
School for New Learning
DePaul University

LL 250 Foundations of Adult Learning

Draft Syllabus: Subject to Tinkering before the first class

Winter 2010

Faculty: Michelle Navarre Cleary, PhD
School for New Learning
Resident Faculty & Writing Coordinator
E-mail: mnavarr9@depaul.edu (best way to reach me)
Phone: 312-362-7301
Office: Room 1423, 14 East Jackson

Location: Loop Campus

Times/Dates: Wednesdays, 6:00 to 9:00 pm
Meets 1/6 – 3/10.

Welcome to Foundations!

SNL offers you the opportunity to tailor your education to your needs, interests and desires to an extent few schools are able to do. This freedom can be both exhilarating and terrifying because you are in charge and have a seemingly baffling array of options from which to choose. This class is designed to help you navigate these options by doing the following:

- o introducing you to the assumptions about education and learning that undergird SNL,
- o helping you identify how you learn best,
- o introducing you to resources and skills you will need to succeed in college,
- o familiarizing you with the options available to you at SNL so you can start to sort them and focus in on what best fits you,
- o coaching you through the process of planning your learning experiences at SNL,
- o helping you find your focus, and

- o introducing you to the fine art of filling out the many forms on which you will document your learning at SNL.

In addition to all of these things, Foundations is the beginning of my relationship with you. In Foundations, I learn about you and help you set your plan through SNL. After Foundations, I am your faculty mentor and will help you implement, revise when necessary and follow through on your plan.

About the Instructor:

While earning my PhD in Comparative Literature and Theory at Northwestern University, I learned how to write. Since then, I have been teaching writing (even when I am teaching other classes like Foundations). Before coming to SNL to join the faculty and coordinate the school's writing program, I was a tenured faculty member in the English Department of Olive-Harvey College, one of the Chicago City Colleges. At Olive-Harvey, I taught reading, literature and writing classes. I have delivered many papers and published a few articles on Early American literature, service learning, and the teaching of writing.

How to contact me: You can reach me via email (mnavarr9@depaul.edu) or voice mail (312) 362-7301. Whenever you'd like to set up a phone or face-to-face meeting, just let me know.

Competencies:

These competence statements represent the skills and knowledge you will demonstrate upon completion of Foundations.

L-2: Can use one's ideas and those of others to draw meaning from experiences

- Can identify relevant skills and attitudes needed to manage one's learning, assess one's current level, and identify areas for growth
- Can illustrate how one's emotions, attitudes, values and behaviors can promote and/or inhibit learning from one's experiences
- Can produce examples, or plans, for learning from experiences relevant to the competence framework
- Can demonstrate at least basic competence in narrative writing
- Can make connections between one's own ideas and the ideas of others, select appropriate stories and ideas to help clarify decisions about one's goals and plans

L-3: Can design learning strategies to attain goals for personal and educational development

- Can describe one's self as a learner using one or more models of adult and/or experiential learning
- Can articulate personal and educational goals and assess the gap between where one is and where one wants to be
- Can identify learning interests and competencies to be developed & construct a plan for achieving personal and educational growth

F-1: Can design a plan for development in one's Focus Area based on an analysis of elements that comprise the area

- Can set goals to be developed in the Focus Area
- Can demonstrate an understanding of current issues and trends within the Focus Area through research (reading, interviews, and/or other methods of inquiry)
- Can create a unified, well-articulated plan for achieving one's own Focus Area goals, based on research (reading, interviews, and/or other methods of inquiry)

Learning Experience:

A variety of instructional methods will be used in the course, including lectures, class discussions, work on a course wiki, small group work and individual conferences.

When you complete Foundations, you will have produced the following:

1. a comprehensive **Learning Plan**. This Plan will represent strategies for achieving the B.A. degree, and will include reference to both prior learning and future activities;
2. a detailed **Professional Goal and Action Plan** which describes the each student's area of specialization, its history, dilemmas, purposes, operational theories, and noted contributors. This analysis will address both the professional and discipline aspects of the field, and can be submitted for assessment by the Academic Committee for the Focus Area 1 competence;
3. a well formulated and researched proposal (**Independent Learning Pursuit**) which demonstrates how experience and research might be used to address a particular competence;

4. documentation of **prior accredited coursework** from accredited institutions, and plans for further independent learning projects (ILPs);
5. **Library tutorial.** This tutorial will not only help you start to research your focus area, it will also introduce you to the many resources available to you through DePaul's library.

Learning Teams :

A key feature of the learning experience in this course will be your work in small groups or teams. The class will be divided into several teams. Each team will be responsible for contributing to the learning of its members and of the class as a whole.

Required Texts and Course Materials:

From the Bookstore: Kolb, D. 1999. *Learning Style Inventory*. Hay Group, Inc. 0976649500.

Course wiki: <http://beyondfoundations.pbworks.com/> On or before the first week of class, you will receive an invitation to join this week. We will talk about how to use it in class.

From the web:

[Foundations of Adult Learning Resource Book](#)

(<http://snl.depaul.edu/WebMedia/StudentResources/FALbook.doc>) Please download and print this book.

[SNL Forms](#)

(http://snl.depaul.edu/StudentResources/Forms/Undergraduate_Forms.asp)

[The library tutorial](#)

(<http://library.depaul.edu/Services/OnlineInstruction.aspx>)

[E-reserves](#) (<http://eres.lib.depaul.edu/eres/default.aspx>)

[The DePaul Library](#) (www.lib.depaul.edu)

[The DePaul Writing Center](#) (<http://condor.depaul.edu/~writing/>)

[Writing Guide for SNL Students](#)

(<http://snl.depaul.edu/writing/index.html>)

Recommended Texts and Materials:

Frank J. Bruno's *Going Back to School: College Survival Strategies for Adult Students* (ISBN # 0-7689-0712-8) is geared toward adult students who

are returning to schools that cater primarily to younger students. Nevertheless, it has much helpful advice. I particularly recommend it if you are the first person in your family to go to college.

