DePaul University  
School for New Learning  *  Graduate Programs  

MA in Applied Professional Studies; MA in Educating Adults; MS in Applied Technology

Liberal Learning Seminar LLS 440  
Values and Civic Engagement

Quarter: June 15th through, August 19th, 2018  
Scheduled for Fridays 5:45pm—9:00pm

<table>
<thead>
<tr>
<th>INSTRUCTOR</th>
<th>Associate Professor Dr. Gabriele Strohschen</th>
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<tbody>
<tr>
<td>SKYPE</td>
<td>gabrielechitown</td>
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1. **SEMINAR DESCRIPTION**
In this seminar, participants explore personal values and value systems and their relationship to civic engagement activities. Through analysis of key theories and models as well as self-assessment and values clarification considerations, participants will synthesize concepts and strategies for building and acting within a civic engagement framework. This is a framework that scaffolds taking responsibility for and endeavoring to improve communities and settings in other contexts.

**Applied Effectiveness Domain: Values Effectiveness**
TEACHING METHODS & LEARNING RESOURCES

Definition of Seminar
sem·i·narˈ  semə,när/ noun
noun: seminar; plural noun: seminars

1. a conference or other meeting for discussion or training.
   - conference, symposium, meeting, convention, forum, summit, discussion,
   - consultation: webinar

Synonyms: - a seminar for education officials; a class at a college or university in which a topic is discussed by a teacher and a small group of students.
   - study group, workshop, tutorial, class, lesson
   - "teaching in the form of seminars"

Origin late 19th Century: From German Seminar, from Latin seminarium

The success of a seminar, as distinct from a conventional course, pivots on the interdependence of teaching and learning roles taken on by all participants. As such, the below listed instructional methods are our starting point for the eventual development of this Seminar’s collaboratively designed learning activities.

Suggested Instructional/Teaching Methods

- Weekly readings and reflections of assigned texts that build a base for investigation of principles and elements of CE (see TEXTS below)
- Analysis of assigned texts in small and large groups with debriefing
- Classroom-based group instruction, with content delivered by participants, instructor, and guest leaders
- Exchanges with Community Organizers from Chicago’s diverse neighborhoods based on selected sub-topics and foci by participants
- Skype-mediated lecturettes by and with national and international Civic Engagement leaders and leadership experts
- Guided self-assessment (in writing and/or other creative formats)
- Onsite guided learning opportunities are available upon student request to fulfill their individualized learning goals (optional).

2. LEARNING OUTCOMES

At completion of the Seminar, participants will be able to:

- Identify, describe, and analyze a variety of Value Systems pertinent to Civic Engagement
  - Chronological
  - Thematically
  - Historically significant
- Explain and critique socio-economic factors and the relationship to race and class that necessitate CE activities, as seen by prevailing values of our social systems
- Provide a rationale for their perspective of and commitment to values/a value system that are/is relevant to CE activities in their respective work/community/personal setting
- Design a model for CE activities or a CE Education Program, depending on their need in their respective practice setting, based on an analysis and synthesis of Seminar content and personal experiences
Create an artefact depicting CE in action  
Provide an Action Plan, relevant to their need in their respective practice setting (for application in practice site) based on weekly insights compiled with the narrative assignments.

3. LEARNING ASSIGNMENTS
The learning products are the evidence that a particular learning outcome has been achieved. These constitute the assessment items that aid in calculating the final Seminar grade.

