



For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

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**Semester:** Spring

**Year:** 2025

**Course Prefix:** SLSS

**Course and Section #:** 1200 001

**Course Title:** 7 Habits of Highly Effective People

**Credits:** 3

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### ***Course Description***

This is a licensed program originally developed by the Covey Leadership Center and continued through Franklin Covey. CLSS 1200 is designed to help students learn, teach, and implement *The 7 Habits of Highly Effective People*, by Stephen R. Covey. It introduces foundational principles that increase personal effectiveness by focusing on time-proven principles of character (what a person is) and competence (what a person does). This course requires commitment and rigor to reach its stated objectives.

*This class is about understanding and applying personal leadership in your life. It is about taking control of your life and finding a direction for yourself. We will focus on **applying** the habits in our everyday lives in an effort to achieve a high level of effectiveness—socially, spiritually, physically, and intellectually.*

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### ***Course Attributes***

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

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### ***Instructor Information***

**Instructor Name:** Email: [cgoslin@uvu.edu](mailto:cgoslin@uvu.edu) Office phone: 801.863.6558. Chris prefers messages sent through the Canvas Inbox. Office location: LC 407J Office hours: By appointment

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### ***Student Learning Outcomes***

Upon successful completion of this course, students will be able to:

- Demonstrate understanding of key concepts and skills related to personal effectiveness
- Apply principles of personal leadership and management through practice and self-reflection
- Engage in a process of changing one's own thinking and behaviors to transition from dependence to independence, and ultimately, to interdependence.
- Evaluate existing paradigms to achieve higher levels of metacognitive and critical thinking.
- Develop a principle-centered approach to personal effectiveness and change
- Engage in an ongoing practice of intentional self-awareness and awareness of other points of view

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## ***Course Materials and Texts***

### ***Textbook***

#### ***The 7 Habits of Highly Effective People, by Stephen R. Covey***

- Any edition of this book is acceptable. The page numbers will be different, but the content is the same for all print editions, 7 habits college work book
  - eBooks, or audio books.

#### ***The 7 Habits of Highly Effective People, College Workbook***

### ***Course Fee***

UVU's Department of Student Leadership & Success Studies (SLSS) collaborates with Franklin Covey through a unique client-partner agreement. This agreement gives us the right to teach Dr. Covey's licensed material (referred to as "intellectual property"). The course fee you paid when you registered for this course equates to the intellectual property payment to Franklin Covey for the use of Dr. Stephen R. Covey's work.

### ***Technology Expectations***

- Access to a computer and reliable internet connection
- Ability to use word processing and visual software in the MS Office suite

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## ***Course Requirements***

### **Course Assignments, Assessments, and Grading Policy**

#### **Grading Scale:**

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The following grading standards will be used in this class:

<b>Grade</b>	A	A-	B+	B	B-	C+	C	C-	D+
<b>Percent</b>	93-100%	90-92%	87-89%	83-86%	80-82%	77-79%	73-76%	70-72%	67-69%

### Assignment Categories

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<b>Activity</b>	<b>Percent</b>
Discussion Participation & Reading	20%
Learning Journals & Reflections	40%
Mission Statement Project	10%
Exams	30%

### Late Work Statement:

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- Procrastination will never be an acceptable excuse! Computer and WiFi issues do not constitute emergencies unless you've left things until the last minute—which means you've procrastinated (see the previous sentence).
- Students who experience life-altering circumstances (e.g. illness, death of a loved one, etc.) will be given an opportunity to submit their work for full credit **IF** they communicate with the instructor to explain the situation in a timely manner. Clear and regular communication is expected and will be critical for the instructor and student to work together and complete the missing work.

### Learning Journal and short reflection assignments:

- - - 1 day late = 10% reduction
    - 2 days late = 20% reduction
    - 3 days late = 30% reduction
    - 4 days late = 40% reduction
    - 5-7 days late = 50% reduction
    - More than 1 week late = no credit

**Reading Quizzes:** Late quizzes receive an automatic 20% reduction in points.

**Online Discussions:** Late points assessed as per the rubric.

**Exams:** No late exams accepted

## Discussions

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Discussions will be opportunities to explore topics together. Posts to the discussion should add significantly to the conversation and support your point of view. *Comments that do not add significantly to a discussion will receive **no credit**.* It is okay to disagree in a discussion. In fact much learning happens when we disagree. However we need to be respectful and keep our online classroom a safe place to learn.

Discussions are due on **Fridays**--you must respond to the discussion prompt and comment on 1 student post by the due date. You have until Sunday to comment on 1 additional post. If your post is late, you will lose points on the discussion. You can look at the rubric to see how discussions are graded.

### Discussion Tips

- **Look for my posts!** When I post on the discussion board, I often ask follow up questions in an effort to build on the ideas shared on the discussion board and make connections between students' ideas and experiences and key concepts that we are learning. PLEASE pay attention these posts!
- **Make connections and Share them.** It is important for you to make connections between the concepts that you're learning and life experiences. Share the connections you are making on the discussion board by tying concepts together, referencing specific things that you have read in the text or learned on Canvas, and sharing how you have applied these concepts in your life.
- **Read ALL posts on the discussion board.** In a face to face classroom, you would be *listening* to all classmates but not necessarily responding to everyone. The best way to learn from your classmates is to take the time to read what each of them has to say!

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## Written Assignments

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- **Learning Journals:** You will submit a learning journal for each habit. The purpose of these learning journals is to create an individual, reflective venue to explore meaning, apply concepts, and deepen understanding. These will vary in length and structure. For instance, you will be asked to teach key concepts to someone else in your life and write about this teaching experience in your learning journal. You will be asked to complete an in-depth application activity and then write about. The learning journal assignments include a file that you download, complete all of the different activities, and then submit your completed assignment. You can find a specific grading rubric on each assignment page.

- **Short Reflections:** These short written reflections usually accompany a discussion or other activity that you complete and then respond to in short summary.
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## Mission Statement Project

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- **Habit 2 - Personal Reflection:** You will complete a learning journal in the Habit 2 module about creating a life's legacy. This activity is meant to help you start thinking about your own life mission, who you want to be, and what you want your life to mean.
- **Habit 2 - Rough Draft:** You will submit a rough draft of your mission statement when we are learning about Habit 2. The learning journals will have you respond to a series of interesting questions about yourself and the last assignment will be a summary of what you've learned in the form of a presentation of your preliminary mission statement to the class. This presentation will consist of you identifying your core principle and how it applies to your 4 life support goals. Further instructions will be in the module for Habit 2
- **Final Draft:** At the end of the semester, you will submit your final draft of your mission statement in the form of a presentation to the class.

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## Required or Recommended Reading Assignments

Daily reading from both the text book *Textbook*

*The 7 Habits of Highly Effective People*, by Stephen R. Covey as well as the colligate work book.

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## General Description of the Subject Matter of Each Lecture or Discussion

*Click here to enter text.*

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## *Required Course Syllabus Statements*

### Generative AI

#### AI and Plagiarism Statement

You may use AI programs e.g. ChatGPT to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity.

You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor).

Any plagiarism or other form of cheating will be dealt with severely under relevant UVU policies.

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### **Using Remote Testing Software**

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

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## ***Required University Syllabus Statements***

### **Accommodations/Students with Disabilities**

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](mailto:DHHservices@uvu.edu)

DHH is located on the Orem Campus in BA 112.

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### **Academic Integrity**

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

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### **Equity and Title IX**

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – [TitleIX@uvu.edu](mailto:TitleIX@uvu.edu) – 800 W University Pkwy, Orem, 84058, Suite BA 203.

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### **Religious Accommodation**

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu). If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.