

DePaul University

School of Continuing and Professional Studies

**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:

Dweck, C.S. (2016) *Mindset, the new psychology of success*. Updated edition. New York: Ballantine Books. ISBN 978-0-345-47232-8

Nottingham, J. & Larsson, B. (2019) *Challenging mindset*. Thousand Oaks, CA: Sage Publishing. ISBN 978-1-5063-7662-2

### **Articles (link in D2L)**

Ahuja, S. (10/13/2015) The Innovative Mindset Your Company Can't Afford to Lose. *Harvard Business Review Digital Articles*. (2-5).

Chen, S. (Oct. 2018) Give Yourself a Break: The Power of Self-Compassion. *Harvard Business Review*. Vol. 96 Issue 5. (116-123).

Clark, T. R. ( Aug. 2012) Engagement Mindset. *Leadership Excellence*. Vol. 29 Issue 8. (15).

Clark, S. R.; Enriquez, G.; Calce, J. D. (May/June, 2018 ) INSPIRING AGENCY: Teaching a growth mindset through children's literature. *Literacy Today (2411-7862)*. Vol. 35 Issue 6. (28-29).

Cook, D. A; Artino, A. R. (Oct. 2016) Motivation to learn: an overview of contemporary theories. *Medical Education*. Vol. 50 Issue 10. (997-1014).

Cornett, B. S.; Smoot, B. (July, 2018) House rules: Growth mindset inspires creativity and productivity at Geben Communication. *Smart Business Columbus*. Vol. 26 Issue 10. (21).

Dweck, C. What Having a "Growth Mindset" Actually Means. (1/13/2016) *Harvard Business Review Digital Articles*. (2-4).

Dweck, C. (Nov. 2014) Talent: How Companies Can Profit From A "Growth Mindset".*Harvard Business Review*. Vol. 92 Issue 11. (28-29).

Gottfredson, R. (Dec. 2018) Become A More Mindful Leader: The key is awakening to your mindsets. *Leadership Excellence*. Vol. 35 Issue 12. (5-7).

Grant, H.; Slaughter, M.; Derler, A. (7/23/18) 5 Mistakes Companies Make About Growth Mindsets. *Harvard Business Review Digital Articles*. (2-4).

Haager, J. S.; Kuhbandner, C.; Pekrun, R. (June 2014) Overcoming fixed mindsets: The role of affect. *Cognition & Emotion*. Vol. 28 Issue 4. (756-767).

Haimovitz, K.; Dweck, C. S. (Nov/Dec 2017) The Origins of Children's Growth and Fixed Mindsets: New Research and a New Proposal. *Child Development*. Vol. 88 Issue 6. (1849-1859).

Hogan, M. L. (Aug. 2014) The Power of Grit and Growth. *Chief Learning Officer*. Vol. 13 Issue 8. (12).

Karwowski, M.; Royston, R. P.; Reiter-Palmon, R. (Feb. 2019) Exploring Creative Mindsets: Variable and Person-Centered Approaches. *Psychology of Aesthetics, Creativity & the Arts*. Vol. 13 Issue 1. (36-48).

Kimball, L. (Winter, 2018) A Powerful Distinction: How the Simple-Complicated-Complex Continuum Contributes to OD Practice. *OD Practitioner*. Vol. 50 Issue 1. (44-49).

Kulkarni, A. A.; Yuan, H. (Dec. 2017) Construal-level Mindsets Enhance Behavioral Persistence in Response to Incentive Valence. *Journal of Behavioral Decision Making*. Vol. 30 Issue 5. (1041-1051).

McDonnell, K. (Sept. 2014) It's All In Your Mind. *Chief Learning Officer*. Vol. 13 Issue 9. (26-29).

Oeken, A. B. ( Oct. 2018) Take-charge leadership: A closer look at the mindset of a natural born leader. *Smart Business Cleveland*. Vol. 30 Issue 2. (22).

Oettingen, G. (10/27/2014) Stop Being So Positive. *Harvard Business Review Digital Articles*. (2-4).

O'Keefe, P. A.; Dweck, C.; Walton, G. (9/10/2018) Having a Growth Mindset Makes It Easier to Develop New Interests. *Harvard Business Review Digital Articles*. (8-13).

