Course Description

An applied liberal arts course designed as a capstone which stimulates students to integrate the knowledge and skills of their respective disciplines with their deepest convictions and the living of their whole lives.

Course Textbook


A Bible: Seek a modern translation from the original languages as opposed to a translation of a translation.

Course Learning Objectives

Upon completion of this course, students should be able to:

1. Describe themselves as unique individuals.
2. Compare their personal values and convictions with the ideals of the “American Dream.”
3. Analyze all facets of their lives at home, work, and in the community in terms of vocation.
4. Integrate their deepest convictions with the fulfillment of their vocations.
5. Evaluate the meaning of their lives in terms of service to others instead of the accumulation of wealth and possessions.

Academic Integrity

Honesty and integrity are taken very seriously at Waldorf University. All students should be familiar with the Waldorf University Academic Integrity Policy (found in the current Student Handbook) and the consequences that will result from breaches of this policy.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

The course is divided into eight units. The purpose of the course unit is to create an integrative body of knowledge. Each course unit contains the following activities designed to enhance your understanding of the subject matter.

1. **Study Guide:** Each unit contains a Study Guide that provides students with the learning outcomes, unit lesson, required reading assignments, and supplemental resources.
2. **Learning Outcomes:** Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
3. **Unit Lesson:** Each unit contains a Unit Lesson, which discusses lesson material.
4. **Reading Assignments:** Each unit contains Reading Assignments from one or more chapters from the textbook and/or outside resources.
5. **Suggested Reading:** Suggested Readings are listed in each unit’s study guide. Students are encouraged to read
the resources listed if the opportunity arises, but they will not be tested on their knowledge of the Suggested Readings.

6. **Discussion Boards**: Discussion Boards are a part of all Waldorf courses. Information and specifications regarding these assignments are provided in the Course Policies listed in the Course Menu bar.

7. **Unit Assessments**: This course contains seven Unit Assessments, one to be completed at the end of Units I-VII. Assessments are composed of multiple-choice questions and written response questions.

8. **Unit Assignments**: Students are required to submit for grading Unit Assignments in Units I, III, V, and VII. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with each assignment. Specific information about accessing these rubrics is provided below.

9. **Final Exam**: Students are to complete a Final Exam in Unit VIII. All Final Exams are proctored—see below for additional information. You are permitted four (4) hours to complete this exam in the presence of your approved proctor. This is an open-book exam. Only course textbooks and a calculator, if necessary, are allowed when taking proctored exams. The Final Exam is composed of multiple choice questions and written response questions.

10. **Ask the Professor**: This communication forum provides you with an opportunity to ask your professor general or course content related questions.

11. **Student Break Room**: This communication forum allows for casual conversation with your classmates.

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**Unit Assignments**

**Unit I Reflection**

Reflective Writing Assignment 1: “Who Am I?”

Who are you? Who and what has shaped you to be the person you are? What makes you unique? No one else is exactly like you, so what is it that makes you different? What sets you apart? What is your purpose in life? Be specific in describing yourself.

Your paper should be 500 words and double-spaced.

Information about accessing the Grading Rubric for this assignment is provided below.

**Unit III Reflection**

Reflective Writing Assignment 2: "What Gives Your Life Meaning?"

How do you feel needed? What makes you think your life matters? How do you know you count?

Your paper should be 500 words and double-spaced.

Information about accessing the Grading Rubric for this assignment is provided below.

**Unit V Reflection**

Reflective Writing Assignment 3: "My Vocation"

What are your gifts and abilities? What are you most interested in and passionate about? “Where does your deep gladness meet the world’s deep hunger?” To what are you being “called?” Does that calling fit with what you are pursuing with your education?

Your paper should be 500 words and double-spaced.

Information about accessing the Grading Rubric for this assignment is provided below.

**Unit VII Reflection**

Reflective Writing Assignment 4: “Vocational Comparison?”

