

DPU School of Continuing and Professional Studies

Undergraduate Program

LL 302

Experiential Learning Practicum : Balancing Your Demanding Life

WINTER QUARTER 20/21

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January 4th through March 21th

Online

Course Description

Currently there is an unprecedented amount of stress in our lives. This course affords students the opportunity to develop simple quick habits that can transform our perspective toward and ease the stress in our day-to-day lives. *As an experiential learning capstone, it requires students to examine their usual learning style and to implement and observe a different learning style and report on this experience.*

According to Thich Nhat Hanh, "Living leisurely starts with cultivating a calm, aware mental perspective, even while performing the simplest and most mundane of everyday tasks."

Spirituality is defined by Lou Brusanti as "...the Way of one's being in the world. Spirituality is about self-definition at its core is surrender to otherness; a responsiveness to otherness, a relatedness to otherness...We begin to get in touch with our spirituality when we become a bit more conscious of the unconscious."

Students will engage in experiential learning using personally designed practices in the areas of spirituality and leisure to explore the connections between spirituality and leisure in balancing one's life. Students will keep reflective journals on their learning experience writing about what they do, how they see themselves and others, what they learned and how they learned it, and how they can integrate into their daily lives the concepts taught in this class beyond the duration of

this course. They will examine different learning styles comparing their easiest with the most difficult.

In this interactive class, multiple resources will be used including reading, small group work, video, in-class exercises, guided imagery, journaling, practices and reflection papers to articulate and demonstrate understanding of the competencies.

- L10 Can reflect on the learning process and methods used in an experiential project.
- L11 Can apply the disciplines of leisure and spirituality to bring balance to one's life.

Expected Learning Goals

- Understand the concepts of leisure and spirituality and how to use both as tools to create inner balance.
- Learn to design and carry out a meaningful experiential learning project which exhibits control of the learning methods used
- Understand and evaluate personally applied learning methods
- Develops critical thinking skills by becoming aware of and questioning one's assumptions and those of others.
- Learn and hone skills of centering and reflection.

Course Resources

To buy your books, go to <http://bookstore.mbsdirect.net/depaul.htm>. Books also available from Amazon.

Required Reading

DeMello, Anthony. (1992) Awareness: the perils and opportunities of reality. Doubleday: NY., NY.

Piver, Susan, ed. (2008) Quiet Mind: a beginner's guide to meditation. Shambhala Publishing: Boston, Ma.

Articles on e-reserves or linked within course

Chittister, Joan. 2008. Wisdom. Pp. 123-128 in Gift of Years. New York: BlueBridge.

Dirkx, John. 2001. The Power of Feelings: Emotion, Imagination, and the Construction of Meaning in Adult Learning. *New Directions for Adult and Continuing Education* 89 (Spring): 63-71.

Lesser, Elizabeth. 1999. Mindfulness. Pp. 88-96 in *The Seeker's Guide: Making your Life a Spiritual Adventure*. New York: Villard.

Lesser, Elizabeth. 1999. The New American Spirituality. Pp. 51-58 in *The Seeker's Guide: Making Your Life a Spiritual Adventure*. New York: Villard.

Merriam, Sharan B., and Rosemary S. Caffarella. 1999. Transformational Learning. Pp. 318-339 (Chap. 14) in *Learning in Adulthood: A Comprehensive Guide*. 2nd ed. San Francisco: Jossey-Bass.

Miller, Jack. 2002. Learning from a Spiritual Perspective. Pp. 95-102 (Chap. 8) in *Expanding the Boundaries of Transformative Learning: Essays on Theory and Praxis*. Ed. E. V. O'Sullivan, A. Morrell, and M. A. O'Connor. New York: Palgrave.

Palmer, Parker J. 2000. Now I Become Myself. Pp. 9-29 (Chap. II) in *Let Your Life Speak: Listening for the Voice of Vocation*. San Francisco: Jossey-Bass

Pausch, Randy. 2007. Last Lecture: Really Achieving Your Childhood Dreams. Lecture given at Carnegie Mellon University (Sept. 18). [Online]. Available: <http://www.cs.cmu.edu/~pausch/Randy/pauschlastlecturetranscript.pdf>

Pieper, Josef. 1993. Leisure as a Spiritual Attitude. *Weavings* 8 (2): 67-71.

