

## **SAMPLE COURSE SYLLABUS**

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### **TP5000**

Introduction to Transpersonal Studies



## DESCRIPTION

TP5000 Introduction to Transpersonal Studies, 3 Credit Hours This course introduces students to the field of transpersonal studies as it relates to psychology, philosophy, science, and human development. Including a blend of both the theoretical and the practical, the course is designed to provide students with a background in knowledge related to the transpersonal. In particular, the course explores the life and work of Edgar Cayce, an individual who embodied the spirit of the transpersonal throughout his life. Finally, students will be asked to incorporate elements of the transpersonal into their own lives and report on the results. A secondary purpose of this introductory course is to review and practice the elements of effective writing and APA style. Students will discuss the principles of writing in self-analyses, Zoom meetings, and two peer reviews. The Zoom calls are not mandatory, and students with time conflicts may listen to the recordings. This course must be taken first in the Master of Arts in Transpersonal Psychology program. Note: This course includes a proctored exam.

## LEARNING OUTCOMES

At the conclusion of this course, students will be able to:

- Identify and describe the transpersonal theories and practices articulated in the assigned writings of major thinkers in the field;
- Describe and discuss the life of Edgar Cayce as an example of a transpersonal thinker;
- Appraise and contrast the adequacy of scientific experimentation to inner knowing;
- Describe those of his or her own life experiences that the student considers transpersonal and spiritual by writing an "exceptional human experiences" autobiography;
- Practice the skills of effective writing;
- Identify and explain the major themes of the course within the context of the proctored final examination.

## OUTLINE OF COURSE CONTENT

- Mindfulness meditation
- Perennial philosophy vs. pluralism
- Transformative theories and practices
- Review of grammar and writing principles and APA style
- The self as an entity
- Intuition as a form of knowing
- Exceptional Human Experiences
- Edgar Cayce: his life and transpersonal role
- Science and the transpersonal
- Your own transpersonal project

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## REQUIRED TEXTS AND MATERIALS

- Bro, H. (2011). *A seer out of season: The life of Edgar Cayce*. Virginia Beach, VA: A.R.E. Press.
- Hacker, D., and Sommers, N. (2012). *A pocket style manual*. 6th edition. Boston: Bedford/St. Martin's.
- Kornfield, J. (1993). *A path with heart*. New York: Bantam Books.
- Mayer, E. L. (2007). *Extraordinary knowing*. New York: Bantam Books
- Schlitz, M., et al. (2007). *Living deeply: The art & science of transformation in everyday life*. Oakland, CA: New Harbinger Publications.
- Seifer, N., and Vieweg, M. (2009). *When the soul awakens*. 2nd edition. Reston, VA: Gathering Wave Press.
- Strunk, W., Jr., and White, E.B. (2000). *The elements of style*. 4th edition. DO NOT GET the William Strunk 2014 edition, which is a reprint of the first edition. Also online at <http://www.bartleby.com/141/>

THE ASSIGNED READINGS FROM THE FOLLOWING TEXT ARE CONTAINED IN THE ONLINE COURSE MATERIALS:

Thurston, M., ed. (2004). *The essential Edgar Cayce*. Jeremy P. Tarcher/Penguin, New York.

## ZOOM MEETINGS

Every few weeks we will have video meetings using the Zoom video conference technology. You are encouraged but not required to attend. Attending these meetings is a great way to get to know your classmates and mentor in person. You can also get your questions answered and share information.

## GRADING

The graded assignments for this course consist of 10 discussion posts, 6 papers, 2 peer reviews, and the proctored final examination. The discussion posts are of equal value and are worth 25% of the final grade (2.5 points each). The written papers have different values and are worth 50% of the final grade:

1—8%	4—8%
2—8%	5—10%
3—8%	6—8%.

The 2 peer reviews (weeks 4 and 6) are worth 5% of the grade (2.5 points each).  
The proctored final examination is worth 20% of the final grade

## Discussion Post Rubric

Students will be required to participate in weekly discussion forums that will require one initial post and at least two additional replies to classmates. See Discussion Post Rubric below.