Parents who think failure harms learning have children who think ability is fixed. (Aug. 2016) *Psychologist*. Vol. 29 Issue 8. (606).

Sevincer, A.; Kluge, L.; Oettingen, G. (Feb. 2014) Implicit theories and motivational focus: Desired future versus present reality. *Motivation & Emotion*. Vol. 38 Issue 1. (36-46).

Sevincer, A. Timur; Mehl, P. J.; Oettingen, G. (2017) Well self-regulated people use mental contrasting. *Social Psychology*, Vol 48(6). (348-364).

Sevincer, A. Timur; Tessmann, P.; Oettingen, G.; (2018) Demand to act and use of mental contrasting. *Social Psychology*, Vol 49(6) (344-359).

Torres, N. To Recover Faster from Rejection, Shift Your Mindset. (4/6/2016) *Harvard Business Review Digital Articles*. (2-5).

Yeager, D. S.; Dweck, C.S. ( Oct-Dec, 2012) Mindsets That Promote Resilience: When Students Believe That Personal Characteristics Can Be Developed. *Educational Psychologist*. Vol. 47 Issue 4. (302-314).

### **Websites**

<http://woopmylife.org/woop-1>

<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

<p><b>Exceptional (4.0/A)</b></p> <p><i>reserved for excellent work that meets all deadlines</i></p>	<ul style="list-style-type: none"> <li>-participation and contribution <b>exceeding</b> course requirements.</li> <li>- written contributions drawn from thoughtful analysis of personal experience...AND solid, documented investigation into the literature—inclusive of, and <u>in addition to</u>, assigned readings. Online classes must also have participation, with students posting and being in the course at least 3-4 times weekly.</li> <li>-dynamic listening/; writing with few—if any—errors; exceptional engagement &amp; initiative in contribution to personal and group learning in online classes.</li> </ul>
<p><b>Strong (3.0/B)</b></p> <p><i>basic proficiency</i></p>	<ul style="list-style-type: none"> <li>-participation and contribution <b>solidly meeting</b> course requirements.</li> <li>-oral and written contributions drawn from personal experience...AND documented reference to the literature—primarily assigned readings in online classes.</li> <li>-active listening; writing; punctual/involved participation in online classes.</li> </ul>
<p><b>Satisfactory (2.0/C)</b></p> <p><i>minimal proficiency</i></p>	<ul style="list-style-type: none"> <li>-participation and contribution <b>minimally addressing</b> course requirements.</li> <li>-oral and written contributions drawn from personal experience...with little, if any, documented reference to the literature.</li> <li>-basic interpersonal skills; writing; laissez-faire sporadic attendance in both on-ground and online classes.</li> </ul> <p>♦<b>NOTE: A <u>cumulative-GPA</u> of 3.0/B is required for eventual degree completion.</b></p>
<p><b>Unsatisfactory. (D/F)</b></p>	<p>-unsatisfactory/insufficient completion of course. (Course must be retaken in order to qualify for degree completion.)</p>
<p><b><i>Incomplete (IN)</i></b></p>	<p>-“Incompletes” (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 <u>“Contract for the Issuance of an Incomplete (IN) Grade”</u> completed, signed and dated by both the student and instructor. (See Grades under Graduate Student Resources at <a href="http://www.sn1.depaul.edu">www.sn1.depaul.edu</a> ).</p>

### Course Requirements

---

Online discussions	200 (10 @ 20 points)
Reflection papers	200 (10 @ 20 points)
Quiz	20 (2 @ 10 points)
Video Critique	80 (2 @ 40 points)
Written Assignments ( <i>Interesting person, Learning Challenge, Children Literature</i> )	75 (3 @ 25 points)
Assessment Analysis	75 (3 @ 25 points)
Final project presentation	150
<hr/>	
800 Points	

\*Fractional points will be rounded to the higher grade.

