

Self Exploration: Inside ourselves, Outside with others Syllabus
School for New Learning - DePaul University, Fall 2016, Course AI 255
Mondays, Loop Campus or Online Video, 5:45-9:00pm

Course Description: Exploring the self can be a very personal and satisfying experience, but can also provide clues as to how you interact with others, accomplish daily tasks and can become a more happy, productive and respected individual. This course guides you through a self reflection process in a collaborative learning situation where you will learn about yourself, share the process with a learning partner and observe the trends and conclusions of the class. This course will operate in a unique blended format with three required meetings which will link students in the classroom to other students taking the course online through live video interaction. You will have the option to either attend on campus or online for the scheduled meetings.

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Kenn Skorupa has been on the staff of the college since 1990 and is currently the Associate Director of SNL Joint Degree Programs. He has designed and taught several courses for the college. His academic background is in the areas of psychology and gender issues, the use and impact of technology on people's lives and organizational administration.

Course Competencies:

A3X: World View Development Competence: Can articulate a philosophic world view based on self exploration and comparison to the ideologies of others. **(2 credit hours)**

Activities: Apply module themes to an analysis of self, ideologies of others, and impact on personal philosophy.
Assignments: Select and research a philosopher, maintain a journal that enhances your view of the world.
Outcomes: Increase confidence in yourself and the basis for your views and perspectives. Draw connections between aspects of your personality, experience and opinions and the ideologies of others. Create a more organized and integrative view of the world.

H3X: Self Awareness Competence: Can explore varied perspectives of the self and develop a greater self-awareness related to one's behaviors and interactions with others. **(2 credit hours)**

Activities: Apply module themes to an analysis of self to improve understanding of self and relationships.
Assignments: Conduct research and maintain a journal that explores aspects of self and relationships.
Outcomes: Gain a greater satisfaction with life through increased self knowledge and enhanced personal identity. Increase your understanding of how relationships work and enrich personal experience. Develop strategies to assess others' strengths and limitations.

S3X: Technological Self Competence: Can assess the role of technology in society based an understanding of one's own technological development. **(2 credit hours)**

Activities: Apply module themes to an analysis of self to determine the role of technology in society and your life.
Assignments: Conduct research and maintain a journal that explores your use of technology in a larger context.
Outcomes: Decrease the workload associated with adaptation to technological advances. Identify personalized strategies for managing and maintaining technology. Develop enhanced perspectives of social and cultural complexities related to the use of technology.

L7: Collaborative Learning Competence: Can learn collaboratively and examine the skills, knowledge, and values that contribute to such learning. **(2 credit hours)**

Activities: Apply module themes to an analysis of self in collaboration with a learning partner.
Assignments: Conduct research and maintain a journal that explores the collaborative learning process.
Outcomes: Improve your ability to function in collaborative relationships. Increase your comfort level in sharing aspects of yourself in a supportive environment. Increase your ability to offer and accept feedback.

AI 255 Fall 2016 Class Schedule:

Module One: Family Origins (9/12/16 to 9/25/16)

Students can logon to Course Web Site and post messages on Course Information Forum before our first course meetin, 9/19/16 or do so after the first session.

Module Two: Gender Perspectives (9/19/16 to 9/25/16)

Class Session One, Monday, 9/19/16, 5:45 pm to 9:00 pm, CDT, Online and Loop Campus

Workbook Submission One: Module One and Two journal entries to partner by Sunday, 9/25/16.

Module Three: Personality Development (9/26/16 to 10/2/16)

Return Workbook Submission One by Sunday, **10/2/16**.

Module Four: Personality Traits (10/3/16 to 10/9/16)

Workbook Submission Two: Module Three and Four journal entries to partner and Research Proposal for each competence included in workbook by Sunday, **10/9/16**.

Module Five: Self Awareness (10/10/16 through 10/16/16)

Return Workbook Submission Two by Sunday, **10/16/16**.

Module Six: Personal Identity (10/17/16 through 10/23/16)

Class Session Two, Monday, 10/17/16, 5:45 pm to 9:00 pm, CDT, Online and Loop Campus

Workbook Submission Three: Module Five and Six journal entries to partner by Sunday, **10/23/16**.

