DePaul University
School of Continuing and Professional Studies – Graduate Programs

LL440: Travel, Values and Identity: The Journey from Place to Place

Liberal Learning Seminar – Flexibility Effectiveness
Spring Quarter 2020 – Section #36399

Faculty
Caroline M. Kisiel, Ph.D.
Loop Campus Office: 14 East Jackson, Suite 1400
ckisiel@depaul.edu (best way to reach me)
312-362-8979 (voicemail will automatically register an email)
Office hours: by appointment
See Faculty Biography section below for further information

Course Dates & Location

Class Meets:
On campus: Wednesdays – April 1, 8, 15, 29, May 6, 13, 20, 27 from 5:45pm – 9:00pm
Via D2L (asynchronous): April 22 and June 3
Class Location: 14 East Jackson (Loop Campus) – 1455
Online Components: Course site (private) located at https://d2l.depaul.edu/

Faculty
Caroline M. Kisiel, Ph.D.
Loop Office: Daley 1400
ckisiel@depaul.edu (best way to reach me)
312-362-8979 (voicemail will automatically register an email)
Office hours: before class and by appointment
See Faculty Biography section below for further information

Course Description

Welcome to Travel, Values and Identity: The Journey from Place to Place!

Sit at the gate at any airport waiting for a flight and you may find a vacationer, a business traveler, a commuter, and an immigrant heading toward a new home – all about to board the same plane. Stand in the immigration line after disembarking, and each of these travelers might have a very different experience. This course explores the concept of ‘travel’ and the deeper significance behind our own and others’ choices concerning physical movement from place to place. We will consider topics ranging from ‘enjoying the view,’ curiosity, and the mundane to ideas of the exotic, expectations, conflict, privilege, and choice versus forced removal – all within the context of travel. While this is not a travel course, experiential travel components will be built into some class sessions. Through in-class activities, selected readings, written assignments, and participant/observer field trips, students will be asked to reflect on their own and others’ travel experiences. The goal is that students will emerge with an
expanded awareness of travel not just as journey and destination, but also as mindset and learning experience; in turn, this can inform one’s identity, choices and relationships as global citizens.

Learning Outcomes
While the course will foster different outcomes among different adult learners – based on individual approaches/needs/hopes as well as experiences in/observations about travel – here are some general learning outcomes that apply to all:

1. **Can identify and articulate** one’s beliefs about the various kinds of travel, in what ways one has placed value on travel, and chart any shifts in perception toward travel through the course.
2. **Can identify and articulate** one’s own choices about travel and recognize and articulate differences between their own and others’ choices about travel.
3. **Can consider and examine** – in both written work and collaboration with fellow students – questions about travel situations that involve ethical reasoning, decision-making, values-clarification, priority setting, and courage in action, including (but not limited to):
   a. “What should I do/have done in this travel situation?”
   b. “Why did he/she/they decide to do make those particular travel choices? Did he/she/they have choices in the situation?”
   c. “What are my perceptions of the various types of travelers – vacationers, business travelers, commuters, immigrants, etc. – do I have any biases toward any of these travelers; can I identify with and/or recognize them, and do I need to change these biases, is this possible... or not?”
4. **Can articulate an understanding of travel as both a context for learning and a lens through which to explore alternative approaches and strategies for learning.**
5. **Can identify areas for further examination** in future courses, skills for further development, and if appropriate, future project ideas.
6. **Can engage in a collaborative reflection process with peers on ideas about travel,** through in-class (on-ground/online) discussions as well as through our travel adventure experience.
7. **Can design a presentation,** the “Travel Guide Presentation,” that exhibits a synthesis of learning from the quarter weaving the themes of travel, values and identity as it relates to one’s personal experience and connects to an expanded awareness of others, other travel situations, and the world.

Learning Strategies & Resources

**Learning Strategies**

**Class Sessions:** Our class sessions will involve a variety of active learning methods, including but not limited to: full-class discussions, small group activities, group discussions, group presentations, individual presentations, role playing, videos, websites, in-class writings. Class sessions will contain elements of reflective practice so you can
identify both your own approach to our course themes, but also learn from your fellow students.

