



The purpose of this participation assignment is to experience solitude and then reflect on your experience. This activity is to take place during class time on Thursday, August 29 at 1:00 PM. You are to spend time in solitude for 45 minutes (no TV, no radio, no reading, no sleeping just alone with no distractions). You will then have 30 minutes to write a reflection on the experience by responding to the following items:

- What did you notice about where your thoughts went? What did you notice about where you tried to prevent your thoughts from going?
- What is the difference between loneliness and solitude?
- What are your overall reflections on the experience?

I anticipate your reflection to be 1-2 double spaced, typed pages, 12pt font, 1-inch margins.

### **JOURNALS:**

Over the course of the semester, you are to complete nine journals worth 10 points each. In order to receive full credit, you need to complete all nine journals. Each journal will have a specific topical theme that needs to be addressed. See the course schedule in order to identify each journal topic and its due date. Each journal will be approximately 1 typed page (12pt Times new roman font, 1-inch margin) and should be turned in via the dropbox on Canvas by 11:59pm on the date it is due.

### **Measurement Procedure:**

Students will be evaluated on the completeness of their reflection with regard to the topic area

One part of this course is to reflect on your development in the course overall.

The purpose of this paper is to outline your personal self-development plan. You will be provided an assignment handout at a later point in the semester which details the assignment. In general, however, you will be asked to attend to the following things:

- What is your definition of self

**Total**  
**The grading scale is**

**275**

A =94-100%

B- =80-83%

D+ =67-69%

A- =90-93%

C+ =77-79%

D =64-66%

B+ =87-89%

C =74-76%

D- =60-63%

B =83-86%

C- =70-73%

F =59% & Lower

**TEACHING METHODS:**

This class will be taught using combined methods including didactic methods, experiential methods, and interactive activities.

**Diversity Statement:**

All department faculty, staff and students will maintain respect for differences and honor factors that reflect diversity in our community, including age, culture, environment, ethnicity, gender, health/ability, nationality, race, religion, sexual orientation, spirituality, and socioeconomic status.

**Academic Dishonesty:**

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner

Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the [Student Conduct Code](https://www.unlv.edu/studentconduct/student-conduct), <https://www.unlv.edu/studentconduct/student-conduct>.

**Auditing a Course:**

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

**Classroom Conduct:**

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of devices such as cellular phones and pagers, or other potentially disruptive activities are only permitted with the prior explicit consent of the instructor. Students are specifically prohibited to record classes without instructor authorization, including online/remote classes (either audio only, or video and audio). The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Since the COVID-19 pandemic forced some instruction to be delivered remotely starting in Spring 2020, numerous students have asked instructors to record their synchronous classes, so that they can access them at their convenience. Instructors who agree to record their classes (audio only, or video and audio) should inform students in advance. Recorded lectures may not be broadly released to anyone but made available exclusively to those students enrolled in the class during the particular academic term. Recorded lectures must be stored securely and

Retention Policy, meaning that the recordings can only be deleted 120 days after the end of class (i.e.,

after grades are posted). Once this requirement is met, the recordings should be deleted. Class recordings are protected from disclosure, as they are deemed part of an educational record under the Family Educational Rights and Privacy Act (FERPA).

**Copyright:**

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for student or employee violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under [University policies](#). Additional copyright policy information

or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor.

The Academic Success Center (ASC), at the Claude I. Howard Building, provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the [ASC website](https://www.unlv.edu/asc), <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

**UNLV Writing Center:**

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3 301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

**Diversity Statement:**

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see [University Statements and Compliance](https://www.unlv.edu/about/statements-of-diversity), <https://www.unlv.edu/about/statements-of-diversity>

- Class Topic: Barriers to personal growth
- Assignment Due: Journal 1: Awareness

**WEEK THREE:**

- Reading Due: Ch. 6
- Class Topic: Developing awareness
- Assignment Due:
- Reading Due: Ch. 6
- Class Topic: Childhood, adolescen.000p3-0 /F2 12 Tf1 0 0 JETQq0.00000912 0 612 792 reW\*hBT/F2 12



- Reading Due:
- Class Topic: The Secret
- Assignment Due:

#### WEEK NINE:

- Reading Due: Ch. 9
- Class Topic: Love
- Assignment Due: Journal 6: Relationship needs
- Reading Due: Ch. 10
- Class Topic: Relationships
- Assignment Due:

