1. **Program Identifier: Graduate Programs**

2. **LLS440: Understanding and Flexing Mindset**

3. **Fall, 2019**

4. **Instructor:** Susan Neustrom, Ed.D. [SNEUSTRO@depaul.edu](mailto:SNEUSTRO@depaul.edu) 630-408-4038 appointment availability by phone or email.

5. **Course Dates:** 9/11/2019-11/26/2019

6. **Course Location and Delivery Format: Online**

7. **Course Description**
A mindset is a set of mind—a mental aggregate—that fixes thinking into a narrowed range of perceiving and behaving. Our expectations then conform and we indulge behaviours that align with those expectations. The mindset then sets the mind. Through this seminar we will explore both how mindsets (e.g. fixed mindset vs a growth mindset) form and their benefits and liabilities. We will also consider dynamics and strategies involved in shifting/managing mindsets in order to develop/engage new approaches to learning, decision making, problem-solving, and optimizing positive influence in various spheres of impact (personal, interpersonal, organizational, and societal).

8. **Learning Outcomes and, if relevant, Competencies**
   1. Examine values, beliefs, and attitudes to identify blind spots and fixed perspectives that may limit the ability to transform thinking to a growth mindset.
   2. Recognize the effect of performance-focused goals and learner-focused goal on growth mindset development and expectations of success.
   3. Compare the impact of a fixed mindset and growth mindset on failure and developing greater resilience.
   4. Analyze the value of a growth mindset organizational culture on decision-making, feedback, and talent development.
   5. Evaluate relationships and friendships through a mindset perspective to identify behaviors that lessen compatibility and communication.
   6. Describe how parents, teachers, and coaches influence a child’s mindset through praise, body language, and messages.
   7. Design a learning journey plan leading to changing mindset and enabling life-long learning and growth.

9. **Learning Strategies & Resources**
The following textbooks/readings are required:


**Articles (link in D2L)**


**Websites**

[http://woopmylife.org/woop-1](http://woopmylife.org/woop-1)

[https://www.mindsetworks.com/](https://www.mindsetworks.com/)

**10. Learning Deliverables (graded evidences of learning)**

The learning deliverables of LLS 440 are designing and developing a learning journey for changing mindset, 10 group discussions, 10 reflection papers, two video critiques, three assessment analysis, and two quizzes.

**Final project**

Students will develop and design a learning journey with action steps to change from a fixed mindset to a growth mindset. Based on their area of interest, the learning journey will focus on an organization, personal growth, or parental or coach perspective with changing a child’s mindset. Due last day of the week of module ten.

*Learning Competencies: LO7*

**Group Discussions**

Ten online group discussions will be offered in this course. Students are expected to post a one page initial response to the discussion and participate in group discussions responding to a minimum of one classmate’s post. Response should be substantial adding value to the discussion by sharing an experience, posing questions, or providing additional information through scholarly resources. First response due midweek at 11:59pm and response to peers due last day of the week of the module at 11:59pm.

*Learning Competencies: LO 1, 2, 3,4,5,6*

**Reflection papers**

Ten reflection papers will provide students an opportunity to assess learning, identify challenges, and consider how to apply concepts both personally and professionally. Each reflection paper is one page and should demonstrate a student’s personal insight of learning. Students will post the reflection papers in the drobox at the close of each module. Due end of week of each module at 11:59pm.

*Learning Competencies: LO 1, 2, 3,4,5,6*
Assessment Analysis
Students will take three assessments, Grit Scale, VIA, and Mental Contrasting. The results of the assessment will be analysed and recommendations for developing skills will be considered and incorporated into the final project. Due the last week of module 3, 4, and 9. Learning competencies: LO1, 4

Quiz
Two quizzes will be administered in the course, in module four and module eight. The quiz will review four modules including readings and assignments to assess student learning. Due last day of the week of module 4 and module 8. Learning competencies: LO 1, 2, 3,4,5,6

Video Critique
Two video critiques are included in the course in module two and module seven. The critiques will encourage critical thinking about the concepts introduced in the course. Due last day of the week in module 2 and 7. Learning competencies: LO 1, 3

11. Assessment of Student Learning
Student learning will be assessed by active participation throughout the course with interactive lectures and group discussions, adherence to module instructions and assignment guidelines, following due dates for assignment submission, and academic integrity. A rubric for each assignment will be used for students to evaluate their own work.