Module Seven: Creative / Artistic Self (10/24/16 to 10/30/16)

Return Workbook Submission Three by Sunday, **10/30/16**.

Module Eight: Professional Life (10/31/16 to 11/6/16)

Workbook Submission Four: Module Seven and Eight journal entries to partner by Sunday, 11/6/16.

Module Nine: Moral Life (11/7/16 through 11/13/16)

Return Workbook Submission Four: by Sunday, **11/13/16**.

Module Ten: Summarization Projects (11/14/16 to 11/20/16)

Class Session Three, Monday, 11/14/16, 5:45 pm to 9:00 pm, CDT, Online and Loop Campus

Workbook Submission Five: Module Nine and Ten journal entries **to "Instructor Only"** by Sunday, 11/20/16.

Course ends Sunday, 11/20/16.

Learning Experience: The course has been organized into 10 modules to facilitate your learning. Each of the modules has a general theme that is associated with a reading assignment for that module that you will be asked to reflect on and to write about in your learning journal. In addition, you will share your insights, questions, and reflections with your learning partner in a one on one discussion conference. You will also participate in several class meetings, either on campus or online through a synchronous web format and a class wide online discussion to share your experience and observe the reflections of the class.

Addressing Competences: Students completing one competence in the course will address that competence in their learning journal and in all related discussions. Students completing two competences in the course will address each of them in their learning journals and related discussions. Learning activities, assignments and outcomes for each competence are explained on page one of this syllabus. The learning activities are the same type of activities for each competence, but address different subject matter and are assessed separately for each competence.

If SNL is Not your Home College: That is to say, you are a student in one of DePaul's other colleges, you may not be familiar with the competence format of SNL courses. You have the option to register for either one or two competences, each worth two credit hours and may select any of the 4 competences available. You will complete the work associated with the competence requirements you select as described in the course materials. You also have the option of registering for a special 4 credit hour section of the course. If you register for this section, you will need to complete the work for 2 competences but will be issued one grade for the course. If you register for the 4 credit hour section, contact the instructor to confirm which two competences you plan to address.

Readings: There will be no formal textbook required for the course. Instead, the reading material will be in the form of scholarly journal articles and Internet sites that are found on the course website. Students are to select from the posted articles and web links and/or their own research related to the module themes and incorporate what they have learned into their one on one discussions, journal entries and with the class as appropriate. Students will also provide a summary analysis for their partner of the assignments shared.

Learning Journal: The learning journal has been designed as a workbook that has each of the module assignments presented in the form of questions that are to be answered in text boxes. Journals are submitted each week to a learning partner that reviews the work for that module and returns the journal to the author the following week. Each journal entry is approximately 2 to 3 pages of reflective text written by the student directly into the workbook. The instructor monitors the completion of the workbook and provides feedback and grades to the student. The bi-weekly submission of the journal and alternate weeks of providing feedback on the partner's journal represent all the written assignments in the course, in addition to the online discussion.

Course Discussion Interactions: Students have access to the course website to participate in the course discussion sessions and online meetings on the university D2L system, found at <https://d2l.depaul.edu/>. The course website provides class announcements, syllabus information, assignments, reading documents, communications and the course discussion board. When student login, they are taken to the announcements section of the course site and the course menu. General questions about the course can be posted on the course information forum. Students are required to interact with their partners in private conferences throughout the quarter and to participate in the online class discussion.

Module Themes and Academic Articles- Below are sample readings for the modules. Each module has a number of scholarly journal articles and related websites to research the module topic. Students can also find additional resources to personalize their research and are encouraged to share relevant sources with the class.

Module One Theme: Family Origins - Examination of your childhood environment, relationships and upbringing.

Module One Readings Options

Families Matter: Psychology of the Family and the Family of Psychology, Catherine M. Lee, Canadian Psychology, 2010, Vol. 51, No. 1, 1–8.

Emerging Adults' Lived Experience of Formative Family Stress: The Family's Lasting Influence, Carmen R. Valdez, Tom Chavez, and Julie Woulfe, Qualitative Health Research 23 (8), 1089–1102.

Are laterborns more innovative and nonconforming consumers than firstborns? A Darwinian perspective, Gad Saada, Tripat Gillb, Rajan Natarajanc, Journal of Business Research, 58, (2005) 902– 909.

