Syllabus

School of Continuing and Professional Studies
Liberal Learning Seminar

Master of Arts Program in Applied Professional Studies (MAAPS) [individualized areas of study]
Master of Arts Program in Educating Adults (MAEA)
Master of Science Program in Applied Technology (MSAT)

LLS 410b Building & Engaging Resilience in Adult Life*

Winter 2020

Instructor: Donna Younger, Ed.D.
dyounger@depaul.edu
224-305-6272

Course Dates: ON-LINE – January 4th through March 21st. Students are expected to engage on-line each week and meet all course deadlines

Course Location: On-Line

Course Description: The proverb reads: “Fall down seven times; stand up eight.” But how? What’s involved in such flexibility, adaptability, tenacity, hardness and resilience? What understandings, values and skills help? How does one develop these and nurture them across an adult lifetime? Through this seminar, participants will explore various concepts, models and ‘best practices’ for growing, rebounding and safe-guarding one’s resilience—given the challenges and uncertainties of adult life.

Learning Outcomes or Competencies: The domain of personal effectiveness includes the physical, cognitive and spiritual dimensions of personal development and performance. Central questions include: Who am I and what should I become? What habits of mind, attitude and behavior might I improve upon? How can I construct personal meaning and inform future actions from my experiences? Embedded in these questions are the core concepts of learning and change, choice and consequence, identity and various dimensions of self.

*A revised syllabus will be posted to the D2L site prior to the 1/4/20 class start
After successful completion of this seminar, participants will be able to

1. Link theories and principles regarding adult resilience to the demands of their own lives.
2. Recognize opportunities for cultivating resilience in oneself and others in personal and professional contexts.
3. Apply principles and strategies from social-emotional intelligence to practice resilience.
4. Analyze emerging research regarding resilience and mindfulness to support continuous learning and development.

Learning Strategies & Resources:

REQUIRED TEXTS:


Research articles will be available as PDFs on our D 2 L site.

Learning Strategies include readings, discussions, independent research, instructor and media presentations and experiential learning activities including a field research assignment.

Learning Deliverables (graded evidences of learning) Students will complete several writing and research assignments: Smaller low-stakes writing assignments, personal essays and academic-style research papers. Each of these is detailed in the “Assignment Chart” for the course. All assignments are subject to changes and these will be reviewed weekly at the end of each class.

Assessment of Student Learning

On-Line Discussions- All on-line discussions will be assessed according to the specific prompt and rubric posted on the D 2 L site for the course.

There are a total of 500 possible points for this course. At any point during the seminar students may calculate their letter-grades by dividing their points by the number of completed total possible points. The grading and points criteria/rubric for each assignment will be discussed in class.

Course Participation: 100 total points- Participation points are awarded by the following criteria:
*Through your class comments and questions you demonstrate that you read and understood the materials or if you did not understand them sought further clarification.

*Through your questions and comments in large and small group discussions you not only demonstrated your interest in learning but your willingness to help classmates learn and understand more as well.

*Through your written work you demonstrate an understanding of the materials and issues.

*Through your participation in class activities and assignments you demonstrate your ability to present content material in a meaningful manner.

Class participation involves attendance and contribution to class activities and discussions. This recognizes being present and prepared for each session. The success of this course depends on your participation, which includes reading, reflecting, and taking notes on the assigned readings and sharing your insights with the class. Class participation also implies listening and learning from others. The more you participate, the more fun and valuable the course will be for all of us. Of course, being present physically and cognitively is basic to fully participating. If more than one session is missed, your final grade will be adversely affected or you may be asked to drop the class. If you must miss a class, please communicate with the instructor and another member of your team before and after class session and attend to your responsibilities accordingly.

On-line- Students will be expected to post reflections on the readings to the discussion board in-between seminar sessions each discussion section is worth 10 points. Late postings will only be awarded 1/2 credit (5 points). For the maximum number of points responses on the D2L discussion board should be well written, detailed and insightful. Students will be allowed to add to or supplement on- time postings if they are insufficient for full points.

In-Class- (10 points per session= 60 points) Students will be expected to actively engage in all classroom activities including being well prepared for each class meeting by having done all the required readings and assignments.

Written Assignments: All written assignments should be done using APA 6th and contain the minimum number of scholarly sources required.

Grades: Letter grades are based on the percentage of points that the student earns in the seminar:

91-100% = A 81-90% = B 71-80% =C 61-70% =D
60% or below =F

Please see “Course Assignment Chart” schedule and D2L for due dates and further instructions.
Criteria for Assessment:
Assessing your reading includes: How regularly, thoroughly and thoughtfully did you complete the reading assignments? Did you take notes on the assigned readings? Did your notes demonstrate that you understood the concepts outlined in these reading? Are you able to apply these concepts to your own circumstances?

Assessing your participation in class includes: Did you attend all sessions? If not, how many sessions did you miss and what work did you submit to make up for the session you missed? How did your questions and comments advance your own learning and support the learning of others in the class? Did you allow time for others to participate in class discussions?

Deadlines
All assignments are to be submitted in accordance with posted due-dates. Any work submitted after its posted due-date may result in a lower grade for the particular assignment and may be subject to delay in assessment.

Grading Criteria & Scale
Grade Distinctions
Exceptional (A): This designation applies to that which exceeds requirements as described within the course assignments. It is reserved for clearly excellent and exceptional work.

Solid (B): This designation applies to that which meets requirements as described within the course assignments. It is reserved for work that gives evidence of solid proficiency.

Satisfactory (C): This designation applies to that which minimally addresses requirements as described within the course assignments. It is reserved for work that gives evidence of basic/minimal satisfactory proficiency.

Unsatisfactory (D/F): This designation applies to that which is unsatisfactory and insufficient in terms of addressing course assignments. At the course level, a D/F requires that the course be retaken in order to qualify for graduate degree completion.

Course Schedule (Please see attached course assignment chart - and D2L for assignments and updates).

Course Policies
This course includes and adheres to the college and university policies described in the links below:

Academic Integrity Policy (UGRAD)
Instructor Brief Bio: Donna has served as an adult learning facilitator in a wide variety of roles and settings for more than thirty years. In higher education, she was a member of the resident faculty of SNL for 12 years and has taught in both the undergraduate and graduate programs as an adjunct faculty member for 14 years. Donna served as Dean of Academic Services at Oakton Community College from 2002-2012 where she led the effort to improve services to adult students and to implement a First Year Experience Program. More recently, Donna was Associate Vice-President for Higher Education at CAEL (Council for Adult and Experiential Learning) from 2014-2016 and continues to serve as a consultant for CAEL, working with academic institutions across sectors as well as with business and not-for-profit organizations. Donna’s particular areas for continuous inquiry for emotional and social competence and organizational development.