

**FA 136 Languages of Change
Fall Quarter 2005**

Subject to Change Prior to and During the Class

Instructor

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Course Description

The ability to change quickly and easily is a sought after characteristic for both individuals seeking self-improvement and organizations seeking success in increasingly volatile environments. With all the effort and intention to change, why is change often difficult or unsuccessful?

This class explores the impact of language on an individual's ability to learn and change him/herself as well as the human systems or organizations we are in. Students will examine the inclination not to change that is inherent in each individual and organization and learn how to move beyond it. Students will also examine individual learning and change in the context of organizational learning and change.

Course Competencies/How Students Will Achieve Them

L7 – Can learn collaboratively and examine the skills, knowledge and values that contribute to such learning. This competence will be achieved by participating in learning projects with a small group as well as the class, applying specific collaborative learning tools/practices and reflecting on their ability to contribute to others' learning.

H3G – Can analyze the impact of social institutions on individual human development.

This competence will be achieved by describing the characteristics of their workplace (or other organization), articulating criteria for analyzing this institution's impact on their development, and analyzing the impact of the organization.

H2X – Can describe the influence of language on an organization's capacity to learn and change.

H3X – Can describe the influence of language on an individual's capacity to learn and change.

These two competencies will be achieved by experiencing the process of identifying assumptions that influence action and exploring the applicability of those assumptions.

Note: The first night's class will discuss the competencies in depth.

Required Texts and Resources

"How we talk can change the way we work", Robert Kegan and Lisa Laskow Lahey, Jossey-Bass, 2001 and "The Character of Organizations", William Bridges, Davies-Black Publishing, 2000. Additional readings will be posted on Blackboard.

Learning Experience:

The class is highly experiential and focused on application. It draws heavily on students' experiences in attempting to make individual change and to foster change or deal with change in an organizational setting. Students will combine reading, participating in discussions, observing their workplace or other organization and reflection. Students will have the opportunity to shape the direction of the class based on their interests.

Each class will consist of a discussion of the assigned reading (D), presentation of related concepts and materials (P) and at least one experiential learning exercise (L). Classes may also include guest presenters or videos. Students are to be fully prepared, participate actively, constructively and collaboratively in each class. Students are expected to be familiar with and use Blackboard to get and share information.

Course Map

Wk	Class content/Activities	Assignment for:
1	Introduction <ul style="list-style-type: none">• Review Syllabus and define key terms and concepts (P)• The Four Pillars of Learning (P)• Learning activity: Exploring an organization (L)	Week 2 <ul style="list-style-type: none">• Read Chapter 1 in Kegan/Lahey and complete exercise• Read Chapter 1 in Bridges and complete assessment in Appendix 1 on your workplace.• Read description in Chapter 3 of Bridges.
2	Language 1: Complaint to Commitment <ul style="list-style-type: none">• Discuss reading (D)• A philosophy of learning together (P)	Week 3 <ul style="list-style-type: none">• Read Chapter 2 in Kegan/Lahey and complete exercise

