

San Jose State University

HRTM 96GQ, Fall 2009

Department of Hospitality, Recreation & Tourism Management

Good Grief: Learning to Survive and Thrive after a Loss

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Office Hours:	Clark 118 8:15-8:45 a.m. or by appointment (students are encouraged to speak with me during office hours).
Class Days/Time:	Mondays & Wednesdays; 10:30-11:45 am.
Classroom:	CL118.

Peer Mentor Center:

The Peer Mentor Center is a fabulous resource as are all of the peer mentors. Go often, it is there for you. More information on the peer mentor center can be found at:

<http://www.sjsu.edu/muse/peermentor/> .

Student Learning Objectives:

The following GE and MUSE goals are reflected on the course syllabus:

1. To guide students in understanding themselves as integrated physiological, social, and psychological persons who are able to formulate strategies for lifelong personal development [GE].
2. To address challenges confronting students who are entering the complex social system of the university, so that students can employ available university resources to support academic and personal development [GE].
3. To establish a strong foundation for becoming a university level student and scholar [MUSE].
4. To become acclimated to both the intellectual and social activities of university life [MUSE].

Introduction to MUSE:

University-level study is different from what you experienced in high school. The Metropolitan University Scholars' Experience (MUSE) is designed to help make your transition into college a success by helping you to develop the skills and attitude needed for the intellectual engagement and challenge of in-depth university-level study. Discovery, research, critical thinking, written work, attention to the rich cultural diversity of the campus, and active discussion will be key parts of this MUSE course. Enrollment in MUSE courses is limited to a small number of students because these courses are intended to be highly interactive and allow you to easily interact with

your professor and fellow students. MUSE courses explore topics and issues from an interdisciplinary focus to show how interesting and important ideas can be viewed from different perspectives.

Course description:

Loss may be a natural part of life but it can be painful and often feel threatening to our very survival. Grief is the normal human response to any loss: a death, a break up or divorce, a geographic move, an unfulfilled dream, or any meaningful life change. In a safe community, we will study, learn, participate in activities and share about loss and the road to a "New Normal."

This course is perfect for people who want to learn more about themselves or who may be interested in people oriented or service professions.

This class will provide the learner with the knowledge and experiences to become a student scholar at SJSU.

Purpose of the course:

The purpose of the course is to help students prepare for the complicated and deeply personal experience of loss. Because loss is such a big part of everyone's life and we are often given little to no preparation, this course seeks to help demystify and normalize the path of grief. Special attention is paid to help students learn the basic vocabulary and skills involved in surviving and thriving after a loss on the road to living lives of meaning.

To experience the most from participation in the Metropolitan University Scholars Experience (MUSE), students will also learn student success skills that will be particularly applicable as they begin but also all through their college experience. These include use of the library, time management, college classroom courtesies and expectations, and more.

The learning process will include reading and discussions, experiential exercises, exposure to SJSU resources, homework assignments, group projects and lectures. The curriculum is designed to help students cultivate introspection, honest appraisals of their student and life skills, improve their communication skills, taking active responsibility for their life activities and to apply what is learned by positively changing how they live their lives. This course will assist students with understanding the university as a social, cultural and academic learning center.

Student learning goals:

Student Learning Objectives related to the MUSE program:

By the end of this course students shall be able to:

1. Recognize the physiological, social/cultural, and psychological influences on their well being.
2. Recognize the interrelation of the physiological, social/cultural, and psychological factors on development across the life span.
3. Use appropriate social skills to enhance learning and develop positive interpersonal relationships with groups and individuals from diverse backgrounds.
4. Recognize how his/her well-being is affected by the University's academic and social systems and how to facilitate their development within those systems.

Student Learning Objectives related to subject matter content for this course:

1. To understand and practice components and skills required when coping with loss.
2. To examine and articulate one's relationship to self, significant others, friends, family, university, work, culture, world and divine when in the grief process.

