

BALANCING YOUR DEMANDING LIFE: AN EXTERNSHIP

Fall Quarter 2009-2010

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Day/Time: Wednesday
6:30-9:30 PM

Dates: September 9 – November 18

Location: O'Hare Campus

Competences: L-10 Can reflect on the learning process and methods used in an experiential project.
L-11 Can apply the disciplines of leisure and spirituality to bring balance to one's life.

Faculty:

Mary Jane (M.J.) Dix is a graduate of SNL undergrad, earned her Masters in Pastoral Studies from Loyola University in Chicago and her Ed.D at National-Louis University. She and has been teaching Learning Assessment Seminars, Foundations, Spirituality & Leisure, Externship, and Summit Seminar since 1984. She serves as SNL's advocate for student concerns and university issues.

Veronica (Roni) Buckley earned her Master of Arts in Adult and Continuing Education and her Ed.D from National Louis University. She is an SNL alum and currently is the administrator of a Chicago law firm, McCracken & Frank.

Course Description

Ben LeShahn says, "Everyone of us, even if we have nothing else . . . has this one thing: a wholly separate and individual self with individual dreams and passions, its unique landscape, unmapped and unexplored . . . peopled with shapes and forms unknown to others. And that private unknown self, where it has been realized well, has been of increasing value and wonder to others."

In this class students will use personally designed practices in the area of spirituality and leisure to explore new learning styles and the connections between spirituality and leisure in balancing one's life. Students will keep reflective journals on their 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 their practices and subsequent learning into their daily lives.

Students will use a combination of reading, small group work, video, in-class exercises, guided imagery, journaling, practices and reflection papers to articulate and demonstrate understanding of the competencies.

Texts:

Required: DeMello, Anthony. [Awareness](#)
Hays, Ed. [St. George & the Dragon](#)
Levoy, Gregg. [Callings](#)
Piver, Susan, ed. [Quiet Mind: A Beginner's Guide to Meditation](#)

Readings on electronic reserve at the DePaul library.

Handouts provided by instructors

Expected Outcomes – Students will:

- understand leisure and spirituality as tools to create inner balance.
- learn to design and carry out an independent learning project which exhibits control of the learning methods used
- further develop their critical thinking skills
- learn processes and methods used in an experiential project.
- learn and hone skills of centering and reflection.
- become aware of and question their assumptions and those of others

Evaluation:

- 1) Class participation will count for 30%.
- 2) Student journals will count for 30% (One journal and summary each week for 8 of the 10 weeks)
- 3) Class presentation for 10%
- 4) Final paper will count for 30%.
- 5) The lifelong learning competencies are graded Pass/Fail.

Deliverables:

- 1) Students will put into practice personal leisure and spiritual plans, prepare and submit a weekly reflective journal.
- 2) Group book report
- 3) Short individual final presentation
- 4) Five page final paper using resources discussed during the quarter, with citations and bibliography.

NOTE: The faculty of this course upholds the University's guidelines on academic integrity found in the Student Handbook (see below)

Policy on Incompletes

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 (www.depaul.edu~snl) signed by the student and faculty. 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 F for each enrolled competence. After the final submission deadline, the student will have no further opportunities to submit work for a passing grade.

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.

The copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement.

The submission, as one's own work a report, of examination paper, computer file, lab report or other assignment which 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.

Class 1 **OVERVIEW**

Opening Reflection
Introductions
Review of Syllabus & Learning Tree
What is Externship?

Definitions and discussion of Spirituality and Leisure
What are Spiritual and Leisure Practices and how do they fit into Externship?
One Minute Paper
Closing Reflection

For next week, assignments – Read/do the following and be prepared to discuss in class:

- 1. Choose definition of spirituality and leisure with which you most agree.**
- 2. Review the titles of the meditations in the index of *Quiet Minds*: choose one for your spiritual practice.**
- 3. Bring your proposal for your leisure practice.**
- 4. Read Levoy – Introduction and Chapter 1, pp 1-32**
- 5. The Seekers p. 87 – 96 – MINDFULNESS (e-reserve LIBRARY)**

Class 2 – **MINDFULNESS**

Opening Reflection
Practices: what have decided to do?
Review of Pieper
Review of Osborne
Review of Levoy
Small Group – guidelines; discussion of journaling
One Minute Paper
Closing reflection

