Balancing Your Demanding Life

SPRING QUARTER 19/20

Course Syllabus

Course Information

Assessment

Course Expectations

Policies

Course Information

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 externship, 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 use personally designed practices in the area of spirituality and leisure to explore different learning styles and 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.

In this interactive class, a number of 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

• Evaluate learning methods used each week

• 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/depaул.htm. Books also available from Amazon.

Required Reading


Articles on e-reserves or linked within course


Puddicombe, Andy: Mindfulness, Ted Talk https://www.ted.com/talks/andy_puddicombe_all_it_takes_is_10_mindful_minutes


**Course Grading Scale**

Externship is a course in the Lifelong Learning Area and is graded pass/fail.

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  INC

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

**Grading Policies and Practices**
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 necessary.

Points are deducted for late work.

**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:

<table>
<thead>
<tr>
<th>Week, Module # and Title</th>
<th>Readings</th>
<th>Assignments</th>
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</table>
| **Week 1, Module 1:** Introduction and Overview | Opening Reflection  
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 |
| **Week 2, Module 2:** Mindfulness | Opening Reflection  
Lesser, Seekers and Mindfulness, pp. 87-96 (e-reserve)  
Ted Talk, Mindfulness: [https://www.ted.com/talks/andy_puddicombe_all_it_takes_is_10_minful_minutes](https://www.ted.com/talks/andy_puddicombe_all_it_takes_is_10_minful_minutes)  
You Tube on meditation: [https://www.youtube.com/watch?v=mjtyuTTQFY](https://www.youtube.com/watch?v=mjtyuTTQFY)  
Levoy, Gregg: Intro and Chapter 1 | 2.1 Journal Entry  
2.2 Spirituality Discussion  
2.3 Leisure Discussion |
<table>
<thead>
<tr>
<th>Week 3, Module 3: Leisure as a Philosophy Toward Life</th>
<th>Opening Reflection</th>
<th>Quiet Mind pp 1-16; 103-109</th>
<th>Pieper, Leisure As a Spiritual Attitude (e-reserve)</th>
<th>Leisure film @ Vimeo</th>
<th>Closing Reflection</th>
<th>3.1 Journal Entry</th>
<th>3.2 Leisure and Spirituality Practices Discussion</th>
<th>3.3 Leisure and Spirituality Readings Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 4, Module 4: Spirituality</td>
<td>Opening Reflection</td>
<td>DeMello, pp. 1-15</td>
<td>Quiet Mind, pp. 17-30</td>
<td>Levoy, Gregg, Chapters 2 &amp; 3</td>
<td>Miller, Learning from a Spiritual Perspective (e-reserve)</td>
<td>Closing Reflection</td>
<td>4.1 Journal Entry</td>
<td>4.2 Spirituality and Leisure Practices Discussion</td>
</tr>
<tr>
<td>Week 5, Module 5: Spirituality vs. Religion</td>
<td>Opening Reflection</td>
<td>Lesser, Elizabeth, The New American Spirituality</td>
<td>Quiet Mind, pp. 31-42</td>
<td>DeMello, pp. 16-30</td>
<td>Tisdell, Spirituality in Higher Education (e-reserve)</td>
<td>Levoy, Chapters 4 &amp; 5</td>
<td>Closing Reflection</td>
<td>5.1 Journal Entry</td>
</tr>
<tr>
<td>Week 6, Module 6: Adult &amp; Transformation</td>
<td>View presentations: Adult Development Beliefs, Values, Attitudes</td>
<td>DeMello, pp. 31-45</td>
<td>6.1 Journal Entry</td>
<td>6.2 Spiritual and Leisure</td>
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<tr>
<td>Module 7: The Seventh Inning Stretch</td>
<td>Opening Reflection</td>
<td>Read DeMello pp. 45-62</td>
<td>Pausch, Randy (e-reserve)</td>
<td>Closing Reflection</td>
<td>7.1 Journal Entry</td>
<td>7.2 Symbols of Spirituality Discussion</td>
<td>7.3 Readings Discussion</td>
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<td>Module 8: Wisdom</td>
<td>View Transformational Learning Presentation (see Dee for this)</td>
<td>Merriam, and Caffarella Transformational Learning (e-reserve)</td>
<td>Read DeMello pp. 108-126</td>
<td>Palmer - Let Your Life Speak (e-reserve)</td>
<td>Chittister, Joan, Wisdom (e-reserve)</td>
<td>8.1 Journal Entry</td>
<td>8.2 Wisdom Discussion Board</td>
<td>8.3 Readings Discussion</td>
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<tr>
<td>Module 9: Book Review Presentations</td>
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<td></td>
<td>9.1 Book Reviews Discussion</td>
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<tr>
<td>Module 10: Sharing Our Wisdom</td>
<td>Opening Reflection</td>
<td>Post a draft of your final paper and participate in the Discussion</td>
<td>Closing Reflection</td>
<td>10.1 Final Paper/Presentation</td>
<td>10.2 Final Paper/Presentation Discussion</td>
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Week 11: Final Paper due to Instructor

Assessment of Learning

Overview of Weekly Assignments

Certain assignments will be standard every week, 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 choice/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).
- Participation (starting in week 2) in group Callings Readings: Selected readings and presentation to class in discussion forum.
- Final Paper/Project (week 10)

Percentage distribution of Assessments

<table>
<thead>
<tr>
<th>Grading Category</th>
<th>% of Final Grade</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>30</td>
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<tr>
<td>Group Book Report</td>
<td>10</td>
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<tr>
<td>Final Paper / Presentation</td>
<td>10</td>
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<tr>
<td>Journals</td>
<td>30</td>
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<tr>
<td>Written Assignment</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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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
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.
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.

