chapter	Completed
1 - 4	Suggested but not required
5	September 25, 2024
6	October 11, 2024
7	November 11, 2024
8	November 29, 2024

- First submissions of assignments will not be accepted after December 13, 2024.
- Revisions will be requested throughout the course, typically within one week of the student receiving their assignment back from the professor. Watch Populi for further information.
- No resubmission of assignments will be accepted after December 20, 2024.

### Academic Policies

#### **General Assignment Guidelines**

Please see the [MCS-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* on Populi 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 unless approval is granted by the Associate Academic Dean (MCS) or Assistant Academic Dean (Horizon).

Late submissions will be tracked across each student’s program. If a student incurs multiple instances of 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. If one assignment is submitted more than five days late, the student will fail the course.

**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.

**Assignment 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.

**MCS-Horizon College Assessment of Student Work**

The goal of courses is to help students develop their competency, not 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 rubric. Once a student’s assignment has met all competency requirements, the professor will assign a grade for that assignment. Likewise, a final course grade is not calculated until the end of the course. Students pass a course (with a B- or higher) only after they have demonstrated that they have *met or exceeded all competency requirements* for that course and, therefore, only after they have passed all assignments.

MCS-Horizon CBE 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 all learning outcomes.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

If the student does not meet all competency requirements in a course and, therefore, does not pass all the assignments in a course, the course will not be sufficient to fulfill their program requirements at MCS-Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below according to the scale below.

BTM	Beginning to meet expectations	Student was <b>beginning to meet</b> one or more learning outcomes.	C+	2.3	67-69
			C	2.0	63-66



			C-	1.7	60-62
NYM	Not yet meeting expectations	Student made <b>insufficient progress</b> toward meeting learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			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.

### Accessible Learning Services Information

MCS-Horizon aims to provide an accessible learning environment for all our students. If you would benefit from learning accommodations due to temporary or ongoing physical or mental health conditions or learning disabilities, please contact us as soon as possible to schedule a conversation. In all cases we ask that you provide current documentation of the disability or condition you wish to disclose. MCS-Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Wendy Holmes, MCS's Director of Academic Success ([wendy.holmes@mcs.edu](mailto:wendy.holmes@mcs.edu)), or Richelle Bekkattla, Horizon's Library Technician and Academic Accommodations Coordinator ([library@horizon.edu](mailto:library@horizon.edu)).

### 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, either on campus or through livestreaming with their camera on. A student must be present for the full duration of a class period in order to be registered as present for the class. In the case of illness or other unforeseen circumstances, students may miss the equivalent of six hours of class (e.g., one day of a module course or two three-hours classes) 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**

MCS-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 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  
(Free replacement for Quicken)

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

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