3. To examine , challenge and expand their culturally based beliefs, values, and attitudes regarding grief and loss.
4. To increase awareness of the values and attitudes that underlies one's behavior in everyday life.
5. To think about one's future, to create a plan for creating a meaningful life while living.

Required course texts and supplemental materials:

1. Hipp, Earl (1995). Help for the Hard Times: Getting through Loss. Hazelden.
2. Albom, Mitch (1997) Tuesdays with Morrie. Doubleday.

Required Workbook:

1. The Personal Compass: A Visual Workbook for Exploring Your Future by The Grove Consultants International (most recent edition).

Class requirements:

1. Colored pencils, post it notes and markers will assist with the workbook
2. 3-ring binder with paper and pockets to organized returned homework
3. Small stapler

Course completion requirements:

Reflection Papers:

1. Reflective Paper #1: Introduction to me: (minimum 5 pages) (15% & due Sept. 30):

Using a traditional essay format with an introduction, middle and conclusion, you will be writing about some of the most meaningful experiences of your life thus far. You will write about and respond to these major and minor questions:

1. How did you become the person you are today?
 - a. What 5 life experiences most affected you?
 - b. Name 5 pivotal decisions you've made along the way?
 - c. What 5 people have most affected you on your journey and why?
 - d. Of the things you have done in life, of what 2 things are you most proud? Did these successes have an effect on your sense of social/cultural, physiological or psychological wellbeing?
2. What was your impression of *Tuesdays with Morrie*?
 - a. What was your favorite Morriism and why?
 - b. If Morrie Schwartz were standing next to you observing how you live your life- what in your life would he praise and why?
 - c. If Morrie Schwartz were standing next to you observing how you live your life- what in your life would he advise you to do differently and why?
 - d. How will you live differently having read *Tuesdays with Morrie*?
3. When have you experienced profound loss or feelings of grief?
 - a. Define the terms "Grief" and "Loss" and give credit to the author, citing appropriately.
 - b. What and when have been your greatest losses?
 - c. How did you respond at the time?
 - d. What were your feelings related to the event?
 - e. What were your observations of others social responses?
 - f. Thoughts, feelings, actions, you have had since that time?

4. Of all the personal obstacles you have encountered in your life, which was the hardest to overcome?
 - a. How did you / are you doing it?
 - b. Are there any that you have not yet overcome?
 - c. What is going on for you in that area today?
5. How does it feel to be entering college?
 - a. Do you feel ready to be here? Why or why not?
 - b. What are your hopes and dreams for this experience?
 - c. What have been your greatest surprises thus far?
 - d. What have been your greatest successes and challenges?
 - e. What resources have you discovered to help you along this path?

During your response to these major questions, include how the following aspects were affected, helped or hindered. Remember the reader needs details to follow your train of thought fully.

- a. Psychological/emotional state (Your feelings, ups and downs and emotions).
- b. Cognitive process (thoughts and responses, coping skills).
- c. Physical process (your bodies' experience, stomach, shoulders, sleep).
- d. Cultural (Rituals, traditions, unspoken or spoken, expectations, various roles held).
- e. Spiritual (higher Power, deep inner and outer connectedness or lack there of).
- f. Relationships (your relationships with significant others, friends, community, family).

You will be choosing at least one of these stories to share with your Study Buddy and at least one of these stories with the class as a whole. The rest of the paper is private between you and the instructor. The importance of this assignment is to allow you to let the instructor and class know a little of who you are and for you to get to know yourself and others better too. Students will be expected to report their success and areas of continued growth throughout the semester. Write and proofread carefully. Spell check can only do so much! This is the first paper so show me what you're capable of and who you are! Start now!

Paper 2 : "Plan for Creating A Meaningful Life" (20%, Outline due Oct. 12 and paper due Oct. 26)):

Personal Compass Templates: (10%, see calendar for many due dates)

The Personal Compass workbook templates provide a foundation for self reflection and content for this important paper.

Personal Compass Summation and a whole lot more (4 pages):

Student Learning Goal 2: To recognize the interrelation of the physiological, social/cultural, and psychological factors on development across the life span.