Coursework will be graded on the following scale:

<u>Final Percentage</u>	<u>Letter grade</u>
90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

### 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

Module	Meeting date or online	Major Topic	Course Component/Assignment	Assignment due
One	Online 09/11/19	<i>Fixed and Growth Mindset</i>	<p>Dweck Introduction, Chapters 1 and 2 Nottingham Chapter 1</p> <p><b>Articles:</b> Dweck, Carol <a href="#">What Having a "Growth Mindset" Actually Means.</a> <i>Harvard Business Review Digital Articles.</i> 1/13/2016, p2-4. 3p.</p> <p>O'Keefe, Paul A.; Dweck, Carol; Walton, Greg. <a href="#">Having a Growth Mindset Makes It Easier to Develop New Interests.</a> <i>Harvard Business Review Digital Articles.</i> 9/10/2018, p8-13. 6p.</p> <p><b>Assessment:</b> Mindset assessment <a href="http://blog.mindsetworks.com/what-s-my-mindset">http://blog.mindsetworks.com/what-s-my-mindset</a></p>	<p>Initial discussion posting due Sunday and response to students due Tuesday.</p> <p>Interesting Person paper due Tuesday.</p> <p>Reflection of Learning due Tuesday.</p>
Two	Online 9/18/19	<i>Goal Achievement</i>	<p>Dweck Chapter 3 Nottingham Chapter 3</p> <p><b>Articles:</b> Sevincer, A.; Kluge, Lena; Oettingen, Gabriele. <a href="#">Implicit theories and motivational focus: Desired future versus present reality.</a> <i>Motivation &amp; Emotion.</i> Feb2014, Vol. 38 Issue 1, p36-46.</p> <p>Cook, David A; Artino, Anthony R.</p>	<p>Initial discussion posting due Sunday and response to students due Tuesday.</p> <p>Video critique due Tuesday.</p> <p>Reflection of Learning due Tuesday.</p>

			<p><a href="#">Motivation to learn: an overview of contemporary theories.</a> <i>Medical Education</i>. Oct2016, Vol. 50 Issue 10, p997-1014.</p> <p>Sevincer, A. Timur; Tessmann, Patrik; Oettingen, Gabriele; <i>Social Psychology</i>, Vol 49(6), 2018 pp. 344-359. Publisher: Hogrefe Publishing; <a href="#">Demand to act and use of mental contrasting.</a></p> <p><b>Video:</b> How to Achieve Your Most Ambitious Goals   Stephen Duneier   TEDxTucson <a href="https://www.youtube.com/watch?v=TQMbvJNRpLE">https://www.youtube.com/watch?v=TQMbvJNRpLE</a> (17:52)</p> <p>The Power of belief -- mindset and success   Eduardo Briceno   TEDxManhattanBeach <a href="https://www.youtube.com/watch?v=pN34FNbOKXc">https://www.youtube.com/watch?v=pN34FNbOKXc</a> (10:51)</p>	
Three	Online 9/25/19	<i>The Impact of Resilience on Mindset</i>	<p>Knotttingham Chapter 10</p> <p><b>Articles:</b> Torres, Nicole. <a href="#">To Recover Faster from Rejection, Shift Your Mindset.</a> <i>Harvard Business Review Digital Articles</i>. 4/6/2016, p2-5.</p> <p>Hogan, Milana L. <a href="#">The Power of Grit and Growth.</a> <i>Chief Learning Officer</i>. Aug2014, Vol. 13 Issue 8, p12-12.</p> <p>Chen, Serena. <a href="#">Give Yourself a Break: The Power of Self-Compassion.</a> <i>Harvard</i></p>	<p>Initial discussion posting due Sunday and response to students due Tuesday.</p> <p>Grit Scale analysis due Tuesday.</p> <p>Reflection of Learning due Tuesday.</p>