Back to Top

Your 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 to assignments.

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 email, instant messenger or telephone. Otherwise, you will generally receive a response to emailed or posted queries within 48 hours.

Back to Top

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.

Please also note that this is a course offered by DePaul University's School for New Learning (SCPS), a college for undergraduate and graduate degree-seeking students 24 years and older. SCPS welcomes the perspectives and encourages the participation of all DePaul students, and students who take this course should respect and be mindful of SCPS's mission in supporting a diverse and inclusive environment. More information about SCPS can be found here.

View this brief demo Taking SCPS Online courses in D2L to learn how to navigate through your course.
If you’re new to SCPS Online see additional resources on the course home page under Student Resources/Getting Started.

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 offering assistance and support to other participants.
- Use correct grammar and syntax

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.

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.

DePaul University Incomplete Policy

The intent of the Incomplete grade is to allow students extra time to complete their final assignments. This need arises because, in the closing weeks of the course, they have an event of significant magnitude that adversely affects their ability to complete the course, e.g. serious illness, death in the family, overseas deployment, or natural disaster.

You must request an incomplete grade in writing two weeks before the end of the quarter. Incomplete grades will be considered only after you have satisfactorily completed at least 75 percent of the coursework, and you have such an unexpected, uncontrollable event that prevents you from completing your course. Do not assume that you will qualify for an incomplete. Students who are failing the course at the point where they request an incomplete will not receive one, nor will they be granted after the end of the quarter. Incomplete grades are given at the discretion of the instructor.

If you do receive permission from the instructor to take an incomplete in the course, you will be required to complete a contract with the instructor, specifying how you will finish the missing work within the next two quarters (excluding summer). See the Incomplete Grade Contract Form.

Undergraduate and graduate students will have up to two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional
programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four-week grace period before final degree certification.

Description of Pass/Fail Grading Options

Students have the option of taking all SCPS undergraduate courses as Pass/Fail even if a class is initially structured for a letter grade assessment. In these cases a Pass is awarded when competence is demonstrated at a level that would otherwise earn a grade of C- or higher.

In deciding to select Pass/Fail grading students should be aware that competencies assessed in a course as Pass will earn credit hours toward degree completion but will not be included in computing grade point averages. Attempted competence demonstration assessed within a class as Fail will not only be recorded as credit hours attempted but will also be included in computing a student's grade point average.

For SCPS students, competencies awarded for Independent Learning Pursuits and in the Lifelong Learning Domain do not count toward the university’s specification that only twenty credit hours may be earned through the Pass/Fail assessment option.

Please note: There are three SCPS courses within the BA curriculum that are always assessed on a Pass/Fail basis: Foundations of Adult Learning (course number LL 250; competences L-2 and F-1), Advanced Project (course number FA 303; competences F-11 and F-12) and Summit Seminar (course number LL 390; competence L-12). These classes may not be taken for a letter grade assessment. Therefore, work that might otherwise be assessed at grades A through C- will earn a Pass in these classes.

There are an additional five SPCS courses within the Lifelong Learning Area of the BA curriculum for which instructors regularly use a Pass/Fail grading system that may instead be taken for a letter grade assessment if this is a student's preference. These classes are: Independent Learning Seminar (course number LL 103; competence L1); Writing for Competence (course number LL 260; competence L-4), Critical Thinking (course number LL 270; competence L-5), Research Seminar (course number LL 300; competences L-8 and L-9), and Externship (course number LL 302; competences L-10 and L-11). In addition, SPCS's undergraduate Writing Workshop (course number LL 140; competence H-3-J) regularly uses Pass/Fail, although students may request a letter grade assessment. In these instances SPCS offers undergraduate students the opportunity to request a letter grade assessment from their instructor. Students who need a letter grade for tuition reimbursement may wish to consider this option, as well as those who wish to raise their GPA. Students planning to attend graduate school may also prefer letter grades to Pass/Fail assessments.

If a student wants to switch the method of assessment, either to or from the Pass/Fail option, this must be requested from the instructor in writing by the beginning of the third week of the quarter. For courses that meet fewer than ten weeks of the quarter, this request must be made by
the beginning of the third week of the *course*. The grading basis may not be changed after these deadlines, with no exceptions.

**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](http://research.depaul.edu/) (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](http://research.depaul.edu/).

**Protection of Human Subjects**

For more information see: [http://research.depaul.edu/](http://research.depaul.edu/)

Demonstrating the acquisition of competencies in this course can involve "interactions"—interviewing and or observing other people—discussing those interviews or observations with other class members and writing them up in one or more final report(s). As such, these activities qualify as "research" with "human subjects" and are subject to University and Federal guidelines. Because it takes place in the context of this course, your research is exempt from approval by the School for New Learning's Local Review Board only under the following conditions:

- The information you collect is EXCLUSIVELY for the purpose of classroom discussion and will NOT be used after the term is over. If there is any possibility that you will
EVER use it in further research or for publication, you must obtain approval from the Local Review Board before you begin.

- You assess and ensure that no "harm"—physical, mental, or social—does or could result from either your interviews and/or observations or your discussion and/or reports.
- The privacy and confidentiality of those that you interview or observe must be protected. Unless you receive specific permission, in writing, from the person(s) you interview or observe, please change their names, and make sure that their identity cannot be readily ascertained from the information you provide.
- If you want to use real names and relationships, they must sign an "informed consent" document. For information on creating an "informed consent document," see, for example, [http://www.research.umn.edu/consent](http://www.research.umn.edu/consent).

Back to Top

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Back to Top

Credits

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