Birth order differences in normal personality traits: Perspectives from within and outside the family, Victoria A. Marini, John E. Kurtz, Personality and Individual Differences, 51, (2011), 910–914.

Module Two Theme: Gender Perspectives - Examination of your gender development and identity.

Module Two Readings Options

Chapter Two: Modules for Understanding Masculinity, The Masculine Self, Christopher Kilmartin, 4th Edition, 2010.

The relationship between attributional style, gender and the Five-Factor Model of personality, Arthur Poropat, Personality and Individual Differences, 33, (2002), 1185–1201.

Gender Differences in Brain and Behavior: Hormonal and Neural Bases, SANDRA J. KELLY, NANCY L. OSTROWSKI, AND MARLENE A. WILSON, Pharmacology Biochemistry and Behavior, Vol. 64, No. 4, 1999, 655–664.

Still Different After All These Years: Gender Differences in Professional Identity Formation, K. Ramsey McGowen and Lorraine E. Hart, Professional Psychology: Research and Practice, 1990, Vol. 21, No. 2, 118-123.

Module Three Theme: Personality Development - Examination of your personality origins.

Module Three Readings Options

Identity and Spiritual Development in the Papers of Erik Erikson, Carol Hoare, Identity: An International Journal of Theory and Research, 9, 2009, 183–200.

Transcendence and Aging: The Secular Insights of Erikson and Maslow, WILLIAM R. YOUNT, Journal of Religion, Spirituality & Aging, 2009, 21, 73–87.

Mother, Melancholia, and Dreams in Erik H. Erikson's Insight and Responsibility, Donald Capps, Journal of Religion and Health, (2008) 47, 103–117.

Erikson's General and Adult Developmental Revisions of Freudian Thought: "Outward, Forward, Upward", Carol H. Hoare, Journal of Adult Development, Vol. 12, No. 1, January 2005.

Module Four Theme: Personality Traits - Examination of your personality characteristics.

Module Four Readings Options

Age Differences in Personality Traits From 10 to 65: Big Five Domains and Facets in a Large Cross-Sectional Sample, Christopher J. Soto, Oliver P. John, Samuel D. Gosling, Jeff Potter, *Journal of Personality and Social Psychology*, 2011, Vol. 100, No. 2, 330–348.

The Effect of Music and Lyrics on Personality, Maja Djikic, *Psychology of Aesthetics, Creativity, and the Arts*, 2011, Vol. 5, No. 3, 237–240.

Nature and Nurture of the Interplay Between Personality Traits and Major Life Goals, Wiebke Bleidorn and Christian Kandler, Ute R. Hußsheger, Rainer Riemann and Alois Angleitner, Frank M. Spinath, *Journal of Personality and Social Psychology*, 2010, Vol. 99, No. 2, 366–379.

The Five-Factor Model of Personality Traits and Organizational Citizenship Behaviors: A Meta-Analysis, Dan S. Chiaburu, In-Sue Oh, *Journal of Applied Psychology*, 2011, Vol. 96, No. 6, 1140–1166.

Module Five Theme: Self Awareness - Examination of how you view yourself in objective/coherent manner.

Module Five Readings Options

A New Interpretation of Michael Polanyi's Theory of Tacit Knowing: Integrative Philosophy with 'Intellectual Passions', S. R. Jha, *Studies in History and Philosophy of Science*, Vol. 28, No. 4, 1997, 611-631.

The active self: Drama therapy and philosophy, Phil Jones, *The Arts in Psychotherapy*, 35, (2008), 224–231.
John Macmurray's Philosophy of the Personal and the Irreducibility of Psychological Persons, Jeff Sugarman, *Journal of Theoretical and Philosophical Psychology*, Vol. 26, 2006, 172-188.

Personal Ideology Polarity: Its Emotional Foundation and Its Manifestation in Individual Value Systems, Religiosity, Political Orientation, and Assumptions Concerning Human Nature, Ed de St. Aubin, *Journal of Personality and Social Psychology*, 1996, Vol. 71. No. 1, 152-165.

Module Six Theme: Personal Identity - Examination of how others see you.