			<p><i>Business Review</i>. Sep/Oct2018, Vol. 96 Issue 5, p116-123.</p> <p><b>Video:</b> Change Your Mindset and Achieve Anything   Colin O'Brady   TEDxPortland <a href="https://www.youtube.com/watch?v=vo_lZiytsMw">https://www.youtube.com/watch?v=vo_lZiytsMw</a> (18:07)</p> <p>TEDxBlue - Angela Lee Duckworth, Ph.D - 10/18/09 <a href="https://www.youtube.com/watch?v=qaeFnxSfSC4">https://www.youtube.com/watch?v=qaeFnxSfSC4</a> (18:37)</p> <p><b>Assessment:</b> Angela Duckworth's Grit Scale <a href="https://angeladuckworth.com/grit-scale/">https://angeladuckworth.com/grit-scale/</a></p>	
Four	Online 10/2/19	<i>Leadership and Two Mindsets</i>	<p>Dweck Chapter 4 and 5 Nottingham Chapter 5</p> <p><b>Articles:</b> Gottfredson, Ryan. <a href="#">Mindsets That Promote Resilience: When Students Believe That Personal Characteristics Can Be Developed</a>. <i>Leadership Excellence</i>. Dec2018, Vol. 35 Issue 12, p5-7.</p> <p>Oeken, Ashley Basile. <a href="#">Take-charge leadership: A closer look at the mindset of a natural born leader</a>. <i>Smart Business Cleveland</i>. Oct2018, Vol. 30 Issue 2, p22-22.</p> <p><b>Videos</b> Professor Carol Dweck - Leadership and the Growth Mindset (Sept. 13, 2018) (3:02) <a href="https://www.youtube.com/watch?v=2D53lgdKsi0">https://www.youtube.com/watch?v=2D53lgdKsi0</a></p>	<p>Initial discussion posting due Sunday and response to students due Tuesday.</p> <p>Quiz due Tuesday.</p> <p>VIA Analysis due Tuesday.</p> <p>Reflection of Learning due Tuesday.</p>

			<p>The difference between winning and succeeding   John Wooden (March 26, 2009) (17:39)<a href="https://www.youtube.com/watch?v=0MM-psvqiG8">https://www.youtube.com/watch?v=0MM-psvqiG8</a></p> <p><b>Website:</b> <a href="https://www.viacharacter.org/">https://www.viacharacter.org/</a></p>	
Five	Online 10/9/19	<i>Addressing Simple and Complex Challenges</i>	<p>Nottingham Chapter 8</p> <p><b>Articles:</b> Grant, Heidi; Slaughter, Mary; Derler, Andrea. <a href="#">5 Mistakes Companies Make About Growth Mindsets.</a> <i>Harvard Business Review Digital Articles.</i> 7/23/2018, p2-4</p> <p>Dweck, Carol. <a href="#">Talent: How Companies Can Profit From A "Growth Mindset".</a> <i>Harvard Business Review.</i> TNov2014, Vol. 92 Issue 11, p28-29.</p> <p>Kulkarni, Atul A.; Yuan, Hong. <a href="#">Construal-level Mindsets Enhance Behavioral Persistence in Response to Incentive Valence.</a> <i>Journal of Behavioral Decision Making.</i> Dec2017, Vol. 30 Issue 5, p1041-1051</p> <p>Kimball, Lisa. <a href="#">A Powerful Distinction: How the Simple-Complicated-Complex Continuum Contributes to OD Practice</a> <i>OD Practitioner.</i> Winter2018, Vol. 50 Issue 1, p44-49. 6p</p> <p><b>Videos:</b> Seeing obstacles as opportunities - Parkour way</p>	<p>Initial discussion posting due Sunday and response to students due Tuesday.</p> <p>Learning Challenge Illustration due Tuesday.</p> <p>Reflection of Learning due Tuesday.</p>