**D2L:** Our D2L site will be used for the following:
- It will house all assignments and resources under the “Content” section
- There will be a discussion forum set up for reflections throughout the course, called the “Travel Notes” forum, and I will provide guidelines on how much/often you should post. You are also welcome to post more than the required number of times. Full guidelines distributed in class.
- There will be two asynchronous D2L classes, where you will be required to post and respond to others in two separate forums in lieu of each class session.

**Reading and Writing Strategies:** Reading Guidelines will be provided to help you both navigate and synthesize the material. The “Travel Journal,” “Field Reports,” and components of the Travel Guide Presentation will require you to engage in both reflective and formal writing that incorporates source material.

**Learning Resources**
This course has one required text, supplemented by research and popular literature around the class theme:
  - The Loop Campus bookstore has these in stock; you may also elect to purchase a Kindle edition
- **Other resources include:** scholarly and popular articles uploaded to D2L; articles/handouts/exercises used for activities in class; videos; websites.

**Learning Deliverables**
The class will require you to complete and/or present the following assignments/deliverables (numbers correspond to learning outcomes noted above):

**NOTE:** Detailed guidelines/expectations for all assignments – along with a “Road Map” of all due dates – will be provided on Day 1.

<table>
<thead>
<tr>
<th>Deliverables</th>
<th>Learning Outcomes (above section)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel Journal (4 entries)</td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>Field Reports (2 reports) – one presented in class; one presented on D2L</td>
<td>1, 2, 3, 4, 6</td>
</tr>
<tr>
<td>Travel Notes Forum in D2L – Posts/Responses to Others</td>
<td>2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>Travel Guide Presentation – presented in class</td>
<td>1, 3, 4, 7</td>
</tr>
</tbody>
</table>
### Assessment of Student Learning

#### Assessment Criteria

**Class Attendance/Participation** (includes D2L work) –

Attendance and participation are *of vital importance for you to pass this class.*

Class sessions will be conducted in an active, workshop format, with activities that will balance information, reflection and production. Class learning and activities will be the main vehicle where you will share knowledge, test ideas, garner feedback, and contribute and refine your own ideas. *Missing class will mean missing these vital and necessary components of learning and collaborative inquiry about travel.*

**Incomplete D2L work – Travel Notes Forum OR D2L class forum requirements – will also be considered missing attendance/participation.**

In addition to attending **ALL** class sessions, students will be **required to post in two D2L forums:**

- Travel Notes Forum will be set up as a thread throughout the entire course (guidelines provided on Day 1 of class).
- There will be two asynchronous D2L classes, where you will be required to post and respond to others in two separate forums in lieu of each class session.

Absences for emergent circumstances/unavoidable obligations will be accommodated, **up to a total of 2 absences.** An excess of 2 absences may not meet the requirements for a passing grade. If possible, please contact me in advance to make arrangements. **ALWAYS check in with another student if you miss class.**

#### Travel Notes Forum – Total of 2 posts + 4 responses to others

This will be a forum open throughout the entire course; detailed guidelines for what/when/how to post will be distributed. **NOTE that you may be asked to make additional posts/responses in this forum if you miss a class.**

#### Travel Journal – Total of 4 Entries

Students will be required to keep a “Travel Journal,” which will include 4 entries. Each entry will have specific guidelines and due dates, and will be discussed in class prior to the due dates. **Travel Journal entries will link students’ personal experiences and values with reflection and integration of new learning during this class, all through the lens of travel.** We will work with the ideas outlined in the learning outcomes, as well as broader ideas about travel journals, which have
deep historical precedents. We will also examine excerpts from the published travel journals of others. Guidelines and grading rubric for the Travel Journal will be provided the first day of class.

