DePaul University ♦ School for New Learning ♦ Graduate Programs

Liberal Learning Seminar: MA in Applied Professional Studies; MA in Educating Adults; MS in Applied Technology

LLS410 (4 credit hours)
Managing stress in adult life
Spring Quarter, On-line March 26th – June 1, 2018

1. Mary Jane Dix, Ed.D
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   312-362-6446 (message only)
   Dr. Dix graduated from SNL in 1985, earned her Master's in Pastoral Studies from Loyola University Chicago in 1986, and her doctorate in adult education at National-Louis University in 2007. She has been teaching for SNL since 1986 both online and on campus.

2. LIBERAL LEARNING SEMINAR: Personal Effectiveness
   Currently there is an unprecedented amount of stress in adult life. Many react to rather than act in life. This course affords students the opportunity to explore and develop key strategies for transforming perspectives toward and easing the stress of day-to-day living. However, this approach is interesting as it helps us to understand how to do this from the inside out. The stress will never go away, but how we act in the face of it can life-changing.

3. LEARNING STRATEGIES & LEARNING RESOURCES
   Students will use personally designed practices in the area of spirituality and leisure to explore using spirituality and leisure as a way balancing adult life. Learning resources will include readings, small group work, video, Discussion Boards, guided imagery, journaling, practices, and research papers to articulate and demonstrate depth of understanding of the concepts presented.

Required Reading:


Dix, spring ’18, cross-listed course, LLS 410 and LL302

**Articles on e-reserves or within course**


**LEARNING OUTCOMES**

1) Identify the role of stress and chronic stress in their lives

2) Identify the ways in which stress negatively impacts various areas of one’s life, e.g. academic performance, physical health, relationships and spiritual well-being

3) Learn and hone skills of centering, reflection, and mindfulness as key strategies for managing stress
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4) Manage stress through identifying and experiencing spiritual and leisure practices

5) Compare and contrast some of the recognized spirituality theorists

6) Understand the difference among the concepts of religion, spirituality, and faith

7) Begin to understand and develop one’s own adult spirituality

8) Define and understand the concept of True Self through the lens of spirituality

10) Understand the concepts of leisure and spirituality and how to use both as tools to create inner balance

11) Continue to develop critical thinking skills by becoming aware of and questioning one's own assumptions and those of others

1. LEARNING ASSIGNMENTS or DELIVERABLES

Weekly journals consist of the following:

Practices: Your leisure and spiritual practices (once determined and approved by the Instructor) will each be done three times a week for 10 minutes after which you will reflect on each experience in your journal. You are asked to be aware of and write about how you are before, during, and after each practice. You will keep the same two practices for the entire term and will have 6 entries on the practices in your journal each week: three leisure and three spiritual.

Readings: When you have completed the readings, you will name and define in your journal the main concepts in the article and ways they might be applied in your life.

Summary: Before you submit the journal, reread what you have written and notice what strikes you. Perhaps there is a word repeated often, such as excited, surprised, or disappointed, etc. Perhaps rereading it reminds you of something not realized until now, or that you were not even aware of when you wrote the entries. Summarize in one or two sentences. Substantive written feedback will be given on the journals each week.

You will submit this journal weekly to the dropbox. Your first journal is due no later than 11:59 of the sixth day of the module and before beginning the next.

Papers on: Cognitive Dissonance – Module 6

Transformational Learning – Module 8
Weekly

Weekly Discussions

There will be two Discussion Boards each week: one on the practices and one on the readings. Staying current with the Discussion Boards is paramount as others will move on to the next module and you will not have feedback on your posts. Class begins Saturday March 24th. All discussion on each module is to be completed by the last day of the module by midnight. Missing a week of Discussion Boards will result in a 5 point deduction. Late submissions will be marked down one point for each day they are late. If you have extenuating circumstances notify the Instructor as soon as possible.

Module 1 – Introduction & Overview

Prior to the first module:

Think about and describe an experience you have had of leisure. What made it leisure? Think about and describe an experience you would call spiritual. What made it spiritual? Enter both in your journal.

After you have done the above, access the list of definitions (module document) on spirituality and leisure and choose one of each that most speaks to your understanding. Post that in your journal.

