COURSE: # LL 201

REFLECTIVE LEARNING

WINTER 2021 – CLASS NUMBER: LL 32109

INSTRUCTOR INFORMATION

Name: Caroline M. Kisiel, Associate Professor, School of Continuing and Professional Studies
Office Location: Remote
(My office locale is 14 East Jackson, but I will not be on campus due to COVID-19 restrictions)
Office Hours: Virtual/phone, by appointment
Best Way to Reach Me: ckisiel@depaul.edu

COURSE DATES & DELIVERY FORMAT – FIRST 5 WEEKS – ONLINE/ASYNC

Course Dates: January 4 – February 7 (final work due February 15)
Course Location and Delivery Format: This course will be delivered in an Online/Asynchronous format – instruction will occur via asynchronous Desire2Learn (D2L) learning management system

This Course Also Contains Two OPTIONAL Synchronous Zoom Drop-in Sessions to Support Student Learning:
Zoom link and password are provided to registered students and will be accessible through the course D2L site.
Optional Synchronous Zoom Drop-in Session Dates
Tuesday, January 12 – 6:00-7:30PM CST
Tuesday, January 26 – 6:00-7:30PM CST

COURSE DESCRIPTION

In this class, you’ll use a variety of strategies to surface and articulate knowledge you have gained outside of formal environments like school. Reflecting on past learning, you will use several methods for uncovering “tacit” knowledge, of which you may not be aware, but that you use regularly in many areas of your life and may be called upon to share with others. Making tacit knowledge explicit is an urgent issue in the workplace, as well as in family and community life--how do we transfer our skills, learning and knowledge to others who need to know it? Reflective Learning offers you the opportunity to explore these issues and use a variety of methods to bring to the surface (make “explicit”) some of your own knowledge, skills and insights.

(2 credit hours)
LEARNING RESOURCES
There is no textbook to purchase for this course. This course will draw on excerpted chapters from books in the field, relevant scholarly articles, news media articles on current events related to our content, and links to websites and online media (articles, videos, organizations, and other resources). All of these will be linked in D2L, and details will be provided in the course site as to what you should read/watch each week.

LEARNING DELIVERABLES (GRADED EVIDENCES OF LEARNING)
In this course you’ll be expected to complete the following work:

- Identifying and Organizing Key Learning Experiences Worksheet
- Deduction and Liberal Learning Outcomes Worksheet
- Generative Knowledge Interview Report and Reflection
- 4 Knowledge Snapshot Pages
- Learning Showcase Portfolio
- Active Participation in D2L Discussions and Peer Feedback

LEARNING OUTCOMES
After completing this course, you’ll be able to:

- Describe the differences between tacit and explicit knowledge
- Apply several strategies (including inductive and deductive reasoning, collaboration and generative interviewing) to identify tacit knowledge you’ve gained from independent learning.
- Describe your experiences, and articulate the skills, knowledge and capacities you gained from these experiences and show the impact of this learning on you and/or others.
- Prepare a learning showcase in which you identify core strengths and plan for future development of your learning.
LEARNING STRATEGIES
Writing, discussion and collaborative learning, including generative knowledge interviewing and peer feedback. At the end of this class, you will create a Learning Showcase portfolio that you will share with others either electronically (via Digication or another mode of your choosing). Both online and onsite versions of this course will use the Desire-to-Learn (D2L) platform for communication, readings, discussions (online) and document submission. No textbooks are required for this course. All required readings are housed in D2L under the Module sections in which they are assigned.

DISCUSSION ETIQUETTE & EVALUATION IN THIS CLASS
Weekly discussions are an important component of your online experience.

A Course Q & A discussion forum has also been established to manage course-related questions you may have. Please feel free to answer any question you see, if you have the answer, but most of all, don’t hesitate to ask. Your question will likely be of use to other students.