**Field Reports – Total of 2 Reports – Field Reports will be presented in D2L**

The Field Report assignments are structured so that students can collect and record their own “data” about travel; identify their values through the lens of travel; record personal insights, ideas gained from others (peers and authors of source material); and draw conclusions about how their ideas or values have either changed or remained the same. Each Field Report assignment will include submission of a visual component. The ultimate goal of the Field Reports is for students to collect data about concepts of travel through observation and reflection (yes, you will be asked to GO somewhere on your own, but it need not be far!), and then determine if ideas need to shift in any way, or if there is any course of action to take (for oneself, or toward others). Guidelines and grading rubric for the Field Reports will be provided the first day of class.

**Travel Guide Presentation**

The Travel Guide Presentation is meant to be a culminating, in-class presentation where YOU will be our guide to some aspect of a journey or about a destination - this may include “inner” or “outer” journeys/destinations, or both. Students will be asked to bring together concepts learned through discussions and readings, reflections on collaborative experiences in class, and ideas recorded during the quarter (journals/field reports may be drawn upon as data). Students will be asked to focus on learning related to values through the lens of travel. There are several options for deliverables to be presented in class; additionally, there will be a Reflective Paper requirement; source material should be submitted in a separate list of references in APA format. Alternative formats not outlined in the full guidelines that can serve as a valid vehicle for meeting the criteria of the assignment will be considered. Guidelines and grading rubric for the Travel Guide Presentation deliverable will be provided on Day 1.

*Attendance and participation are essential in this class, as each week we will cover a critical aspect of one or more of the above criteria, which will be important for your academic success in the graduate program. In addition, we will miss your valuable perspective if you are not in attendance! If you know ahead of time that you will have conflicts that prevent regular attendance at on-ground sessions OR in completing the online work for our required D2L sessions, please register for this course at a more convenient time. I do understand that significant emergencies at times occur after class has begun, and this could include unavoidable work/family obligations; please contact me immediately if you find yourself in this situation and/or to discuss any*
questions on this. Please carefully review the additional information on attendance under Course Policies below.

Points system for assignments + rubrics –

The Travel Journal, the Field Reports, the D2L Travel Notes forum and the Travel Guide Presentation will all be assessed on a points basis; points will then fold into the Grading Percentages (see below) to determine your final course grade. Rubrics for all assignments will be provided.

Grading Criteria & Scale
Criteria for written work –

NOTES: Generally, follow the guide below for your written work. Rubrics will be provided for written assignments so that expectations are fully understandable; some assignments will have exceptions to the ‘thesis’ rule – this will be covered in the rubrics.

A= designates work of high quality; reflects thorough and comprehensive understanding of the issues at hand; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support of ideas.

B= designates work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of ideas.

C= designates work which minimally meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete.

D= designates work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar, and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not done reading assignments thoroughly. NOTE: While “D” grades may occur on individual assignments, see note below regarding overall course grade must be C or higher in order to receive credit for course.

Grading Percentages

<table>
<thead>
<tr>
<th>Class Attendance/Participation (includes two D2L weeks)</th>
<th>30%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel Journal (4 entries)</td>
<td>25%</td>
</tr>
<tr>
<td>Field Reports (2)</td>
<td>25%</td>
</tr>
<tr>
<td>Travel Guide Presentation</td>
<td>20%</td>
</tr>
</tbody>
</table>
Points correlation to letter grading system for overall course grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-96</td>
</tr>
<tr>
<td>A-</td>
<td>95-91</td>
</tr>
<tr>
<td>B+</td>
<td>90-86</td>
</tr>
<tr>
<td>B</td>
<td>85-81</td>
</tr>
<tr>
<td>B-</td>
<td>80-76</td>
</tr>
<tr>
<td>C+</td>
<td>75-71</td>
</tr>
<tr>
<td>C</td>
<td>70-66</td>
</tr>
</tbody>
</table>

**NOTE:** Students who receive an overall course grade of C- (65 or below) based on a combined tally of their assignments do not receive credit for the course.

