



## Leisure for Well Being Undergraduate Course Information Guide

**Course Number: CCH 282 - 2 credits**  
**Delivery Format: Online Async**

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### Course Description

The pursuit of happiness for most people is an important aim in life. A personal feeling of well-being includes "emotional happiness" and the rational satisfaction with one's own life. In this course you will attempt to define the term "well-being" and discover its relationship with other concepts such as mental health and life satisfaction. How does physical exercise influence well-being? How do positive and negative life events influence well-being? Do good social relationships guarantee happiness? Do the expectations one has in life with regard to income influence well-being? Is it important to set goals to achieve a high level of well-being? These and other questions will be addressed in this course. You will try to define things a person can do to increase his or her well-being.

Others' ideas serve as common course content as presented in the material assigned to this course. You will be asked to participate actively and critically, to work individually and in study groups, using your own experience as a field of analysis and reflection. Active group participation will foster a harmonic, interactive environment, which might increase positive relationships among students and foster a feeling of well-being throughout this course.

### Learning Outcomes

After completing this course, you will be able to:

- Identify and discuss criteria of personal health and well-being as part of one's own life experiences.
- Distinguish between both positive and negative factors which affect well-being.
- Set up a personal plan of action to foster your personal well-being.

## Learning Strategies and Resources

Some learning activities, assignments and deadlines will vary depending on the delivery format of the course and may differ slightly from what is presented in this document.

This is a five-week course and is broken into five modules with learning activities and assignments for each module. The modules correspond to the course goals. In Module 1, you will get to know each other, share common definitions of well-being and discuss life experiences, periods of good and bad feelings. In Module 2, expert opinions and lexicon definitions of well-being are discussed and compared to the common definitions, to arrive finally to an agreement of the meaning of the term well-being. Module 3 addresses the influence of physical conditions and physical activity on well-being. Module 4 addresses social conditions of well-being and stress management. Module 5 will be dedicated to the design of a personal plan to reflect on and improve one's well-being.

The five modules consist of literature, readings and assignments to write up. Most of the writings will be posted for online discussion; some discussions will take part in small groups. Active participation in the discussion forums is essential to reach the course goals. At the end of each week, you will write a one-page double spaced paper about a certain subtopic of this course. These papers will "add up" to your final paper. In the fifth week you will "merge" the five papers into your final paper.

You will develop competence in this course through a variety of methods: readings, practice with classmates, informal and formal online discussions.

## Required Readings

Books and learning materials are available at the DePaul bookstore, at <http://depaul-loop.bncollege.com>, or through alternative sources.

- Course text book: Diener, E., & Suh, E. M. (Eds.). (2003). Culture and subjective well-being. Massachusetts: MIT Press. (Paperback edition)
- Additional required reading will be provided

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## Learning Deliverables

The assignments throughout each module should be completed in the order in which they are assigned. Each module assumes the completion of the previous module. Therefore, participation on time in the online discussions is essential. Assignments must be completed according to the due dates given; otherwise, it will not be possible to carry out the discussion assignments.

All units are designed as student activities to be completed during the week. Active participation in the discussion forums is essential. Some units contain exercises to allow you to apply the skills and knowledge you acquire throughout the five modules. You are required to submit exercises to the discussion forums.

## **Discussion Forums**

Discussion Forums are an important component of your online experience. This course contains discussion forums related to the topics you are studying each week. For requirements on your participation in the Discussion Forums, please see "Course Expectations" in the syllabus.

A Course Q & A discussion forum has also been established to manage necessary, ongoing social and administrative activities. This is where the management and administrative tasks of the course are conducted, and where you can ask 'process' questions and receive answers throughout the course. Please feel free to answer any question if you feel you know the answer; this sharing of information is valuable to other students.

## **Assessment of Student Learning**

### **Grading Practices**

For every activity, a grade will be assigned. The criteria for passing require that:

- You participate actively in this course by completing the literature research, the readings and assignments by the due dates.
- You submit your final paper by the due date.
- You consistently, actively, and in a timely fashion participate in the online discussions.

### **Assessment Criteria for Reading and Writing**

Your participation and the usage of proper terminology and new concepts should be evident in the weekly discussion forums. All writing assignments are expected to conform to basic college-level standards of mechanics and presentation.

### **Assessment Criteria for Online Discussion Participation**

In the online discussions you clearly and consistently link what you are learning in the course to real life experiences. Specifically, in order to receive credit for your participation in the online discussion parts of the course it is important that:

- You are able to contribute to the online discussions in a collegial fashion. You may begin your contributions by addressing your peer students with their name. The tone of your contributions may be kind and collegial. Please sign your messages.
- You regularly demonstrate good "listening" skills and active inquiry skills in the online discussions. This means that you pay attention with openness to the commentary of others and you offer constructive and interested commentary, whether in the form of questions or statements.
- You contribute your own original ideas to the online discussion.

Discussions will be assessed Pass/Fail. We will be using the following rubric to evaluate discussion posts, where 3 or 2 is Pass, and 1 or 0 is Fail.

3 = The postings to the discussion reflect research on the topic which is correctly cited. Most postings add new ideas to the discussion. The student provides reasons for agreement or disagreement. Arguments are clear and sustained by evidence.

2 = The postings reflect at least basic research on the topic. The student got involved in the discussion, although the postings could have been more extensive and/or the argumentation could have been better sustained.

1 = The postings to the discussion do not reflect research on the topic and/or the student did not get involved in the discussion after an initial posting.

0 = Research on the topic cannot be identified. Few or no contributions to the discussion. Responses to other students are short and do not add new ideas to the discussion.

