Syllabus – Spring 2014

Excluding textbooks, the information on this syllabus is subject to change. For the most up-to-date syllabus, check this site on the first day of classes.

Program Information

This is a three-credit undergraduate level course and is open to BGS and BPS students.

This course was developed by M. Carolina Orgnero S., Ph.D.

Course and Instructor Information

Course Title: Experiential Learning and Education (EDLR 3250)
Credits: 3
Format: Online via HuskyCT

Instructor: M. Carolina Orgnero

E-mail: Carolina.Orgnero@uconn.edu (After the first day of classes, students registered in the course should send messages to the instructor via HuskyCT Mail.

Availability: Unless otherwise noted, I will check into the course every weekday to monitor discussions and respond to HuskyCT Messages. Messages will be responded within 24 hours during weekdays and up to 48 during the weekends. If I expect to be away due to illness, travel or family obligations, I will make every attempt to notify you in advance.

Permission Requests:

This course is open to BPS and BGS students only.

Course Description

Experiential learning, personality characteristics. Learning as a life-long process, adult transition research. Professional communication: individually and in teams, virtual teams, professional networking and social media.

Course Materials

Students must have all required course materials before the first day of class.

These texts are available through a local or online bookstore. Please visit our page on buying textbooks for more information.

Required Materials:
Transformational Learning. [This booklet is available at the Co-op. The publisher Hay Group only sells packages. However, you may purchase an electronic version titled, “Kolb learning style inventory (LSI) - online” from the publisher.] If you purchased the online version, please make sure you saved the password to retrieve the information later.
Optional Materials:
Rosenwasser, D., & Stephen, J. (2011). Writing analytically (6th ed.). Boston, MA: Thomson Higher Education. [Please note that this book is a reference to further understand analytical writing. We do not regularly use it so if you do not buy it, it is fine. Thus, older editions of this book are valuable as well]. If you have questions, wait until classes begin.

Additional course readings and media are available within HuskyCT, through either an Internet link or Library Resources (Electronic Course Reserve/ECR).

### Course Requirements and Grading

The final course grade will be based upon the following course components:

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolios will be graded out of 18 points each. There will be three:</td>
<td>35%</td>
</tr>
<tr>
<td>• Portfolio #1</td>
<td></td>
</tr>
<tr>
<td>• Portfolio #2</td>
<td></td>
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<tr>
<td>• Final Portfolio</td>
<td></td>
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<tr>
<td>Participation activities will be graded out of 5 points each.</td>
<td>20%</td>
</tr>
<tr>
<td>Assignments will be graded out of 5 points each.</td>
<td>20%</td>
</tr>
<tr>
<td>Discussions will be graded out of 5 points each.</td>
<td>25%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Portfolios:** Portfolios in the course are graded out of 18 points. There are two short portfolios and one final integrating portfolio. In Portfolio #1, the focus is to summarize and analyze concepts that best characterize you as an adult learner. In Portfolio #2, the goal is to expand on the summary and analysis of learning processes with the inclusion of a style to format references. In this course, we follow the referencing format called APA (i.e., American Psychology Association). The Final Portfolio will integrate the content from both previous portfolios, as well as the insights gained from your self-assessments (and other assignments) to portray a picture of your learning as an adult learner. More details about each portfolio will be provided in HuskyCT.

**Participation:** Participation activities provide low stake opportunities to practice and develop skills. Each activity is graded out of five points. Details about each activity and its requirements are provided in HuskyCT. For full credit consideration, submit your work by the due date and address all requirements.

**Assignments:** Assignments are graded out of five points. Further details about each assignment and its grading criteria are provided in HuskyCT. For full credit consideration, submit your work by the due date and meet all criteria.

**Discussions:** Each discussion is graded out of 5 points. You are to submit a response to posed questions on a topic by a due date, as well as initiate questions and provide feedback to others. Most discussions are structured in steps designed to first engage you with content (such as readings) and then synthesize that information in a creative response to posed questions. For full credit consideration, you are asked to include evidence of each step in the process by a due date. Posts will be graded in terms of frequency and quality. Details about each discussion activity are provided in HuskyCT.

It is strongly recommended that you check the discussions in HuskyCT a minimum of three times per week, so that discussions do not accumulate and you can post and keep conversations going.
The final course grading scale is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Letter Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>73-76</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>63-66</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>60-62</td>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>&lt;60</td>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Due Dates and Late Submissions
The Course Schedule in HuskyCT lists the course’s important due dates and details the course schedule. Most work in the course will be due on Tuesdays. All course deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. You will receive partial credit for late submission of postings and the same applies to drafts and portfolios.

You are strongly advised to submit work BEFORE the due date so if you unexpectedly experience problems with your Internet server, modem, computer, software, application updates, etc. you can still work on your assignments and submit them on time. If problems persist, please go the nearest Uconn Campus or visit your local library to use local computers and achieve your tasks.

Group assignments have to be completed within the assigned timeframe as it is not possible to recreate those discussions among group members.

