

# Advocacy and Self-Determination

## Course Syllabus

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## Course Information

### Course Description

You will study the process of goal achievement from goal definition through development of a vision, review of resources and obstacles, strategic ordering of tasks and steps, effective communication and negotiation, and development of an action plan. You will consider theories of goal setting, planning, communication, and negotiation, and engage in practical exercises that will require the application of theory. You will produce a completed action plan for a defined personal goal.

### Course Learning Goals

After completing this course, you will be able to:

- Identify and describe your vision for a self-selected goal, including the desired end state.
- Articulate the factors that contribute to success or failure in achieving a goal.
- Identify resources and obstacles (internal and external) and ways to utilize/overcome them.
- Using a customized template, develop a detailed plan to achieve the goal, including taking the first two steps and reporting on the results.

If you opt to address an L7 competence, you will be able to:

- Identify and articulate the qualities needed to work collaboratively with others toward the achievement of a group-identified goal.

### Course Competencies

In this course, you will develop the following competencies:

Competence	Competence Statement and Criteria
A3D	Can assess the assumptions and implications of a significant thinker's ideas about work or leisure.
A3X	Can assess societal perspectives on personal limitations such as illness, gender, or race and their effect on the individual's ability to achieve goals and devise a plan to overcome them.
H3X	Can use problem solving and communication skills to develop effective plans for achieving goals.

### Relationship of this course to the competence statement

**A3D:** Can assess the assumptions and implications of a significant thinker's ideas about work or leisure.

You will read materials related to strategic planning/goal achievement at work or in personal life and apply them to the personal goal you are working with in the course. In addition to incorporating what you learn in your action plan, you will write a short essay describing how this thinker's ideas have influenced you in your efforts to achieve a goal.

**A3X:** Can assess societal perspectives on personal limitations such as illness, gender, or race and their effect on the individual's ability to achieve goals and devise a plan to overcome them.

You will read materials on achieving goals despite personal limitations and apply your learning to the personal goal you are working with in the course. Readings will include materials on overcoming discrimination due to race, ethnicity, gender, age, disability, etc., and dealing with personal traits such as shyness that interfere with goal achievement. You will also consider role models of people who have encountered and surmounted such limitations. In addition to incorporating what you learn in your action plan, you will write a short essay describing how you have used what you have learned to begin to overcome a personal limitation.

**H3X:** Can use problem solving and communication skills to develop effective plans for achieving goals.

You will experiment with a variety of problem solving and communication techniques and apply them to the personal goal you are working with in this course. You will study various problem-solving models and learn communication techniques that will be useful in goal achievement. In addition to incorporating what you learn in your action plan, you will write a short essay describing how you used one or more of these models or skills in achieving a personal goal.

**L7:** Can learn collaboratively and examine the skills, knowledge, and values that contribute to such learning.

You will work together in small groups to create and begin to implement a plan for achieving a group goal. In the process you will practice negotiation and communication skills and share perspectives on the course materials. At the end of the course, you will write about the group experience, reflecting particularly on the collaborative process in learning, giving feedback, sharing differing views, and making group decisions.

### Course Resources

To buy your books, go to <http://www.mbsdirect.net>.

Hint: type DePaul for name of the school.

[Click here for help buying your books](#)

### Required Reading:

Sher, Barbara (1979) *Wishcraft: How to Get What You Really Want*. New York: Ballantine Books

Carnegie, Dale (1981) *How to Win Friends and Influence People, Revised Edition*. New York: Pocket Books

### Recommended reading (not required):

McGraw, Philip C. (1999) *Life Strategies: Doing What Works, Doing What Matters*. New York: Hyperion

Covey, Steven R. (1989) *The 7 Habits of Highly Effective People: Powerful Lessons in*

The course website contains all the remaining materials needed for this course:

#### Module 1

- Creating S.M.A.R.T Goals
- Field, S. List of Self-Determination Characteristics from Field, S. Self-Determination: Assuming Control of Your Plans for Post Secondary Education, GW Health Resource Center. (Field-self-determination. PDF)
- Planning Template
- L7-Competency Requirement/Reflections
- L7-Virtual Study Groups.PDF

#### Module 2

- Planning Template Sample
- Tucker-Ladd, Clayton. Chapter 14. Changing your self-concept and building self-esteem. pp. 1339-1351, 1352-1361. (Tucker-Ladd Chapter 14.pdf)  
Available at [www.psychologicalselfhelp.org/Chapter14/chap14\\_5.html](http://www.psychologicalselfhelp.org/Chapter14/chap14_5.html)
- Covey, Stephen. Habit 2. Begin with the End in Mind, pp. 99-100, and 103-105.

