

Course Syllabus

Course Information

Assessment

Policies

Course Expectations

Course Information

Course Description

This course is the final requirement completed by SNL students to earn their undergraduate degree. Its primary purposes are: 1) to bring appropriate and reflective closure on the SNL experience; 2) to enable students to celebrate and share their work with others who have accomplished goals and projects; and 3) to reflect upon the overall SNL experience, its developmental effect, its contribution to lifelong learning, and the transferable skills and attitudes that were developed as a result of the SNL program.

Course Learning Goals

After completing this course, you will be able to:

- Articulate and discuss significant undergraduate experiences in terms of transferable learning.
- Formulate connections between past, present, and future learning.
- Prepare materials that effectively document, summarize, and clearly present your acquired expertise, experience, and qualifications, for future outside audiences that you will identify.
- Prepare documents in which you introduce yourself to a specific audience on your desired professional path.

Course Competencies

In this course, you will develop the following competencies:

Competence	Competence Statement and Criteria
L12	Can articulate the personal and social value of lifelong learning.

Assessment Criteria for the L12 Competence

Like most other of the competences of the Lifelong Learning Area, the L12 competence is assessed on a Pass/Fail basis. In order to pass the course, you are required to

successfully complete all of the following, according to the specifications of each assignment as indicated in this course guide:

- Introductory posting to discussion
- Narrative Transcript
- Resume
- Resume Cover Letter **OR** Graduate School Application Essay
- Course-Related Experience Summary and Analysis
- Externship and Advanced Project Summary and Analysis
- Replies to three (3) postings of fellow students

You must also submit the following two forms electronically to your Instructor:

- Evaluation of the SNL Program for Summit Seminar
- SNL New Alumni Questionnaire

Course Resources

Required Reading:

- "Summit Experience," by Warren Scheideman
- "Summit Welcome," by Dean Susanne Dumbleton
- Evaluation of the SNL Program for Summit Seminar
- SNL New Alumni Questionnaire
- The SNL Narrative Transcript Template: 4-column version
- The SNL Narrative Transcript Template: 3-column version
- Sample of Completed Narrative Transcript: 4-column version
- Sample of Completed Narrative Transcript: 3-column version
- Career Center Resume Packet
- Career Center Cover Letter Packet
- "Resume Writing Guide," by Susan Ireland
- "Cover Letter Guide", by Susan Ireland
- "Graduate School Application Essays," published by The Writing Center at Rensselaer

Course Grading Scale

Summit Seminar is offered as Pass/Fail only.

Course Structure

This course consists of three modules. The estimated time to complete each module is one week.

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.

[Back to Top](#)

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 All Writing Assignments

Assignment 2: The Narrative Transcript

Will be assessed on the basis of the following:

- a. Your accuracy in transcribing competence and course information.
- b. Your thoroughness in this transcription.
- c. The specificity of your narratives explaining Externship, Advanced Project, Educational Goals, Professional Goals, and your Focus Area.

Assignment 3: The Resume

Will be assessed on the basis of the following:

- a. Your format, including the logical and readable compartmentalization of information within and between sections of the resume.
- b. Your logic and consistency in the use of fonts, typeface, bold text, underlined text, italicized text.
- c. Your logic and consistency in grammar for the lists that you create.
- d. economy and relevance of the information you include.
- e. Your thoroughness in the proofreading of your document.

Assignment 4: Resume Job Cover Letter

OR

Assignment 5: Graduate School Application Essay

Will be assessed on the basis of the following:

- a. The clarity and specificity with which you state your purpose.
- b. Your format, including paragraph style, paragraph order, and document structure.
- c. Your attentiveness to the audience you address.
- d. Your success in capturing audience interest.
- e. Your attentiveness to grammar and sentence structure.
- f. Your care and thoroughness in the proofreading of your document.

Assignment 6: Essay: Transferable Learning from Course-Related Experience

AND

Assignment 7: Essay: Transferable learning from Externship OR Advanced Project will be assessed on the basis of the following:

- a. Your reference to detailed and specific examples in describing the learning experience.
- b. Your specificity in reflecting upon the learning experience.
- c. Your application of the experience to learning that occurred as a result of it.
- d. Your grammar and style.

Assignment 8: Commentary on Peer Submissions

Will be assessed on the basis of the following:

- a. Your specificity in discussing connections between your peers' experience and your own.
- b. Your specificity in discussing the connections between your peer's learning processes and your own.

Assignment 9: Contribution to "Reflection in Celebration" Discussion

Will be assessed on the basis of the following:

1. The specificity of the insight that you share with the group.

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. To schedule a Face-to-Face, Written Feedback by Email, or Online Appointment, visit www.depaul.edu/writing.