Read:

Schneiderman, Neil, et. al. Stress & Health: Psychological, Behavioral, & Biological Determinants. On e-reserve
Piver, Susan: Quite Mind: A beginner’s guide to meditation. Intro and Table of Contents.

Choose one form of meditation to be used as your spiritual practice throughout the quarter and post it in your journal.

Suggest something for your leisure practice and submit it for approval in your journal.
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Note the following in your journal: What three main current stresses are you experiencing? On a level of 1 (Low) to 10 (High) how significant is each? What do you currently do to manage it?

Read and journal on the assigned article on stress. Name the three concepts you consider most important. Explain why?

Read:
Syllabus
Journaling Tips
Spirituality Definitions
Leisure Definitions
Review the Explanation of Weekly Rhythm of Assignments

Journal on the article on the consequences of stress in one’s life and name the three most important concepts you learned. Why are they important?

Submit complete journal for module 1 by midnight day 6, before beginning module 2

Module 2 - Mindfulness

Read and journal on the two most important concepts in each:
- Lesser, Elizabeth: Seekers and Mindfulness, pp. 87-96 (e-reserve)
- Levoy, Gregg, pp. 17-32 (e-reserve)

Name two theories that strike you in each article and note how they apply in your life

Complete and journal on leisure and spiritual practices (3 spiritual, 3 leisure)
Participate in the Discussion Board(s)
Submit complete journal for module 2 by midnight day 6, before beginning module 3
Module 3 – Leisure as a Philosophy Toward Life

Readings
Read and journal on:
- Piver, Susan: Quiet Mind pp 1-16; 103-109
- Pieper, Josef: Leisure as a Spiritual Attitude
- Watch and journal on: Leisure film @ Vimeo (see link in module)

Complete and journal on leisure and spiritual practices (3 of each)
Participate in Discussion Board(s)
Submit complete journal for module 3 by midnight day 6, before beginning module 4

Module 4 - Spirituality

Read and journal on:
- DeMello, Anthony: Awareness, pp. 1-15
- Piver, Susan: Quiet Mind, pp. 17-30

- Miller, Learning from a Spiritual Perspective (e-reserve)

Complete and journal on leisure and spiritual practices (3 of each)
Participate on Discussion Board(s)
Submit complete journal for module 4 by midnight day 6, before beginning module 5
Module 5 – Spirituality vs. Religion

Read and journal on:

- O’Murchu Chapter Two: Ruling in Order to Control
  Chapter Three: The Religion of Fearful Submission
- Piver, Susan: Quiet Mind, pp. 31-42
- DeMello, Anthony: Awareness, pp. 31-44
- Lesser, Elizabeth, The New American Spirituality (e-reserve)
- Tisdell, Elizabeth: Spirituality in Higher Education (e-reserve)

Complete and journal on leisure and spiritual practices (3 of each)
Participate on Discussion Board(s)
Submit complete journal for module 5 by midnight day 6, before beginning module 6

Module 6 – Adult Development & Understanding Our Behavior

Read and journal on:

- DeMello 45-62
- Piver 43 – 63

Complete and journal on leisure and spiritual practices (3 of each)
Participate on Discussion Board(s)
Submit complete journal for module 6 by midnight day 6, before beginning module 7
Module 7 – Adult Faith & Spiritual Symbols

Read and journal on:
- DeMello, 63-102
- Piver 64-92
- O’Murchu Chapter 7 Calling Forth the Adult in the Twenty-First Century
  Chapter 8 Transformative Learning for the Protean Adult
- Choose a symbol of your spirituality and post on the Discussion Board

Complete and journal on leisure and spiritual practices (3 of each)

Participate on Discussion Board(s)

Submit complete journal for module 7 by midnight day 6, before beginning module 8

Module 8 – Transformational Learning & Wisdom

Read and journal on:
- DeMello 136 - 172
- O’Murchu Chapter 4 – The Tyranny of the Rational Mind
  Chapter 5 - Our Frazzled Institutions
  Chapter 6 - Theology from the Bottom Up

Participate in Discussion Board(s)

Complete and journal on leisure and spiritual practices (3 of each)