In this paper, you will compare and contrast the vocation paper you wrote in Unit V with the thoughts and feelings you had at the beginning of your enrollment to this university.
Examine your beliefs when you started your program at this university. Have your interests, passions, talents, and abilities changed over time? How has your understanding of vocation and of your place in the world changed? Do you hear different calls now than you did when you first started your journey of higher education?

Your paper should be 500 words and double spaced.

Information about accessing the Grading Rubric for this assignment is provided below.

**Submitting Course Papers/Projects**

Once you have completed your papers/projects, submit your completed papers/projects by uploading through the Assignment tab in each unit. Do not e-mail your paper directly to your professor. By using the Assignment tab, your record will automatically be updated to indicate you have submitted your papers/projects and the assignment will be provided to your professor for grading. Instructions for submitting your assignment can be found under the Assignment tab in each unit.

**APA Guidelines**

Waldorf University requires that students use the APA style for papers and projects. Therefore, the APA rules for formatting, quoting, paraphrasing, citing, and listing of sources are to be followed. Information about using APA style can be found in APA Style Help in the Course Menu. This area provides links to internet sites, tutorials, and guides that provide comprehensive information on APA formatting, including examples and sample papers.

**Grading Rubrics**

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Discussion Board, (2) Assessment (Written Response), and (3) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Discussion Board rubric can be found within Unit I’s Discussion Board submission instructions.

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting the “Grades” link.

**Again, it is vitally important for you to become familiar with these rubrics because their application to your Discussion Boards, Assessments, and Assignments is the method by which your instructor assigns all grades.**

**Communication Forums**

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

[Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.](#)
Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Final Exam Guidelines

Proctored Final Exams are taken online. Final Exams are to be administered to students by an approved proctor on a date that is mutually convenient. The student is responsible for selecting a qualified proctor that must be approved by the University. To view a list of acceptable proctor qualifications, see the Proctor Agreement form. The Proctor Agreement form is located in the Online Forms, Courses page of the myWaldorf Student Portal.

To request your proctored final exam and/or review the complete Examination Proctor Policy and Proctor Agreement, submit the Request, go to the Request to take Final Exam Online (Online Exam) form. The Request to take Final Exam Online (Online Exam) form is located in the Online Forms, Courses page of the myWaldorf Student Portal.

Grading

<table>
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<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Discussion Boards (8 @ 1.25%)</td>
<td>10%</td>
</tr>
<tr>
<td>Reflection Papers (4 @ 12.5%)</td>
<td>50%</td>
</tr>
<tr>
<td>Unit Assessments (7 @ 2%)</td>
<td>14%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>26%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
## REL 4035, Life, Meaning, and Vocation

### Course Schedule

By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

### Unit I: Beginning the Search for Identity and Meaning

<table>
<thead>
<tr>
<th>Review</th>
<th>Unit Study Guide</th>
</tr>
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| Read:  | The Bible  
|        | Ecclesiastes  
|        | *When All You've Ever Wanted Isn't Enough: The Search for a Life That Matters*  
|        | Chapter 1: Was There Something I Was Supposed to Do with My Life?  
|        | Chapter 2: The Most Dangerous Book in the Bible  
|        | *Lives that Matter: What We Should Do and Who We Should Be*  
|        | *Composing a Life Story*, pp. 459-467  
| Discuss: | Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
|         | Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)  
| Submit: | Assessment by Tuesday, 11:59 p.m. (Central Time)  
|         | Reflection Paper by Tuesday, 11:59 p.m. (Central Time)  

### Unit II: Continuing the Search for Meaning

<table>
<thead>
<tr>
<th>Review</th>
<th>Unit Study Guide</th>
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</table>
| Read:  | *When All You’ve Ever Wanted Isn’t Enough: The Search for a Life That Matters*:  
|        | Chapter 3: The Loneliness of Looking Out for Number One  
|        | Chapter 4: When It Hurts Too Much to Feel  
|        | Chapter 5: Feeling No Pain, Feeling No Joy  
|        | Chapter 6: “But the Fool Walks in Darkness”  
|        | Chapter 7: Who’s Afraid of the Fear of God?  
| Discuss: | Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
|         | Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)  
| Submit: | Assessment by Tuesday, 11:59 p.m. (Central Time)  
|         | Proctor Approval Form  