The purpose of this essay:

Students will address the elements of Academic, Physical, Psychological and Social, Academic and Cultural success that can contribute to a lifetime of optimal experience. Your paper should use the work you did in the Personal Compass as a starting off point. The write up will incorporate your current beliefs/values and begin with a one to two paragraph summary of your Life Mission. This statement should clearly state how you would like to create a successful well-rounded life beginning in these college years. You will follow that up with long and short-term goals to reach the mission. This paper should be full of synthesis, analysis, fresh insights, interpretations, conclusions, reasons, and examples. Although your thinking is the star of this paper, you must support your thinking with citations from texts and articles. The many authors'

works should help substantiate your claims, provide context that helps to share your interpretation of the course content, strengthen your arguments. Be sure to avoid plagiarism, and show respect for other's knowledge. This 4-page paper requires 3 sources and 5 supportive quotes. It is imperative that you cite properly.

This essay should incorporate learning from the texts as well as lectures and will specify clearly stated short-term goals and objectives and long-term goals. Each goal and objective will include action steps and general strategies for proactively creating a meaningful life. Remember...these goals and objectives are a work in progress. Although you are putting them on paper for the purpose of this assignment, you can always adapt them according to your present situation. Be aware that your goals reflect your whole being. In other words, consider various aspects of your life (leisure, physical, spiritual, family/relationships, professional, financial, etc.). The paper will need a strong opening and closing paragraphs of course, and follow the format outlined below:

1. Based upon your current beliefs/values, write a one to two paragraph summary Life Mission Statement about how you would like to create a meaningful well rounded life. **(Workbook pages: 17 & 20).**
2. Long Term Goals: Write a minimum of one goal statement per time increment for the following periods (as appropriate based upon your age): 5 years, 15 years. Include a plan of action steps for how you intend to accomplish each goal **(Workbook page: 23).**
3. Short Term Goals and Objectives: Write one goal and at least two objectives that you will endeavor to accomplish during the next 12-month period. Include a statement of action steps for how you plan to accomplish this goal **(Workbook page: 23).**

Don't forget to thread your Life Mission Statement and long term goals into the middle and final stages of your life. Your later stages should reflect that you are living according to your Mission Statement, engaging in creativity, embracing adulthood and your senior years as many of the professors we interviewed have.

TIPS & NOTES:

- a. You should address each goal and objective individually. Each goal statement (and where appropriate objective) must have one or more action statement paragraphs that clearly state how you plan to successfully achieve the desired result.
- b. Remember to thread your Mission Statement throughout your paper. As you discuss the various stages of your life and your goals, demonstrate actions that are congruent with your Life Mission Statement. In other words, your Mission Statement should serve as a piece of continuity for the paper.
- c. The successful student will incorporate text and lecture materials into his/her statements.
- d. While the limit on the length of this final paper is set as a maximum of 4 pages for grading purposes, the student is encouraged to make the paper as long as (s)he feels is necessary to create a workable plan. The purpose of this plan is for the student to develop an action plan that becomes a mechanism for determining how he/she will create a meaningful and fulfilling life. Past students have let me know that they look back at this write up and their Personal Compass book for guidance years later.
- e. The entire essay must incorporate general or conceptual statements with specific illustrations. Demonstrate how you apply knowledge analytically and synthesize that knowledge into insights. Your life-plan will provide a variety of means for personal feedback and allow you to evaluate progress toward creating a meaningful and happy life.

The focus of this paper is to produce a personalized action plan for you to create and embark on the unique and wonderful life of your dreams.