	<ul style="list-style-type: none"> Learning activity: Workplace character and communication (L) 	<ul style="list-style-type: none"> Read Chapter 4 in Bridges
3	Language 2: Blame to Personal Responsibility <ul style="list-style-type: none"> Discuss reading (D) Performance and risk taking (P) Learning activity: Helping and learning (L) 	Week 4 <ul style="list-style-type: none"> Read Chapter 3 in Kegan/Lahey and complete exercise. Read one article on Blackboard
4	Language 3: New Year's Resolutions to Competing Commitments <ul style="list-style-type: none"> Discuss reading (D) Personal mastery and creative tension (P) Learning activity: Personal vision (L) 	Week 5 <ul style="list-style-type: none"> Read Chapter 4 in Kegan/Lahey and complete exercise Read one article on Blackboard Paper 1 due
5	Language 4: Assumptions that Hold Us to Assumptions We Hold <ul style="list-style-type: none"> Discuss reading/Mid course check in (D) Ladder of inference and perceptual model (P) Learning activity: Dealing with assumptions (L) 	Week 6 <ul style="list-style-type: none"> Read Chapter 5 in Kegan/Lahey Read one article on Blackboard
6	Language 5: Prizes & Praise to Ongoing Regard <ul style="list-style-type: none"> Discuss reading (D) Engaging hearts and minds for change (P) Learning activity: TBD (L) 	Week 7 <ul style="list-style-type: none"> Read Chapter 6 in Kegan/Lahey Read one article on Blackboard
7	Language 6: Rules & Policies to Public Agreements <ul style="list-style-type: none"> Discuss reading (D) Environments of openness (P) Learning activity: TBD (L) 	Week 8 <ul style="list-style-type: none"> Read Chapter 7 in Kegan/Lahey Article review(s) due (All)
8	Language 7: Constructive Criticism to Deconstructive Criticism <ul style="list-style-type: none"> Discuss reading (D) Feedback as learning (P) Learning exercise: Providing feedback (L) 	Week 9 <ul style="list-style-type: none"> Read Chapter 8/9 in Kegan/Lahey Self assessment due (L7)
9	Working with the Languages <ul style="list-style-type: none"> Discuss reading (D) Establishing a Community of Practice (P) Learning exercise: TBD (L) 	Week 10 <ul style="list-style-type: none"> Paper 2 due Alternate demonstrations of competence due
10	Final Conversation <ul style="list-style-type: none"> Wrapping up the class (P) Open conversation (D) Course assessment 	Week 11 <ul style="list-style-type: none"> Last date to turn in any late work.

Evidence Students Will Submit:

- Two application papers or alternate demonstrations of learning and competencies (potential 30 points each) All
- One or two articles reviewed through the lens of a competence (potential 20 points each) H3G, H2X, H3X
- Self assessment as a collaborative learner, with descriptive narrative (potential 20 points) L7
- Active participation in class discussions and learning activities (potential 100 points) All

NOTE: Students may submit a draft of their first paper for feedback prior to its formal submission. This must occur no later than the start of class week 4.

Expectations for:

Application Papers:

Each paper is a record of your learning from all sources: texts, class conversations, reflection and attempts to apply your learning outside of the class. Please limit each paper to **NO MORE THAN** two pages per competence. This will require you to be focused and concise. Papers are about your understanding of the concepts and your ability to apply them and demonstrate your competence. Papers are **not** a review of the reading or a summary of what occurred in class.

Written work must be clear and grammatically correct with any references cited appropriately. Please use 1-inch borders, 12-point type and double space. Place your name, class name, competence(s) statement and date on a cover page for each of the three papers. Papers are due by the start of class the week they are due. They are to be submitted via the online drop box on Blackboard. **Papers not meeting these expectations will be returned for revision.**

Alternate Evidence

Any alternate demonstration of learning and competence is to be negotiated with the instructor and agreed on no later than the third class.

Article Review(s)

Each article review is to be no more than two pages long and use the same formatting and style expectations as outlined above for Application Papers. Articles are to be read and reviewed using the competence as a lens or filter.

Self-Assessment

The self-assessment is to incorporate clear, concise descriptive narrative to explain the ratings you give yourself on the form that will be provided in class. Narrative is to be no more than two pages long and use the same formatting and style expectations as outlined above for Application Papers.

NOTE: Written work will not be accepted after the 11th week and late submissions may be penalized. You will receive feedback (points earned and narrative) on all written work to aid in your learning.

Class Participation

You are expected to come to class having read the assignments and fully prepared to contribute regularly and substantially. Such participation includes:

- asking questions
- articulating, explaining and/or supporting positions or ideas by referencing readings as well as opinions
- exploring and supporting issues by adding explanations and examples
- offering a critique of, challenging, discussing or expanding on the ideas of others
- negotiating understandings, interpretations, definitions and meanings
- summarizing previous contributions and asking follow up questions
- proposing actions based on ideas developed.

