Welcome Co-Creators of the Future.
I’m Dr. Dick Dalton, your teacher and companion in this part of our evolution.

We’re all attempting to adapt and evolve in the new situations that face us each day and we all encounter obstacles along the way. Obstacles are symptoms we can learn from. They can get us to examine our goals, our behaviors past and present, and the apparent goals of others. They can help point us to solutions for the future.

Obstacles may include our race or gender, things in our environment, time, money, people, and diseases. However, most obstacles are inside our own minds. They consist of our negative self-talk, our beliefs and attitudes such as pride, doubt, misunderstanding, greed, hate, fear, procrastination, impatience, disrespect, etc. Become familiar with how these obstacles trap you into stagnant/hurtful patterns of thinking, feeling, and doing.

Power tools are needed to establish and maintain our health. Instead of techy gadgets, let's focus more on Awareness, Hope, Flexibility, Wisdom, Assurance, Responsibility, Discrimination, Knowledge, Gratitude, Enthusiasm, Understanding, Love, Zeal, Humility, Forgiveness, Joy, Peace, Mindfulness, etc.

If we learn to use these tools and use them co-intelligently, we will learn from our experiences, we will mature, and we will consciously evolve.

STRATEGIES FOR OUR EVOLUTION
1. Determine your goals; then set your priorities and meet them in order.
2. Discern the obstacles daily to see how they’re keeping you from succeeding.
3. Decide to use the obstacles to evaluate your goals, adapt, and mature.
4. Dig for more understanding by asking questions til the answers make sense.
5. Don’t give up the precious opportunity for a life of health and fulfillment!!!

5 COMMON GOALS OF ALL HUMANS:
To be healthy, to be happy, to feel secure, to have peace of mind, and to love and be loved.

“...must know what is better and what is worse for the world. As we exercise our power of will and join our purposes together, we can co-create a healthy future beyond our grand-children’s grandchildren."

World health is in serious jeopardy. ‘Heaven’, humanity and nature must rejoin if humanity is to survive. Complacency, combined with unbridled greed, fear, and lack of wisdom, threaten our existence.

More Health Definitions
• the stable condition of the mind and body working harmoniously to accomplish life promoting tasks, • just right, • salvation.

Health is (w)holistic: dealing with the mind, body, feelings, relationships, spirit, and environment.

Life always involves interdependence.
My Website: http://w3.lincolnu.edu/~ddalton

CLASS VISION: Interactive Dialogue on the Big Ideas of Health
CLASS MISSION (VISION + ACTION): For each of us to agree to promote a healthier world starting with our own health.

MY SHORT-TERM GOALS:
1. To increase awareness of each person’s role in promoting the Health of our Mother (Earth) in every aspect.
2. To empower each person’s decision-making, through respect and revelation, to the extent of his and her capacity.
3. To sharpen each person’s ability to discern what is just and right for each glocal situation.
4. To share and seek various perspectives on some of the health related topics that affect us all.

MY OBJECTIVES FOR YOU:
For you to make conscious decisions about your values, behaviors, attitudes, beliefs, motivations and obstacles that affect your personal health and the health of your community and world.

HIGHLY RECOMMENDED TEXTBOOK:
CORE CONCEPTS IN HEALTH, 10th Edition, Brief
One copy is on reserve in the library.
I will not teach directly from the book, but will attempt to cover all the topics in the book from various perspectives. You will have writing assignments and tests that relate directly to every chapter of the book; therefore, the book will be an asset for you in achieving your grade goal.

FROM THE STUDENT CONDUCT CODE:
“CHEATING includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or (3) the acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff.

“PLAGIARISM includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.”

If I detect cheating or plagiarism, I will give you an “F” for the semester and file a report with the Student Conduct Board. It has happened in prior semesters and, I hope, won't happen again. Any questions?