Class participation & pop quizzes (15%):

THIS COURSE IS ALL ABOUT YOU! Regular, prompt class attendance, involvement in discussion and activities as well as obvious preparation of readings and written assignments is strongly encouraged. The class lectures, discussions and activities are important, and your personal involvement makes a difference. Show your responsible participation and involvement by raising your hands and not waiting to be called on by the professor. To get credit for active participation, students must ask questions, take intellectual and emotional risks, debate and participate in seminar discussions with the professor and other students on a regular basis. Please be fully present when in this class. Turn off cell phones completely. If your cell phone rings then you get to bring food for us all the next day! Course content, reading material and simulations require active participation to make class content personally relevant. If you are unable to attend class, you are expected to call and inform me *beforehand*. Speak up in class and you will go far! Responsible class participation will be assessed by:

1. In-class experiences and assignments. Often you will complete part of them at home and we will use your completed work as a tool for activity and discussion. Credit will be given for complete assignments. **If you miss class you do not get credit...**hence, "in-class" participation.
2. Pop quizzes. The policy for pop quizzes is as follows: Pop quizzes will be administered during the first ten minutes of class. Students who do not attend or who arrive late to class will not be allowed to make up quizzes without the appropriate documentation
3. If you are unable to attend class, you are expected to send an email to inform the instructor **beforehand**. Use this class as a practice ground for workplace etiquette.
4. I am looking for active involvement in class discussion. I expect you to raise your hand and volunteer and not to wait for me to call on you. Involvement in class activities will count for participation points.
5. Obvious punctual preparation of readings and written assignments activities will count for participation points
6. It is your responsibility to discuss classes missed with your class buddy or other students so that you may be prepared for quizzes, exams, and papers. Contact the Professor after you have contacted another student please.

Exams/ Announced Quizzes (10%)

Students will be tested on their understanding of readings from the two main course text books: *Help for the Hard Times: Getting through Loss* as well as the learning from *Tuesdays with Morrie*.

Oral Presentations on Grief and Loss in various Cultures (10%):

Students, working singularly or in pairs, will use the Library and technology to help them research and develop a factually based 15 minute per person presentation on Death related practices in various cultures. You need to find 5 scholarly sourced to support your research. The library website and tutorials will help you to get started and I suggest you begin very soon <http://tutorials.sjlibrary.org/tutorial/> The first task is to submit a topic proposal stating your first and second choices by October 22 (worth 5%). Students will not only create an oral

presentation but a one page study guide provided to each student covering the main points as preparation for the final exam of the course (10%). By October 28, the students submit a mandatory first draft outline including 5 found sources of information that are properly cited using MLA or APA citation methods (5%). On November 9, a finale outline that should be extremely well thought out and is the framework for the Oral Presentation is due (10%). This is one of the final assignments of the course so it should draw on the readings and vocabulary of the course as well as adding new information. This presentation must involve use of PowerPoint technology. Practice, Practice, Practice with technology prior and do run-throughs of the entire presentation at least 5 times! I am looking at the overall presentation, appropriate presentation attire, creativity, audio-visual aids, audience involvement, team work, handouts, shared leadership, knowledge gained and transmitted to your audience. Think outside the box. For example you can burn candles, pass out food, or play mourning music if it is appropriate to your cultural findings. Have fun, be respectful in your communication of all cultures and teach us lots!

Getting Involved at SJSU Papers (5%): Oct 7 & Nov. 18

Student Learning Goal 3: Students shall use appropriate social skills to enhance learning and develop positive interpersonal relationships with diverse groups and individuals.

Students are required to make use of the resources on campus and attend at least 4 completely different on-campus events. Of the 4, at least 3 must be diverse MUSE workshops. One MUSE Workshop must be devoted to academic success. Students will be required to observe and reflect upon each event in writing. Students will be asked to consider attending activities that they perceive would increase their connection to the campus experience as well as supplement their understanding of SJSU as a social or academic learning environment. On Campus activity and MUSE workshop selection requires students to observe, interact, and analyze various events on campus that should offer diverse perspectives related to the SJSU student experience.

