



Integrative Seminar E01 PSYCH 4884 – Spring 2019  
Asynchronous Learning - Psychology Department  
University of West Georgia

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### **Course Summary**

This course is designed to provide you with an integrative “capstone” to complement the courses you have taken as a psychology major. The basic aim of this course is to have you reflect on your central learning(s) of psychology, and to then direct such reflection into the creation of various personal, academic, and professional development. Also, there are two central philosophies driving this course. They are *reflection* and *repurpose* as related to your life.

First, reflection is used as a tool to better understand the journey you have been on as well as identify the key moments in your life that are significant and in some cases, life changing. It seems as though it is easy to forego those moments and miss the meaning we are *supposed* to extract from them.

Secondly, the term repurpose has been used in our vocabulary today as a way to use something that was discarded. I find this interesting since we tend to discard our experiences and not repurpose them to help create something new, our future. In this course, these two principles will be our guiding philosophies as we create new pathways for your life.

### **Course Format and Your Role**

This course will be conducted in an online environment. What this means is that you are responsible for the completion and full understanding of all assignments related to this course. It is a common belief that online learning is easier than face-to-face, but it has been my experience that online courses are more difficult. The course, and your performance in it, will be optimal if you prepare for and attend to every component. This course is solely reliant on D2L components. It is thus 100% your responsibility to familiarize yourself with all of the technological requirements to complete an online course. If you have questions about anything technology related, please contact Distance Education (<http://www.westga.edu/~distance/>) or call 678- 839-6248. You will need Microsoft Office for this course, which is provided free by UWG at Student ITS.

### **Course Objectives**

1. To become better-prepared for life after graduation, whether you will be entering the work world or going on to graduate school
2. To take practical steps toward professional and academic development
3. To create a quality resume or portfolio to use in your future endeavors



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**Instruction for success**

There are 6 main components which you will be graded on and are required to complete to successfully fulfil the requirements for this course. They are as follows:

- a. Life plan
- b. Significant Life Events
- c. Self-Discovery
- d. Vision Statement
- e. Career/Academic Pathway
- f. Final Video Presentation

**a. Life Plan (4-5 pages, double spaced)**

Why create a life plan? There is a great deal of power in having both a personal vision and a clear picture of your current reality. Having this perspective will generate a force within you that will move you toward your vision, and the production of tangible results. Wherever you are, start there. People often hesitate to take the first step in developing a life plan. One reason is that many people believe that the document must be perfect and complete. Quite the opposite is intended. The life plan is a lifelong working document. Begin with an imperfect first version, knowing that you will enhance it over time. The key is to start!

**b. Significant Life Events (about 4-5 pages, double spaced)**

Begin by writing about at least 2-3 significant life events. A significant life event is a specific happening, a critical incident, a key episode in your past, set in a particular time and place. It is a specific moment in your life that stands out to you for some reason. Describe 2-3 of the most critical incidents in your life to date. What was the impact of these events on the course of your life and who you are as a person? Feel free to write as much as you would like here (minimum of 4-5 double-spaced pages).

**c. Self-Discovery Assignment – (4-5 pages, double spaced)**

‘The universe is made up of stories, not atoms’ as written by Muriel Rukseyser. Our identities are best understood when expressed narratively – who we are in the world, how we became who we are, and how we make meaning of our experiences. As a Social Psychologist, I believe people have many stories that constitute their-selves, stories evolve over time as the present constructs and reconstructs the past. In this assignment, you are required to discover your-self, as you reconstruct your journey from your first psychology course to the last one (4884). This paper is a narrative of your experiences that have contributed to who you are as you prepare to ‘face the real world’. Be as detailed and inclusive as possible.



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**d. Vision Statement (5-7 pages, double spaced)**

This part consists of four general areas containing thought-provoking questions. Please respond to the following guiding questions. Feel free to ignore or add to these questions as you see fit. Remember, this is a creative and dynamic document, so make it your own, and try to integrate what you wrote in your previous work to help you with your Vision Statement.

1. Conceptual image of yourself, both personal and professional

Who are you? – What do you do? Who do you do it with? What value do you add to your world? – How do you introduce yourself? • Who do you say you are to others? • What are your personal strengths? Why? What are you good at? • What are your technical and professional competencies? • What are your weaknesses? Why? • What do you have passion for? What gives you joy? • Who do you learn from? What are you learning from them? • Are you a mentor to anyone? If so, to whom, and concerning what area? • How well do you manage the agreements you make with others and yourself? • How do you manage trust with others? • How trustworthy are you? • What results are you producing? • Why? • How do you achieve results? • What is your approach when results are not forthcoming?