Puddicome, Andy: Mindfulness, Ted Talk.

https://www.ted.com/talks/andy_puddicome_all_it_takes_is_10_mindful_minutes. Nov. 2012

Tisdell, Elizabeth J. 2003. Claiming a Sacred Face. Pp. 89-93 (Part II) in *Exploring Spirituality and Culture in Adult and Higher Education*. San Francisco: Jossey Bass.

Week 9 Book Review

In week Nine, 3 or 4 (depending on enrollment) groups will present book reviews. This is an exercise in *collaborative learning*, one of the ways we address the L10 competence. The books are listed in the Groups tab on the banner across the top of your D2L page. Go to More – Groups – There will be 4 books to choose from:

A Most Beautiful Thing by Arshay Cooper

Measure of a Man by Sidney Poitier

The Invention of Wings by Sue Monk Kid

Welcome to the Wisdom of the World by Joan Chittister

Choose one. Then buy the book now so you can plan time to read it in preparation for participation in your group. **Note:** All communication about each review must be done on these Group Discussion Boards. They are private to each group except for me. I can read them and it gives me the information I need to grade you on your abilities at collaborative learning. These criteria are listed in the assignment in Module 9

Office Hours: Office hours on (not required) will be offered Thursdays in week 2,4,6,8,10 between 7 & 8 pm. Feel free to join us for questions, concerns, conversation.

Course Grading Scale the Lifelong Learning Area

Experiential Learning Capstone is a pass/fail course. Students who wish to receive a grade must let the Instructor know in the first two weeks of the course. Any requests made after that cannot be honored.

Students who desire a letter grade should request it in writing at the *beginning of the quarter*.

A = 95 to 100 A- = 91 to 94 B+ = 88 to 90
 B = 85 to 87 B- = 81 to 84 C+ = 77 to 80
 C = 73 to 76 C- = 69 to 72 D+ = 65 to 68
 D = 61 to 64 F = 60 or below

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

Pass/Fail Grade Policy

DePaul Temporary Pass/D/F policy

The university has adopted a special temporary P/D/F grading policy for both graduate and undergraduate programs until further notice. Details of the P/D/F policy can be found on the university [COVID 19 Update](#) website.

Highlights:

- Students can choose or remove the P/D/F option until 3 days after the grade deadline.
- Go to Campus Connect, Academic Records, to select or remove this option.
- See the COVID 19 update website for exact dates and deadlines.
- Faculty will submit a letter grade in all cases.
- If the grade is a C- or better, with the P/D/F option, it will automatically change to Pass.

- All other grades will remain including D, F, IN, M, W.
- Students can choose this option for any or all of their program requirements.
- Contact your advisor for more information.

This policy is temporarily overridden by the Covid 19 P/D/F policy and will resume when the temporary policy has ended.

Students interested in taking a course on a Pass/Fail grade basis need to contact their academic advisor to request the option by the end of the second week of the course. SCPS students can email their requests to their advisors and include the course number, quarter, and student ID number. Non-SCPS students need to contact their home college for instructions on submitting these requests. Please review the P/F guidelines, course restrictions and GPA implications in the [University catalog](#) before making your request. A grade of Pass represents a D or better standard and therefore will not meet requirements that have a minimum standard of C- or better. For further clarification of the P/F option for SCPS students beyond the university guidelines, please refer to the [SCPS catalog](#).

Minimum SCPS Grade Policy

SCPS degree programs with majors (BAPSBA, BAPSC, BAHA, BADA, BANM, and BALS) require a grade of C- or better in courses taken at DePaul or transfer work applied to course requirements in the Major and in the LL 261: Essay Writing course in the College Core. All other course requirements in these programs can be completed with a grade of D or better. SCPS degree completion major programs (BAABS and BALS) require a C- or better in all courses taken at DePaul applied to those programs. SCPS competence-based programs (BAIFA, BAC, BAGB and BAECE) require a D or better in courses taken at DePaul or transfer work applied to competence requirements.

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.

To complete the course, you must complete each of the assignments as described in the course and submit them to your instructor by the assigned deadline. In addition, you must participate in the course discussion forum by responding to all instructor requests and by interacting with fellow classmates as assigned.