1. Students will complete two Critical Analysis Papers consisting of at least 250 words each. It is expected that the students step out of their comfort zones and write in a scholarly fashion.
2. Example: One student chose to attend the Badminton club. She wrote about the mission of the club, the number of members, a little of the club's history, days and times people meet, cost if any to join, why people are involved, the creativity of the event, the social and educational elements of the meeting, what the experience of attending was like for her personally and other pertinent details to frame the experience. She discussed her apprehension before she attended and explained if she thought she would go back, why or why not. She concluded by discussing the value of the club relation to play and creativity as well as the value of attending the Badminton club to supplement one's academic experience.
3. The first and second papers should each discuss 2 activities.

Good Grief Professor Interviews (10%): Due 10/21

1. Student Learning Goal 2: To recognize the interrelation of the physiological, social/cultural, and psychological factors on development across the life span.
2. Student Learning Goal 3: Students shall use appropriate social skills to enhance learning and develop positive interpersonal relationships with diverse groups and individuals.
3. Student Learning Goal 4: Students shall recognize themselves as individuals undergoing a particular stage of human development, how their well being is affected by the university's academic and social systems, and how they can facilitate their development within the university environment.

Each student will engage in a face-to-face "Good Grief Professor " interview. During this activity, students will interview a dynamic professor they'd like to learn from during the current semester. You are Mitch learning from Morrie- what an opportunity! The student will develop 25 appropriate interview questions pulling from course texts, class conversations and your genuine curiosity. Students should ask the professors about the interrelationship of the physiological, social/cultural, and psychological factors on development across his or her life span.

Students are expected to use the utmost of professionalism when communicating with the professors. This includes sensitivity to their time constraints and courtesy when contacting professors, setting up interviews, as well as employing strong interviewing preparation and etiquette. There must be following up with "thank you" notes after meeting the professors. Students will type up the findings of their interviews together in a cohesive paper. Students will summarize the more interesting answers to the questions and the wisdom they gleaned from the interview. Hint: The quality of the interview has more to do with the interviewer than the interviewee. Write-ups will include the professor's name and contact information so that I may check that the etiquette and professionalism before, during, and after were upheld. Well-developed, thought-provoking, well-sequenced and open-ended questions make for a more interesting interview. Students will write in an essay format, and later share with the class the wisdom they gleaned. Professor's lives are creative and busy so schedule interviews early so if the professor needs to change plans-which they very well may need to do: then you have a plan B so that you are not losing points. Please submit a copy of the high quality, professional thank-you note that you sent the professors to me for credit.

Course Closure Ritual Participation:

Due to the cooperative nature of the classroom and the course emphasis on healing through closure, all students will be involved in the development of a closing ritual for the last day of the course. This will involve input on relevant ways to say goodbye according to the cultural and demographic make-up of the class population. Each Student will prepare a 5 minute section of the ritual for credit and as their responsibility to our community.

Grading:

Grading	Value	My Grade
Paper 1: Introduction to me.	15%.	
Paper 2: Creating a Meaningful Life.	20%.	
Class Participation & Pop Quizzes.	15%.	
Exams/ Announced Quizzes	10%.	
Getting Involved at SJSU papers.	5%.	
Personal Compass templates 1-7.	10%.	
Good Grief Professor interview, write up and sharing.	10%.	
Oral Presentations.	10%.	
Active participation in course closure ritual	5%.	
Total.	100%.	

The following grading criteria and philosophy will be used when grading students' work:

Grade	Criteria/Philosophy
A	Excellent, scholarly, advanced college level, perfect grammar, APA or MLA format, original, creative ideas and delivery, impressive.
B	Very good college level work exceeds requirement, creative, thought provoking, grammar acceptable.
C	Met requirement, could improve in grammar, depth, consistency, and originality of thought.
D	Needs attention to grammar, content, sentence structure, delivery and assignment objectives.
F	What on earth happened? Failed to meet assignment requirements. It is your job to talk to the instructor about this.

