



DEPAUL

School of Continuing and Professional Studies

DePaul University | School of Continuing and Professional Studies
Program Identifier: Undergraduate Program

COURSE: # LL302 EXPERIENTIAL LEARNING PRACTICUM

COURSE TITLE: UNDERSTANDING SCIENCE AND THE HUMAN CONDITION

Summer 2021, 4-Credit hours

INSTRUCTOR INFORMATION

Name: Arieahn Matamonasa Bennett, Ph.D.

Office Location: Loop Campus Daley, 1427

My office hours are by appointment.

You can reach me at 312-476-4364 or at amatamo1@depaul.edu

Course Dates: On-line and every other week ZOOM synchronous sessions Weds 9-11 am and 6-8 pm on 6/16, 6/30, 7/14, 7/28, 8/11

COURSE DESCRIPTION

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 AND, IF RELEVANT COMPETENCIES:

Syllabus, Course Number

The broad learning goals across the course are as follows:

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

* There are (depth) specific learning outcomes and objectives for each of the 10 modules: (See D 2 L for full descriptions)

LEARNING STRATEGIES & RESOURCES

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

Scholarly articles: available on D 2 L

Film and Media: On D 2 L

Learning Strategies include readings, discussions, independent research, instructor and media presentations and experiential learning activities including a field research assignment.

LEARNING DELIVERABLES (GRADED EVIDENCES OF LEARNING)

Learning Deliverables Written work (graded evidences of learning) Students will complete several writing and research assignments: Smaller low-stakes writing assignments, personal essays and academic-style bibliography of references.

Written work for "Submissions" folder

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1.1 Pre-course written essay (75 points)

3.X Individual research annotated bibliography (5-10 sources) for the GROUP presentation project (100 points)

Commented [BS1]: What does this mean?

4.2 Reflective Summary Analysis (50 points)

10.1 Post-course essay assignment (75 points)

Each of these are detailed in the D 2 L modules for the course. All assignments are subject to changes and these will be reviewed at the end of each virtual synchronous ZOOM class.

Learning Deliverables- Discussions

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.

ASSESSMENT OF STUDENT LEARNING

Zoom Synchronous Course Participation: 100 total points- Participation points are awarded by the following criteria:

*Through your class comments and questions, you demonstrate that you read and understood the materials or if you did not understand them sought further clarification.

*Through your questions and comments in large and small group discussions you not only demonstrated your interest in learning but your willingness to help classmates learn and understand more as well.

*Through your written work you demonstrate an understanding of the materials and issues.

*Through your participation in class activities and assignments you demonstrate your ability to present content material in a meaningful manner.

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Class participation involves attendance and contribution to class activities and discussions. This recognizes being present and prepared for each session. The success of this course depends on your participation, which includes reading, reflecting, and taking notes on the assigned readings and sharing your insights with the class. Class participation also implies listening and learning from others. The more you participate, the more fun and valuable the course will be for all of us. Of course, being present physically and cognitively is basic to fully participating. If more than one session is missed, your final grade will be adversely affected or you may be asked to drop the class. If you must miss a Zoom class, please communicate with the instructor and another member of your team before and after class session and attend to your responsibilities accordingly.

On-line- Students will be expected to post reflections on the readings to the discussion board in-between seminar sessions each discussion section is worth 10 points. Late postings will only be awarded 1/2 credit. For the maximum number of points responses on the D 2 L 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.

Commented [BS2]: Do you define how many points?

In-Virtual ZOOM Class- (20 points per ZOOM session) 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.

Please see schedule in D2L for Module due dates and further instructions.

GRADING CRITERIA & SCALE

Criteria for Assessment:

Assessing your reading includes: How regularly, thoroughly and thoughtfully did you complete the reading assignments? Did you take notes on the assigned readings? Did your notes demonstrate that you understood the concepts outlined in these reading? Are you able to apply these concepts to your own circumstances?

Assessing your participation in class includes: Did you attend all sessions? If not, how many sessions did you miss and what work did you submit to make up for the session you missed? How did your questions and comments advance your own learning and support the learning of others in the class? Did you allow time for others to participate in class discussions?

Deadlines

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All assignments are to be submitted in accordance with posted due-dates. Any work submitted after its posted due-date may result in a lower grade for the particular assignment and may be subject to delay in assessment

Grading Criteria & Scale

Grade Distinctions

Exceptional (A): This designation applies to that which exceeds requirements as described within the course assignments. It is reserved for clearly excellent and exceptional work.

Solid (B): This designation applies to that which meets requirements as described within the course assignments. It is reserved for work that gives evidence of solid proficiency.

Satisfactory (C): This designation applies to that which minimally addresses requirements as described within the course assignments. It is reserved for work that gives evidence of basic/minimal satisfactory proficiency.

Unsatisfactory (D/F): This designation applies to that which is unsatisfactory and insufficient in terms of addressing course assignments.

I rarely grant IN grades. This request *must* be in writing with a completed IN contract in which we agree on the assignments to be completed with deadlines for the work. You must have completed *at least 60%* of the course to warrant an IN grade.

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	

PASS/FAIL GRADE POLICY

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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 advisor 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 option for SCPS students beyond the university guidelines, please 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. 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

(Please see weekly modules on D 2 L)

VIDEO CONFERENCE SCHEDULE

Our class meets on ZOOM every other Weds am 9-11 am or 6-8 pm to accommodate officers' shifts/schedules. This quarter our ZOOM sessions are 6/16, 6/30, 7/14, 7/28, 8/11.

I will host open "office hours" on ZOOM each week.

COURSE POLICIES

THIS COURSE INCLUDES AND ADHERES TO THE COLLEGE AND UNIVERSITY POLICIES DESCRIBED IN THE LINKS BELOW:

[APA citation format](#) (GRAD)[Academic Integrity Policy](#) (GRAD)

[Academic Integrity Policy](#) (UGRAD)

[Incomplete \(IN\) and Research \(R\) Grades Expiration Policy](#)

[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

[University Center for Writing-based Learning](#)

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[Dean of Students Office](#)

INSTRUCTOR BRIEF BIO

Dr. Arieahn Matamonasa Bennett, is a Licensed Psychologist and Associate Professor at DePaul University. Her educational background included a focus on the prevention of violence and research and practice with Native American populations. Before entering her full-time academic career, she worked for Will County community mental health and forensics division with addictions, sex-offenders, domestic violence offenders and clients on probation and parole.

ADDITIONAL CONSIDERATIONS

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.

CHANGES TO SYLLABUS

This syllabus is subject to change as necessary. If a change occurs, it will be clearly communicated to students.