

Student Affairs, UC Irvine  
**Living 101: Being Happy and Whole**  
**SYLLABUS**

Course Code TBD – Fall 2018

Day, time TBD

Location TBD

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### **Course Description & Learning Outcomes**

Welcome to Living 101: Being Happy and Whole! The next 10 weeks have the potential to be an eye- and heart-opening time for you. Whether you have delved into this kind of personal development already, or it's brand new for you, you will benefit from this class.

This is a “life-mastery” course, designed to strengthen your non-cognitive approach to your life so you can have more happiness, success and fulfillment, at UCI and beyond, no matter what is going on around/with you. The concepts and practices we explore will strengthen your *inner* abilities - the most powerful means you have - to create the kind of life you most want to live.

We start at the core, your concept of *who* and *what* you are, and how the world works, through exploration of Universal Laws, energy dynamics and metaphysics, and Consciousness. This section includes what I call an “archeology of the Self,” through which you’ll get clear on your beliefs and values and how they impact your thoughts and behaviors, and subsequently, your results and experiences.

We’ll expand from there to explore your outward expression of that Self, including how you “show up” in the various circumstances in your life. Are you empowered, optimistic, courageous, curious, and playing full out? Or are you feeling held back, fragmented, seeing all the negatives, wanting to be someone else, and generally playing small? Without judging either as right or wrong, we’ll ask how what is going on is serving you, and using the teachings from the class, we’ll create a real-time path toward having things be better.

My **overall** goal is to enable you to learn practical, actionable skills that help you transition into young adulthood and your careers with more courage, confidence, inner peace and happiness. The class combines lecture with small group experiences, games, laughter and artistic expression to help you identify inner issues and create personal strategies and action plans to resolve them. Your creativity, evaluative and synthesizing abilities, as well as written and verbal communication skills will all be applied and strengthened throughout.

On a scale of 1-10 with 10 being the hardest, on the challenging scale, I'd rate this course a variable 7. The content and tasks are *not* difficult to understand or hard to work with. The rating reflects the fact that **mastery requires commitment and practice**. If it's hard for you to commit to yourself, the course may feel harder and uncomfortable; if not, it will be pretty simple and enjoyable. **We'll do a lot during class sessions, but full integration will depend on you incorporating the tools, ways of thinking and practices into your life on an ongoing basis until they become second nature.** This is not about learning some things so you can pass a test or wow me once with some words on a page. **It's about incorporating the wisdom into your lifestyle as the starting point for how you create your life from this point forward. The goal is to create a firm foundation on which to build for years to come.**

I've structured the quarter so that each session builds on the prior session's principles and practices, while taking things deeper through incorporation of complementary ideas, concepts, tools and practices. We'll also devote time to situational coaching so that if something is emotionally/mentally pressing on you, we can apply the teachings to help you deal with it in the moment. I believe you will find this class dynamic, stimulating, and fun. I will certainly be doing my best to make that the case, and I invite you to invest in helping make that an outcome as well.

By the end of the course, you will be able to:

1. Describe Universal Laws, metaphysics and energy dynamics, Consciousness, heart vs. brain power, compassionate communication, and how they impact individual life situations (from lecture, readings, discussions and case study analysis).
2. Apply the concepts and tools to real situations in your life so you can create personal practices that help make life simpler and more fun (through case study analysis, discussion and personal application outside of class).
3. Strengthen self-awareness, self-acceptance, self-esteem, self-care and self-love so you are a more grounded, connected and powerful leader of your life (through in-class experiences, short reflection writings, and personal application outside of class).
4. Improve empowered decision-making so you feel more confident through life's ups and downs (through in-class experiences, short reflection writings, and personal application outside of class).
5. Begin releasing beliefs/values/behaviors that are self-sabotaging (through personal reflection and application outside of class).
6. Create new interpersonal connections based in mutual understanding and exploration so you have an expanded support network of like-hearted individuals and a deeper sense of belonging (through paired and small group discussions and other in-class interactions).

## Required Course Materials

Readings for this class will come from a number of sources, but the primary and required book is *The Energy of Life*, Jimmie and Barbara Lewis, ISBN: 978-0-9914629-2-6; 2014 Edition, 1+1=1 Publishing.

You are expected to have completed all readings prior to class. I'll also provide handouts, articles, case studies and other perspectives to read. Copies of the PowerPoint lecture presentations will be available online on the Course Materials page of the course website (<https://eee.uci.edu/18f/86580>). I request that you print them out in the Notes format and use those for handwritten note-taking. This is because data on learning outcomes suggests that students who write their notes do better than those who type them on their computers.

### FINAL EXAM

**There is NO final exam for this class. Instead of a final, you will create and present a Capstone project. Attendance is mandatory on the final day of class, meaning you must attend to pass.**

## Grading

This is a 1.3 unit Pass/No Pass course. In order to receive a passing grade, you must attend a minimum of 9 classes and complete all assignments, including readings, reflection papers, case analyses, Golden Nuggets and the Capstone Project. Active participation in class is expected.

