1. Course Description

In this seminar, you will use a variety of strategies to surface and articulate knowledge you have gained from independent learning - that is the learning outside of formal learning environments like school. Being able to name and claim this learning will help you be successful at SNL, in your career, and in your life.

Because the School for New Learning (SNL) recognizes that adults have had many opportunities to learn from experiences outside of school, the curriculum is designed so that learning (no matter where or when it has been acquired) can be applied toward your degree if you can demonstrate that this learning (a) is college level, and (b) the learning satisfies one of the fifty competencies required to graduate from the School for New Learning. The competence framework, which you have will learn about in Foundations of Adult Learning, allows adults the flexibility to demonstrate their learning through transfer courses, proficiencies, SNL courses, and through Independent Learning Projects (ILPs). ILPs are significantly less expensive and can take less time to complete than taking a standard course. They also allow you to make meaning from your life experiences.

By the end of this seminar, you will know what is required for an ILP, understand the variety of ways that one can do an ILP, have ideas for ILPs you might complete, and have a plan for doing ILPs if you choose to do so. In addition, you will have identified capacities that you may not realize you have developed and that will help you be successful at SNL and beyond.

Together, we will engage in a learning-by-doing introduction to competence-based education that is at the heart of the SNL curriculum. We will apply strategies for analyzing and reflecting upon experiences that will prepare you to be a more effective and confident learner.

2. Learning Outcomes, Competencies, and/or Objectives

In this course, you will develop the following competence:
Can use independent learning skills and strategies to organize, initiate, and document prior, current, and future college-level learning.

1. Describe strategies for independent and experiential learning.
2. Use strategies to surface prior experiential learning in personal, professional, and academic settings and integrate these experiences with new learning.
3. Demonstrate skills in planning, organizing, assessing, and documenting competence-based learning.

After completing this course, you will be able to:

- Use several strategies (including inductive and deductive reasoning, collaboration and generative interviewing) to identify tacit knowledge that you have gained from independent learning.
- Describe your experiences, articulate the skills, knowledge and capacities you gained from them and show the impact of this learning for you and/or others.
- Apply strategies for organizing and presenting independent learning.
- Identify learning experiences that you can use to meet degree/competence requirements.
- Prepare a learning showcase in which you identify core strengths and plan for future development of your learning.

3. Learning Strategies & Resources
Discussion, collaborative learning (including generative knowledge interviewing and peer feedback), and in-class workshops. At the end of this class, you will have a Learning Showcase portfolio that you will share with others electronically via Digication.

Readings:


Generative Knowledge Interview with Melissa Peet. (2014). Video available on course D2L site.


Independent Learning Pursuits (ILPs). (n.d.). *Writing Guide for SNL Students*. Retrieved from [http://snl.depaul.edu/student-resources/writing/Pages/default.aspx](http://snl.depaul.edu/student-resources/writing/Pages/default.aspx) and [http://snl.depaul.edu/student-resources/undergraduate-resources/Pages/ilps.aspx](http://snl.depaul.edu/student-resources/undergraduate-resources/Pages/ilps.aspx)


No textbooks will be required for this course.

**Suggested readings**


4. Learning Deliverables
   - Identifying and Organizing Key Learning Experiences Worksheet
   - Deduction and SNL Competence Statements Worksheet
   - Generative Knowledge Interview Report and Reflection
   - 4 Knowledge Snapshot Pages (first and final drafts)
   - Learning Showcase Portfolio
   - Active Participation in Classes

5. 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. See [http://snl.depaul.edu/student-resources/writing/Pages/default.aspx](http://snl.depaul.edu/student-resources/writing/Pages/default.aspx)

Consider visiting the Writing Center to discuss your assignments for this course or any others. You may schedule appointment (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](http://www.depaul.edu/writing).
6. Grading Criteria & Scale

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<thead>
<tr>
<th>Grading Category</th>
<th>% of Final</th>
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<tr>
<td>Class Participation</td>
<td>30%</td>
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<tr>
<td>Assignments except Learning Showcase</td>
<td>40%</td>
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<tr>
<td>Learning Showcase</td>
<td>30%</td>
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<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Grading Policies:** To complete the course, you must participate actively in class and complete each of the assignments as described in the course and submit them to your instructor by the assigned deadline. Points are deducted for late work.

This course is always assessed on a Pass/Fail basis. It may not be taken for a letter grade assessment. Therefore, work that might otherwise be assessed at grades A through C- will earn a Pass.

7. Course Schedule
This course consists of 5 modules over 5 weeks. Please pay close attention to assignment due dates. The following table outlines the course:

<table>
<thead>
<tr>
<th>Week, Module # and Title</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td><strong>Week 1, Module 1: What is Independent Learning and Why Should You Care?</strong></td>
<td>&quot;Habits of Mind&quot;</td>
<td>Introductions</td>
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<td></td>
<td>Casserly, Meghan, &quot;The 10 Skills that Will Get You Hired&quot;</td>
<td>Identifying and Organizing Key Learning Experiences</td>
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<td>&quot;Key Findings from 2013 Survey of Employers&quot;</td>
<td>Worksheet</td>
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<td>SNL Scavenger Hunt</td>
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<td><strong>Week 2, Module 2: Making Meaning from Experience</strong></td>
<td>Anne Lamott, &quot;Shitty First Drafts&quot; from Bird by Bird pgs. 21-27</td>
<td>Knowledge Snapshot Page 1</td>
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<td>Optional- A Guide to Giving and Receiving Feedback</td>
<td>Giving Peer Feedback</td>
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<td>Knowledge Snapshot Page 2</td>
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<td>Week 3, Module 3: Deduction, Meaning Making and SNL Competencies</td>
<td>Rury, John, &quot;Experience, Learning and Knowledge&quot;&lt;br&gt;Mary Erl Interview&lt;br&gt;ILP Section in Foundations of Adult Learning (FAL) Handbook</td>
<td>Brainstorming Using Deduction and the SNL Competence Statements&lt;br&gt;Knowledge Snapshot Page 3&lt;br&gt;ILP Discussion</td>
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<td>Week 4, Module 4: Collaboration &amp; Meaning Making through Generative Knowledge Interviewing</td>
<td>Generative Knowledge Interview Videos with Melissa Peet</td>
<td>Generative Knowledge Interviewing Discussion&lt;br&gt;Doing a Generative Knowledge Interview&lt;br&gt;Knowledge Snapshot Page 4</td>
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<tr>
<td>Week 5, Module 5: Your Learning Showcase</td>
<td>DePaul University Career Center Information on Career Portfolios&lt;br&gt;Electronic Portfolios at DePaul University</td>
<td>Presenting Your Learning Showcase&lt;br&gt;Showcasing Your Learning Discussion</td>
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8. **Course Policies**
This course includes and adheres to the college and university policies described in the links below:

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

**Course Drop Date – Exception:** Because this course is a late-starting course, students will have one week from the course start date to request an administrative withdrawal and a possible tuition credit.

9. **Course Resources**
- [University Center for Writing-based Learning](#)
- [SNL Writing Guide](#)
- [Dean of Students Office](#)

10. **Instructor Biographies**
See [https://snl.depaul.edu/faculty-and-staff/faculty-a-z/Pages/default.aspx](https://snl.depaul.edu/faculty-and-staff/faculty-a-z/Pages/default.aspx)