Course Schedule – SPRING 2020

Wednesday Campus Meetings: April 1, 8, 15, 29, May 6, 13, 20, 27 from 5:45pm – 9:00pm

Online/D2L Weeks: April 22 and June 3

NOTE: Schedule will be updated as we move through each week – ALWAYS CHECK our D2L site!

Our text – NOTE Abbreviations used for Course Schedule:


Additional materials:
Articles and handouts linked through D2L; articles/handouts/exercises used for activities in class; videos; websites.

For all assignments:
I will provide detailed instructions on all assignments in class and will post them to our D2L site – it will be very important that you review the detailed instructions so you know what to prepare for the assignment, and when it is due!

*Rubrics will be provided for all assignments so that you know the grading parameters, along with a “Road Map” of all due dates.*

Note: The Course Schedule (including assigned readings) may be modified as we progress, in conjunction with the needs/interests of the class.
### Week/Date | Class Learning Focus | Readings & Assignments for Next Class Session
--- | --- | ---
**WEEK 1**  
April 1  
*Anticipation: Packing for Our Journey This Quarter*

Introduction and welcome to *Travel, Values and Identity*

~

Introduction to the course/overview of syllabus, assignments, reading requirements, Reading Guidelines, other important materials

~

Class community guidelines

Readings  
*AofT*, "Departure" (Chs. 1 & 2: On Anticipation; On Travelling Places)

~

Assignments

1. Travel Journal – Assignment #1 – DUE April 8 – submit via D2L dropbox

2. D2L Posting in Travel Notes Forum – first post due by April 7, 11:59pm: response to two other students due by April 28, 11:59pm – you may post well before these deadlines