Late Assignments
The expectation is that students will adhere to the assignment due dates. No late assignments are accepted unless prior arrangements are made and approved by the instructor. Students who, due to emergency, miss a session need to negotiate the absence with the instructor—will be expected to offer a proposal regarding how the work/content of the session will be “made-up.” No late work will be accepted one week after the course is closed.
12. Grading Criteria & Scale

| Exceptional (4.0/A) | participation and contribution **exceeding** course requirements.  
| reserved for excellent work that meets all deadlines | written contributions drawn from thoughtful analysis of personal experience...AND solid, documented investigation into the literature—including, and in addition to, assigned readings. Online classes must also have participation, with students posting and being in the course at least 3-4 times weekly.  
| | -dynamic listening/; writing with few—if any—errors; exceptional engagement & initiative in contribution to personal and group learning in online classes. |

| Strong (3.0/B) | participation and contribution **solidly meeting** course requirements.  
| basic proficiency | -oral and written contributions drawn from personal experience...AND documented reference to the literature—primarily assigned readings in online classes.  
| | -active listening; writing; punctual/involved participation in online classes. |

| Satisfactory (2.0/C) | participation and contribution **minimally addressing** course requirements.  
| minimal proficiency | -oral and written contributions drawn from personal experience...with little, if any, documented reference to the literature.  
| | -basic interpersonal skills; writing; laissez-faire sporadic attendance in both on-ground and online classes.  
| **NOTE:** A **cumulative-GPA of 3.0/B is required for eventual degree completion.** |

| Unsatisfactory. (D/F) | unsatisfactory/insufficient completion of course. (Course must be retaken in order to qualify for degree completion.) |

| Incomplete (IN) | “Incomplete” (IN) are rare and are assigned only in cases involving clearly exceptional and unforeseen circumstances as negotiated between the student and the instructor prior to the course’s Final Deadline Date and as recorded within a **“Contract for the Issuance of an Incomplete (IN) Grade”** completed, signed and dated by both the student and instructor. (See Grades under Graduate Student Resources at [www.snl.depaul.edu](http://www.snl.depaul.edu)). |
Course Requirements

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Online discussions</td>
<td>200</td>
</tr>
<tr>
<td>Reflection papers</td>
<td>200</td>
</tr>
<tr>
<td>Quiz</td>
<td>20</td>
</tr>
<tr>
<td>Video Critique</td>
<td>80</td>
</tr>
<tr>
<td>Written Assignments</td>
<td>75</td>
</tr>
<tr>
<td>Assessment Analysis</td>
<td>75</td>
</tr>
<tr>
<td>Final project presentation</td>
<td>150</td>
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<tr>
<td><strong>Total</strong></td>
<td>800</td>
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</tbody>
</table>

*Fractional points will be rounded to the higher grade.

Coursework will be graded on the following scale:

<table>
<thead>
<tr>
<th>Final Percentage</th>
<th>Letter grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
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</tbody>
</table>

Pass/Fail Exclusions

You may not use the Pass/Fail grading option if you are using this course to meet Liberal Studies Program (LSP) requirements. Likewise, if this course is taken to meet a requirement in your major (including intended and pre-majors), minor, and/or certificate (including intended and pre-minors/certificates) you may not use the Pass/Fail option.

*Please place the following statement in your syllabus regarding Incomplete grades:

Incomplete (IN) Grade: This process follows university policy.

A student who encounters an unusual or unforeseeable circumstance that prevents her/him from completing the course requirements by the end of the term may request a time extension to complete the work.

- The student must formally initiate the request by submitting the Contract for Issuance of Incomplete Grade form (via email, word doc), no later than week 10 (or prior to the final week of a shorter-term course).
- The instructor has discretion to approve or not approve the student’s request for an IN grade.
- The instructor has discretion to set the deadline for completion of the work, which may be earlier but no later than two quarters (not counting Summer term).
- The instructor may not enter an IN grade on behalf of a student without a completed and agreed upon contract.
- The student is alerted that IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.

### 13. Course Schedule

<table>
<thead>
<tr>
<th>Module</th>
<th>Meeting date or online</th>
<th>Major Topic</th>
<th>Course Component/Assignment</th>
<th>Assignment due</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>Online 09/11/19</td>
<td>Fixed and Growth Mindset</td>
<td>Dweck Introduction, Chapters 1 and 2, Nottingham Chapter 1</td>
<td>Initial discussion posting due Sunday and response to students due Tuesday.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Articles:</strong> Dweck, Carol <em>What Having a &quot;Growth Mindset&quot; Actually Means, Harvard Business Review Digital Articles. 1/13/2016, p2-4. 3p.</em></td>
<td>Interestig Person paper due Tuesday.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Assessment:</strong> Mindset assessment <a href="http://blog.mindsetworks.com/what-s-my-mindset">http://blog.mindsetworks.com/what-s-my-mindset</a></td>
<td></td>
</tr>
<tr>
<td>Two</td>
<td>Online 9/18/19</td>
<td>Goal Achievement</td>
<td>Dweck Chapter 3, Nottingham Chapter 3</td>
<td>Initial discussion posting due Sunday and response to students due Tuesday.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Articles:</strong> Sevincer, A.; Kluge, Lena; Oettingen, Gabriele. <em>Implicit theories and motivational focus: Desired future versus present reality, Motivation &amp; Emotion. Feb2014, Vol. 38 Issue 1, p36-46.</em></td>
<td>Video critique due Tuesday.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Cook, David A; Artino, Anthony R.</td>
<td>Reflection of Learning due Tuesday.</td>
</tr>
</tbody>
</table>
| Three | Online 9/25/19 | The Impact of Resilience on Mindset | Knottingham Chapter 10

