

Course Syllabus

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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 Resources

- "Summit Experience," by Warren Scheideman
- "Summit Welcome," by Dean Susanne Dumbleton
- Evaluation of the SNL Program for Summit Seminar
- SNL New Alumni Questionnaire
- SNL Narrative Transcript Template: 4-column version
- SNL Narrative Transcript Template: 3-column version
- of Completed Narrative Transcript: 4-column version
- of Completed Narrative Transcript: 3-column version
- Career Center Resume Packet
- Career Center Cover Letter Packet
- "Resume Writing Guide," by Susan Ireland
- "How to Write a Resume that Captures Attention," by Max Messner, for WSJ [CareerJournal.com](http://www.careerjournal.com).
- "Cover Letter Guide," by Susan Ireland
- "Graduate School Application Essays," published by The Writing Center at Rensselaer

Course Competences

In this course, you will develop the following competences:

Competence	Competence Statement
L-12	Can articulate the personal and social value of lifelong learning.

Assessment Criteria for the L-12 Competence

Like most other of the competences of the Lifelong Learning Area, the L-12 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 Structure

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

To view the course schedule, click on the [Schedule](#) link on the left-hand navigation bar. This page contains the most recently updated listing of the topics and assignments due for each week of the course.

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Assessment

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.

Online Discussion

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.

Course Grading Scale

Summit Seminar is offered as Pass/Fail only.

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

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 you 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.

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Policies

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 an instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion.

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.

Protection of Human Subjects

For more information see: <http://research.depaul.edu/>.

Demonstrating the acquisition of competences 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:

1. 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.
2. 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.
3. 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.
 - a. 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.

Credits

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

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