Preliminary Assignments–

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Resource(s) Needed</th>
<th>Evaluation Criteria</th>
<th>Due Date &amp; %</th>
</tr>
</thead>
</table>
| 1. Description and Critique of prevailing 21st Century Value Systems that support CE | Texts, Reflection Narratives, CIQs, Exchanges, Site Visits | APA Format – Formal, scholarly essay  
No less than 5 – no more than ten pages  
Consider submission for publication – See Seminar Leader for Publication Resources | Week 8  
20 points |
| 2. Reflection Narratives                                                 | Texts, Handouts, Discussion Notes        | 1-2 pages each week  
Informal essay narrative or oral description  
Proper Grammar and Spelling  
Include name and date on submissions | Weekly – submit electronically to instructor each  
2 points each/20 |
| 3. Personal Value Statement with Rationale and Definition of CE          | Texts, Reflection Narratives, CIQs, Exchanges, Site Visits, Seminar Participant Feedback | APA Format – Formal scholarly essay  
No less than 5 – no more than ten pages. | Week 9  
20 points |
| 4. ARTEFACT depicting the values and commitment with identified connection to practice setting | Inspiration 😊 | Select a creative format, e.g., spoken word; poem; video; YOUTUBE; visual art; photography; musical piece… | ART EXHIBIT and PERFORMANCE of participant pieces will take place Week 10  
Guests are encouraged  
20 points |
| 5. Scope and Sequence Design of an Education Activity on CE or a Model CE Activity | Texts, Reflection Narratives, CIQs, Exchanges, Site Visits, Seminar Participant Feedback | Standard ISD Format  
Template will be provided or  
Student-designed project (see Learning Contract) | Week 7  
10 points |
6. Action Plan

<table>
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<tr>
<th>Texts</th>
<th>Reflection Narratives</th>
<th>CIQs</th>
<th>Exchanges</th>
<th>Site Visits</th>
<th>Seminar Participant Feedback</th>
<th>Template will be provided</th>
<th>References as necessary to link to models/theories</th>
<th>Week ten</th>
<th>10 points</th>
</tr>
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</table>

NOTE: Small group or paired work is encouraged but left to the discretion of seminar participants. Due dates are negotiable. Final decisions on Schedule and Assignments will be made by week three of the Seminar. Drafts of assignments are encouraged throughout the Seminar so that iterative feedback can be provided.

4. ASSESSMENT AND EVALUATION OF STUDENT LEARNING & GRADES

Assessment in the Seminar will be based on mutually agreed upon criteria. The chart below suggests a framework.

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Percentage of Item</th>
<th>Percentage of Final Grade</th>
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<tbody>
<tr>
<td>6 Assignments (see above)</td>
<td>Total Percentage of all</td>
<td>70% of final grade</td>
</tr>
<tr>
<td>Seminar Participation</td>
<td>Assessment criteria to be defined by Seminar participants</td>
<td>30% of final grade</td>
</tr>
<tr>
<td>Attendance at each session is encouraged.</td>
<td>Suggested assessment %: 30</td>
<td>0% of final grade - but alternate arrangements with Seminar Leader are required if absent.</td>
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<tr>
<td>The success of a Seminar depends on participants’ engagement.</td>
<td>Notify Seminar leader of anticipated absences or needed accommodations/modifications if alternate arrangements for participation are needed (e.g., moderation of session activities; presentation; A/V taping of session; SKYPE attendance; additional meetings/1-1 catch-up)</td>
<td>0% of final grade - but alternate arrangements with Seminar Leader are required if absent.</td>
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</table>

The Seminar Leader is available via the above noted means as well as by appointment with individuals or groups of participants. It is my expectation that recurrent communication and mutual feedback is an integral activity in this Seminar. Weekly Critical Incident Questionnaires will be employed to provide feedback among all participants.