3. Field Report Assignment #1 – DUE April 22 – submit via D2L discussion forum/respond to others for our first D2L week

**WEEK 2**  
April 8  
*Going Places*

Discussion/activities around theme and with readings

Readings

1. AofT, "Motives," (Chs. 3 & 4: On the Exotic; On Curiosity)

2. Additional readings – uploaded in D2L

~

Assignments

1. Travel Journal – Assignment #2 – DUE April 15 – submit via D2L dropbox

2. Field Report Assignment #1 – DUE April 22 - submit via D2L discussion forum/respond to others for our first D2L week

3. Travel Guide Presentation (May 20) – *come up with your theme ideas for April 29 session!*
<table>
<thead>
<tr>
<th>WEEK 3</th>
<th>April 15</th>
<th><strong>Holidays/Vacations</strong></th>
<th><strong>Readings</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Discussion/activities around theme and with readings</td>
<td>1. Find a travel writing on your own! (post and reflect on in the April 22 <strong>D2L week</strong> – prompts at the forum)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>~ Initial discussion about our travel adventure as a class (WEEK 6)</td>
<td>2. We will continue discussing themes from Chs. 3 &amp; 4 of AofT when we return to campus on April 29</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Assignments</strong></td>
<td>~ <strong>Assignments</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Field Report Assignment #1 – DUE April 22 - submit via D2L discussion forum/respond to others for our first <strong>D2L week</strong></td>
<td>1. Field Report Assignment #1 – DUE April 22 - submit via D2L discussion forum/respond to others for our first <strong>D2L week</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Travel Guide Presentation (May 20) – <strong>come up with your theme ideas for April 29 session!</strong></td>
<td>2. Travel Guide Presentation (May 20) – <strong>come up with your theme ideas for April 29 session!</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK 4</th>
<th>April 22</th>
<th><strong>Motives for Travel: The Exotic, Curiosity, More...</strong></th>
<th><strong>Readings</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>D2L Week</td>
<td>Participate in TWO discussion forums this week, <strong>counts as class attendance/participation</strong> –</td>
<td>1. AofT, Ch. 5: On the Country and the City</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Forum A -- Field Report #1 forum</td>
<td>2. Additional readings TBA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Forum B -- Motives for Travel forum/uploading travel writing you find on your own (details at forum)</td>
<td>~ <strong>Assignments</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Assignments</strong></td>
<td>1. Travel Notes forum – responses to others due by April 28, 11:59pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Upload of Field Report #1 by April 22, 11:59pm at Forum A</td>
<td>2. Begin/continue research and planning for your Travel Guide Presentation (due May 20)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Upload your selected travel writing and written response by April 22, 11:59pm at Forum B</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Responses to others in <em>both forums</em> DUE by April 28, 11:59pm</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK 5</th>
<th>April 29</th>
<th><strong>The Country, The City (and yes, the suburbs...)</strong></th>
<th><strong>Readings</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Discussion/activities around theme and with readings</td>
<td>1. AofT, Ch. 6: On the Sublime</td>
</tr>
<tr>
<td></td>
<td></td>
<td>~</td>
<td>2. Additional readings TBA (in prep for our adventure!)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Assignments</strong></td>
<td>~ <strong>Assignments</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. Travel Notes forum – responses to others due by April 28, 11:59pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Begin/continue research and planning for your Travel Guide Presentation (due May 20)</td>
</tr>
<tr>
<td>Week 6</td>
<td>May 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NOTE:</strong> Alternative meeting location!</td>
<td><strong>Adventure! The Sublime! ~ Class Meets at a Travel Destination (pre-determined/accessible to all)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This class will travel as a group/meet at a designated destination for a “travel adventure” in our own backyard.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 7</th>
<th>May 13</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enjoying the View vs. Conflict</strong></td>
<td><strong>Readings</strong></td>
</tr>
<tr>
<td>Recap of travel adventure</td>
<td>No readings this week</td>
</tr>
<tr>
<td>~</td>
<td>~</td>
</tr>
<tr>
<td>Discussion/activities around theme and with readings</td>
<td><strong>Assignments</strong></td>
</tr>
<tr>
<td></td>
<td>Complete “Travel Guide Presentation” – due/present in class next week, May 20! – submit any papers/PowerPoints/all References via D2L dropbox</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 8</th>
<th>May 20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Guide, Leading, Seeing Through the Eyes of Another</strong></td>
<td><strong>Readings</strong></td>
</tr>
<tr>
<td>Travel Guide Presentations &amp; discussion</td>
<td>1. AoTF, Ch. 8: On Possessing Beauty; Ch. 9: On Habit</td>
</tr>
<tr>
<td></td>
<td>2. Additional readings TBA in D2L</td>
</tr>
<tr>
<td></td>
<td>~</td>
</tr>
<tr>
<td></td>
<td><strong>Assignments</strong></td>
</tr>
<tr>
<td></td>
<td>1. Travel Notes forum – responses to others due by May 26, 11:59pm</td>
</tr>
</tbody>
</table>
| Week 9  
| May 27 |
| Return, Habit, Home |
| Discussion/activities around theme and with readings  |
| Discussion/activities with final Travel Journal assignment (due today)  |
| **We’re not quite done yet!**  |
| **Travel preparations:**  |
| Planning our departure from the on-ground sessions and movement into the “field” for the final Field Report – questions, prep, packing our bags…  |

| Readings |
| Final reading TBA – in D2L  |
| ~  |
| **Assignment**  |
| Complete Field Report #2 in D2L – Upload DUE by June 3, 11:59pm; Responses to others DUE by June 10, 11:59pm  |
| *(You may upload your assignment early!)*  |

| Week 10  
| June 3  
| D2L Week |
| Beginning a New Journey  |
| Field Report #2 and Your Onward Journey  |
| 1. Forum A -- Field Report #2 forum  |
| 2. Forum B -- Your Onward Journey forum (details at forum)  |
|  |
| *Upload of Field Report #2 by June 3, 11:59pm at Forum A*  |
| *Make your initial post in “Your Onward Journey” forum by June 3, 11:59pm at Forum B*  |
| *Responses to others in *both forums* DUE by June 10, 11:59pm*  |

| See above! |

**Course Policies**
Our Classroom is a Dedicated and Supportive Learning Space

Please treat our classroom with respect. Return to class from your breaks in the given time limit. While light snacks are allowable, don’t bring your dinner to class. Do not leave behind trash or food when you exit the classroom, make sure your table/chair area is clear when you leave. Allow room for others to have their personal and learning space. If you need to step out for any reason, please do so quietly and with as little disturbance to others/the professor as possible. Respect your peers and facilitator when returning during a presentation, film or video, by taking your seat quietly. Always keep your cell phone on silent, and on vibrate only if you have to be attentive to a work/family matter; in the latter case, let the professor know beforehand. Treat our classroom space as a dedicated and supportive space for learning.