## **Assessment Criteria for your Final Paper**

It is important that your final paper:

- Defines several indicators, which define well-being and criteria that positively influence personal well-being.
- Reflects on your personal state in reference to well-being using the defined indicators and criteria.
- Suggests concrete actions how you could improve your personal well-being and the well-being of others.
- Demonstrates your appreciation of other points of view.
- Demonstrates that you are able to integrate evidence derived from your chosen sources into your argument using Standard English with proper grammar, mechanics, and sentence structure.
- Uses proper quotation form, including introduction of your quotation as well as your commentary following the quotation.
- Has an introduction and concluding paragraph.
- Adheres to the APA or MLA styles within your narrative and in your bibliography.

## **Distribution of Grade Points**

<b>Graded Assignments</b>	<b>Percentage of Final Grade</b>
Active and informed participation in 6 online discussions	54%
Weekly Papers	16%
Final Paper	30%

## Grading Scale

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	INC

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## Course Schedule

Week or Module Title or Theme	Readings / Learning Activities	Graded Assignments
Week 1, Module 1:  Getting to Know Each Other, Common Definitions	<p>Read the Assigned Text:</p> <p>Diener, E., &amp; Seligman, M. E. P. (2002). Very happy people. <i>Psychological Science</i>, 13(1), 81-84.</p> <p>Leedle, B.R. (2009). Health Is Not Enough. <i>Population Health Management</i>, 12(4), 175-176,</p> <p>Biswas-Diener, R. (2006). The search for happiness. <i>Science &amp; Spirit</i> (March/April), 28-33.</p> <p>Diener, E. Kesebir, P. &amp; Lucas, R. (2008). Benefits of Accounts of Well-Being - For Societies and for Psychological Science. <i>Applied Psychology</i>, 57, 37-53</p> <p>Groepel, P., &amp; Kuhl, J. (2009). Work-life balance and subjective well-being: The mediating role of need fulfilment. <i>British Journal of Psychology</i>, 100, 365-375</p>	<p>1.1 Introductions Discussion</p> <p>1.2 Personal Experience Discussion</p> <p>1.3 Paper One</p>

<p><b>Week 2, Module 2:</b> <b>Lexicon/Dictionary, Encyclopedia and Expert Definitions</b></p>	<p>Read the Assigned Text:</p> <p>Diener, E., &amp; Suh, E. M. (Eds.). (2000). <i>Culture and subjective well-being</i>. Massachusetts: MIT Press. Pages 3-12 and 13-36.</p> <p>Deci, E.L. and Ryan, R.M. (2008). Hedonia, eudaimonia, and well-being: An introduction. <i>Journal of Happiness Studies</i>, 9, 1-11</p>	<p>2.1 Expert Definitions Discussion</p> <p>2.2 Paper Two</p>
<p><b>Week 3, Module 3:</b> <b>Physical Conditions and Physical Activity</b></p>	<p>Read Bryan, Reed, and Dittmar:</p> <p>Bryan, J., &amp; Tiggeman, M. (2001). The effect of weight-loss dieting on cognitive performance and psychological well-being in overweight women. <i>Appetite</i>, 36, 147-156.</p> <p>Reed, J. &amp; Henert, S. (2009). Post-Exercise Affective Responses in Sedentary African American Females. <i>Journal of Sport Behavior</i>, 32 (3), 357-375.</p> <p>Dittmar, H. (2009). How do "body perfect" ideals in the media have a negative impact on body image and behaviors? Factors and processes related to self and identity. <i>Journal of Social and Clinical Psychology</i>, 28(1), 1-8.</p>	<p>3.1 Mental Predisposition Discussion</p> <p>3.2 Paper Three</p>
<p><b>Week 4, Module 4:</b> <b>Stress Management and Social Conditions</b></p>	<p>Read Diener and Ciarrochi:</p> <p>Diener, E., &amp; Suh, E. M. (Eds.). (2000). <i>Culture and subjective well-being</i>. Massachusetts: MIT Press. Pgs. 113-161.</p> <p>Ciarrochi, J. Leeson, P. &amp; Heaven, P.C.L. (2009). A longitudinal study into the interplay between problem orientation and adolescent well-being. <i>Journal of Counseling Psychology</i>, 56(3), 441-449.</p>	<p>4.1 Social Support Discussion</p> <p>4.2 Paper Four</p>

Week 5, Module 5: Well-being as an Issue of Control and Course Wrap Up		5.1 Final Paper 5.2 Final Discussion

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## Course Policies

For access to all SCPS and DePaul University academic policies, refer to the following links:

[SCPS Student Resources Website](#)

[DePaul Student Handbook](#)

The [D2L Course Website](#) for this course.

## Credit for Prior Learning

Students whose home college is SCPS that have not transferred more than 99 credit hours from community college or exam credit, and have not reached 132 credit hours toward graduation may qualify for prior learning credit. If you have prior knowledge you think may be equivalent to the learning outcomes of a SCPS course, you can contact the Office of Prior Learning Assessment at [scpspla@depaul.edu](mailto:scpspla@depaul.edu) or the [PLA website](#) for information on how to submit a proposal to use Prior Learning Assessment (PLA) credit for a nominal fee in lieu of regular tuition as an alternative to completing a course.

## Course Syllabus

The official syllabus for this course that includes course dates, instructor information and quarter specific details will be provided by the course instructor by the start of the course and available on the course D2L website.

## Course Registration

To find out when this course will be offered next, you can go to the [SCPS Registration website](#) for details on how to register for the course.

For information on how this course can apply to your program, contact your academic advisor.

## **School of Continuing and Professional Studies**

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