5. SCHEDULE (General Map of Course Sessions)

<table>
<thead>
<tr>
<th>Week</th>
<th>Objective/Topics</th>
<th>Activity</th>
<th>Assignments</th>
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<thead>
<tr>
<th>Week One</th>
<th>Week Two</th>
<th>Week Three</th>
<th>Week Four</th>
<th>Week Five</th>
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</thead>
</table>
| Introductions and review INTRODUCTION OF THE DOMAIN  
- To clarify expectations about the Seminar  
- To review the outcomes of the Seminar  
- To craft a final schedule  
- To introduce Seminar scope and sequence | Review of CIQs definitions INTRODUCTION TO VALUE SYSTEMS  
- To identify key values on democratic systems  
- To define definitions of CE  
- To clarify assumptions and values | Review of CIQs VALUES: Yours, Mine, and Ours  
Philosophical/Theoretical Foundations  
- To locate values in social systems and structures  
- To identify and describe social movements  
- To analyze principles of altruism, volunteering, philanthropy | Review of CIQs CE IN SOCIAL & GOVERNMENTAL FORMS Local and International Perspectives  
- To describe principles of democratic systems  
- To juxtapose and compare values of democratic systems with those of other systems  
- To describe political, social, and moral action | SITE VISIT - TBD |
| - Small group discussion and debriefing  
- Overview of definitions  
- Overview of LHTL and SDL  
- Significance of CIQ  
- Selection of themes for presentation & lead for discussion | - Small group discussion & debriefing  
- Discussion w/Guest Leader | - Lecture (Instructor and Student-led)  
- Discussion and debriefing  
- Discussion Guest Leader  
YouTube Clips | - Discourse with International NGO Leaders via Teleconference  
- Discussion & debriefing | Guest Leader |
| - Review handouts and selected articles  
- Overall review of texts Read: Berger, Chapter 1 & 2  
One source on democracy or CE or Value  
Putnam, Chapters 2 - 9  
- Prepare five talking points each for discussion on your values and definition of civic engagement within democratic societies | Reflection Narrative (1-2pp)  
***Review Levine (optional but highly recommended) Read: Berger, Chapters 3 - 4  
Putnam, Chapters 2 - 9  
*** Seminar participants are invited to select content from the optional Readings to prepare a mini lecture for peers | Read: Berger, Chapter 5 & 6  
Putnam, Chapters 16-22 | Review handouts (TBA)  
Review handouts  
Review Berger  
Review Putnam  
Prepare questions for Site Visit based on provided information | Review all texts/handouts |
<table>
<thead>
<tr>
<th>Week</th>
<th>Review of CIQs</th>
<th>Activities/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week Six</td>
<td>Review of CIQs</td>
<td>- To engage with populations “receiving” CE&lt;br&gt;- To debrief site visit&lt;br&gt;- To identify paradigmatic assumptions&lt;br&gt;- To identify, describe, and plan preliminary engagement activities</td>
</tr>
<tr>
<td>Week Seven</td>
<td>Review of CIQs ENGAGING</td>
<td>Research Lab&lt;br&gt;Pair Work&lt;br&gt;Group Discussion</td>
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<tr>
<td>Week Eight</td>
<td>Review of CIQs ENGAGING</td>
<td>Learning Process Analysis&lt;br&gt;Overview of ISD components&lt;br&gt;Research Lab&lt;br&gt;Pair Work&lt;br&gt;Group Discussion</td>
</tr>
<tr>
<td>Week Nine</td>
<td>Review of CIQs ENGAGING</td>
<td>SITE VISIT&lt;br&gt;- To identify CE activities&lt;br&gt;- To describe planning activities for CE action&lt;br&gt;- To analyze community needs</td>
</tr>
<tr>
<td>Week Ten</td>
<td>Review of CIQs AFTER ACTION ANALYSIS REFLECTION CONCLUSIONS</td>
<td>Presentations of Action Plans and Art and Performance Exhibit</td>
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</table>

**NOTE:** The schedule is subject to change. Depending on participants’ needs, preferences, and readiness, objectives and topics can be adjusted by mutual agreement among all participants. Agreed upon changes will be put in writing and disseminated among Seminar participants by week three. Subsequent changes will be recorded in weekly CIQs.

DePaul University Grading Scale

91-100% = A  
81-90% = B  
71-80% = C  
61-70% = D  
60% or below = F
7. TEXTS

NOTE: On a Budget? Check out: http://www.textbooks.com

REQUIRED


8. SUGGESTED RESOURCES (optional)


Levine, P. (2013). We are the ones we have been waiting for. New York: Oxford University Press.


NOTE: This Book is also available on Google Play.