Discussion Forum postings will be assessed based on Timeliness, Relevance, Integration of Content, and Contribution to the Learning Community (see the Discussion Forum Rubric). Here are some ways you can effectively contribute to learning in discussions:

- Offering ideas or resources and inviting a critique of them
- Asking challenging questions
- Articulating, explaining and supporting positions on ideas
- Exploring and supporting issues by adding explanations and examples
- Reflecting on and re-evaluating personal opinions, applying information from the course
- Offering a critique, challenging, discussing and/or expanding the ideas of others
- Negotiating interpretations, definitions and meanings
- Summarizing previous contributions and asking the next question
- Proposing actions based on ideas that have been developed

You won’t get credit for posts that use simple phrases like, “Great ideas!” or “I like that.” When you support someone’s opinion, describe or analyze why: refer to the 9 points above and use words like, “but,” “additionally,” “I agree and,” “however,” “what about,” etc.

PARTICIPATION
Participation – engagement online via discussion forums with your peers – is essential. In the event of your falling behind, it is imperative that you let your instructor know. In the online
class, discussions are the primary way you will demonstrate your participation (along with getting other assignments done). NOTE this is the primary way I know you are “attending class.”

**Where to Submit Your Work** – This class consists of a combination of discussion forum posts and written assignments you submit. Post your discussion forum posts/responses at the appropriate D2L forums by the due dates noted at the forums; submit written assignments under the “Submissions” section by the noted due dates. *Please communicate with the instructor if you encounter any delays in completing your assignments.*

**University Writing Center** – I encourage you to avail yourself of the services of DePaul’s writing center – [The University Center for Writing-based Learning](#) – a valuable resource. 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. *The Writing Center is FREE to all DePaul students! At the present time, services are completely virtual – please go to the link above to book your appointment.*

**Assessment of Student Learning**

General Assessment Criteria for All Writing Assignments: All writing assignments are expected to conform to basic college-level standards of mechanics and presentation.

**Grading Criteria & Scale**

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<thead>
<tr>
<th>Assignment Type</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Online Discussion Topics (6 @ 10pts each)</td>
<td>30%</td>
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<tr>
<td>Module Assignments (7 @ 10pts each)</td>
<td>40%</td>
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<tr>
<td>Learning Showcase (1 @ 100pts)</td>
<td>30%</td>
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<tr>
<td>TOTAL</td>
<td>100%</td>
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Syllabus, LL 201: Reflective Learning
<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100-95</td>
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<tr>
<td>A-</td>
<td>94-91</td>
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<tr>
<td>B+</td>
<td>90-88</td>
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<tr>
<td>B</td>
<td>87-85</td>
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<tr>
<td>B-</td>
<td>84-81</td>
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<tr>
<td>C+</td>
<td>80-77</td>
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<tr>
<td>C</td>
<td>76-73</td>
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<tr>
<td>C-</td>
<td>72-69</td>
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<tr>
<td>D+</td>
<td>68-65</td>
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<tr>
<td>D</td>
<td>64-61</td>
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<td>F</td>
<td>60 or below</td>
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**Pass/Fail Grade Policy**

Students interested in taking a course on a Pass/Fail grade basis need to contact their academic advisor to request the option by the end of the second week of the course. SCPS students can email their requests to their advisors and include the course number, quarter, and student ID number. Non-SCPS students need to contact their home college for instructions on submitting these requests. Please review the P/F guidelines, course restrictions and GPA implications in the University catalog before making your request. A grade of Pass represents a D or better standard and therefore will not meet requirements that have a minimum standard of C- or better. For further clarification of the P/F policy beyond the University guidelines, SCPS students should refer to the SCPS catalog.

**Minimum SCPS Grade Policy**

SCPS degree programs with majors (BAPSBA, BAPSC, BAHA, BADA, BANM, and BALS) require a grade of C- or better in courses taken at DePaul or transfer work applied to course requirements in the Major and in the LL 261: Essay Writing course in the College Core. All other course requirements in these programs can be completed with a grade of D or better. SCPS degree completion major programs (BAABS and BALS) require a C- or better in all courses taken at DePaul applied to those programs. SCPS competence-based programs (BAIFA, BAC, BAGB and BAECE) require a D or better in courses taken at DePaul or transfer work applied to competence requirements.