Submit complete journal for module 8 by midnight day 6, before beginning module 9
Module 9 – Adult Empowerment

-Read:

O’Murchu – Chapter 13 Adult Governance in the Power of Networking

Chapter 14 Doing Ritual in an Adult Way-Complete and journal on leisure and spiritual practices (3 of each)

-Participate in Discussion Board(s)

-Research additional resources for Final Paper

-Submit complete journal for module 9 by midnight day 6, before beginning module 10

Module 10 – Final Paper (students have until week 11 to submit)

-Read:

O’Murchu – Chapter 15 When Adults Die Gracefully

-Complete and journal on leisure and spiritual practices

-Participate in Discussion Board(s)

- Submit complete journal for module 10 by midnight day 6

Final Paper

Upon completion of this class write a spiritual autobiography. In your life describe the following stages (see O’Murchu) and relate how you arrived at and moved from each

a) Conventional Inherited Wisdom

b) Embedded codependency

c) Adult empowerment
d) Use at least 5 new sources and include citations from any course reading applied in your paper.

Annotated Bibliography
Post in Submission for Module 11

6. ASSESSMENT OF STUDENT LEARNING & GRADES

This course builds each module on the last. It is very important, therefore, to keep current. In addition to what is included below criteria for assessment includes the comprehension of concepts combined with insights gleaned for application in one’s life. Student writing should be at a graduate level using correct punctuation and grammar. It is highly recommended students consult the Writing Center for a review of rough drafts before submitting any written assignments.

The Instructor is available for individual sessions as needed. To set these up contact the Instructor by email: mjdix@depaul.edu.

Grading and Course Requirements

<table>
<thead>
<tr>
<th>Activity Due</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing Class participation in Discussion Boards</td>
<td>30</td>
</tr>
<tr>
<td>Journals</td>
<td>20</td>
</tr>
<tr>
<td>Short Written Papers</td>
<td>20</td>
</tr>
<tr>
<td>Final Paper</td>
<td>30</td>
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</tbody>
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Class participation involves attendance and contribution to class activities and discussions. This includes being present and prepared for each module. Your success in this course depends on your participation, which includes reading, reflecting, and journaling on the assigned readings, as well as sharing your insights on the Discussion Boards.

Class participation also implies listening to and learning from others. The more you participate, the more informative and valuable the course will be for all of us. Of course, being present cognitively is basic to fully participating. If more than one session is missed, your final grade will be adversely affected or you may be
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asked to drop the class. If you must miss a class, please communicate with the instructor about reasons and make-up for the module.

IF YOU MISS THE FIRST CLASS AND DO NOT CONTACT THE INSTRUCTOR BEFORE CLASS OR IMMEDIATELY AFTER CLASS YOU WILL BE ASKED TO DROP THE CLASS.

Grades

Following is the key to the system of evaluating a student’s academic achievement of the educational objectives specified by the instructor in the course syllabus. These definitions apply to the straight letter grade. A plus grade represents slightly higher achievement than the straight letter grade. A minus grade represents slightly lower achievement than the straight letter grade. For undergraduate students, the addition of a # indicates an original attempt of a course which has been repeated; therefore the grade and credit are removed from the term and cumulative grade point average and credit hours.

Once a grade is assigned, university policy prohibits faculty from changing the grade without the permission of the college-based exceptions committee. Errors made in computation of the final grade (clerical error) and removal of an IN grade in accordance with university policy are exceptions to the grade change policy. Faculty may not assign or accept additional graded material in order to improve a student’s final grade.

A  The instructor judged the student to have accomplished the stated objectives of the course in an EXCELLENT manner.

B  The instructor judged the student to have accomplished the stated objectives of the course in a VERY GOOD manner.

C  The instructor judged the student to have accomplished the stated objectives of the course in a SATISFACTORY manner.

D  The instructor judged the student to have accomplished the stated objectives of the course in a POOR manner. (A grade of D will not fulfill the requirements in a major field of concentration.)

F  The instructor judged the student NOT to have accomplished the stated objectives of the course.