Course Structure

This course consists of 10 modules and a Final Paper. The estimated time to complete each module is 1 week. The following table outlines the course:

Week, Module # and Title	Readings	Assignments
<i>Week 1, Module 1: Introduction and Overview</i>	Opening Reflection Piver, Susan, ed. Quiet Mind: A Beginner's Guide to Meditation Intro and choose your method of meditation What is Externship? Syllabus Journaling Tips Definitions of Spirituality Definitions of Leisure Explanation of Assignments Closing Reflection	1.1 Introductions Discussion 1.2 Journal Entry 1.3 Spirituality Discussion 1.4 Leisure Discussion
<i>Week 2, Module 2: Mindfulness</i>	Opening Reflection	2.1 Journal Entry

	<p>Lesser, Seekers and Mindfulness, pp. 87-96 (e-reserve)</p> <p>Ted Talk, Mindfulness: https://www.ted.com/talks/andy_puddicombe_all_it_takes_is_10_mindful_minutes_(2012)</p> <p>Closing Reflection</p>	<p>2.2 Spirituality Discussion</p> <p>2.3 Leisure Discussion</p>
<p><i>Week 3, Module 3: Leisure as a Philosophy Toward Life</i></p>	<p>Opening Reflection</p> <p>Quiet Mind pp 1-16; 103-109</p> <p>Pieper, Leisure as a Spiritual Attitude (e-reserve)</p> <p>Leisure film @ Vimeo</p> <p>Closing Reflection</p>	<p>3.1 Journal Entry</p> <p>3.2 Leisure and Spirituality Practices Discussion</p> <p>3.3 Leisure and Spirituality Readings Discussion</p>
<p><i>Week 4, Module 4: Spirituality</i></p>	<p>Opening Reflection</p> <p>DeMello, pp. 1-15</p> <p>Quiet Mind, pp. 17-30</p> <p>Miller, Learning from a Spiritual Perspective (e-reserve)</p> <p>Closing Reflection</p>	<p>4.1 Journal Entry</p> <p>4.2 Spirituality and Leisure Practices Discussion</p> <p>4.3 Readings Discussion</p>
<p><i>Week 5, Module 5: Spirituality vs. Religion</i></p>	<p>Opening Reflection</p> <p>Lesser, Elizabeth, The New American Spirituality</p> <p>Quiet Mind, pp. 31-42</p> <p>DeMello, pp. 16-30</p>	<p>5.1 Journal Entry</p> <p>5.2 Readings Discussion</p> <p>5.3 Readings Discussion</p>

	Tisdell, Spirituality in Higher Education (e-reserve) Closing Reflection	
<i>Week 6, Module 6: Adult & Transformational Learning</i>	View presentations: Adult Development Beliefs, Values, Attitudes DeMello, pp. 31-45 Quiet Mind, pp. 17-30 Closing Reflection	6.1 Journal Entry 6.2 Spiritual and Leisure Readings Discussion 6.3 Beliefs, Values, and Attitudes 6.4 Adult Development
<i>Week 7, Module 7: The Seventh Inning Stretch</i>	Opening Reflection (student volunteer) Read DeMello pp. 45-62 Pausch, Randy (e-reserve) Closing Reflection (student volunteer)	7.1 Journal Entry 7.2 Symbols of Spirituality Discussion 7.3 Readings Discussion
<i>Week 8, Module 8: Wisdom</i>	Opening reflection View Transformational Learning Presentation Merriam, and Caffarella Transformational Learning (e-reserve) Read DeMello pp. 108-126 Palmer - Let Your Life Speak (e-reserve) Closing reflection	8.1 Journal Entry 8.2 Wisdom Discussion Board 8.3 Readings Discussion 8.4 Transformational Learning
<i>Week 9, Module 9: Book Review Presentations</i>	Opening Reflection Post groups Review and respond to other groups	9.1 Book Reviews Discussion

	Closing Reflection	
<i>Week 10,</i> <i>Module 10:</i> Sharing Our Wisdom	Opening Reflection	10.1 Final Paper/Presenta tion
	Chittister, Joan, Wisdom (e-reserve)	
	Post a draft of your final paper and participate in the Discussion	10.2 Final Paper/Presenta tion Discussion
	Closing Reflection	10.3 Course Feedback Discussion

Week 11: Final Paper due to Instructor

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Assessment of Learning

Overview of Weekly Assignments

Certain assignments will be standard every week beginning week 3. Although the instructions will change according to the subject matter.

- Opening and Closing Reflections
- Readings, Class Materials and Assignments specific to the week's topic.
- Conducting your instructor approved spiritual and leisure practice (3 times a week for each)
- Discussion Forums specific to the week's topic
- Weekly journal writing about your readings, experiences with leisure and spirituality practice, and other topics as assigned
- Participation (starting week 2) in a group Book Review (group presentation due in Week 9).
- Final Paper/Project (week 10 & 11)

Percentage distribution of Assessments

<u>Grading Category</u>	<u>% of Final Grade</u>
Class Participation	30
Group Book Report	10
Final Paper / Presentation	10
Journals	30
Written Assignment	20
Total	100%

General Assessment Criteria for All Writing Assignments

All writing assignments are expected to conform to basic college-level standards of mechanics and presentation.