Respect All the Members of Our Class By Showing a Positive/Professional Attitude

Please treat our class, your fellow students, and the professor in a professional manner. A professional and academic attitude is expected throughout this course. Measureable examples of non-academic or unprofessional attitude include but are not limited to: talking to others when your professor is speaking; mocking another’s opinion; cell phones ringing; emailing, texting or using the internet for non-classroom related activity whether on a phone or computer. If any issues arise, a student may be asked to leave the classroom. Your professor will work with the Dean of Students Office to navigate such student issues.

Attendance and Participation are Vital in This Course

Attendance is essential in this class, as each week we will cover critical aspects of the study of ‘play’ and we will also engage in learning collaborative ‘play’ techniques that can only be experienced in the classroom. You also get huge brownie points from the professor by showing up and engaging to the best of your ability – this may sound simple, but it is a vital component of your academic success. Two absences for any reason, whether excused or not, may constitute failure of the course (see below for further details).

Unavoidable Absences and How to Proceed

I understand that urgent circumstances sometimes prevent your attendance. If missing class is unavoidable, I see this as an opportunity for you to practice agency and academic responsibility by contacting me directly before class if possible to let me know, meeting with another student, and being proactive in indicating to me what you have done to cover the missed material/information (i.e., please communicate with me!).

In the event of an absence that cannot be avoided, it is imperative that you

(1) Let me know ahead of time (call/email) – (unless this is impossible, of course)
(2) Always consult the current Course Schedule for weekly readings, and our D2L site for assignments, and any updates to the syllabus.

(3) Contact your “buddy” (see below) or another classmate that you may use as a resource for “making up” the ‘play’ practice portion of the class – preferably before class, so they can pay extra attention for you, collect any handouts, etc. (see below)

(4) Students who miss class due to illness or other significant personal circumstance are required to complete the Absence Notification Process through the Dean of Students Office (DePaul Center #1100) in order to have their absence excused. Two absences for any reason, whether excused or not, may constitute failure of the course. This means that if you miss more than two classes as a full participant you may not have met the requirements for a passing grade, and that it is within the faculty’s right to fail you—just so you know.

The “Buddy” Agreement
You will be asked to set up an agreement with another classmate to be a “buddy” so that in case you need to miss a class that person can be extra aware that he/she has agreed to share information with you about what happened in class. Figuring out a time to talk with your buddy and being proactive by communicating with him/her by email is a helpful way for you to stay on top of things, and that person can “tutor” you in what you missed, but you should initiate this communication. The professor cannot “re-teach” the missed class to you.

Also, while our syllabus is very detailed, there are ALWAYS going to be things I will discuss that diverge from our weekly plan, depending on questions that arise and information I bring in that I think will be useful to the class. Do not assume that what is listed on the syllabus is exactly what you will miss!

Civil Discourse
DePaul University is a community that thrives on open discourse that challenges students, both intellectually and personally, to be Socially Responsible Leaders. It is the expectation that all dialogue (discussions, informal interactions, one-on-one meetings, etc.) associated with this course is civil and respectful of the dignity of all participants—each student and your professor. Any instances of disrespect or hostility can jeopardize a student’s ability to be successful in the course. Your professor will partner with the Dean of Students Office to assist in managing such issues.

Flexibility and Respect
We will cover a lot of material over the weeks ahead. Sometimes it will be necessary to skip from topic to topic, from thinking to doing, and again from doing to thinking. This means that everyone must be flexible and open to new learning within the course. In-class contributions are important and expected. Every student has a contribution to make and all should feel comfortable enough to share their ideas, even if those ideas are not popular or shared by others in class. Some students are talkative, and others are less so. Your cooperation in helping create an environment where all can participate
will be appreciated, especially by your peers. Please be considerate. We will be creating a collaborative set of class community guidelines on Day 1 that will be foundation of our classroom community.