#### Module 3

- Tucker-Ladd, Clayton. Chapter 13 Decision-making and problem solving. pp. 1304-1310. (Tucker-Ladd Chapter 13.pdf)  
Available at: [www.psychologicalselfhelp.org/Chapter13/chap13\\_73.html](http://www.psychologicalselfhelp.org/Chapter13/chap13_73.html)
- CPS Techniques. This is a compilation of problem solving techniques with multiple sites.  
Available at <http://www.winwenger.com/mind.htm>
- L7-Creative Problem Solving. PDF

#### Module 4

- Creative Problem Solving. PDF
- L7-Reflective Problem Solving

#### Module 6

- Tucker Ladd: Chapter 13. PDF Assertiveness Training, pp. 1249 – 1256 or at [http://www.psychologicalselfhelp.org/Chapter13/chap\\_13\\_18html](http://www.psychologicalselfhelp.org/Chapter13/chap_13_18html)
- On e-reserve: Covey, Stephen. Habit 2: Be Proactive. Paperback excerpts from pp. 67-72, 78-83.

#### Module 7

- Tucker Ladd: Chapter 13.pdf Conflict Resolution or Negotiation, pp.1292-1303 or at [http://www.psychologicalselfhelp.org/Chapter13/chap\\_13\\_18html](http://www.psychologicalselfhelp.org/Chapter13/chap_13_18html)

#### Module 8

- Procrastination is the Thief of Time. (Procrastination. PDF)
- A3X: People who have overcome limitations. PDF

#### Workbook

This interactive learning tool is accessed on the course site. Each of the assignments that you will need to submit at the end of the course is found in the workbook. The first time you access the workbook, you save it as a file on your computer. When you return to complete future assignments, you simply add to it. Please make a back up copy of this Workbook on a regular basis.

At various points during the course and at the conclusion, you will submit the workbook

file to your instructor in the Assignments area of the course web site. If you have any questions about how to complete your assignments, please contact your instructor.

### Course Grading Scale

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

For SNL courses taken for Pass/Fail, a “Pass” represents a grade of “A” for purposes of financial aid and employer reimbursement.

Students wishing to declare a Pass/Fail option must do so before the end of the 2nd week of the quarter.

### Course Structure

This course is divided into ten modules, each lasting one week:

1. What is Self Determination and Why Study it?
2. Goal Definition/Self-Assessment
3. Resources and Obstacles
4. Creating a Plan (I): Goal Revision and Breakdown
5. Creating a Plan (II): Timeline
6. Communicating and Negotiating Your Vision
7. Taking Action: The First Step/More on Communication and Negotiation
8. Taking Action: The Second Step/Competence Related Essay research
9. Taking Stock: Adapting to New Information and Circumstances/Self Assessment/Competence Related Essay due
10. Reflecting on Your Overall Plan and the Course

To see course due dates, click on the Checklist link on the top navigation bar. This page contains module-specific checklists and due dates for the work due in the course.

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### Assessment

#### 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.

#### Assessment Criteria for Each Competence

**A3D:** Can assess the assumptions and implications of a significant thinker’s ideas about work or leisure.

In addition to successful completion of the assignments required of all students, you will be graded on whether your competence-specific paper answers the question posed and provides sufficient examples and discussion to convey your ideas clearly.

**A3X:** Can assess societal perspectives on personal limitations such as illness, gender, or

race and their effect on the individual's ability to achieve goals and devise a plan to overcome them.