[Back to Top](#)

Discussion Forums

Discussion Forums are an important component of your online experience. This course

contains discussion forums related to the topics you are studying each week. For requirements on your participation in the Discussion Forums, please see "Course Expectations" in the syllabus.

A Course Q & A discussion forum has also been established to manage necessary, ongoing social and administrative activities. This is where the management and administrative tasks of the course are conducted, and where you can ask 'process' questions and receive answers throughout the course. Please feel free to answer any question if you feel you know the answer; this sharing of information is valuable to other students.

Assessment Criteria for Online Discussion Participation

In order to receive credit for your participation in the online discussion parts of the course it is important that:

- You are able to contribute to the online discussions in a collegial fashion beginning your postings by addressing, where appropriate, your peer students by name.
- You must maintain a kind and collegial tone and close with your signature.
- You regularly demonstrate good "listening" skills and active inquiry skills in the online discussions. This means that you pay attention with openness to the commentary of others and you offer constructive and interested commentary, whether in the form of questions or statements.
- You contribute your own original ideas to the online discussion in ways that facilitates learning for other people.

Online Participation Guidelines

A significant part of your online learning experience involves learning with and from your classmates and the instructor in the online discussions and group assignments.

Active participation means sharing information and resources and posting your ideas and critiquing and expanding on the ideas of others in a collegial fashion. This discussion is informal in the sense that it is meant to encourage interested discussion. You are expected to follow accepted standards of English spelling, grammar and usage, although you will not be assessed for these particular characteristics when you are participating in the discussions.

These discussions are for you to exchange your reflections with your classmates and instructor about what you are learning. The discussions will be organized into forums around the particular topic you are studying each week.

Your instructor will set up discussion forums containing individual topics. Please read the topic headings carefully and submit your responses to the appropriate discussion topic. Guidelines will be given for your responses to each topic and should be followed carefully.

All discussion contributions should be made by the due dates given in this study guide.

For each Discussion Forum, you are required to make at least one original contribution to each topic and respond to one classmate's contribution.

[Back to Top](#)

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](#) 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.
- Resubmitting one's own previous work from a different course or college, without permission from the current instructor.
- 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.

[Back to Top](#)

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)
#370, Student Center, LPC, 773.325.1677

Description of Pass/Fail Grading Options

Students have the option of taking all SNL undergraduate courses as Pass/Fail even if a class is initially structured for a letter grade assessment. In these cases a Pass is awarded when competence is demonstrated at a level that would otherwise earn a grade

of C- or higher.

In deciding to select Pass/Fail grading students should be aware that competencies assessed in a course as Pass will earn credit hours toward degree completion but *will not* be included in computing grade point averages. Attempted competence demonstration assessed within a class as Fail will not only be recorded as credit hours attempted but *will* also be included in computing a student's grade point average.

For SNL students, competencies awarded for Independent Learning Pursuits and in the Lifelong Learning Domain do not count toward the university's specification that only twenty credit hours may be earned through the Pass/Fail assessment option.

Please note: *There are four SNL courses within the BA curriculum that are always assessed on a Pass/Fail basis: Learning Assessment Seminar (course number LL 102; competence L-1), Foundations of Adult Learning (course number LL 250; competences L-2 and L-3), Advanced Project (course number FA 303; competences F-11 and F-12) and Summit Seminar (course number LL 390; competence L-12). These classes may not be taken for a letter grade assessment. Therefore, work that might otherwise be assessed at grades A through C- will earn a Pass in these classes.*

There are an additional four SNL courses within the Lifelong Learning Area of the BA curriculum for which instructors regularly use a Pass/Fail grading system which may, instead, be taken for a letter grade assessment if this is a student's preference. These classes are: Academic Writing for Adults (course number LL 150; competence L-4), Critical Thinking (course number LL 155; competence L-5), Research Seminar (course number LL 300; competences L-8 and L-9) and Externship (course number LL 302; competences L-10 and L-11). In addition, SNL's undergraduate Writing Workshop (course number LL 140; competence H-3-J) regularly uses Pass/Fail although students may request a letter grade assessment. In these instances SNL offers undergraduate students the opportunity to request a letter grade assessment from their instructor. Students who need a letter grade for tuition reimbursement may wish to consider this option, as well as those who wish to raise their GPA. Students planning to attend graduate school may also prefer letter grades to Pass/Fail assessments.

If a student wishes to switch the method of assessment, either to or from the Pass/Fail option, this must be requested from the instructor in writing during the first two weeks of the quarter. The assessment style may not be changed after this period, with no exceptions.

[Back to Top](#)

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>

[Back to Top](#)

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.

Credits

This course was designed and produced by Dr. Michael DeAngelis and staff at SNL Online of the School for New Learning of DePaul University.

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[Back to Top](#)