1. The Discussion Post grade for the week is based on 50% for the initial post and 50% for two responses to classmates.

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2. Late posts can cause the discussion to lag. Five points will be deducted for each day a post is late.
3. See the chart below for what a full credit (points) post looks like, and partial credit post looks like.

<b>Discussion Post Rubric</b>			
<b>Needs Improvement, 60-0 points</b>	<b>Satisfactory, 80 points</b>	<b>Proficient, 90 points</b>	<b>Exceptional, 100 points</b>
<p>The first post for this discussion addresses the main discussion. However, it is lacking in content. It may be short and vague, with little evidence that the reading has been completed and absorbed. The response may be wordy and veer off the subject. This answer may or may not stimulate further discussion.</p>	<p>The first post for this discussion answers the main discussion question. However, it is lacking in thoughtful and detailed content Responses may be framed in generalities and lack sufficient references to class readings and/or another researched source. Word choice may be vague, general, and somewhat ungrammatical. Still, the response should stimulate some discussion.</p>	<p>The first post for this discussion exhibits a clear response in answer to the main discussion question. Some analysis and/or synthesis is evident, though it may be less thoughtful and original than in the exceptional post. Word choice may be less precise or correct. References to the readings may be skimpier or less precise than in the exceptional response, though the response should stimulate further discussion.</p>	<p>The first post for this discussion exhibits a thoughtful, original response in answer to the main discussion question. Impressive analysis and /or synthesis is evident; word choice is precise and concise; grammar errors are few or non-existent. The response is enriched by references to class readings and/or or another researched source, and it should stimulate further discussion.</p>
<p>Replies were missing, constituted a simple agreement or question that</p>	<p>Both replies to the minimum of two other initial posts exhibited adequate</p>	<p>Both replies to the minimum of two other initial posts exhibited solid answers. These</p>	<p>Both replies to the minimum of two other initial posts per week exhibited good answers addressing the posts,</p>

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did not bring evidence of effort, critical thought or knowledge, or were posted too late in the week to have an impact.	answers that may have failed to address the posts fully with detailed replies supported by readings or other facts. These replies may have failed to challenge other participants to further explore the topic. In addition, replies may be posted late.	responses may not have been as full or detailed as those of the exceptional replies; may have failed to address the posts adequately, with support from the readings or other facts; or may have failed to challenge other participants to further explore the topic. There may not have been substantial posts in reaction to anyone who replied to this student's initial post	were supported by readings or other facts, and challenged other participants to further explore the topic. There were substantial posts in reaction to anyone who replied to this student's initial post
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### AU Grading Standards for Papers and Essays

The general Atlantic University standards for each grade level are as follows:

**A (100-90):** This grade indicates exceptional work. The student has gone beyond the basic expectations for the course and expressed content distinctive because of its originality, perceptiveness, or thoroughness, indicative of a superior command of the material. The clarity and effectiveness of the writing are promoted by consistent use of standard punctuation, capitalization, and/or spelling, with quotations and APA style punctuated correctly. There are few, if any, major errors.

**B (89-80):** This grade indicates work well done. The student demonstrates an understanding of the material for the course. The student also gives some evidence of independent thinking and originality. The flow of communication is occasionally diverted but not confused by errors in standard punctuation, capitalization, and/or spelling. There may be a few major errors. This grade level is that which is assumed to be achieved by most all students.

**C (79-70):** This grade indicates an acceptable level of work. The student fulfills the minimum requirements for the course. The work submitted may show evidence of some misunderstanding of the material or may be poorly written, with an unacceptable number of errors, both major and minor. An inability to rise above this level raises serious questions about the student's readiness for graduate studies.

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F (below 70): This grade indicates an unacceptable level of work. The student does not fulfill the minimum requirements for the course. The work submitted may show inadequate or sketchy development, a major misunderstanding of the material, and/or an unacceptable number of errors, both major and minor, even beyond those submitted in the C paper. It is unusual for a graduate student's paper to fall to this level of expression.

### PROCTORED EXAM

The exam has 3 essay questions, and you will be asked to do 2 of them. Be sure to save your first answer before you go on to the next one.