Life happens, we know that. In case you are experiencing unusual circumstances, you might be requested to provide documentation for it (e.g., police report (in case of an accident), medical note, visits to ER, etc.).

If you are experiencing a temporal problem, communicate with your instructor BEFORE assignments are due. Late submission of work will receive only partial credit or no credit at all, depending on the due date.

Feedback and Grades
I will make every effort to provide feedback and grades in a timely manner. To keep track of your performance in the course, refer to My Grades in HuskyCT.

During the course, you will receive written feedback. In addition, I am available for oral conferences via telephone or Skype, scheduled in advance. If you have questions to make an appointment, contact me in advance via HuskyCT Messages. Optional conferences may be scheduled throughout the semester; please schedule an appointment by sending a message using HuskyCT Messages.

Course Objectives

By the end of the semester, students should be able to:

- Describe key characteristics of the educated and expert adult learner.
- Explain how virtual teams impact communication and task achievement.
- Analyze the changing trends in the workforce landscape, such as the role of social media and the role adult learner’s play in their own professional development to remain marketable.
- Locate, evaluate and utilize information sources to substantiate personal claims and assertions.
- Present information formally (i.e. portfolios) and informally (i.e. course discussions) in a clear, organized and concise manner.
- Build life-long learning skills by focusing on feedback, critical thinking and self-evaluation.

### Course Outline

The content of this course is divided into three separate yet integrated units, which are further subdivided into modules.

**Unit 1: Educated and Expert Adult Learners**

**Unit 2: Professional Communication: Teams, Virtual Teams, and Critical Thinking**

**Unit 3: Professional Networking, Social Media, and Globalization**

### Course Content

**Introduction:**

With a device connected to the Internet, everyone has access to information. But what we do with it is what becomes the differentiating factor. In our class, what is common to all units is how we handle information: what we consume, what we produce, and what we even forward. For example, we analyze sources of information using critical thinking skills so we determine the quality and reliability of the information. We work on how to communicate information effectively in writing.

This class rests on three units, each of which is divided on weekly modules.

**Unit 1: Educated and Expert Adult Learners: Developing Life-long Learning Skills**

Educated adult learners have characteristics that allow them to fully grasp the implications of having a degree, as well as their responsibilities to better society. In this unit, we elaborate on what it means to be educated and how it paves the way for the development of expertise and life-long learning skills.

**Unit 2: Professional Communication: Virtual Teams and Critical Thinking**

Educated adult learners are recognized for the quality of their communications and contributions in face-to-face and online environments. They use critical thinking skills to sift through content. In this unit, we participate in virtual teams to experience this newest form of online communication. We delve into critical thinking to assess online content.

**Unit 3: Professional Networking, Social Media and Globalization**

Educated adult learners understand the transformations that the workplace is going through as a result of the impact of globalization and social media. In this unit, we analyze what educated adults need to know and do to remain marketable in this changing workforce.

### Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies and resources.

**Student Code**

You are responsible for acting in accordance with the [University of Connecticut's Student Code](http://www.community.uconn.edu/student_code.html), available at [http://www.community.uconn.edu/student_code.html](http://www.community.uconn.edu/student_code.html). Review and become familiar with these...
expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

- Academic Integrity in Undergraduate Education and Research
- Academic Integrity in Graduate Education and Research

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

- Plagiarism: How to Recognize it and How to Avoid It
- Instructional Module about Plagiarism
- University of Connecticut Libraries’ Student Instruction (includes research, citing and writing resources)

Netiquette and Communication

At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that you proof read all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, The Core Rules of Netiquette.

Adding or Dropping a Course

If you should decide to add or drop a course, there are official procedures to follow:

- Matriculated students should add or drop a course through Peoplesoft.
- Non-degree students should refer to the Registrar’s office Non-Degree page for more information.

You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the:

- Undergraduate Catalog
- Graduate Catalog

Academic Calendar

The University's Academic Calendar contains important semester dates.

Students with Disabilities

Students needing special accommodations should work with the University's Center for Students with Disabilities (CSD). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

The University of Connecticut's online course management system, HuskyCT, is a product of Blackboard, Inc. "Blackboard measures and evaluates accessibility levels using two sets of standards; Section 508 of the Rehabilitation Act issued from the United States federal government and the Web Accessibility Initiative (WAI) issued by the World Wide Web Consortium (W3C)." (Retrieved December 1, 2008 from http://www.blackboard.com/company/accessibility.aspx).
Software and Platform Requirements

- Word processing software
- Adobe Acrobat Reader
- PowerPoint Viewer
- Speakers
- Internet access
- Skype (optional)
- Microphone (optional)
- Telephone (optional)

This course is completely facilitated online using the learning management platform, HuskyCT. Ensure your Internet browser and browser settings are HuskyCT compatible by viewing the following settings information. If you have difficulty accessing HuskyCT, call the Learning Resource Center (LRC) at (860) 486-1187, or visit its online help (including instant chat) at http://lrc.uconn.edu/help.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.
- Run and access audio and video clips from the Internet.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the Office of Institutional Research.