



## Work, Play, Rest: Navigating Complexities of Adult Life Undergraduate Course Information Guide

**Course Number: CCA 285, 4 credits, 10 Weeks**

**Cross listed Course Number: AI 285, 2 or 4 credits, 10 Weeks**

**Delivery Formats: Online: Sync, Hybrid**

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### Course Description

Adult life has become complex. With expectations from family, school, work, home, social pressures, technology and social media, it sometimes feels impossible to keep up. When the news bombards us or becomes frightening, and the world around us feels uncertain, how do we make sense of things and find our way forward? In this course, we will begin from the place that human beings are full of creativity, ingenuity, resourcefulness, generosity and hope. Our very lives and the world around us will be our subject matter - our need to work, our bodies' need for rest, and our enjoyment of leisure and recreation. Where does stress, expectation and anxiety come from, how are these held in the body, and what can we do about it? And, how has story, movement, music and sound, humor, popular entertainment and fun helped humans get through the day, navigate relationships, and find more ease? By engaging in simple creative practices in and out of class and considering what might be useful for individual and collective well-being, the goal is for students to create a toolbox of approaches for navigating life's complexities to carry forward beyond the class.

### Learning Outcomes

After completing this course, you will be able to:

- Understand the nuances of complexity that adults face in modern life in the western world, and especially in the United States.
- Grasp and articulate the kinds of complexities you are personally navigating in your own adult life.
- Understand different modalities for managing complexities and stress offered by various thinkers, practitioners, models and approaches to health and wellbeing,

- Identify what/when/where your own adult-life challenges come into play, and cultivate tools to help you manage these complexities.
- Have an experientially-based understanding of mind-body and somatic practices and their value in navigating complexities of adult life.
- Understand the significance of the stressors existing in our modern world in relation to technological advances and their impact on humans.
- Understand the value of collaboration and community in relation to mitigating stress and navigating complexity.
- Find applications of your learning in this class to home, school, family, work, and in your digital connections and communities

If in a SCPS competence program, (BAIFA, BAC, BAGB, BAECE), this course addresses the following requirements:

Competence	Competence Statement / Criteria
A3X	Can understand approaches to the mind-body connection and kinesthetic awareness, and can articulate applications of meaning and value from these approaches to one's own experiences.
A5	Can define and analyze a creative process.
H3X	Can understand how one's individual holistic health supports being an optimal contributor to society.
L7	Can learn collaboratively and examine the skills, knowledge, and values that contribute to such learning.
FX	Related to student's focus area.

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## Learning Strategies and Resources

Some learning activities, assignments and deadlines will vary depending on the delivery format of the course and may differ slightly from what is presented in this document.

Learning will occur in several modalities and will include virtual meetings with experientially-based guided movement, storytelling and vocal activities facilitated in each class session combined with a reflective component. Asynchronous D2L sessions will be an opportunity to reflect and synthesize learning. The study and discussion of literature (articles, books, websites and videos) concerning mind-body awareness will occur across all classes and assignments.

## Required Readings

There is no textbook required for the course. Required readings and media (videos and podcasts) will be available on Electronic Reserve, at the [DePaul Library](#). Login to Ares Course Reserves and select the course. Log in using your Campus Connect User ID and password. You will then get a page listing the courses in which you're enrolled that have readings posted in Ares. Click on the title of this course and the list of our electronic reserve readings will be displayed.

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## Learning Deliverables

Students taking the course for either 2 credits or 4 credits have the following assignments.

1. Weekly readings and media components
2. In-class writings
3. Easy Focus Learning Plan
4. Work, Play, Rest Learning Storybook
5. Integrating Ideas Showcase
6. D2L Forum work in WEEK 6

Students taking the course for 4 credits have the following additional assignments.

7. D2L Forum work in WEEK 9
8. Interview with a "Grace Maker"
9. Integrating Ideas Project

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## Assessment of Student Learning

### Distribution of Grade Points

Students taking the course for 2 credits will have the following distribution of grades.

Attendance/Class Engagement (5 weeks of participation via Zoom virtual meetings and engaging in in-class experiential practices, all in-class work & Easy Focus Learning Plan) – includes any additional negotiated make-up work	50%
Work, Play, Rest Learning Storybook	25%
Participation in "Getting Your Work, Play, Rest GPS Started" (D2L forum in WEEK 6)	10%
"Playing it Forward" 2-Credit Student Wrap-Up Forum	5%
Integrating Ideas Showcase (D2L forum in WEEK 6)	10%

Students taking the course for 4 credits will have the following distribution of grades.