			<p>of life: Ali Kadhim at TEDxParramatta (Sept. 3, 2012) (14:02)  <a href="https://www.youtube.com/watch?v=zjvsA0v7r0g">https://www.youtube.com/watch?v=zjvsA0v7r0g</a></p> <p>Overcoming challenges, it's about mindset   Ann Lund Wahlberg   TEDxAix (July 7, 2014) (12:49)  <a href="https://www.youtube.com/watch?v=QUSXymMVAql">https://www.youtube.com/watch?v=QUSXymMVAql</a></p> <p>James Nottingham's Learning Challenge (Learning Pit) animation (Nov. 23, 2015)(11:30)  <a href="https://www.youtube.com/watch?v=3IMUAOhuO78">https://www.youtube.com/watch?v=3IMUAOhuO78</a></p> <p><b>Website</b>  <a href="https://www.thelearningchallenge.co.uk/">https://www.thelearningchallenge.co.uk/</a></p>	
Six	Online 10/16/19	<i>Adult Learning and Relationships and Friendships</i>	<p>Dweck Chapter 6</p> <p><b>Articles:</b>  McDONNELL, KARL. <a href="#">IT'S ALL IN YOUR MIND</a>. <i>Chief Learning Officer</i>. Sep2014, Vol. 13 Issue 9, p26-29</p> <p>Clark, Summer R.; Enriquez, Grace; Calce, Jessica Della. <a href="#">INSPIRING AGENCY: Teaching a growth mindset through children's literature</a>. <i>Literacy Today (2411-7862)</i>. May/Jun2018, Vol. 35 Issue 6, p28-29.</p> <p><b>Video:</b>  Skills for Healthy Romantic Relationships   Joanne Davila   TEDxSBU (Nov. 17, 2015)15:52  <a href="https://www.youtube.com/watch?v=gh5VhaicC6g">https://www.youtube.com/watch?v=gh5VhaicC6g</a></p>	<p>Initial discussion posting due Sunday and response to students due Tuesday.</p> <p>Children's Literature Paper due Tuesday.</p> <p>Reflection of Learning due Tuesday.</p>

			<p>How to make stress your friend   Kelly McGonigal (Sept. 4, 2013) (14:28)  <a href="https://www.youtube.com/watch?v=RcGyVTAoXEU">https://www.youtube.com/watch?v=RcGyVTAoXEU</a></p>	
Seven	Online 10/23/19	<i>A Child's Mindset</i>	<p>Dweck Chapter 7  Knottingham Chapter 4 and 7</p> <p><b>Articles:</b>  Haimovitz, Kyla; Dweck, Carol S.  <a href="#">The Origins of Children's Growth and Fixed Mindsets: New Research and a New Proposal</a>. <i>Child Development</i>. Nov/Dec2017, Vol. 88 Issue 6, p1849-1859.</p> <p>Dweck, Carol S. <a href="#">The Journey to Children's Mindsets-and-Beyond</a>. <i>Child Development Perspectives</i>. Jun2017, Vol. 11 Issue 2, p139-144.</p> <p><a href="#">Parents who think failure harms learning have children who think ability is fixed</a>. <i>Psychologist</i>. Aug2016, Vol. 29 Issue 8, p606-606</p> <p><b>Videos:</b>  The power of yet   Carol S Dweck   TEDxNorrköping (Sept 12, 2014) (11:18)  <a href="https://www.youtube.com/watch?v=J-swZaKN2Ic">https://www.youtube.com/watch?v=J-swZaKN2Ic</a></p>	<p>Initial discussion posting due Sunday and response to students due Tuesday.</p> <p>Video critique due Tuesday.</p> <p>Reflection of Learning due Tuesday.</p>

			<p>V.O. The mindset that can change a child’s life. Carol Dweck, psychologist and researcher (Oct 13, 2018) 6:16)  <a href="https://www.youtube.com/watch?v=5z3QEwsBm74">https://www.youtube.com/watch?v=5z3QEwsBm74</a></p> <p>RSA ANIMATE: Changing Education Paradigms (Oct. 14, 2010) (11:40)  <a href="https://www.youtube.com/watch?v=zDZFcdGpL4U">https://www.youtube.com/watch?v=zDZFcdGpL4U</a></p>	
Eight	Online 10/30/19	<i>The Creative Mindset</i>	<p>Knottingham Chapter 2</p> <p><b>Articles:</b>          Cornett, Becky S.; Smoot, Barb. <a href="#">House rules: Growth mindset inspires creativity and productivity at Geben Communication</a>. <i>Smart Business Columbus</i>. Jul2018, Vol. 26 Issue 10, p21-21</p> <p>Ahuja, Simone. <a href="#">The Innovative Mindset Your Company Can't Afford to Lose</a>. <i>Harvard Business Review Digital Articles</i>. 10/13/2015, p2-5.</p> <p>Karwowski, Maciej; Royston, Ryan P.; Reiter-Palmon, Roni. <a href="#">Exploring Creative Mindsets: Variable and Person-Centered Approaches</a>. <i>Psychology of Aesthetics, Creativity &amp; the Arts</i>. Feb2019, Vol. 13 Issue 1, p36-48.</p> <p><b>Videos</b>          Creative thinking - how to get out of the box and generate ideas: Giovanni Corazza at</p>	<p>Initial discussion posting due Sunday and response to students due Tuesday.</p> <p>Quiz due Tuesday.</p> <p>Reflection of Learning due Tuesday.</p>