For next week:

- 1. Do each of your practices three times a week for 10 minutes; journal after each (6 entries)**
- 2. Read & journal on Levoy Chapters 2 & 3, pp 33-62**
- 3. Read & Journal on Quiet Mind pp. 1-16; 103-109**
- 4. Read Pieper**

Class 3 – **LEISURE**

Opening Reflection
Review of Levoy
Review of Dirkx
Practices & Journaling
Video as an intro to DeMello
Small group on practices
One Minute Paper
Closing Reflection

For next week:

- 1. Do each of your practices three times a week for 10 minutes; journal after each**
- 2. Read & Journal on DeMello 1-15**
- 3. Read & Journal on Quiet Mind pp. 17-30**
- 4. Read & Journal on Levoy Chapter: Awakening**

Class 4 **AWAKENING/AWARENESS**

Opening Reflection
Practices & Journaling
Review of Levoy
Review of DeMello
Awakening Exercise
Small group
One Minute Paper
Closing Reflection

For next week:

1. **Do each of your practices three times a week for 10 minutes; journal after each**
2. **Chittister or Lesser on Religion vs. Spirituality**
3. **Quiet Mind 31-42**
4. **DeMello 16 - 30**
5. **Miller, Learning from a spiritual perspective (on reserve)**
6. **“What is Spirituality” – The Seekers – pg. 27 – 43 (on e-reserve)**
7. **“The New American Spirituality” – The Seekers – pg. 51 – 58 (on e-reserve)**

Class 5 - **SPIRITUALITY VS. RELIGION**

Opening Reflection
Practices & Journaling
Review of DeMello
Review of Levoy
Review of Shea & Harris
Class exercise on characteristics of spirituality (handout)
Small Group – discussion on practices
One Minute Paper
Closing Reflection

For next week:

1. **Do each of your practices three times a week for 10 minutes; journal after each**
2. **Quiet Mind 43-52**
3. **Hays pp. 8-49**
4. **Mezirow - handout**
5. **Merriam & Caffarella – e reserve**
6. **DeMello 30-45**

Class 6 – **ADULT AND TRANSFORMATIONAL LEARNING**

Opening reflection
Class led discussions of spiritual symbols
Review of Hays
Review of Levoy
Journaling or Practices & Journaling
One minute paper
Closing reflection

For next week:

1. **Do each of your practices three times a week for 10 minutes; journal after each**
2. **Bring your Spiritual Symbol and be prepared to talk about it.**
3. **Hays 50-88**
4. **DeMello 45-60**

5. Quiet Minds 53-64

Class 7 - SEVENTH INNING STRETCH

Opening Reflection
Practices & Journaling
Slide Show & Discussion of adult education and diversity
Review of Hays
Review of Levoy
Small Group, Handout
One Minute paper
Closing Reflection

For next week:

- 1. Do each of your practices three times a week for 10 minutes; journal after each**
- 2. Hays 89-end**
- 3. Palmer: Let Your Life Speak on reserve**
- 4. Flow – e-reserve**

Class 8 - WISDOM

Opening Reflection
Practices & Journaling
Review Hays
Review DeMello
Review Levoy
Review Merriam & Caffarella
Small Group, Handout Transformational Learning
One minute paper
Closing Reflection

For next week:

- 1. Do each of your practices three times a week for 10 minutes; journal after each**
- 2. Book reviews next week**

Class 9 BOOK REVIEWS/COURSE REVIEW

Opening Reflection
Practices & Journaling
Review of Palmer
Review of Hays
Review of Levoy
Small Group, Wisdom Exercises
One Minute Paper
Closing Reflection

For next week:

- 1. Practices & Journaling**
- 2. Five minute presentation preparation – summary of what you learned (be creative if you'd like – it can be a talk, a poem, slides, drawings, etc. that you present to the group).**

Class 10 INDIVIDUAL PRESENTATIONS/CONCLUSION

Opening reflection
Faculty/Course Evaluation
Student Presentations – (five minutes each – summary of what you learned and the most important thing you learned).
Faculty Summation
Closing reflection

Class 11 – PAPERS DUE VIA E-MAIL – NO CLASS MEETING