2. Purpose, personal, and professional vision

What is your life's purpose? Why are you here? What are you here to accomplish? • If your life were on tape, and you fast-forwarded the tape so that you were at the end looking back, what do you see? • How do you feel? • What in your past would you change?

3. Goals and objectives (2–5 years), both personal and professional

What are your goals and objectives? • What areas in your life do these goals and objectives encompass? • What areas are not addressed? • How would you know if these goals and objectives were accomplished?

4. Near-term actions (3–6 months)

What actions will you take to improve yourself personally and professionally? • What results do you expect to create in the next 3–6 months? • What will you experiment with? • What risks will you take? • What will you read, do, study, experience to make this happen? • What feedback will you seek? • What relationships will you create, mend, or improve? • How will you build agreements and trust? • What feedback will you seek? • What relationships will you create, mend, or improve? • How will you build agreements and trust?



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**e. Career/Academic Pathway (3-5 pages, double spaced)**

After working on the parts of this course that brings you to reflect on your life and explore the possibility of repurpose, what pathway have you decided to choose? Are you moving towards a career after graduation? Maybe grad school is the pathway you have selected and need to begin the process of preparing for additional education. Based on your decision, this section is designed for you to gather the necessary information and resources that will equip you to support your decision. Please make an appointment with Career Services and explore what resources are available to transition you to the next chapter of your life. Here are a few questions to consider in making your appointment and in writing your paper – What pathway have you decided is best for your life? • Grad-school? • Career? What documents are needed to support either pathway? • Do you have a resume? • Do you have a cover letter? • Do you have a Curriculum Vite (CV)? • Do you have a Letter of Intent or Research Statement? • What was the main reason for your visit to Career Services? • What did you learn? • What was the experience of visiting Career Services like? •

**f. Final Video Presentation (3-5 Minutes)**

As you bring everything to a close, this final video presentation is a culmination of the components of this course. In this final assignment you will incorporate the two overarching philosophies of this course as well as the work you have done and professionally present your-‘self’ the way you want a potential employer or grad-school institution to come to know you. This assignment needs to be well thought out and planned, as well as edited to the best of your ability. In other words, do not sit in your car, or in your bathroom and hold your phone and read from a script. I am looking for you best professional attempt, not perfection but excellence. Remember, this is your 3-5-minute moment to showcase the college graduate who is ready for the next chapter of his/her life.

**Grades**

a. Life plan →	100 points
b. Significant Life Events →	100 points
c. Self-Discovery →	100 points
d. Vision Statement →	200 points
e. Career/Academic Pathway →	100 points
f. Final Video Presentation →	100 points

**Total points possible → 700 points**

**Grading Scale**

Course grade is determined entirely by the total points a student earns:

90-100% →	A
80-89% →	B
70-79% →	C
60-69% →	D
Below 60% →	F



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**Policies**

**Communication & Engagement:**

The best way to communicate with me is through email. On weekdays, I will attempt to respond to you within 24 hours and 48 hours on the weekends. If I am out of town or attending a conference, responding may take longer than normal. I would strongly suggest that you use the email system within Course Den to communicate with me. All course related communication will be done within Course Den. It is important that you log into Course Den regularly for any updates or additional information related to the course. It is also important to maintain a strong professional manner in communicating with me. Your emails should be structured as follows:

Subject: “Your Name” and “4884-Section #”

Body of email: (Dear/Hello) Professor/Dr. La Fleur

“The reason for your email” - Well constructed and professionally written!

“End with Thank you or an appropriate ending”.

If this format is not followed, this can/will affect your final grade!

One of the goals of this course is to get you ready for life ‘post grad’ and the way we communicate is an important of your transition. I urge you to be mindful of your email messages. I will not accept poor grammar and texting language in your emails to me. Being professional and having appropriate boundaries are critical to your engagement with the ‘real world’.

**Academic Integrity**

Cheating, plagiarism, and all other forms of academic dishonesty will NOT be tolerated. All incidents of academic dishonesty will be dealt with in accordance to university regulations (please see your student handbook). Students caught engaged in any form of academic dishonesty will minimally be given a failing grade on the assignment or exam in question.

**Accommodations**

Students with special needs as determined by the [Counseling and Career Development Center](#) must submit a letter to the instructor within the first two weeks of class (or as soon as the needs have been determined) specifying the accommodations they require.