To study for this exam, reread your old papers and Discussion Posts and skim over the most important parts of the 6 Transpersonal Psychology texts. (The Writing texts will not be covered.)

### WEEKLY READING AND ASSIGNMENTS

WEEK	READING AND STUDY	ASSIGNMENTS	POINTS
1	<ul style="list-style-type: none"><li>Schlitz et al., Chs. 2, 3</li><li>Kornfield, Chs. 1-3</li><li>Siefer &amp; Vieweg, Ch 8, pp. 153-172</li></ul>	<ul style="list-style-type: none"><li>Discussion Post</li><li>Journal</li><li>Meditation</li></ul>	<ul style="list-style-type: none"><li>2.5</li><li>0</li><li>0</li></ul>
2	<ul style="list-style-type: none"><li>Schlitz et al., Chs. 3,4</li><li>Kornfield, Chs. 4,5</li><li>Siefer &amp; Vieweg, Intro, Ch. 1</li></ul>	<ul style="list-style-type: none"><li>Discussion Post</li><li>Meditation</li><li>Writing Assignment 1</li></ul>	<ul style="list-style-type: none"><li>2.5</li><li>0</li><li>8</li></ul>
3	<ul style="list-style-type: none"><li>Schlitz et al., Chs. 5-8</li><li>Siefer &amp; Vieweg, Ch. 2</li></ul>	<ul style="list-style-type: none"><li>Discussion Post</li><li>Journal</li><li>Writing Assignment2</li></ul>	<ul style="list-style-type: none"><li>2.5</li><li>0</li><li>8</li></ul>
4	<ul style="list-style-type: none"><li>Orloff video</li><li>Mayer, Chs 4,5</li><li>Siefer &amp; Vieweg, Ch. 3</li><li>Berstein, article</li></ul>	<ul style="list-style-type: none"><li>Discussion Post</li><li>Writing Assignment 3</li><li>Peer Review 1</li></ul>	<ul style="list-style-type: none"><li>2.5</li><li>0</li><li>2.5</li></ul>
5	<ul style="list-style-type: none"><li>White, 2 articles</li><li>Siefer &amp; Vieweg, Chs 7,9</li><li>Mayer, Ch. 1, Epilogue</li><li>Bro, Ch 11, pp 304-309</li></ul>	<ul style="list-style-type: none"><li>Discussion Post</li><li>Journal</li></ul>	<ul style="list-style-type: none"><li>2.5</li><li>0</li></ul>

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6	<ul style="list-style-type: none"><li>• White, Article</li></ul>	<ul style="list-style-type: none"><li>• Writing Assignment 4</li><li>• Peer review 2</li></ul>	<ul style="list-style-type: none"><li>• 8</li><li>• 2.5</li></ul>
7	<ul style="list-style-type: none"><li>• Bro, Part I and II</li></ul>	<ul style="list-style-type: none"><li>• Discussion Post</li></ul>	<ul style="list-style-type: none"><li>• 2.5</li></ul>
8	<ul style="list-style-type: none"><li>• Bro, Part III, pp. 321-491</li><li>• Siefer &amp; Vieweg, Ch. 6</li></ul>	<ul style="list-style-type: none"><li>• Discussion Post</li></ul>	<ul style="list-style-type: none"><li>• 2.5</li></ul>
9	<ul style="list-style-type: none"><li>• Thurston, Ch. 2</li></ul>	<ul style="list-style-type: none"><li>• Discussion Post</li><li>• Experiential Assignment</li><li>• Writing Assignment 5</li></ul>	<ul style="list-style-type: none"><li>• 2.5</li><li>• 0</li><li>• 10</li></ul>
10	<ul style="list-style-type: none"><li>• Mayer, Chs. 8,9,10,11,12</li></ul>	<ul style="list-style-type: none"><li>• Discussion Post</li></ul>	<ul style="list-style-type: none"><li>• 2.5</li></ul>
11		<ul style="list-style-type: none"><li>• Proctored Exam</li></ul>	<ul style="list-style-type: none"><li>• 20</li></ul>
12		<ul style="list-style-type: none"><li>• Writing Assignment 6</li></ul>	<ul style="list-style-type: none"><li>• 8</li></ul>