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 www.depaul.edu/writing.

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Online Discussion

Discussion Forums

Discussion Forums are an important component of your online experience. This course contains discussion forums related to the topics you are studying each week. For requirements on your participation in the Discussion Forums, please see "Course Expectations" in the syllabus.

A Course Q & A discussion forum has also been established to manage necessary, ongoing social and administrative activities. This is where the management and administrative tasks of the course are conducted, and where you can ask 'process' questions and receive answers throughout the course. Please feel free to answer any question if you feel you know the answer; this sharing of information is valuable to other students.

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Course Expectations

Time Management and Attendance

SCPS's online courses are not self-paced and require a regular time commitment EACH week throughout the quarter.

You are required to log in to your course at least four times a week so that you can participate in the ongoing course discussions.

Online courses are no less time consuming than "face to face" courses. You will have to dedicate some time every day or at least every second day to your studies. A typical four credit hour "face to face" course at SCPS involves three hours of classroom meeting per week, plus at least three to six hours of study and homework per week.

This course will require at least the same time commitment, but your learning activities will be spread out through the week. If you have any problems with your technology, or if you need to improve your reading or writing skills, it may take even longer.

The instructor should be notified if your life events do not allow you to participate in the course and the online discussions for more than one week. This is particularly important when there are group discussions or you are working as part of a team.

If you find yourself getting behind, please contact the instructor immediately.

Instructor Bio

Dr. Dix is a graduate of SCPS (formerly SNL). She earned her Masters in Pastoral Studies (MPS) from Loyola University and her doctorate from National Louis University. She has been married 53 years, has 4 children, and 5 grandsons.

Instructor's Role

Your instructor's role in this course is that of a discussion facilitator and learning advisor. It is not their responsibility to make sure you log in regularly and submit your assignments. As instructor, s/he will read all postings to the general discussion forums on a daily basis but may not choose to respond to each posting. You will receive feedback on each written assignment.

The instructor may choose to designate "office hours" when s/he will be online and available and will immediately respond to questions. Depending on the instructor, this response may be by e-mail, instant messenger or telephone. Otherwise, you will generally receive a response to emailed or posted queries within 48 hours.

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Your Role as a Student

As an online student, you will be taking a proactive approach to your learning. As the course instructor's role is that of a learning guide, your role is that of the leader in your own learning.

You will be managing your own time so that you can complete the readings, activities and assignments for the course, and you will also be expected to take a more active role in peer learning in the Discussion Boards and Group Work.

Course Netiquette

Online discussions are an important part of your course experience. To ensure a positive learning environment, please follow the following minimum expectations. Use your common sense, as not all situations can be covered:

- Be polite
- Respect other participants' views or opinions
- Think before you write, and ask yourself if you would say the same thing in person
- Use positive phrases (i.e., "Good idea!" or "Thanks for the suggestions," etc.)
- Be sensitive to cultural differences
- Avoid hostile, curt or sarcastic comments
- No objectionable, sexist, or racist language will be tolerated
- Create a positive online community by supporting and challenging other participants.
- Use correct grammar and syntax

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Policies

Academic Integrity

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas.

Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your [Student Handbook](#) for further details.

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Plagiarism

Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's.
- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
- The paraphrasing of another's work or ideas without proper acknowledgement.
- Resubmitting one's own previous work from a different course or college, without the permission of the current instructor.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If an instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion.

For Students Who Need Accommodations Based on the Impact of a Disability

Students seeking disability-related accommodations are required to register with DePaul's [Center for Students with Disabilities](#) (CSD) enabling you to access accommodations and support services to assist your success. There are two office locations:

Center for Students with Disabilities (CSD)

Loop Campus: Lewis Center 1420. (312) 362-8002

Lincoln Park Campus: Student Center 370. (773) 325-1677

csd@depaul.edu

Students are also invited to contact their instructor privately to discuss your challenges and how the instructor may assist in facilitating the accommodations you will use in this course. This is best done early in the term and the conversation will remain confidential.

Dean of Students Office

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

Copyright and Student Privacy

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Credits

This course was designed and produced by Mary Jane Dix, Ed.D and staff at the School for Continuing and Professional Studies of DePaul University.

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