Module Six Readings Options

Philosophy of Autonomy, N. Stoljar, *International Encyclopedia of the Social & Behavioral Sciences*, 2001, 1009-1015.

The identity function of parenthood: A systemic and developmental approach, Graciete Franco-Borges, Piedade Vaz-Rebelo, Elias Kourkoutasc, *Procedia Social and Behavioral Sciences* 5 (2010) 1721–1725.

Wittgenstein and the grammar of pride: The relevance of philosophy to studies of self-evaluative emotions G.B. Sullivan, *New Ideas in Psychology* 25 (2007) 233–252.

Affective temperament and personal identity, Giovanni Stanghellini, René Rosfort, *Journal of Affective Disorders* 126 (2010) 317–320.

Module Seven Theme: Artistic/Creative Self - Examination of your use of creativity and innovation.

Module Seven Readings Options

Self-Concept in Artistic Domains: An Extension of the Shavelson, Hubner, and Stanton (1976) Model, Walter P. Vispoel, *Journal of Educational Psychology*, 1995, Vol. 87, No. 1, 134-153.

Personality Predictors of Artistic Preferences as a Function of the Emotional Valence and Perceived Complexity of Paintings, Tomas Chamorro-Premuzic and Charlotte Burke, Anne Hsu, Viren Swami, *Psychology of Aesthetics, Creativity, and the Arts*, 2010, Vol. 4, No. 4, 196–204.

Who art thou? Personality predictors of artistic preferences in a large UK sample: The importance of openness, Tomas Chamorro-Premuzic, Stian Reimers, Anne Hsu and Gorkan Ahmetoglu, *British Journal of Psychology*, (2009), 100, 501-516.

Preferences for Ancient and Modern Art Museums: Visitor Experiences and Personality Characteristics, Stefano Mastandrea, Gabriella Bartoli, and Giuseppe Bove, *Psychology of Aesthetics, Creativity, and the Arts*, 2009, Vol. 3, No. 3, 164–173.

Module Eight Theme: Professional Life - Examination of your professional identity and development.

Module Eight Readings Options

Identity Development, Career Development, and Psychological Separation From Parents: Similarities and Differences Between Men and Women, Margaretha Lucas, *Journal of Counseling Psychology*, 1997, Vol. 44, No. 2, 123-132.

Multiple Professional Identities: Examining Differences in Identification Across Work-Related Targets, Michael D. Johnson, Frederick P. Morgeson, Daniel R. Ilgen, Christopher J. Meyer, and James W. Lloyd, *Journal of Applied Psychology*, 2006, Vol. 91, No. 2, 498–506.

Effects of Organizational and Professional Identification on the Relationship Between Administrators' Social Influence and Professional, Employees' Adoption of New Work Behavior, David R. Hekman, H. Kevin Steensma, Gregory A. Bigley and James F. Hereford, *Journal of Applied Psychology*, 2009, Vol. 94, No. 5, 1325–1335.

The Idealized Self and the Situated Self as Predictors of Employee Work Behaviors, Steven M. Farmer, Linn Van Dyne, *Journal of Applied Psychology*, 2010, Vol. 95, No. 3, 503–516.

Module Nine Theme: Moral Life - Examination of your moral/ethical development and perspectives.

Module Nine Readings Options

Consumers' moral philosophies: identifying the idealist and the relativist, Alan J. Dubinskya, Rajan Nataraajanb, Wen-Yeh Huang, *Journal of Business Research* 58 (2005) 1690–1701.

Moral Identity: What Is It, How Does It Develop, and Is It Linked to Moral Action?, Sam A. Hardy and Gustavo Carlo, *Moral Identity Development*, Volume 5, Number 3, 2011, Pages 212–218.

Ethical decision-making in the Internet context: Development and test of an initial model based on moral philosophy, Cheolho Yoon, *Computers in Human Behavior* 27 (2011) 2401–2409.

Assessment of Competence: Students will be assessed on three aspects of their participation in the course. These three aspects are the following.

1) The quality of contributions to the class discussion, both on the discussion board and in class sessions will be assessed through the Student Participation grades on the following criteria: relevance to the topic addressed; accuracy of information and use of theory; conciseness of explanations and focus on main points; evidence cited to substantiate ideas; timeliness of submitting messages.