CLASSROOM MANAGEMENT:
1. There are NO EXCUSED ABSENCES. Anytime you miss class, for whatever reason, you miss those 5 points. One point is taken off for tardiness. You may make-up points by exercising more point options (see the next page) or by doing extra writing assignments (short essays on topics I individually assign you).
2. Roll is taken during the first few minutes of class while you are beginning to re-focus your attention on the subject at hand. At the end of roll, I call out the seat numbers of missing students so you can let me know if you came in during that time. YOU must let me know AT THE END OF CLASS if you came in after I called the numbers and I will mark you tardy instead of absent. Make sure I note it on the absence sheet.
3. If the topic doesn’t interest you, quietly do something else without distracting those around you. Passing notes is better than private verbal conversations. Persistent distracting behavior will result in a request for you to leave the class and/or drop the class.
4. Quizzes will only be given in class. No make-up quizzes. All quizzes are “short answer” and will be well announced the day prior to the quiz. Spelling always counts on quizzes. Use the repetition technique of learning to spell the items. Work with a partner to quiz each other prior to the in-class quiz. If you are reading this and are an Education Major, see me about being a quiz grader.
5. All hand-in work (each quiz, paper, poster, etc.) must have your name, section # and seat # preferably in the upper right-hand corner of the page.
6. Points will be totaled up for your midterm grade and then at the end of the semester for your final grade. I will give you my record of points you have earned prior to spring break and prior to the final exam so that you can check for mistakes I might have made in data entry. It is your responsibility to check my work.
7. You are encouraged to get to know your teacher and your classmates. Having a class partner can help you get ready for the quizzes and keep up on assignments if you have to miss class.
8. If you are caught cheating, you will receive an F grade for the semester and you will be reported to the Student Conduct Board. See the Student Conduct Code for definitions of cheating and plagiarism.
9. All assignments are spelled out on Blackboard under “Assignments.”
10. When talking in class, you might first ask yourself these simple questions regarding what you are about to say:
   Is it honest?
   Is it true?
   Does it improve on the silence?
**Linear and Interactive Flow of Ideas:** plus daily Current Events:

1) Personal/Community Make-up
   a) Who am I? Who is my neighbor?
   b) Who’s Driving Your Car?
   c) If it is to be, it is up to US! Small world.
   d) Conception/Misconception

2) History
   a) Evolution, Creation, Spiral Dynamics
   b) Deep Value Trend Analysis [3 epochs]
   c) Research [medical, philosophical, social]
   d) Religion [Literal, Mythical, Symbolic, Judgmental, Unitive]

3) Anatomy
   a) Male/female
   b) Brains [reptilian, paleo mammalian, new mammalian, and gut]

4) Nutrition
   a) Energy [the great mystery]
   b) Periodic Table [5+ elements]
   c) Insulin/Glucagon [diabetes, hypoglycemia, weight, energy]

5) Health Maintenance Organizations
   a) Immune System/Contagious Diseases
   b) Cardiovascular System/CV diseases
   c) Brains [stem, cerebellum/limbic system, cerebrum, gut]
   d) Insurance Providers vs. Universal Healthcare
   e) The Environment [earth, air, fire, water]
   f) Support Groups [family, friends, church, team]
   g) Co-Intelligence (the knowing of the interconnected whole)

**Keep Track of Your Own Points!**

Your Points Record:

| Quiz | 20 |
| Quiz | 20 |
| Quiz | 20 |
| Lifestyle Chart | 10 |
| Paper #1 | 50 |
| Meeting #1 | 10 |
| Attendance (1st 8 Weeks) | 75 |
| Mid-term exam | 100 |
| 1st 8-week Sub-total | 305 |
| Quiz | 20 |
| Quiz | 20 |
| Meeting #2 | 10 |
| Meeting #3 | 10 |
| Paper #2 | 50 |
| Paper #3 | 10 |
| Health Folder | 10 |
| Personal Health History | 10 |
| Healthcare Directive | 5 |
| Power of Attorney | 5 |
| Quality Health Poster | 10 |
| Community Service Projects | 1-50 |
| Service Report | 10 |
| Attendance (2nd 8 Wks) | 75 |
| 16-week Sub-total | 295 |
| Final Exam | 100 |
| TOTAL | 700 |
| Grade (out of 600) | |

**Student Evaluation:**

Your grade is based on the points you accumulate. Points are given for time you spend (invest) in class and health-related activities. Keep track of your own points and plan your strategy to achieve your grade goal.

**Your Points Can Come From the Following Sources:**

- 150 pts for attendance (5 pts per class; -1 per tardy)
- 100 pts for 1000-word Digital Drop Box Papers (50 pts each)
- 100 pts for the 1st 8 week’s exam
- 100 pts for the 2nd 8 week’s (final) exam
- 100 pts for quizzes (5 @ 20 each)
- 1 pt per hour for Community Service Projects (max 50)
- 10 pts for your 250 word Typed Project report
- 10 pts for your 250 word typed Behavior Modification Paper
- 30 pts for student/teacher conferences (10 pts each)
- 50 pts for Forms, Folder, and Poster*

700 total points possible

A (90% of 600) = 540+ Points
B (80% of 600) = 480-539 Points
C (70% of 600) = 420-479 Points
D (60% of 600) = 360-419 Points
F (Less than 60%) = Below 360 Points

*Each of these is worth 10 points:

1. **Health Folder**: a folder w/ pockets for your syllabus, papers, quizzes, and notes.
2. **Personal Health History** (See Blackboard)
3. **Living Will/Healthcare Directive (Bb)**
4. **Personal Lifestyle Chart**: In class.
5. **High Quality Poster**
   - Size: min. 14 x 24 inches
   - Topic: Positive Health Message.
   - See samples in class each day.