Attendance/Class Engagement (participation via Zoom virtual meetings (all sessions) and engaging in in-class experiential practices, all in-class work & Easy Focus Learning Plan; asynchronous D2L weeks (6 and 9) and all forum work count toward attendance)	50%
Work, Play, Rest Learning Storybook	20%
"Interview with a Grace Maker" (D2L forum/assignment)	5%
Integrating Ideas Showcase (D2L forum in WEEK 6)	10%
Integrating Ideas Project	15%

### Grading Scale

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68

D = 61 to 64

F = 60 or below

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## Course Schedule

<b>Week / Theme</b>	<b>Readings and Media for Next Week</b>	<b>Assignments for Next Week</b>
Week 1: Navigating complexities of adult life...	Watch – Stuart Brown, "Play is More Than Fun" (Video 26:38)  Read – Marr, "Why Too Much Data is Stressing Us Out"  Read – Wong, "How to Add More Play to Your Grown-Up Life, Even Now"	Easy Focus Learning Plan Storybook Assignment #1
Week 2: Aliveness: The spectrum of human expression and essential ingredients for thriving...	Read – Blakeslee, "Cells That Read Minds"  Read – Gray, "The Play Deficit"  Watch – Dr. David Steindl-Rast, "Want to Be Happy? Be Grateful" (Video 13:56)	Storybook Assignment #2
Week 3: Speed: Navigating work, play and rest in the pace of our world...	Read – Porter, Winton-Henry, "Exformation: The Antidote for the Information Age"  Watch – "The Unforeseen Consequences of a Fast-Paced World" (Video 8:50)  Listen – "Listen – You Are Worthy of Sleep, Even in	Storybook Assignment #3

	a Pandemic" (Audio 30:02)	
Week 4: The Body: The human experience is a physical experience...	<p>Read – Totten, "Bodies in an Embodied World"</p> <p>Watch – Sherry Turkle, "Connected, but Alone?" (Video 19:33)</p> <p>Listen – Resmaa Menakem, "Notice the Rage, Notice the Silence" (Audio 50:53)</p>	<p>Storybook Assignment #4</p> <p><b>4-credit students:</b> Begin interview with a "Grace Maker" due week 9</p>
Week 5: Choices: Finding balance in an overloaded world, part 1...	No reading assignments for Week 6 (follow instructions for Week 6 D2L forums)	Storybook Assignment #5
<p>Week 6: Integrating Ideas Showcase – demonstrating integration of learning through a community showcase...</p> <p><b>Asynchronous Module</b></p>	<p>Read – Wright, "Neuroplasticity and the Critical Practice of Speaking More Kindly to Yourself"</p> <p>Watch – "Smartphones and Our Information Overload" (Video 9:15)</p> <p>Watch – "Overcoming Objections to Self-Compassion" (Video 12:23)</p>	<p><b>All students:</b></p> <p>"Integrating Ideas Showcase" Discussion Forum</p> <p>"Getting Your Work, Play, Rest GPS" Started Discussion Forum</p> <p><b>2-credit students:</b> "Playing it Forward" Discussion Forum</p>
Week 7: Practices: Finding balance in an overloaded world, part 2...	<p>Read – Coggle, "How Doing Nothing Helps You Get More Done"</p> <p>Read – Blackwell, "Why People of Color Need Spaces Without White People"</p> <p>Watch – Sinek, "How to Discover Your 'Why' in</p>	<p><b>4-credit students:</b></p> <p>Integrating Ideas Project</p>

	<p>Difficult Times” (Video 15:25)</p> <p>Listen or Read – Greene, “You Won’t Remember the Pandemic the Way You Think You Will” (read or audio 48:46)</p>	
<p>Week 8: Support: Finding balance in an overloaded world, part 3...</p>	<p>Read – Carter, Mohan, “Build Your Resilience in the Face of a Crisis”</p> <p>Read – Palmer, “The Grace of Great Things”</p> <p>Watch – “In Praise of Slowness” (Video 19:03)</p>	<p><b>4-credit students:</b></p> <p>Complete interview with a “Grace Maker” assignment</p> <p>Integrating Ideas Project</p>
<p>Week 9: Synthesis, Part 1: Cultivating grace and ease...</p> <p><b>Asynchronous Module</b></p>	<p>No assigned readings and media for Week 10 – complete final projects</p>	<p><b>4-credit students:</b></p> <p>Interview With a “Grace Maker” Discussion Forum</p> <p>“Synthesis, Part I: Cultivating Grace and Ease” Discussion Forum</p> <p>Complete Integrating Ideas Project &amp; prepare Week 10 presentation</p>
<p>Week 10: Synthesis, Part 2: Working, playing, and resting it forward...</p>	<p>Week 10 class:</p> <p>Integrating Ideas Projects – demonstrate and celebrate synthesis of learning</p> <p>Turning on your Work, Play, Rest GPS to navigate beyond the class.</p> <p>Final class reflections</p>	

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### Course Policies

For access to all SCPS and DePaul University academic policies, refer to the following links:

[SCPS Student Resources Website](#)

[DePaul Student Handbook](#)

The [D2L Course Website](#) for this course.

### Course Syllabus

The official syllabus for this course that includes course dates, instructor information and quarter specific details will be provided by the course instructor by the start of the course and available on the course D2L website.

### Course Registration

To find out when this course will be offered next, you can go to the [SCPS Registration website](#) for details on how to register for the course.

For information on how this course can apply to your program, contact your academic advisor.

## School of Continuing and Professional Studies

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*Admitted graduate students from any program may take this course for graduate credit, and will have additional graduate-level requirements. Graduate students should contact SHELLSTR@depaul.edu for special registration information and consult with their academic advisor.*

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