**Incomplete (IN) Grade**

This process follows university policy. A student who encounters an unusual or unforeseeable circumstance that prevents her/him from completing the course requirements by the end of the term may request a time extension to complete the work.
• The student must formally initiate the request by submitting the **Contract for Issuance of Incomplete Grade form** (via email, word doc), no later than week 10 (or prior to the final week of a shorter-term course).
• *The instructor has discretion* to approve or not approve the student’s request for an IN grade.
• *The instructor has discretion* to set the deadline for completion of the work, which may be earlier but no later than two quarters (not counting Summer term).
• The instructor *may not* enter an IN grade on behalf of a student without a completed and agreed upon contract.
• The student is alerted that IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.

**COURSE SCHEDULE ~ WINTER 2021**

*NOTE: All Readings and Assignment Guidelines are Housed in D2L Under the Corresponding Module*

<table>
<thead>
<tr>
<th>MODULE</th>
<th>Readings</th>
<th>Assignments</th>
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</thead>
</table>
| MODULE 1 January 4-10 | ⇒ Module 1, Introduction & Content  
⇒ “Habits of Mind”  
⇒ Casserly, Meghan, “The 10 Skills that Will Get You Hired”  
⇒ “Key Findings from 2013 Survey of Employers” | Discussion Forums  
⇒ Introductions  
⇒ Observing Tacit Knowledge  
⇒ SCPS Scavenger Hunt  
Submissions  
⇒ Identifying and Organizing Key Learning Experiences Worksheet |
| MODULE 2 – January 11-17 | Module 2, Introduction & Content  
Lamott, Anne, “Shitty First Drafts”  
Ikujiro Nonaka “The Knowledge-Creating Company.” | Discussion Forums  
⇒ Peer Responses to KSPs  
Submissions  
⇒ Knowledge Snapshot Page #1  
⇒ Knowledge Snapshot Page #2 |
| Optional Zoom Session ~ Tuesday, January 12 | Optional Zoom Drop-in Session #1  
*Drop in to chat with your instructor and peers in this course, open for 1.5 hours!* | |
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Discussion Forums</th>
<th>Submissions</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:00-7:30PM CST</td>
<td>This may be useful if you have questions on assignments, on your learning, or wish to discuss any concerns you have about the course.</td>
<td><strong>Module 3 – January 18-24</strong>&lt;br&gt;Generative Knowledge Interview Videos with Melissa Peet</td>
<td><strong>Discussion Forums</strong>&lt;br&gt;⇒ Generative Knowledge Interviewing&lt;br&gt;<strong>Submissions</strong>&lt;br&gt;⇒ Doing a Generative Knowledge Interview (GKI)&lt;br&gt;⇒ Knowledge Snapshot Page #3</td>
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<td>Optional Zoom Session ~&lt;br&gt;Tuesday, January 26 6:00-7:30PM CST</td>
<td>Optional Zoom Drop-in Session #2&lt;br&gt;Drop in to chat with your instructor and peers in this course, open for 1.5 hours!&lt;br&gt;This may be useful if you have questions on assignments, on your learning, or wish to discuss any concerns you have about the course.</td>
<td><strong>Module 4 – January 25-31</strong>&lt;br&gt;Trautman excerpts: “Knowledge transfer defined”</td>
<td><strong>Discussion Forums</strong>&lt;br&gt;Knowledge Transfer &amp; My Experience&lt;br&gt;<strong>Submissions</strong>&lt;br&gt;⇒ Brainstorming Using Deduction and Liberal Learning Outcomes&lt;br&gt;⇒ Knowledge Snapshot Page #4</td>
</tr>
<tr>
<td><strong>MODULE 5 – February 1-7</strong></td>
<td><strong>Discussion Forums</strong>&lt;br&gt;⇒ Showcasing Your Learning&lt;br&gt;<strong>Submissions</strong>&lt;br&gt;⇒ Presenting Your Learning Showcase</td>
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COURSE POLICIES

CLASSROOM COMMUNITY PROFESSIONALISM & ENGAGEMENT

All course participants (students & instructors alike) are responsible for co-creating the learning space of this course—contributing individual uniquenesses while also modulating them for the sake of group learning. In this regard, professional engagement is expected from all—and particularly in areas of difference. In an asynchronous online class, such engagement manifests itself through thorough preparation, focused and respectful interactions.

With regard to asynchronous D2L work, this means: any interactions with peers and instructor should be respectful, even (and especially) if differences of opinion are shared -- and differences are a welcome and valuable part of learning!