**Equal Opportunity Statement**

No person shall, on the grounds of race, color, sex, religion, creed, national origin, age, or disability, be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity conducted by UWG.



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**Affirmative Action Statement**

University of West Georgia adheres to affirmative action policies to promote diversity and equal opportunity for all faculty and students.

**UWG Copyright Statement**

[See statement](#)

**Support**

If you need technical assistance, please see [ITS](#). For UWG ONLINE please seek help at the following link <http://uwgonline.westga.edu/students.php> If you are having academic difficulties, please seek assistance through [Center for Academic Success](#). If you are having other difficulties, please seek assistance through [UWG Cares](#) or [https://www.westga.edu/administration/vpaa/assets/docs/faculty-resources/common\\_language\\_for\\_course\\_syllabi\\_v2.pdf](https://www.westga.edu/administration/vpaa/assets/docs/faculty-resources/common_language_for_course_syllabi_v2.pdf)

**Plagiarism**

[See UWG policy](#)

**Student Rights and Responsibilities**

[See UWG policy](#)

**Work Due Policy**

All assignments are due at the times specified. There is a 3-day window where assignments will be accepted with a 10pt penalty per 24 hours that they are late. After 3 days, if your assignment is still not turned in, you will receive an automatic zero.

**Network Usage Policy**

[See policy](#)

**Important Dates**

<https://www.westga.edu/uwgonline/important-dates.php>

**Important Information**

Please carefully review the following link:

[https://www.westga.edu/academics/assets/docs/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](https://www.westga.edu/academics/assets/docs/Common_Language_for_Course_Syllabi.pdf)

It contains important material pertaining to your rights and responsibilities in this class. These statements are updated as federal, state, university and accreditation standards change, and you should review these standards every semester.

**Technology**

Mobile devices are part of our culture and society today. While I am a huge fan of technology, during class time please abstain from using your devices to ‘stay connected’ to the rest of the world. The time we have together is part of an invitation to share dialogue and connect with one another that is different from the connection brought about by mobile devices. Please respect the classroom environment as a space to think and interact with each other.



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**Stress and Well-Being**

Taking a college course “should” be difficult, in the sense that it ought to challenge you to expand your way of thinking. However, stress can overwhelm students and reach an unhealthy level. For that reason, it is important to note that students’ ‘well-being’ has priority. This is not a convenient excuse for laziness or a lack of commitment to the difficult work involved in the course. Nevertheless, if you begin to feel overwhelmed, I ask that you please come see me as soon as possible. I can help connect you to resources that will aid you in establishing a healthy balance.

This syllabus is an evolutionary document; therefore, the dates of exams, projects, etc. may be revised as the semester progresses. Thus, the dates contained in this syllabus are NOT binding. Syllabus subject to change at professor’s discretion.



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Proposed Course Outline

Week	Topic	Assignments
Week 1: January 5	Man's Search for Meaning	Reading – Man's Search for Meaning
Week 2: January 14	Life Plan Reading – Meaning in Life	Reading – Course Den
Week 3: January 21	Writing Week	Writing for Life Plan
<b>Week 4: January 28</b>	<b>Paper Due</b>	<b>Life Plan paper due</b>
Week 5: February 4	Moments that shape our identity	Writing for Significant Life Events
<b>Week 6: February 11</b>	<b>Paper Due</b>	<b>Significant Life Events paper due</b>
Week 7: February 18	Myers-Briggs Personality Assessment	Personality Assessment (see Course Den)
Week 8: February 25	Who am I? – The Undiscovered Self – Philosophical and Psychological, Approach to Life	Reading and Writing for Self-Discovery
<b>Week 9: March 4</b>	<b>Paper Due</b>	<b>Self-Discovery Paper due</b>
Week 10: March 11	Vision Casting	Reading – Vision
<b>Week 11: March 18</b>	<b>SPRING BREAK</b>	<b>SPRING BREAK</b>
Week 12: March 25	Writing it down	Writing for Vision Statement





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<b>Week 13: April 1</b>	<b>Paper Due</b>	<b>Vision Statement paper due</b>
Week 14: April 8	What's my next move?	Career or Academic Pathway – Appointment and Writing
<b>Week 15: April 15</b>	<b>Paper Due</b>	<b>Career Services Reflection Paper Due</b>
Week 16: April 22	Reflection and Repurpose Video	Filming and Editing Video Project
<b>Week 17: April 29</b>	<b>Final Video Project Due</b>	<b>Final Video Project due</b>