In addition to successful completion of the assignments required of all students, you will be graded on whether your competence-specific paper answers the question posed and provides sufficient examples and discussion to convey your ideas clearly.

**H3X:** Can use problem solving and communication skills to develop effective plans for achieving goals.

In addition to successful completion of the assignments required of all students, you will be graded on whether your competence-specific paper answers the question posed and provides sufficient examples and discussion to convey your ideas clearly.

**L7:** Can learn collaboratively and examine the skills, knowledge, and values that contribute to such learning.

In addition to successful completion of the assignments required of all students, you will be graded on the quality of your group action plan, the quality of your contributions to the group, and your individual reflections on the group process.

### Assessment Criteria for Assignments

This course assessment is structured upon 100 points per competence. Here is the breakdown of maximum possible points for assignments within each competence:

#### **A3D**

- 25 points for the completed action plan at the end of the course
- 5 points for a chart of your plan
- 20 points for the competence paper
- 20 points for Discussion Forum contributions (1 for posting, 1 for responses each week)
- 20 points for workbook modules submitted (2 for each on time submission)
- 5 points for plan comments on others' plans (2.5 per plan)
- 5 points for individual reflections at the end of the course

#### **A3X**

- 25 points for the completed action plan at the end of the course
- 5 points for a chart of your plan
- 20 points for the competence paper
- 20 points for Discussion Forum contributions (1 for posting, 1 for responses each week)
- 20 points for workbook modules submitted (2 for each on time submission)
- 5 points for plan comments on others' plans (2.5 per plan)
- 5 points for individual reflections at the end of the course

#### **H3X**

- 25 points for the completed action plan at the end of the course
- 5 points for a chart of your plan
- 20 points for the competence paper
- 20 points for Discussion Forum contributions (1 for posting, 1 for responses each week)
- 20 points for workbook modules submitted (2 for each on time submission)
- 5 points for plan comments on others' plans (2.5 per plan)
- 5 points for individual reflections at the end of the course

#### **L7**

- 25 points for the group action plan at the end of the course
- 5 points for a chart of your plan
- 20 points for L7 group reflections (follow format)
- 20 points for Discussion Forum contributions (to your group and to the class as required)

- 20 points for workbook modules submitted (2 for each on time submission)
- 5 points for plan comments on others' plans (2.5 per plan)
- 5 points for individual reflections at the end of the course

## 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 up to 3 hours worth of appointments per week. Online services include Feedback-by-Email and IM conferencing (with or without a webcam). All writing center services are free.

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.

### Quick Links:

- To schedule Real-time conversations with IM and/or webcam:  
<http://condor.depaul.edu/writing/appointments/im.html>
- To request Feedback by Email:  
<http://condor.depaul.edu/writing/appointments/fbe.html>
- For more information, visit:  
<http://condor.depaul.edu/writing/>

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## Online Discussion

### Assessment Criteria for Online Discussion Participation

Your contributions to the required discussions will be graded on whether you:

- Clearly and consistently link what you are learning in the course to your real life experiences.
- Contribute to the online discussions in a collegial fashion, beginning your contributions by addressing your peers, maintaining a kind and collegial tone, and closing with your signature.
- Contribute your own original ideas to the online discussion in ways that facilitate learning for other people.
- Demonstrate good "listening" skills and active inquiry skills. This means that you are open to the ideas of others and you offer constructive responses, whether in the form of questions or statements. You might provide your own experiences, challenge ideas of others, or expand an idea further.
- Connect to the course on a regular basis. This is not an independent study course, but a paced online group learning experience. Six to eleven hours per week of your time should be spent on the course.
- Post your response to the discussion in the first part of the week. In the second part of the week, post comments to the other students' entries.

### Discussion Boards

There will be two types of discussion forums in this course. The first three forums are administrative:

- Course Information, a read-only discussion where your instructor posts information you need to know during the process of the course. Please do not respond to these notices here. Use the questions forum for questions and comments of general interest.
- Questions & Answers where you may post any questions that might be relevant to the entire class. (Individual questions should be e-mailed to the instructor.)
- Social Space where you may communicate with your classmates in an unstructured way (The Café).