### **Attendance and Class Contribution**

Attendance is essential to your success in this course. Attendance is tracked through your initials on the Attendance Sheet. I will excuse one missed class session, after which, your grade will be impacted. It is your responsibility to get the notes and manage integrating whatever you missed. **Missing a day when an assignment is due doesn't excuse you from turning in the assignment on its due date. I don't accept late assignments. Missed assignments must be made up with substitute work. Attendance on the day scheduled for the Capstone presentations is mandatory.**

### **Assigned Readings**

The assigned readings are core elements of the class, but for most learners, completing the readings is only the foundation of learning. Your engagement in and contribution to in-class activities is a primary way to integrate the concepts more completely. What is shared in class will be *supplemental* to what's in the readings, not simply a regurgitation of it. We'll discuss stories and case examples to bring the concepts to life, and to give you an opportunity to apply critical thinking and interpretation relative to your personal experiences. Data on learning outcomes indicates that those who regularly participate in class receive a full grade level improvement in final grade versus their peers who do not participate. Even in a P/NP class, your active participation makes a difference.

### **Creative Communication Assignments**

**Golden Nuggets (2)** are short summaries of *your* key take-away and how you will apply the learning from the material presented in class and/or the chapter reading. They can be handwritten on 3x5 cards and must be submitted according to the Course Outline. Each one should demonstrate your most profound take-away from the material covered as it specifically relates to your challenges, successes, failures, etc. in your life. This assignment gives you an opportunity to interpret what you've read/heard and communicate it in your own words, and should aid you in understanding, application and integration of the concepts. Golden Nuggets are individual assignments and should not be worked on collaboratively. Additionally, they assess your integration and communication skills, so simply copying from lecture slides or readings is not acceptable.

**Reflection Paper (1)** is a short 1-2 page paper through which you will share your thoughts on a particular topic assigned in class. The assigned topic could come from the reading, class discussion, in-class experience, or case analysis. It should be a thoughtful presentation of your personal point of view on the assigned subject, and not meant to require additional research or reading to complete (but they certainly can if you are interested in doing so). **Your paper should be a minimum of one full 8.5 x 11 page, single**

**spaced, Arial 11 font. Turning in less than this will result in a make-up assignment.**

**Case Analyses** are done in class. You'll discuss the case handout in pairs or triads, interpreting what is going on and what each party in the case could do differently to manage and/or transcend the situation. We will debrief the case as a group.

The **Capstone Project** is a combination of a summary of what you've learned and a statement of how you will express it in your life going forward. It can take any form you like, as long as it authentically expresses you. It is a combination of written communication and creative expression. The details of the project will be provided by week 6. **You must follow the individual steps of the Capstone Rubric to receive full credit.**

## **MY EXPECTATIONS**

To help you understand what might be underneath my behaviors and subjective evaluation of your contributions, here is a brief list of my values:

- ◆ Fairness
- ◆ Authenticity
- ◆ Contribution, Collaboration and Community
- ◆ Results (not simply effort)
- ◆ Proactive Communication and Engagement
- ◆ Thinking & Problem-Solving
- ◆ Personal Responsibility (meaning you take responsibility for your learning)

I'm happy to expand on these if you would like to know more. You are welcome to ask me in class or schedule a meeting during office hours to discuss privately.

### **Name Tents/Nametags**

To facilitate my monitoring of in-class contribution, and to help me learn your names, please bring and use a name tent each class.

### **Subject Matter Expertise**

The topics we will explore have been studied, written about, and experienced throughout time all over the world. Every culture has an approach to spirituality, happiness, leadership, communication, and creative expression. I have studied and applied the topics for more than 20 years in my own life. I've coached young people and adults using a process I created from my observations and experiences, and have written about in my #1 best-selling book, **Living Happy to Be ME! - Dancing Your Soul Lightstyle**.© I believe you will find what I share meaningful and applicable to your personal situations.

The ultimate decision about what is right for you is yours. I encourage you to share what's working and what's not, what feels in alignment and what doesn't. I'm passionate about teaching this subject matter, but I'm not here to listen to myself speak. Without your engagement, the circle is broken. Your input helps me ensure I'm supporting your personal development. Let's support one another to give and receive our best.

### **Additional Readings**

I sincerely hope that all of you are stimulated to go much deeper with the concepts and practices we explore. The more I've been a messenger of this work, the more I've found diverse content and variations on practices that uplift and support me to be more happy, peaceful, inspired and content, while I'm also creating external worldly success and dealing with external disappointments and difficulties. I have a beautiful library of books, poetry, quotations, etc. so if you'd like some suggestions on additional readings, please be sure to ask!

## **COURSE POLICIES**

### **Academic Honesty**

Students are expected to comply with the University's policy on academic honesty in all aspects of the class. You can find details about the Academic Honesty Policy at the following website: <http://www.editor.uci.edu/>

[catalogue/appx/appx.2.htm#top](http://catalogue/appx/appx.2.htm#top).

Using any materials other than those developed by you for written assignments is unacceptable behavior and violates Academic Honesty Policy. Allowing another class member to copy your work is unacceptable behavior.

Any person engaging in this type of behavior will be assigned a grade of zero on the involved assignment. A repeat of this situation will lead to a non-passing grade for the course. Also, keep in mind that this type of behavior degrades your work and yourself, and defeats the purpose of taking this class in particular.

### **Technology**

You are expected to be courteous with your use of technology in class. This means you should silence your cell phone (vibrate is not silence). I also expect that your focus in class will be on what is going on in class, and not on doing other things on your laptop, tablet, or phone. Absolutely no texting will be tolerated.

### **Mutual Respect**

It's imperative that you respect divergent points of view and support an open forum that encourages your classmates to participate. You will learn from and grow with one another. Staying open to all that is shared will enable you to go the furthest.

### **Special Needs**

If you have a special need that will help you be more successful in this class, please go to the Disabilities Service Center and work directly with them for an official accommodation.

*Valerie Sheppard*

October 2018