Grading criteria for written assignments:

Reflective and Critical Thinking Papers (and other written assignments):

1. All papers/assignments are due by the beginning of the class time on the date indicated in the course calendar or as otherwise indicated by the instructor. Any late assignments that are accepted by the instructor will be graded down 10% per calendar day beginning after class and will not be accepted after one week. All late papers must be time and date stamped and signed by the departmental secretary in SPX 49. Make sure that the paper is then placed in the assigned instructor mailbox. You may fax late assignments to 408-267-7717 as they will be time marked by the fax machine.

2. Papers are expected to be scholarly and will be graded on content, creativity, style and grammar. Papers should have a strong opening and closing paragraph, exceptional grammar and solid APA style and referencing. Page numbers, proper margins, proofing, and formatting are expectations in college. There are many sources for writing assistance on this campus, get help early in your academic career.

Important Notes:

1. All student home work has student's full names and the course title and number typed on the front. In class work may be hand written but must contain the same information or the student will lose points.
2. All written assignments are to be typed, double-spaced, and written in 12-point type and use APA or MLA formatting.
3. Due dates will be announced. While late assignments will be accepted for some days after the due date, consider the following reasons for submitting assignments on time:
 - a. An assignment that is late, for whatever reason, is ineligible to receive full points.
 - b. The instructor has scheduled her time so as to be able to respond to each assignment set with careful consideration and detailed comments; she will not be able to give that thorough attention to late assignments.
4. Make a copy of all assignments for yourself. Save all papers returned to you as the professor may request them at a later date.
5. Staple written assignments in the upper left corner. Do not use a binder or other cover.
6. Drafts must be submitted with your final submission and are worth a potential 10% of the grade.

Evidence of Responsible Participation: (10 percent).

Responsible participation includes:

1. Being prepared for pop quizzes, in-class writing assignments, workbook submission.
2. Considerable involvement in discussion and activities (speak up in class and you will go far).
3. Obvious preparation of readings and written assignments.
4. Personal Involvement: Class lectures, discussions, field trips, guest speakers, and activities are important and your personal involvement makes a difference.
5. Communication with the instructor: If you are unable to attend class, you are expected to call the instructor BEFOREHAND.
6. Communication with other students: Discussing classes missed with your class buddy or other students is important so that you may be prepared for quizzes, exams, and papers.
7. Paying attention to assignment due dates listed on the course calendar.

Classroom conduct and expectations:

Professional attitudes and behaviors are expected to be practiced in class. It is what is good for everyone involved. We all have a great deal to learn, and we can do so in a cooperative, kind, supportive, non-threatening environment. You can help to make this an enjoyable place to be and course to take if you work with the rest of us to build the spirit of community in here. Continual class disruption will not be tolerated and a student may be referred to the Office of Student Conduct and Ethical Development. Officer.

1. Personal concerns or learning disabilities need to be taken care of as early as possible (within the first 2 weeks of class). Students can discuss personal needs privately during my office hours.

2. If you are willing to volunteer as a note-taker for a classmate with a learning disability, please advise me.
3. Just as one would do with work, if you are unable to attend class, please e-mail or call me to inform me prior to class. Remember class participation and in-class assignments are key to your success in this course. You are expected to attend daily. If that will be a problem, please choose another course.
4. I am a part-time lecturer so am not attending to SJSU business every day. If you need a return call or a question answered via e-mail, it may be a day or two before I can get back to you so plan ahead please: thank you.
5. All work should have the student's full name and the course name and number typed so it is obvious. In class assignments need all of this information as well.
6. Make a copy of all assignments for yourself. Save all papers returned to you as the professor may request them at a later date. It is the students responsibility to track grades and to show evidence when inquiring so keep good records, copies of papers before and after grading, in short-save everything.
7. I do not give grades out via e-mail or ahead of report card time.
8. Be prepared to turn in work on the date due; it is a professional expectation. Late work will be accepted but will be marked down. In-class activities cannot be made up.
9. You may eat and drink in class so long as you use discretion and clean up completely after yourself.
10. Cell phones: Cell phones are to be turned off during class. If it rings or you are texting, then you are to bring us all food for the next period.
11. Computer Use and Homework: In the classroom, faculty allows students to use computers only for class related activities. These include activities such as taking notes on the lecture underway or following a lecture on a web based power-point slides under faculty direction. If you are using the computer in another way, you are required to bring us all food for the next period. If this becomes a chronic behavior, student may be referred to the Office of Student Conduct and Ethical Development. Officer.
12. Late arrival in class is a mark of disrespect, unprofessional, and interrupts class; please be on time and you'll get the best parking!
13. You are responsible to learn about the content of classes missed. Pay attention to assignments and due dates on the course calendar. They occasionally change and it is your responsibility to find that out. We will discuss most assignment in class. Please be prepared to ask for specifics or come visit me during office hours.
14. Many share this classroom so we always leave it better than when we found. Always check to straighten chairs, clean up papers etc.
15. Don't forget to have some fun, smile and learn from others.