IN  Temporary grade indicating that, following a request by the student, the instructor has given his or her permission for the student to receive an incomplete grade. In order to receive an IN grade, the student must have a satisfactory record in the work already completed for the course, b) encountered unusual or unforeseeable circumstances which prevent him/her from completing the course requirements by the end of the term, and c) applied to the instructor for permission to receive an IN. Please see the Grades, Incomplete (IN) and Research (R) Expiration Policy page in this handbook for additional information.

ING  Permanent grade assigned to a degree recipient who chooses not to resolve a grade of “IN” awarded during the two terms prior to graduation. The grade of
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"ING" (Incomplete, Graduated) is final, and cannot be changed or lapsed to "F" once the degree is posted.

-For additional information pertaining to grade designations, see following links:
  http://snl/StudentResources/GraduateResources/Grades.asp

7. SCHEDULE (General Map of Course Sessions)

See above. Each module consists of readings, spiritual and leisure practices, journaling and discussions as well as occasional written assignment submissions.

8. EXPECTATIONS, POLICIES & OTHER RESOURCES

a. Adult/Professional Engagement: All course participants (students & instructors alike) are responsible for co-creating the learning space of this course—contributing individual uniqueness while also modulating such for the sake of group learning. In this regard, professional engagement is expected from all—and particularly in areas of difference. Such engagement manifests itself through punctual attendance, thorough preparation, focused and respectful interactions including active listening; informed contributions; probing questions; involved discussion; open-mindedness; etc.) as well as a high degree of both self-motivation and self-accountability. In addition, as adults, we are all responsible for requesting what we need to improve/sustain learning. The answer may be ‘yes’ or ‘no’—but, not to request is to leave the matter to chance. For additional information access DePaul’s Code of Student Responsibility.

b. Confidentiality: the application of this material is of a personal nature it is imperative we respect each individual story. What is said in class stays in class. The only story you may share outside of class is your own

c. Academic Integrity (including Plagiarism): 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 are detrimental to the values of DePaul, to the students’
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own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include cheating; plagiarism; fabrication; and other forms of academic dishonesty). Violations of academic integrity will be adjudicated in accordance with University policy. For additional information pertaining to Academic Integrity, see the following link:

http://academicintegrity.depaul.edu/AcademicIntegrityPolicy.pdf.

d: In accordance with adult/professional engagement (above) and, in particular, the importance of co-creating the learning space of this course, students are expected to participate and contribute within all modules. Lack of attendance (absences, late entry, etc.) may, at the discretion of the Instructor, impact final grade assignment. Students whose lack of attendance is equal to, or in excess of, one-third of all class sessions are advised to drop the course to avoid a grade (C- or lower) that would necessitate re-registering and retaking the course.

e: Citation Format: SNL Graduate Programs has adopted the APA reference style for all papers, presentations, etc. For more information, see most recent edition of Publication Manual of the American Psychological Association.

f: Incomplete Grades: The intent of an incomplete grade is to allow students extra time to complete their final assignments. Students seeking an “incomplete” (due to unusual or unforeseeable circumstances not encountered by other students and as acceptable to the instructor) are to request such in accordance with the University’s policy regarding incompletes. To request an incomplete, students are to complete and submit the required form in advance of grading deadlines listed in the syllabus. See Contract for Issuance of Incomplete Grade. Instructors are not obligated to accept all requests for incompletes. For additional details and parameters applicable to the IN grade see Graduate Student Handbook. Note: IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.

See also “Graduate Syllabus Addendum” at http://snl.depaul.edu/Courses/Graduate/syllabi.asp for information regarding:

Learning Disabilities


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Writing Assistance
The Dean of Students Office

9. INSTRUCTOR BIOGRAPHY

Dr. Dix graduated from SNL in 1985, earned her Master's in Pastoral Studies from Loyola University Chicago in 1986, and her doctorate in adult education at National-Louis University in 2007. She has been teaching for SNL since 1986 both online and on campus.

Dr. Dix is married over 50 years, has 4 children and 5 grandsons all of whom teach her every day.

ADDITIONAL SUGGESTED RESOURCES

Any writings of the following:

Breathnatch, Sarah
Chittister, Joan
DeMello, Anthony (see you-tube also)
Estes, Clara Pinkola
Johnson, Elizabeth
Palmer, Parker