NOTE: Participation may also include using Blackboard. If you are unable to attend a class you are expected to notify the instructor in advance and make arrangements to catch up. **If you do not participate it will impact your grade. If you miss three classes, you will not pass the course.**

Course Grading Criteria

Application Papers

- Clearly demonstrated competencies (6 points)
- Understood the issues and material being presented in the course (6)
- Integrated readings, class discussions and exercises (6)
- Developed reflections on the material of the class (6)
- Expressed ideas clearly, concisely and completely (6)

Article Reviews

- Clearly used the lens of the competence to review the article (8)
- Understood the issues and material being presenting in the course in the context of the article (6)
- Expressed ideas clearly concisely and completely (6)

Self-Assessment

- Provided clear, concise and complete narrative to explain ratings (6)
- Demonstrated understanding of the material and concepts from the class (8)
- Identified at least one ongoing learning opportunity (6)

Class Participation

- Participated actively in class discussions and exercises. (2)
- Contributions added to the value of the conversation and learning (2)
- Demonstrated understanding of the material and concepts from the class (3)
- Participated collaboratively (3)

It may be possible to participate in a non-verbal form; in this case, you have the responsibility for taking the initiative to contact the instructor to discuss the way you will demonstrate your participation.

Grading Scale:

The total points you receive translate into the following letter grades:

190 - 200 points = A	150-159 points = B-
180 - 189 points = A-	140-149 points = C+

170-179 points = B+	130-139 points = C
160 -169 points = B	120-129 points = C-

You will be able to see where you are in the class at any time by checking the grade book on Blackboard.

Final Grades

At the end of the quarter you will receive a letter grade for each competence you registered for. If you wish to take the course Pass/Fail, you must inform the instructor in writing by the end of the third week. Once you have chosen Pass/Fail, you cannot change back to a letter grade.

Incompletes/Plagiarism

If you need to take an incomplete, you must discuss this with the instructor before the last week of class *at the latest*. Incomplete grades are not automatic; they must be requested in writing and a specific contract made for completing them within the next two quarters. **Do not assume that you will qualify for an incomplete.** See the attachment for the university policy on incompletes.

Plagiarism will be taken seriously and may ultimately result in dismissal from the University. If you have any questions about what constitutes plagiarism, please see The SNL Student Handbook <http://studentaffairs.depaul.edu/handbook/code16.html>

Instructor's Biography:

Prior to her current role as a principal in her own firm, Parallax (www.parallax-perspectives.com), Paula Bartholome held policy-level positions in marketing and communications in several organizations over approximately 20 years. She graduated cum laude from Indiana University with a BS in business and received her MS in organization development from Loyola University Chicago. She has written on organizational communication, teamwork and leadership for national, state and local publications. Her most recent article appeared in the Summer 2005 issue of the Journal of the International Listening Association. She has presented on using story in the workplace at local and national conferences. She is also a founding partner of CivilityWorks, an organization dedicating to helping make workplaces work for everyone.

INCOMPLETE POLICY

It is expected that students will complete course assignments and evidence by specified due dates within the quarter. In circumstances which the instructor determines to be exceptional, when a student is unable to complete required coursework by the established due dates, the student may request that a grade of Incomplete (IN) be issued. This request must be made formally, in writing, by completion of an IN Request Form that the student signs. The form specifies the final date by which all outstanding coursework must be completed. Failure to submit outstanding work by the specified due date will result in a grade change from IN to W or FX for each enrolled competence, along with serious academic and/or financial consequences. **After the final submission deadline, the student will have no further opportunities to submit work for a passing grade and the IN will change to an F.**

Policy on Plagiarism

Students are expected to observe the University's established guidelines regarding academic integrity, including the following statement regarding plagiarism, as quoted from the University's "Handbook for Undergraduate Studies":

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 in part, without proper acknowledgement that it is someone else's.

Copying of any source in whole or in 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.

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. Actions taken by the instructor do not preclude the College or the university taking further punitive action including dismissal from the University.