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.

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 and Resources

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). The onsite version of this course will use the Desire-to-Learn (D2L) platform for communication, readings, discussions and document submission. No textbooks are required for this course. All required readings may be found on D2L or via the following links:
Required Readings


Participation

Participation is essential, and collaborative discussions are an important component of your classroom experience.

In the event of your falling behind, it is imperative that you let your instructor know. Since you are taking this course onsite, showing up to class on time, participating in real-time and possible D2L discussions are imperative.

Course Learning Deliverables

- 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
- (Onsite) Active Participation in Classes, including group work, peer review, and real-time discussions
Assessment

General Assessment Criteria for All Writing Assignments: All writing assignments are expected to conform to basic college-level standards of mechanics and presentation. See http://www.snl.depaul.edu/writing/index.html

Writing Center

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.

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<tr>
<th>Grading Category</th>
<th>Percentage of Final Grade</th>
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<tbody>
<tr>
<td>(Onsite) Discussion Topics (6 @ 10 pts each)</td>
<td>30%</td>
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<tr>
<td>(Onsite) Class Participation</td>
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<tr>
<td>Module Assignments (7 @ 10 pts each)</td>
<td>40%</td>
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<tr>
<td>Learning Showcase (1 @ 100 pts)</td>
<td>30%</td>
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<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Grading Scale

Reflective Learning is designed as a Pass/Fail. To pass this course, you must earn at least a C- according to percentages listed below. If a letter-grade is desired, submit a written request to your professor within the first two weeks of the quarter.

A = 95 to 100   A- = 91 to 94   B+ = 88 to 90
B = 85 to 87   B- = 81 to 84   C+ = 77 to 80
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<tr>
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<th>Readings</th>
<th>Assignments</th>
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<tr>
<td>Module 1:</td>
<td>Module 1 Introduction &amp; Content</td>
<td>Introductions</td>
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<td>“Habits of Mind”</td>
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<td>Casserly, Meghan, “The 10 Skills that Will Get You Hired”</td>
<td>Identifying and Organizing Key Learning Experiences</td>
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<td>“Key Findings from 2013 Survey of Employers”</td>
<td>Worksheet</td>
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<td>Module 2:</td>
<td>Module 2 Introduction and Content</td>
<td>Knowledge Snapshot Page #1</td>
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<td>Lamott, Anne, “Shitty First Drafts”</td>
<td>Giving Peer Response Discussion (online)</td>
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<td>Nonaka, Ikujiro “The Knowledge Creating Company.”</td>
<td>Knowledge Snapshot Page #2</td>
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<td>Module 3:</td>
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<td>Generative Knowledge Interviewing Discussion (online)</td>
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<td>Generative Knowledge Interview Videos with Melissa Peet</td>
<td>Doing a Generative Knowledge Interview (GKI)</td>
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<td>Trautman excerpts: “Knowledge transfer defined”</td>
<td>Brainstorming Using Deduction and Liberal Learning Outcomes</td>
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<td>Module 5:</td>
<td>Module 5 Introduction and Content</td>
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<td>Knowledge Transfer &amp; My Experience Discussion</td>
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<td>Presenting Your Learning Showcase</td>
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<td>Showcasing Your Learning Discussion (online)</td>
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Course Policies

Grading Policies

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. Points may be deducted for late work.

Pass/Fail Grades

This is a P/F course, although students may request a letter grade assessment from their instructor in writing during the first 2 weeks of the course. The assessment style may not be changed after this period, with no exceptions. 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.

Collaborative discussions are an important component of your classroom 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.
Deadline to Drop the Course

Students are strongly advised to review the university deadlines for withdrawal without tuition refund and the implications for financial aid and grades.

Incomplete Grades

If your instructor permits it, and if you have extenuating circumstances, students must file an SCPS incomplete grade contract with the instructor before the final session of the course.

College and University Policies

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

- [Academic Integrity Policy](#) (UGRAD)
- [Academic Integrity Policy](#) (GRAD)
- [Incomplete Policy](#)
- [Course Withdrawal Timelines and Grade/Fee Consequences](#)
- [Accommodations Based on the Impact of a Disability](#)
- [Protection of Human Research Participants](#)
- [APA citation format](#) (GRAD)

Additional Course Resources

- [University Center for Writing-based Learning](#)
- [SNL Writing Guide](#)
- [Dean of Students Office](#)

Changes to Syllabus

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

This course was designed and produced by faculty and staff at SCPS of the School for Continuing and Professional Studies of DePaul University.

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