**Articles:**


Chen, Serena. *Give Yourself a Break: The Power of Self-Compassion*, *Harvard*


Sevincer, A. Timur; Tessmann, Patrik; Oettingen, Gabriele; Social Psychology, Vol 49(6), 2018 pp. 344-359. Publisher: Hogrefe Publishing; *Demand to act and use of mental contrasting*.

**Video:**
How to Achieve Your Most Ambitious Goals | Stephen Duneier | TEDxTucson [https://www.youtube.com/watch?v=TQMbvJNRpLE](https://www.youtube.com/watch?v=TQMbvJNRpLE) (17:52)

The Power of belief -- mindset and success | Eduardo Briceno | TEDxManhattanBeach [https://www.youtube.com/watch?v=pN34FNbOKXc](https://www.youtube.com/watch?v=pN34FNbOKXc) (10:51)

Initial discussion posting due Sunday and response to students due Tuesday.

Grit Scale analysis due Tuesday.

Reflection of Learning due Tuesday.
| Four | Online 10/2/19 | Leadership and Two Mindsets | Dweck Chapter 4 and 5  
Nottingham Chapter 5  

**Articles:**  

**Videos**  
Professor Carol Dweck - Leadership and the Growth Mindset (Sept. 13, 2018) (3:02)  
https://www.youtube.com/watch?v=2D53ljgKsi0  

| Video:  
Change Your Mindset and Achieve Anything | Colin O'Brady | TEDxPortland  
https://www.youtube.com/watch?v=vo_IziytsMw (18:07)  
TEDxBlue - Angela Lee Duckworth, Ph.D - 10/18/09  
https://www.youtube.com/watch?v=qaeFnxSFSC4 (18:37)  

**Assessment:**  
Angela Duckworth’s Grit Scale  
https://angeladuckworth.com/grit-scale/  

**Initial discussion posting due Sunday and response to students due Tuesday.**  
**Quiz due Tuesday.**  
**VIA Analysis due Tuesday.**  
**Reflection of Learning due Tuesday.** |
| Five | Online 10/9/19 | **Addressing Simple and Complex Challenges** | Nottingham Chapter 8  
**Articles:**  
Grant, Heidi; Slaughter, Mary; Derler, Andrea. [5 Mistakes Companies Make About Growth Mindsets](https://hbr.org), *Harvard Business Review Digital Articles*. 7/23/2018, p2-4  
Learning Challenge Illustration due Tuesday.  
Reflection of Learning due Tuesday.  
**Videos:**  
Seeing obstacles as opportunities - Parkour way
<table>
<thead>
<tr>
<th>Six</th>
<th>Online</th>
<th>Adult Learning and Relationships and Friendships</th>
<th>Dweck Chapter 6</th>
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</thead>
<tbody>
<tr>
<td>10/16/19</td>
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</tbody>
</table>

**Articles:**

McDONNELL, KARL. *IT’S ALL IN YOUR MIND.* Chief Learning Officer. Sep 2014, Vol. 13 Issue 9, p26-29


**Video:**

Skills for Healthy Romantic Relationships | Joanne Davila | TEDxSBU (Nov. 17, 2015)15:52 [https://www.youtube.com/watch?v=gh5VhaicC6g](https://www.youtube.com/watch?v=gh5VhaicC6g)

Initial discussion posting due Sunday and response to students due Tuesday.

Children’s Literature Paper due Tuesday.

Reflection of Learning due Tuesday.
<table>
<thead>
<tr>
<th>Seven</th>
<th>Online</th>
<th>A Child’s Mindset</th>
<th>How to make stress your friend</th>
<th>Kelly McGonigal (Sept. 4, 2013) (14:28) <a href="https://www.youtube.com/watch?v=RcGyVTAoXEU">https://www.youtube.com/watch?v=RcGyVTAoXEU</a></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>10/23/19</td>
<td>Dweck Chapter 7</td>
<td>Knottingham Chapter 4 and 7</td>
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<td><strong>Articles:</strong></td>
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<tr>
<td></td>
<td></td>
<td>Haimovitz, Kyla; Dweck, Carol S.</td>
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<td><em>Parents who think failure harms learning have children who think ability is fixed.</em> Psychologist. Aug 2016, Vol. 29 Issue 8, p606-606</td>
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<td><strong>Videos:</strong></td>
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<td></td>
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<td>The power of yet</td>
<td>Carol S Dweck</td>
<td>TEDxNorrköping (Sept 12, 2014) (11:18) <a href="https://www.youtube.com/watch?v=JswZaKN2Ic">https://www.youtube.com/watch?v=JswZaKN2Ic</a></td>
</tr>
</tbody>
</table>

Initial discussion posting due Sunday and response to students due Tuesday.