Academic Integrity Statement:

1. Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests, quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the university's reputation and the value of the degrees

it offers.

2. We all share the obligation to maintain an environment that practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Student Conduct & Ethical Development for disciplinary action that could result in suspension or expulsion from San José State University. The policy on academic integrity and other resources related to student conduct can be found at: http://sa.sjsu.edu/student_conduct.

Cheating:

At SJSU, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at SJSU includes but is not limited to:

- a. Copying in part or in whole, from another's test or other evaluation instrument;
- b. Submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy;
- c. Submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by departmental policy;
- d. Altering or interfering with grading or grading instructions;
- e. Sitting for an examination by a surrogate, or as a surrogate;
- f. Any other act committed by a student in the course of his or her academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

Plagiarism:

At SJSU plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to:

1. The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substances of another's work, without giving appropriate credit, and representing the product as one's own work, and
2. Representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, painting, drawing, sculptures, or similar works as one's own.

Campus policy in compliance with the Americans with Disabilities Act:

"If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability."

MUSE Tentative Course Schedule

Note: Bring Green Sheets to class daily!

DATE.	TOPIC.	ASSIGNMENTS DUE TODAY.
8/24/2009. Monday.	Introduction to Course "Good Grief": Overview, Mixers, Begin Norms, and Expectations. Discuss "Me Collage" & "All about the real me" Artifacts Show and Tell.	Questionnaire. Go to buy books. Get the Green sheets on line and bring them to class daily.
8/26/2009. Wednesday.	Our Class as a Community: Setting our standards for communication, feedback, expectations of one another and norms. "All about the real me" Artifacts Show and Tell.	Begin "All about the real me" artifacts Show and Tell. Begin: Tuesdays with Morrie..
8/31/2009. Monday.	Mixer +Study Buddy Selection. "Me collage" is due. Discuss the green sheet.	Read more: Tuesdays with Morrie. Due: "Me collage"
9/2/2009. Wednesday.	Homesickness and Stress: How is it going now that you are away from home? Skills for the hard times. Discussion on transition to college. Discuss: campus and community activities. Explain the Getting Involved at SJSU options and papers.	Read more: Tuesdays with Morrie.
9/7/2009. Monday. Labor Day. No class.		Finish: Tuesdays with Morrie.
9/9/2009. Wednesday.	Test #1 Tuesdays with Morrie. Grief Vocabulary Defined: Paper #1: Introduction to me- any questions? MLA & APA citation talk.	Test #1 Tuesdays with Morrie. Help for Hard Times: Chapter 1. What is Loss? What is grief? What is a loss pot?
9/14/2009. Monday.	Grief Vocabulary & Lecture. Everyone needs to ask a question of the guest speaker tomorrow. "Good Grief, Professor ____" Interview discussion questions based on Mitch and Morrie. Etiquette and asking good questions: prepare 5 good questions to ask during Professor interview.	Help for Hard Times: Getting through grief. Getting through the hard times.
9/16/2009. Wednesday.	Quiz: Good professor questions and etiquette. Preparing for the labyrinth.	Reflective paper #1 Quiz: Good professor questions and etiquette.