Electronic Devices in the Classroom

Phones Away During Class – what do you automatically think of when you see someone looking at their phone? Exactly. We don’t know if someone is checking Facebook, email, or texting – even if they say they are “looking something up,” or genuinely are doing so. For this reason, I ask that you please silence your cell phone and do not take it out during class, as this will be distracting to our learning community. We have to deal with phones in most other arenas of life, and we know how distracting they can be to others. If you want to bring in readings in an electronic format on an iPad or laptop, that is fine, but the phone presence is problematic in cultivating a supportive and productive learning environment. Exceptions to the phone rule would be if this is a method we have agreed upon for your presenting some aspect of one of your assignments; if you have to be on-call for work, or have a family circumstance – please come speak to me at the start of class; I will also ask you to please let the class know. (PS – think of this as a nice break from being reachable all the time 😊).

Laptops/iPads For Learning Purposes – you may bring your readings in electronic form on these devices, and you may use these devices for note-taking, but please be mindful of how and when you use these devices. The reality is, for all their usefulness, computers may hinder our focus and stifle our participation when they are used in class. Computers are often distracting to those around us, too. If you choose to use these devices, please don’t keep your email or social media windows open while in class. Respect the professor and your peers in this regard; you may wonder, “how will they know?” Two thoughts for you: 1) You’ll know, and 2) Ask yourself: why you are here if you aren’t willing to turn these things off for three hours?

I am not here to be the bad cop, but if this happens to be difficult for you, you might consider if you need these devices at all; you could make our class time an “electronics-free” zone for yourself. You might discover new things in doing this.

What to Bring to Class

Our text and any readings that were assigned for the day (electronic or hard copy); laptops/iPads (no phones) only for class materials and notes (see above); pen, pencil, paper/notebook. Consider the best study aids for you – your dominant learning style may help you determine this.

Communication With Your Professor – Etiquette and Understanding

I place a high value on proactive, student-initiated communication with me – do not be afraid to reach out. My preferred form of communication is email – this provides both you and me with a good record of any questions or valuable information. I am generally very quick on email, but please do not “re-email” me if I don’t get back to you that same day/hour – there are quite a few commitments I hold at SNL, and if I can’t get back to you in a few days (a longer-than-usual delay), I will aim to let you know.
I am happy to help you out by phone, especially if you need to sort out any confusion about assignments. Phone messages automatically register as an email; know that my schedule means I may not be able to return your call right away – usually within 48 hours during the week. We can also schedule a specific time to speak by phone (this is preferable). I do not respond to phone messages on the weekends; you can leave a message, but I’ll get back to you the following week. For all phone communication: if you don’t leave a return number, I will assume I do not need to return your call.

**Assignment Submissions**
Submit all written work via D2L dropbox when it is due; late work submissions – please contact me directly to determine the best method for submission if the dropbox has closed by the time you submit it.

**Policies for Submitting Late Work**
*Work submitted late will be assessed at -5% per day.* Preferably before you submit late work, please communicate with me – especially about any extenuating circumstances – so I can work with you. It is always BETTER to submit your work late than not at all. Late work will be assessed for points only, feedback cannot be guaranteed for work submitted late. It is therefore to your benefit to submit work on time.

The syllabus indicates when assignments are due, and I will remind you of these due dates as we progress through the class. Please NOTIFY ME if you encounter circumstances that prevent your timely submission of assigned work, and submit any late work to me as soon as possible.

**Copyright and Student Privacy**
In accordance with DePaul’s Acceptable Use Policy, found at: https://policies.depaul.edu/login.aspx?ReturnUrl=/policy/browse.aspx commentary and materials within SCPS classes shall not be copied, reproduced or published elsewhere without the express written consent of individuals involved.