			<p>TEDxRoma (March 11, 2014) (13:38)  <a href="https://www.youtube.com/watch?v=bEusrD8g-dM">https://www.youtube.com/watch?v=bEusrD8g-dM</a></p> <p>TEDxNorrkoping - Bosse Larsson - A Growth Mindset for a Creative Mind (Oct. 19, 2011) (18:32)  <a href="https://www.youtube.com/watch?v=y-ia-CWBHFU">https://www.youtube.com/watch?v=y-ia-CWBHFU</a></p>	
Nine	Online 11/6/19	<i>Changing Mindset for Success in Life, Love, and Work</i>	<p>Dweck Chapter 8  Knottingham Chapter 9</p> <p><b>Articles:</b>  Clark, Timothy R. <a href="#"><u>Engagement Mindset. Leadership Excellence.</u></a> Aug2012, Vol. 29 Issue 8, p15-15.</p> <p>Haager, Julia S.; Kuhbandner, Christof; Pekrun, Reinhard. <a href="#"><u>Overcoming fixed mindsets: The role of affect. Cognition &amp; Emotion.</u></a> Jun2014, Vol. 28 Issue 4, p756-767.</p> <p>Oettingen, Gabriele. <a href="#"><u>Stop Being So Positive.</u></a> <i>Harvard Business Review Digital Articles.</i> 10/27/2014, p2-3</p> <p><b>Videos:</b>  Programming your mind for success   Carrie Green   TEDxManchester (June 20, 2014) 15:31 <a href="https://www.youtube.com/watch?v=MmfikLimeQ8">https://www.youtube.com/watch?v=MmfikLimeQ8</a></p> <p>5 Pieces of Life-Changing ADVICE from Brené Brown   <a href="#"><u>#MentorMeBrené</u></a> (June 30, 2019)(19:00)</p>	<p>Initial discussion posting due Sunday and response to students due Tuesday.</p> <p>WOOP Exercise due Tuesday.</p> <p>Reflection of Learning due Tuesday.</p>

			<a href="https://www.youtube.com/watch?v=8vQS6l8MrAk">https://www.youtube.com/watch?v=8vQS6l8MrAk</a> <b>Website:</b> <b>Woop My Life</b> <a href="http://woopmylife.org/woop-1">http://woopmylife.org/woop-1</a>	
Ten	Online 11/13/19	<i>Sustaining a Growth Mindset</i>	<p>Knottingham Chapter 11</p> <p><b>Articles:</b>  Sevincer, A. Timur; Mehl, Philipp J.; Oettingen, Gabriele; <a href="#">Well self-regulated people use mental contrasting.</a>  Social Psychology, Vol 48(6), 2017 pp. 348-364. Publisher: Hogrefe Publishing;</p> <p><b>Videos:</b>  The Greatest Showman   "This Is Me" with Keala Settle   20th Century FOX  <a href="https://www.youtube.com/watch?v=XLFEvHWD_NE">https://www.youtube.com/watch?v=XLFEvHWD_NE</a></p> <p>The Hero's Journey( July 16, 2013)  <a href="https://www.youtube.com/watch?v=JAY60dY-irY">https://www.youtube.com/watch?v=JAY60dY-irY</a></p> <p><b>Website:</b>  <b>Mindset Works</b>  <a href="https://www.mindsetworks.com/">https://www.mindsetworks.com/</a></p>	<p>Initial discussion posting due Sunday and response to students due Tuesday.</p> <p>Final project presentation due Tuesday.</p> <p>Reflection of Learning due Tuesday.</p>

#### 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)