DATE.	TOPIC.	ASSIGNMENTS DUE TODAY.
9/21/2009. Monday. Professor Furlough day.	TBD campus activity	
9/23/2009. Wednesday.	Lecture: Help for Hard Times.	Draft of Professor interview questions due. Help for Hard Times: The Healing.
9/28/2009. Monday. Labyrinth.	The physiology and psychology of Grief and Loss. Meet at the labyrinth: St. Paul's Church across from the Campus Village. wear clean socks and bring a pencil and an open mind please	Help for Hard Times: Gifts in Loss.
9/30/2009. Wednesday.	The effects of loss and grief: spiritually, socially, culturally and financially Academic Integrity: Violations of academic integrity are very serious with consequences from flunking a test to expulsion. Learn the Do's and Don'ts.	Due: Reflective Paper #1
10/5/2009. Monday.	Making a Bucket List.	Ask specific questions about your paper #2.
10/7/2009. Wednesday.	Time Management: How is time management relevant?	Due: Getting involved at SJSU paper 1.
10/12/2009. Monday.	Discuss Oral Presentations and choose dates and pairs to do presentations. Giving Back: Volunteerism- a gift to self.	Due Outline for Paper #2.
10/14/2009. Wednesday.	Grief across culture and our campus resources for learning and technology.	
10/19/2009. Monday. Furlough day. Class does not meet.	Write up "Good Grief, Professor #1" Interview	

DATE.	TOPIC.	ASSIGNMENTS DUE TODAY.
10/21/2009. Wednesday.	Students plan for Oral Presentation. Discussion of upcoming Draft outline of your oral presentation Grief and the holidays. Giving Thanks- An Attitude of Gratitude.	“Good Grief, Professor #1” Interview Due.
10/26/2009. Monday. Library.	Day of the Dead: Meet in MLK library.	Paper #2 is Due.
10/28/2009. Wednesday. Halloween	Students plan for Oral Presentation. Grief and the holidays. Giving Thanks- An Attitude of Gratitude.	Come in costume for credit and fun (bring cameras). Due Mandatory first draft outlines for oral presentation which include 5 sources cited properly.
11/2/2009. Monday.	Bio Medical Issues and Euthanasia. .	
11/4/2009. Wednesday.	Review Halloween and Day of the Dead. How to create rituals. Leisure and its Role in the Healing Process. Guided visualizations and meditation for relaxation.	
11/9/2009. Monday. Guest speaker	Volunteerism- giving back as a way to thrive	Help for Hard Times: How to support a grieving person. Due: a final outline of your oral presentation and all sources cited properly.
11/11/2009. Wednesday.	Oral Presentations on Culture and Loss.	
11/16/2009. Monday.	Oral Presentations on Culture and Loss.	Help for Hard Times: Exploring your loss pot.
11/18/2009. Wednesday.	Oral Presentations on Culture and Loss.	Due: Getting involved at SJSU paper.
11/23/2009. Monday.	Oral Presentations on Culture and Loss.	
11/25/2009. Wednesday. Furlough day. Class does not meet.	Write Creating a Meaningful Life Paper	

DATE.	TOPIC.	ASSIGNMENTS DUE TODAY.
11/30/2009. Monday.	Practice Public speaking by sharing plan for Creating a Meaningful Life. Exam Review.	Due: Creating a Meaningful Life Paper Help for Hard Times: What kids have learned about loss and grief + Going for it.
12/2/2009. Wednesday.	Plan and design ritual. Write a letter to next student Exam Review.	Final Exam: Accumulative+ oral presentations. Prepare for Ritual.
12/4/2009. Wednesday.	Closure Ritual + Thank yous. Evaluation.	Come prepared with your part of the ritual done well as it is important closure and worth potentially 5% of your course grade.
12/7/2009. Monday. Professor Furlough day. Class does not meet.		
12/__/2009. Final Exam.	Final Exam: Accumulative+ oral presentations.	