#### WEEK TEN:

- Reading Due: Ch. 11
- Class Topic: Gender and Behavior
- Assignment Due: Journal 7: Reflect on relationships
- Reading Due: Ch. 12
- Class Topic: Sex and Sexuality
- Assignment Due:

#### WEEK ELEVEN:

- Reading Due: Ch. 14
- Class Topic: Psychological disorders and mental health
- Assignment Due:
- Reading Due:
- Class Topic: NO CLASS
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#### WEEK TWELVE:

- Reading Due:
- Class Topic: Death and loss
- Assignment Due: Journal 8: Reflections on those you have lost or are losing
- Reading Due:
- Class Topic: Grief and grieving processes
- Assignment Due:

#### WEEK THIRTEEN:

- Reading Due: Ch. 15
- Class Topic: Therapy
- Assignment Due: Journal 9: Your choice!
- Reading Due:
- Class Topic: Self-Authorship
- Assignment Due:

#### WEEK FOURTEEN:

- Reading Due:
- Class Topic: Making meaning, values, and forgiveness

- Assignment Due:
- Reading Due:
- Class Topic: THANKSGIVING BREAK
- Assignment Due:

### WEEK FIFTEEN:

- Reading Due:
- Class Topic: Pathways to and maintaining personal growth
- Assignment Due: Self-Authorship Paper due to CANVAS by 11:59pm
- Reading Due:
- Class Topic: Review for final exam
- Assignment Due: End of Semester Potluck!

### WEEK SIXTEEN:

- Reading Due:
- Class Topic: FINAL EXAM
- Assignment Due: Due to CANVAS by 11:59pm

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### JOURNAL 1-AWARENESS

Complete a guided meditation (minimum five minutes) and journal about your awareness. What did you notice while you were following your awareness? Discuss awareness and why it is important to personal growth. Some resources to find a free guided meditation: <http://marc.ucla.edu/mindful-meditations> [www.calm.com](http://www.calm.com).

### JOURNAL 2 FAMILY INFLUENCES

Explore your family and how they impact(ed) your personal growth. Discuss things like how your family has influenced who you are. Do you identify with your role in your family? (i.e., I am a sister, youngest child, the responsible one, etc.) Do you hold beliefs or traditions because of your family? What role does family play in our identity development?

### JOURNAL 3-PERSONAL WELLNESS

Write a dialogue (conversation) between two parts of your personal wellness (be creative!) to explore the relationship between these things and how they impact your overall wellness.  
EXAMPLE: Dialogue between procrastination and motivation:

M: I really need to get a head start on my homework so that I'm not staying up all night to do it at the last minute. I want to be able to enjoy my weekend instead of cramming to finish this paper, I think that will make me happier.

P: Let's just do it later! It's Thursday and all your friends are going to happy hour; you deserve a break! You work so hard!

M: I guess you're right; self-care is an important part of being a good student.

Discussion: I can see now how I justify putting things off until the last minute. I do also agree that it's important to take a break every now and then and that self-care is an important part of

being well rounded. I need to find more balance between procrastination and motivation.

#### **JOURNAL 4-PERSONAL TIMELINE AND REFLECTION**

First, write a personal timeline including events that you find significant i.e., birth, birth of sibling, family trip, separation, winning an award, school milestones, moving, etc. Include all the events that you feel are relevant than provide a brief discussion about the events that you included. Discuss what surprised you, what didn't surprise you, what did you think was important that upon reflection was not or vice versa.

EXAMPLE:

1980- Born 1991 - Receive Hogwarts Letter 1997 - Battle of Hogwarts

Discussion: I was not surprised at the events that I included in my timeline. I think anyone who knows me would not be surprised that I find these to be the most important events. If I had more time, I would probably include a lot more relevant events, but these stand out the most.

#### **JOURNAL 5-WHO DO YOU WANT TO BE AND HOW DO YOU KNOW?**

Define the person you want to be and discuss how you know that's who you want to be. You can discuss events in your life that have impacted this as well as beliefs, values, goals, etc. Consider where you are on your journey to becoming that person and discuss this assessment of yourself.

#### **JOURNAL 6 RELATIONSHIP NEEDS**

Now that we have talked about the difference between liking and loving and the different types of love, think about what you need in a relationship. What do you believe your partner needs in a relationship? Take some time to assess the relationships in your life (romantic and non-romantic), are you getting what you need? Are you giving what your partner needs? What barriers are in the way of you getting your needs met? What can you change to make sure your needs and the needs of your partner (or friend or family member, etc) are being met?

#### **JOURNAL 7 REFLECTION ON RELATIONSHIPS**