The next group of discussions are required of everyone as part of the assignments for the course (with the exception of those listed as only for certain competences). They are:

### **Module 1**

- Introductions (All)
- Self Determination (All)
- (L7 only) Group Discussion – Introductions and L7 Assignments

### **Module 2**

- Personal Saboteurs (All)
- (L7 only) Group Discussion – Goal and Vision, Planning Template, Sections 1 and II

### **Module 3**

- (A3D, A3X, H3X only) Goal and Resources
- (A3D, A3X, H3X only) Goal and Obstacles + Plan for Overcoming
- (L7 only) Group Discussion – Resources & Obstacles, Planning Template, Section III

### **Module 4**

- Learning from Planning (All)
- (L7 only) Group Discussion – Planning Template, sections IV & V

### **Module 5**

- The Well-Designed Plan (All)
- (L7 only) Group Discussion - Planning Template section VI

### **Module 6**

- Communication Techniques (All)
- Assertiveness vs. Aggressiveness (All)
- (L7 only) Group Discussion – No required assignment: use as needed to refine plan

### **Module 7**

- Negotiation Techniques (All)
- (A3D, A3X, H3X only) First Step/Reflections
- (L7 only) Group Discussion – Discussion of First Step/Learning

### **Module 8**

- Competence Group (A3D)
- Competence Group (A3X)
- Competence Group H3X)
- (A3D, A3X, H3X only) Second Step/Reflections
- (L7 only) Group Discussion – Second Step
- (A3D only) Fundamental Principles
- (A3X only) Fundamental Principles
- (H3X only) Fundamental Principles

## Module 9

- (A3D, A3X, H3X only) Problems, Fears, Resistances
- (L7 only) Group Discussion – Plan Review/Applying Greater Detail

## Module 10

- Parting Thoughts (All)
- (L7 only) Group Discussion – Finish Plan Revision

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## 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 or visit <http://studentaffairs.depaul.edu/homehandbook.html> 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.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If a instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion.

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### Disability Accommodations

Reasonable accommodations will be provided for students with disabilities on an individualized and flexible basis. The Office of Students with Disabilities (OSD) determines appropriate accommodations through consultation with the student. For certain learning disabilities and/or attention deficit disorders, the Productive Learning Strategies Program (PLuS) determines the appropriate accommodations. See the instructor for more information or call OSD at 773-325-7290 (phone) or 773-325-7296 (TTY); or call PLuS at 773-325-1677.

### Incomplete Grades

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). Incompletes not finished by the end of the second quarter (excluding summer) will automatically become an F grade on your transcript.

Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee.

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.

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### Protection of Human Subjects

For more information see: <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>

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## Course Expectations

### Time Management and Attendance

SNL's online courses are not self-paced and require a regular time commitment EACH week throughout the quarter.

You are required to log in to your course at least four times a week so that you can participate in the ongoing course discussions.

Online courses are no less time consuming than "face to face" courses. You will have to dedicate some time every day or at least every second day to your studies. A typical four credit hour "face to face" course at SNL 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.

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

### 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.

### How To Do Well In This Class

This section provides a few hints on how to do well in this class:

1. Participate in class discussions. The class discussions and homework exercises are worth a large percentage of your grade. Most modules ask you to post an opinion and include a follow-up. Don't miss the follow-up posting.
2. Don't fall behind – In general, once a discussion is graded, it's over. Don't expect to post discussion items several weeks after they are graded and get credit. The class has moved on, and it is difficult for instructors to find your postings after that section has been graded.
3. Read the assignments carefully. If the assignment says answer three questions, then answer three. If it says use APA research paper style then find out what that style is and use it.
4. E-mail questions. When you have any questions, email your instructor. If your instructor sends a question to you then answer it (it often means your instructor cannot find an assignment of yours).
5. Submit all assignments by the specified Due Date.

### Credits

This course was designed and produced by Lynn Royster, JD, Ph.D., and Norene H. Trondsen, MDE, and staff at SNL Online of the School for New Learning of DePaul University.

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