Accessible Online:
NOTE: Download for 99 Cents/Google Play

Additional Articles and Handouts will be provided based an inventory of Seminar participants’ specific interests and foci in CE.
9. **INSTRUCTOR BIOGRAPHY**

Associate Professor Dr. Gabriele Strohschen earned her Doctor of Education from Northern Illinois University, majoring in Leadership and Educational Policy Studies. She was the inaugural director of National-Louis University's online graduate program in adult education from 1989 through 2003. She is now a Faculty Mentor at DePaul University’s School for New Learning, where she served as Director for the Graduate Programs from 2003 through 2006. She designed and implemented SNL’s first transnational graduate program in Thailand, and co-developed several of the school’s graduate program options. Her international work focuses on action research and program development and evaluation in

Chicago, Kenya, Germany, Thailand, China, and Mexico within an emancipatory/popular adult education praxis. She has consulted with UNESCO, conducting adult education program evaluations in Afghanistan. Dr. Strohschen was Visiting Professor and Dissertation Advisor at Assumption University and Burapha University (Thailand), and currently serves as Dissertation Advisor for Alagappa University, Andhra University (India), Argosy University, National-Louis University (USA), and DePaul University-College of Education. Dr. Strohschen is past President of the Adult and Higher Education Alliance and served on its board of directors; President of the Phi Beta Delta Honor Society-Delta Theta Chapter, DePaul University; served as board member of WeLearn-Empowering Women Through Literacy; and is a member of the American Association of Adult and Continuing Educators where she also served as chair of its Popular Education Special Interest Group.

Dr. Strohschen has published and presented nationally and internationally on her research, and engages current students and graduates in such activities. Prior to working in academia, she was a community organizer in Chicago’s Latino immigrants and Black neighborhoods, and continues this work as a volunteer now through Community Connexxions, a collaborative of educators, activists, and artists. For this work, Dr. Strohschen received a Congressional Award for her community education and civic engagement work from Congressman Danny Kenyatta Davis in 2014.
10. SNL 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 them 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 (turning off electronic devices; curtailing side-conversations; 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 pertaining to DePaul’s Code of Student Responsibility, see: [http://studentaffairs.depaul.edu/handbook/index.html](http://studentaffairs.depaul.edu/handbook/index.html)

b. **Academic Integrity**: Students are expected to adhere to the University’s policy regarding academic integrity (involving plagiarism, cheating and other forms of academic dishonesty). Violations of academic integrity will be adjudicated in accordance with this policy. For additional information pertaining to Academic Integrity, see following link: [http://academicintegrity.depaul.edu/AcademicIntegrityPolicy.pdf](http://academicintegrity.depaul.edu/AcademicIntegrityPolicy.pdf).

c. **Attendance**: 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 class sessions. Lack of attendance (absences, late arrivals, early departures, 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 of C- or lower which would necessitate reregistering for the course.

d. **Citation Format**: SNL Graduate Programs has adopted the APA reference style for all papers, presentations, etc. See most recent edition of Publication Manual of the American Psychological Association.

e. **Classroom-based Research involving Human Subjects**: Students are expected, when conducting research through the auspices of this course, to exhibit concern for the confidentiality and protection of their research subjects—guaranteeing anonymity wherever possible. Should there be any possibility or intent to publish or otherwise disseminate data and findings of research associated with this course, students are required to file an application for review of their methods protocol with the IRB (Institutional Review Board) prior to beginning any data collection. For additional information pertaining to Classroom-based Research, see following link: [http://research.depaul.edu/IRB/IRB_Home.html](http://research.depaul.edu/IRB/IRB_Home.html).

f. **Incomplete Grade**: 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. Instructors are not obligated to accept all requests for incompletes. For additional information pertaining to “incompletes” (including required form), see following link: See http://snl/StudentResources/Graduate_Resources/Grades.asp.

g. **For Students Who Need Accommodations Based on the Impact of a Disability**: Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussion will remain confidential. To ensure that you receive the most reasonable accommodation based on your needs, contact your instructor as early as possible in the quarter (preferably within the first week or two of the course). Please be sure to contact the following office for support and additional services:

Center for Students with Disabilities (CSD)
Lincoln Park Campus: Student Center 370. (773) 325-1677
Loop Campus: Lewis Center 1420. (312) 362-8002
[csd@depaul.edu](mailto:csd@depaul.edu)

h. **Writing Assistance**: Students who wish assistance with their writing may seek such through the DePaul Writing Centers. These centers offer resources for student writers through both on-site and online services. Students are advised to consult the following links for information pertaining to writing assistance:

[http://condor.depaul.edu/writing/index.html](http://condor.depaul.edu/writing/index.html) and/or
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