2) The quality of contributions to the one on one discussion sessions will be assessed through the Student Participation grades on the following criteria: demonstrates respect for the ideas and input of others; acknowledges and offers feedback to others; stays on track with discussion objectives; contributes helpful and insightful ideas; offers questions that challenge and engage others

3) The quality of written assignments (student journal) will be assessed on the following criteria: submits assignments by the assigned due date; addresses the assignment according to directions; demonstrates an appropriate level of reflection; addresses assignment in appropriate level of detail; demonstrates understanding of learning objectives; Integrates and references theories and concepts from resources accurately; presents project with attention to aesthetics, clarity and grammatical acuity.

Course Grading Points Available: The grade points for each journal submission are applied separately to each competence. There are five submissions of journal, totaling 150 possible points for the journal. 25 points are possible for student participation in class and online discussion for the first half and second half of the course. The total possible grade points for each competence in the course is 200 as listed below for each competence.

Graded Item	Points
Journal Submission One	25
Journal Submission Two	25
Student Participation	25
Journal Submission Three	25
Journal Submission Four	25
Journal Submission Five	50
Student Participation	25
Total Course Points	200

Final Grade Calculations:

%	Total	Grade
100	200	
93	186	A
90	180	A-
87	174	B+
83	166	B
80	160	B-
77	154	C+
73	146	C
70	140	C-
67	134	D+
63	126	D
60	120	D-
		F

Grades lower than a C- do not earn credit or competence at the School for New Learning.

Attendance: Students are required to attend all class sessions and have the option of attending in class or through the live video interaction feature on the course website. If students miss a class, they can view the archive video on the course website and add their contributions to the class discussion forum.

Pass/Fail Grade Option: Students have the option of taking all SNL undergraduate courses as Pass/Fail even if a class is initially structured for a letter grade assessment. In these cases a Pass is awarded when competence is demonstrated at a level that would otherwise earn a grade of C- or higher.

In deciding to select Pass/Fail grading students should be aware that competencies assessed in a course as Pass will earn credit hours toward degree completion but will not be included in computing grade point averages. Attempted competence demonstration assessed within a class as Fail will not only be recorded as credit hours attempted but will also be included in computing a student's grade point average.

If a student wishes to switch their method of assessment, either to or from the Pass/Fail option, this must be requested from the instructor in writing during the first two weeks of the quarter. The assessment style may not be changed after this period, with no exceptions.

DePaul University Incomplete Policy: Undergraduate and graduate students will have up to two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. In the case of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

n.b. The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.

DePaul University Academic Integrity Policy: The integrity of our work is critical to why we are all at DePaul, both as students and as faculty. It is through this integrity that we maintain a culture of continued learning, as well as personal and professional growth and development. To preserve the quality of education offered to students, the University is responsible for maintaining academic integrity and for protecting all those who depend on it, including DePaul's community partners and institutional affiliates.

Our objectives - above all - involve fairness, clarity and accountability. All members of the university community share the responsibility for creating conditions where violations of academic integrity are curtailed.

Please review the resources available [on this website](#), read the Academic Integrity Policy, or contact an Academic Integrity consultant for additional guidance.

Writing Assistance: For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SNL assignments and much more, see the [Writing Guide for SNL Students](#). For on-campus and online tutoring, see the [DePaul University Writing Centers](#).

Students with Disabilities: Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential. To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter, preferably within the first week of class, and make sure you have contacted:

PLuS Program (for LD, AD/HD) at 773-325-4239 in the Schmidt Academic Center, room 220 or; The Office for Students with Disabilities (for all other disabilities) at 773-325-7290, DePaul University Student Center, room 307.

Dean of Students Office: The Dean of Students Office (DOS) helps students in navigating the university, particularly during difficult situations, such as personal, financial, medical, and/or family crises. Absence Notifications to faculty, Late Withdrawals, and Community Resource Referrals, support students both in and outside of the classroom. Additionally we have resources and programs to support health and wellness, violence prevention, substance abuse and drug prevention, and LGBTQ student services. We are committed to your success as a DePaul student. Please feel free to contact us at <http://studentaffairs.depaul.edu/dos/>.