Notice there are 700 possible points this semester, but your grade is based on 600 points. That means you have 100 points to fill in for points you lose in attendance, quizzes, papers, and tests. That’s why you don’t get attendance points for absences, regardless of the cause.

**Composition of the Mid-term Exam:**

Half (50 pts) of the midterm exam will come from the 1st half of the Study Guide Questions in the back of your textbook (Chapters 1-8). Select the Brief Edition on the online syllabus and go to Student Center for Multiple Choice and True/False questions.

The other half (50 pts) of the midterm will come from the 1st seven items in Course Documents on Blackboard.

**The Final Exam:**

Half of the final exam will come from the last half of the book’s Study Guide Questions (Chapters 9-17). The other half of the final exam comes from the last seven items in Course Documents on Blackboard.

Your decision to prepare for these tests is crucial to getting more than 50 pts.
QUOTES

“So, what happened, happened. What are you going to do with your life now? Where are you headed from here? What new contribution can you make to mankind?”—Viktor Frankl

“True religion is the life we lead, not the creed we profess.”—Louis Nizer

“We have it in our power to begin the world again.”—Thomas Paine (1776)

“Let us put our minds together and see what kind of life we can make for our children.”—Sitting Bull

“When his apprentice wants to know which route he should choose, the Yaqui brujo answers: ‘...any path is only a path... All paths are the same: they [all] lead nowhere.’ The only important question you must ask is: ‘Does this path have a heart?’ If it has heart for you, then dare to follow it.”—Sheldon B. Kopp

“We are living in a time of the most extraordinary happening. It is the joining together of geographies of the mind and body of many cultures that had rarely touched before, weaving synapses and sensibilities to create people who are fused into the world mind with its unlimited treasures, its empowering capacities.”—Jean Houston

“Be humble, for you are made of earth.
Be noble for you are made of stars.”—Serbian Proverb

“It’s not that we need to form new organizations. It’s simply that we have to awaken to new ways of thinking. I believe it makes no sense to spend a lot of time attacking the current realities. It is time to create the new models that have in them the complexity that makes the older systems obsolete. And to the extent that we can do that, and do that quickly, I think we can provide what will be necessary for a major breakthrough for the future.”—Dr. Don Beck

“Weaning our nation from fossil fuels should be understood as the most patriotic policy to which we can commit ourselves.”—Robert Redford

“Do violence to no man.”—John the Baptist

... thy kingdom come, thy will be done, on earth as it is in heaven.
—Jesus, Son of Jehovah

Kenyan proverb: “Earth was not given to us by our parents; it was loaned to us by our children”

“As the god speaks, the realistic background of the war between the two families soon fades away and it becomes clear that the battle of Arjuna is the spiritual battle of human nature, the battle of the warrior in search of enlightenment.”—Fritjof Capra in The Tao of Physics, p.86

Krishna himself advises Arjuna:

“Kill therefore with the sword of wisdom
the doubt born of ignorance that lies in thy heart.
Be one in self-harmony, in Yoga,
and arise, great warrior, arise.”

Hindu Vedas/Upanishads/Mahabharata/Bhagavad Gita

“A well-educated person not only understands the world better but acts to make it better.”— W.E.B. DuBois

“Every act of conscious learning requires the willingness to suffer an injury to one’s self-esteem. That is why young children, before they are aware of their own self-importance, learn so easily; and why older persons, especially if vain or important, cannot learn at all.”—Thomas Szasz

“If it is to be, it is up to US!”

From “Remaining Awake Through a Great Revolution,” delivered at the National Cathedral, Washington, DC, on March 31, 1968, Dr. Martin Luther King Jr. stated:

“It is no longer a choice, my friends, between violence and nonviolence. It is either nonviolence or nonexistence. And the alternative to disarmament, the alternative to a greater suspension of nuclear tests, the alternative to strengthening the United Nations and thereby disarming the whole world, may well be a civilization plunged into the abyss of annihilation, and our earthly habitat would be transformed into an inferno that even the mind of Dante could not imagine.”

Dr. King was assassinated four days later on April 4, 1968.

“From the beginning of the world, every act of conscious learning requires the willingness to suffer an injury to one’s self-esteem. That is why young children, before they are aware of their own self-importance, learn so easily; and why older persons, especially if vain or important, cannot learn at all.” - Thomas Szasz