



**Experiential Learning Practicum:
Understanding Science and the Human Condition
Undergraduate Course Information Sheet**

Course Number: LL 302, 4 credits, 10 Weeks

Delivery Formats: Online Async, On Campus, Online: Sync, Hybrid

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Course Description

In this course, you will demonstrate your ability to undertake lifelong self-directed learning by designing and executing an experiential learning project. Your learning endeavor involves identifying a topic of interest, establishing measurable outcomes, employing multiple learning strategies and reflecting on the learning methods used. A final product and class presentation comprise the chief deliverables.

This is a course focused on issues facing urban populations in America, particularly physiological pathologies such as addictions, mental illness and an analysis of their sociological contexts, students will use their ongoing professional experiences as a practicum to investigate the course-based learning, reflective learning techniques are used to draw learning from the experiential and scientific bases of the course.

Learning Outcomes

After completing this course, you will be able to:

- Understand and describe the physiological and psychological issues that impact urban populations both historically and presently.
- Understand and evaluate the impact that these various human conditions have on communities, as well as law enforcement personnel serving in these communities.
- Assess and evaluate interactions through field-case studies and experiential learning activities.

If in a SCPS competence program, (BAIFA, BAC, BAGB, BAECE), this course addresses the following requirements:

Competence	Competence Statement / Criteria
L10	Can reflect on the learning process and methods used in an experiential project.
L11	To be written by faculty/student.

Learning Strategies and Resources

Some learning activities, assignments and deadlines will vary depending on the delivery format of the course and may differ slightly from what is presented in this document. Learning Strategies include readings, discussions, independent research, instructor and media presentations and experiential learning activities including a field research assignment.

Required Readings

Books and learning materials are available at the DePaul bookstore, at <http://depaul-loop.bncollege.com>, or through alternative sources.

Beck, Aaron (1999) Prisoners of Hate: The Cognitive Basis of Anger, Hostility, and Violence. Harper, New York. ISBN# 0-06019377-8

Additional readings may be available on Electronic Reserve, at the [DePaul Library](#). Login to Ares Course Reserves and select the course. Log in using your Campus Connect User ID and password. You will then get a page listing the courses in which you're enrolled that have readings posted in Ares. Click on the title of this course and the list of our electronic reserve readings will be displayed.

Learning Deliverables

Students will complete several writing and research assignments: Smaller low-stakes writing assignments, personal essays and academic-style bibliography of references.

Since this course is designed to be highly experiential and interactive, there are 18 discussion forums across the course to allow for a highly interactive learning environment. Each discussion topic is weighted with points. Students are expected to post on-time prior to the close of the module, otherwise the interactive nature of the discussion is lost. Student cannot receive full points for late posts.

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Assessment of Student Learning

Online: Students will be expected to post reflections on the readings to the discussion board in-between seminar sessions each discussion section. Late postings will only be awarded 1/2 credit. For the maximum number of points responses on the D2L

discussion board should be well written, detailed and insightful. Students will be allowed to add to or supplement on-time postings if they are insufficient for full points.

In-Virtual ZOOM Class: Students will be expected to actively engage in all classroom activities including being well prepared for each class meeting by having done all the required readings and assignments.

Written Assignments: All written assignments should be done using APA 6th edition (or MLA is an option as well) and contain the minimum number of scholarly sources required.

Distribution of Grade Points

Discussion Board Posts	11%
Zoom Synchronous Course Participation	22%
Pre-course Written Essay	16%
Individual Research Group Presentation Project	22%
Reflective Summary Analysis	11%
Post-course Essay Assignment	16%

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

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Course Schedule

Week and Module Title	Readings TBA	Assignments
Week 1, Module 1:		Pre-course written essay
Week 2, Module 2:		
Week 3, Module 3:		Individual research annotated bibliography (5-10 sources) for the GROUP presentation project
Week 4, Module 4:		Reflective Summary Analysis
Week 5, Module 5:		
Week 6, Module 6:		
Week 7, Module 7:		
Week 8, Module 8:		
Week 9, Module 9:		
Week 10, Module 10:		Post-course essay assignment

Course Policies

For access to all SCPS and DePaul University academic policies, refer to the following links:

[SCPS Student Resources Website](#)

[DePaul Student Handbook](#)

The [D2L Course Website](#) for this course.

Course Syllabus

The official syllabus for this course that includes course dates, instructor information and quarter specific details will be provided by the course instructor by the start of the course and available on the course D2L website.

Course Registration

To find out when this course will be offered next, you can go to the [SCPS Registration website](#) for details on how to register for the course.

For information on how this course can apply to your program, contact your academic advisor.

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