Notes/Goals:
## Course Schedule

### Unit III: Finding Meaning

**Review:**  Unit Study Guide

**Read:**  
- *When All You've Ever Wanted Isn't Enough: The Search for a Life That Matters*
  - Chapter 8: Go Eat Your Bread in Gladness
  - Chapter 9: Why I Am Not Afraid to Die
  - Chapter 10: One Question Left Unanswered

**Discuss:**  
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**  
- Assessment by Tuesday, 11:59 p.m. (Central Time)
- Reflection Paper by Tuesday, 11:59 p.m. (Central Time)

### Unit IV: Significance and Authenticity

**Review:**  Unit Study Guide

**Read:**  
- *Leading Lives that Matter: What We Should Do and Who We Should Be:*
  - Preface
  - Introduction
  - Prologue
  - "Why I Became a Jungle Doctor", pp. 29-36
  - *The Ethics of Authenticity*, pp. 49-59

**Discuss:**  
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**  
- Assessment by Tuesday, 11:59 p.m. (Central Time)

Notes/Goals:
### Unit V  Vocation & Hearing One’s Callings

**Review:**
- Unit Study Guide

**Read:**
- *Leading Lives that Matter: What We Should Do and Who We Should Be*
- "Vocation", pp. 111-112
- "The Giver", pp. 386-394
- "I Hear Them...Calling", pp. 395-403
- *Good Will Hunting*, pp. 322-329

**Discuss:**
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- Assessment by Tuesday, 11:59 p.m. (Central Time)
- Reflection Paper by Tuesday, 11:59 p.m. (Central Time)

### Unit VI  Vocation & Control Over One’s Life

**Review:**
- Unit Study Guide

**Read:**
- *Leading Lives that Matter: What We Should Do and Who We Should Be*
- "Invictus", pp. 434-435
- "Passed On", pp. 435-437
- "The Last Hours", pp. 438-439
- *The Book of Jonah*, pp. 440-443
- *A Letter to His Wife, 1861*, pp. 444-446
- "Weddings", pp. 447-449
- *Thoughts in Solitude*, pp. 449-450

**Discuss:**
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- Assessment by Tuesday, 11:59 p.m. (Central Time)

Notes/Goals:
# Course Schedule

## Unit VII  
**Vocation & Identity**

**Review:**
- Unit Study Guide

**Read:**
- *Leading Lives that Matter: What We Should Do and Who We Should Be*
- “Must My Job Be the Primary Source of My Identity”, p. 181-187
- “Just Work”, pp. 188-191
- “Why Work”, pp. 191-195
- “The Door in the Wall”, pp. 201-215
- “The Sabbath”, pp. 216-221
- “Friendship and Vocation”, pp. 229-243

**Discuss:**
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- Assessment by Tuesday, 11:59 p.m. (Central Time)
- Reflection Paper by Tuesday, 11:59 p.m. (Central Time)
- Request to take Final Exam

## Unit VIII  
**Vocation & A Balanced Life**

**Review:**
- Unit Study Guide

**Read:**
- *Chapter Leading Lives that Matter: What We Should Do and Who We Should Be*
- “Is a Balanced Life Possible and Preferable to a Life Focused Primarily on Work?”, p. 245-254
- “Generativity Crisis of My Own”, pp. 263-272
- “There’s No Place Like Work”, pp. 273-277
- “Defining a Doctor”, pp. 278-280
- “An Invisible Web”, pp. 283-294
- “Two Eulogies for Yitzhak Rabin”, pp. 294-297

**Discuss:**
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- Final Exam by Tuesday, 11:59 p.m. (Central Time)