Video critique due Tuesday.

Reflection of Learning due Tuesday.
<table>
<thead>
<tr>
<th>Eight</th>
<th>Online 10/30/19</th>
<th>The Creative Mindset</th>
<th>Knoottingham Chapter 2</th>
</tr>
</thead>
</table>

**Articles:**


**Videos**
- Creative thinking - how to get out of the box and generate ideas: Giovanni Corazza at
| Nine | Online 11/6/19 | *Changing Mindset for Success in Life, Love, and Work* | Dweck Chapter 8  
Knottingham Chapter 9  

**Articles:**  
Clark, Timothy R.  

Haager, Julia S.; Kuhbandner, Christof; Pekrun, Reinhard.  
*Overcoming fixed mindsets: The role of affect.*  

Oettingen, Gabriele.  

**Videos:**  
Programming your mind for success | Carrie Green | TEDxManchester (June 20, 2014)  
15:31  
[https://www.youtube.com/watch?v=MmfikLimeQ8](https://www.youtube.com/watch?v=MmfikLimeQ8)  

5 Pieces of Life-Changing ADVICE from Brené Brown | [#MentorMeBrené](https://www.youtube.com/watch?v=y-ia-CWBHFU) (June 30, 2019)(19:00) |  

|  | TEDxRoma (March 11, 2014)  
(13:38)  
[https://www.youtube.com/watch?v=bEusrD8g-dM](https://www.youtube.com/watch?v=bEusrD8g-dM) | TEDxNorrkoping - Bosse Larsson - A Growth Mindset for a Creative Mind (Oct. 19, 2011)  
(18:32)  
[https://www.youtube.com/watch?v=y-ia-CWBHFU](https://www.youtube.com/watch?v=y-ia-CWBHFU) |  

Initial discussion posting due Sunday and response to students due Tuesday.  
WOOP Exercise due Tuesday.  
Reflection of Learning due Tuesday. |
| Ten  | Online 11/13/19 | **Sustaining a Growth Mindset** | Knottingham Chapter 11  
**Articles:**  
**Videos:**  
The Greatest Showman | "This Is Me" with Keala Settle | 20th Century FOX  
https://www.youtube.com/watch?v=XLFevHWD_NE  
The Hero's Journey (July 16, 2013)  
https://www.youtube.com/watch?v=JAY60dY-irY  
**Website:**  
Mindset Works  
https://www.mindsetworks.com/ | Initial discussion posting due Sunday and response to students due Tuesday.  
Final project presentation due Tuesday.  
Reflection of Learning due Tuesday. |

### 14. Course Policies

Participation is expected and required at all sessions online. Participation online includes participating in the online discussions at least several times weekly and turning in assignments to the instructor by the due dates.

Students not participating posting to the online course modules for two or more modules—these are time-based and two or more unexcused absences will also result in failure in the course, unless there is appropriate (SNL accepted) documentation, or retaking the course will be required.

**Syllabus Changes**
Changes to the originally published course syllabus used to select/register for this course will be communicated on D2L news in the first week of the course.

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

- APA citation format (GRAD)
- Academic Integrity Policy (GRAD)
- Academic Integrity Policy (UGRAD)
- Incomplete (IN) and Research (R) Grades Expiration Policy
- Course Withdrawal Timelines and Grade/Fee Consequences
- Accommodations Based on the Impact of a Disability
- Protection of Human Research Participants

15. Other Resources for Students
   - University Center for Writing-based Learning
   - SNL Writing Guide
   - Dean of Students Office

16. Instructor Brief Bio
Susan Neustrom, Ed.D. is part time faculty and has been a project advisor for undergraduates and graduates in the School of New Learning. She holds a Bachelor of Science in Business Management from National Louis University, Master of Science in Organizational Leadership with a concentration in training and development and certified in Whole Being Positive Psychology. Dr. Neustrom received her doctorate in education in Organizational Leadership from Argosy University and has developed several graduate and post graduate online courses. She is a published author of a book, peer-reviewed journal, and several conference proceedings and keynote speaker for academic conferences and professional associations. Presently, she is Director of non-profit foundation.

Updated January 2019 (Links, LSP Pass/Fail Policy)