Zoom synchronous sessions in this course are OPTIONAL, but professionalism is still expected -- this means: curtailing side-conversations, other devices, and any environmental distractions while you participate in session; active listening; making informed contributions; offering probing questions; keeping an open mind; being respectful to peers and the instructor, etc.

In both modalities of the class, a high degree of both self-motivation and self-accountability is expected. In addition, as adults, we are all responsible for requesting what we need to improve/sustain learning. The answer may be ‘yes’ or ‘no’---but, not to request is to leave the matter to chance. For additional information pertaining to DePaul’s Code of Student Responsibility, see: https://offices.depaul.edu/student-affairs/Pages/default.aspx.

LATE WORK POLICY

Late work will be assessed at -5% per day for assignments – this applies to both Discussion Forum posts and Submissions. Please contact me if this becomes a concern due to emergent circumstances to determine alternatives.

Please NOTIFY ME if you encounter circumstances that prevent your timely submission of any assigned work and complete/submit any work as soon as possible. The timely completion of your work in this class will be a factor in your passing grade.

This course includes and adheres to the college and university policies described in the links below:

Academic Integrity Policy (UGRD)
Incomplete (IN) and Research (R) Grades Expiration Policy

Syllabus, LL 201: Reflective Learning
Withdrawal/Drop Policy and Withdrawal Tuition
Accommodations Based on the Impact of a Disability
Students are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use during this course. This is best done early in the term and our conversation will remain confidential.

Protection of Human Research Participants

OTHER RESOURCES FOR STUDENTS
DePaul Health & Safety Practices
DePaul Office of Student Success
DePaul University Library
University Center for Writing-based Learning
DePaul Career Center
Dean of Students Office

ADDITIONAL CONSIDERATIONS
This course will conduct two optional synchronous sessions via the Zoom platform. These are for YOU, the student, to get support from the instructor and/or enhance your learning experience. Find general information about Zoom Video Communications technology here, and the dedicated Zoom link for our course will be housed in D2L, available only to registered students.

Special Notes Regarding Recording of Classroom Sessions Conducted via Videoconference tools:
- Synchronous teaching sessions can be recorded by the instructor for educational purposes. These recordings will be made available only to students presently enrolled in the course via password protected links. Links will be posted via the course webpages on D2L and viable for the present term only.
- Students are prohibited from sharing class recordings or disclosing the links to a class session to anyone outside of the course.
- Students have the right to protect their privacy during recordings by appearing in an audio-only mode; pseudonymous usernames can be used by students, if shared offline with the instructor.
- Instructors may retain portions of the recordings that contain their intellectual property consistent with University policy, with students’ identifying information removed.

INSTRUCTOR BIO
Caroline M. Kisiel is an Associate Professor in the School of Continuing and Professional Studies, and an interdisciplinary and civically engaged humanities scholar and public historian. She holds
an M.A. in Interdisciplinary Arts (Columbia College Chicago), an M.Res. in Humanities and Cultural Studies (Birkbeck College, University of London), and a Ph.D. in Literature (University of Essex, UK). Her background includes work in the fields of immigration law, training and development, creative writing, and improvisational storytelling and movement. Integrating the arts with workplace, cultural, and identity concerns, she aims to cultivate onsite and online classrooms that enable learners to express themselves deeply and authentically. She has designed and facilitated on-ground and online offerings for learners in informal and community contexts covering a range of topics for over 25 years.

A travel writing scholar with a focus on Illinois and Ohio Valley history and early American culture, her broader research agenda explores the intersections between travel, culture and creativity, in both print and digital arenas. The primary focus of Dr. Kisiel’s recent scholarship has been delving into the roots of slavery and abolition in early Illinois, and proslavery and antislavery figures in the early years of statehood. She has been an Illinois Humanities Road Scholar since 2017, where she has traveled around the state presenting and more recently virtually presents on the topic, Antislavery Activism on the Frontier: The Story of the English Prairie, about the role of Albion, Illinois in helping to keep Illinois from becoming a slave state. This is the topic of her book manuscript, in process with the University of Illinois Press. Link to Professor Kisiel’s bio on SCPS website.