**Academic Integrity & Incompletes**
PLEASE CAREFULLY REVIEW the Following Links:
This course includes and adheres to the college and university policies described in the links below:

- SCPS Graduate Academic Student Handbook
- Academic Integrity Policy (GRAD)
- Incomplete Policy
- Course Withdrawal Timelines and Grade/Fee Consequences
- Accommodations Based on the Impact of a Disability
- Protection of Human Research Participants
Other Resources for Students
Writing Guidance – SCPS and University
Dean of Students Office
In This Course…and Beyond!

Writing at SCPS, And In This Class
The SCPS Graduate Program is a writing-intensive program. DePaul and SCPS faculty and staff are here to help you along the way! 😊

The instructor may direct you to the Writing Center for assistance if any of the writing exhibited could be enhanced by assistance and tutoring. It should be understood that this recommendation will benefit your writing in this course as well as any future course at SNL. However, students should feel free to consult both the Writing Guide for SNL Students and/or contact the University Writing Center on their own for assistance at any time – see below.

SCPS Writing – Online Writing Resources
For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SCPS assignments and much more, see https://scps.depaul.edu/Pages/SCPSWriting.aspx.

University Center for Writing-based Learning – Online Resource
Introduction to the University Center for Writing Based Learning (aka: The Writing Center or “UCWbL”): University Center for Writing-based Learning

How to work with the Writing Center at DePaul:
Consider visiting the Writing Center to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as-needed or weekly basis, scheduling up to 3 hours worth of appointments per week. Online services include Feedback–by–Email and IM conferencing (with or without a webcam). All Writing Center services are free.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email.

Obviously, the tutors won’t necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

Schedule your appointments with enough time to think about and use the feedback you’ll receive. To schedule a Face-to-Face, Written Feedback by Email, or Online Appointment, visit http://condor.depaul.edu/writing/what/Writing%20Center/wc.html.
Dean of Students Office
The Dean of Students Office (DOS) helps students navigate the college experience, particularly during difficult situations such as personal, financial, medical, and/or family crises. For a list of support services and advocacy information, please visit http://studentaffairs.depaul.edu/dos/

Faculty Biography
Caroline M. Kisiel is an Associate Professor and a member of the SCPS Resident Faculty. She holds an M.A. in Interdisciplinary Arts (Columbia College Chicago), an M.Res. in Humanities and Cultural Studies (Birkbeck College, University of London), and a Ph.D. in Literature (University of Essex, UK). Her background includes work in the fields of immigration law, training and development, creative writing, and improvisational storytelling and movement. Integrating the arts with workplace, cultural, and identity concerns, she aims to cultivate onsite and online classrooms that enable adult learners to express themselves deeply and authentically. A travel writing scholar with a focus on Illinois and Ohio Valley history and early American culture, her research explores the intersections between travel, culture and creativity, in both print and digital arenas. She is currently (2019) writing about the struggle to keep Illinois free from slavery in the early years of statehood. She is an Illinois Humanities Road Scholar (2018, 2019-2020) where she travels across Illinois to present on this early Illinois history.

She contributes to the design of SCPS study abroad courses, has designed and leads the study abroad course, “London Alive! In Theaters, Markets and Museums,” and is a member of the University Comprehensive Internationalization Committee (CIC) that implements and reviews global learning initiatives across the University.

Dr. Kisiel teaches and mentors in the SCPS Master of Arts in Educating Adults graduate program (MAEA), the Master of Arts in Applied Studies Program (MAAPS), as well as in the SCPS Undergraduate Program. She has previously designed and taught courses in the training and development field, including courses such as: Creativity in the Workplace, Diversity in the Workplace, Presentation Skills for Trainers, and Managing Organizational Change. In addition, she has designed and facilitated on-ground and online offerings for adult learners covering a range of topics in both formal and informal contexts for over 20 years.

Link to biographical information on SCPS website: https://scps.depaul.edu/faculty-and-staff/faculty-a-z/Pages/caroline-kisiel.aspx