Graff, Gerald and Cathy Birkenstein Graff, *They Say, I Say: The Moves that Matter in Academic Writing* (ISBN# 978-0-393-92409-1) is short, readable and very helpful if you are feeling completely in the dark about how to write for college classes.

If you do not already have them, I recommend you purchase a copy of a standard style guide for academic citation (APA and/or MLA) and a college dictionary.

A large three-ringer loose-leaf notebook with lots of dividers and pockets, in which you keep all your work for Foundations. This will also serve as an organizer for your time at SNL and allow you to keep track of the competencies you have achieved and those you have yet to satisfy. In it you will keep such things as copies of transcripts, log sheets, approved assessment forms, drafts of ILP's, and an up-to-date Learning Plan/Narrative Transcript. It is essential that you keep copies of and document everything in an easily accessible way.

Criteria for Assessment:

This course is graded on a "Pass/No Pass" basis for each of three competencies. For employer reimbursement purposes, you may wish to use download the letter at the following link regarding DePaul policy on the pass/fail grade and its equivalence to A-level work: (http://snl.depaul.edu/WebMedia/StudentResources/pass_explanatory_letter.pdf).

At the end of the course, you will be asked to assess your own learning and that of your team members. I will use your assessment in my own assessment of your work and that of your team members.

The criteria for assessing your reading include: How regularly and carefully did you complete the reading assignments? How did your questions and comments in class or in your group discussions show that you understood the reading materials? How did your written work show that you understood the reading material?

The criteria for assessing your participation in class discussion include: Did you attend all sessions? How did your questions and comments advance your own learning and support the learning of others in the class?

The criteria for assessing your contribution to your learning team include: How did you support the learning of the other members of your team? How actively involved were you in your team's discussions, presentations and information gathering? Please use these criteria to assess the contribution of your team members to your learning and to the learning of your team.

The criteria for assessing your written work include: How does your written work show that you understand the issues of the course? Consider homework assignments, assessment forms for prior learning, Learning Plan, Professional Goal Setting and Action Plan. To what extent are you able to integrate relevant learning into your written assignments? To what extent are you able to apply the understanding and awareness you acquired to your decision making process? How clearly and concisely are you able to express your ideas in writing? For more detail on what I expect in your writing, see the [Grading Rubric for Papers at SNL](http://snl.depaul.edu/writing/Rubric.html) (<http://snl.depaul.edu/writing/Rubric.html>).

All SNL faculty are bound by the University's guidelines on academic integrity found in the Student Handbook.

Writing Help

For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SNL assignments and much more, see the [Writing Guide for SNL Students](http://snl.depaul.edu/writing/index.html) at <http://snl.depaul.edu/writing/index.html>. For on-campus and online tutoring, see the [DePaul University Writing Centers](http://condor.depaul.edu/~writing/) at <http://condor.depaul.edu/~writing/>.



What is the Writing Center?

All students are urged to utilize the Writing Center to discuss their assignments for this course or any others. For your convenience, writing groups have been established under the direction of the Writing Center on the Oak Forest, Naperville, and O'Hare campuses, meeting Saturdays from Sept. 26 to Nov. 14 at 10 am. You may also use our online services at your convenience, including Feedback-by-Email and IM conferencing (with or without a webcam). If you are able to use services at the Loop and Lincoln Park campuses, 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. 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. Bring your assignment handout and other relevant materials to your appointments.

What kinds of help does the Writing Center offer?

You determine the direction of the sessions. Tutors will help you understand your assignment and develop your paper's topics, thesis, and ideas. They can show you how to revise your paper and can teach you basic writing skills such as grammar, mechanics, summarizing, and paraphrasing. A tutor can also help you find, narrow, and support your thesis with prewriting exercises and by talking through your ideas to get started. Although tutors will help you with grammatical difficulties, tutors will not proofread your paper for you or speculate on what grade you might receive on that paper. Obviously, the tutors can't 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.

When should I use this service, and what should I bring?

The best way to use this service is to schedule your appointment with enough time to think about and use the feedback you'll receive. Always bring your assignment sheet, your paper or working draft (if you have one), and any source materials, such as an essay or book to which you are responding. If you have copies or drafts of a paper, bring your flash drive. During the session, expect to answer questions from your tutor about your paper topic, your writing process, or other issues regarding your assignment.

How do I request help?

When possible, the Writing Center accepts walk-in requests, but the best way to line up help is to use the Center's online scheduler, which confirms appointments in real time. You may schedule standing weekly appointments or schedule appointments (30 or 50 minutes) on an as-needed basis, scheduling up to 3 hours worth of appointments per week.

Quick Links and Locations

- For information regarding the Suburban Campus Writing Group program, visit <http://condor.depaul.edu/~writing/html/sched/suburbs.html>
- To schedule an appointment at the Writing Center's LPC and Loop locations: <http://condor.depaul.edu/~writing/html/sched/WCOnline.html>
- To schedule Real-time conversations with IM and/or webcam: <http://condor.depaul.edu/~writing/html/sched/im.htm>
- To request Feedback-by-Email: <http://condor.depaul.edu/~writing/html/sched/email.html>
- Loop Campus Office: 1620 Lewis Center, 312.362.6726
- Lincoln Park Office: 250 McGaw, 773.325.4272
- For more information, visit: <http://www.depaul.edu/~writing/>

Plagiarism:

In college, knowing why, when and how to cite sources is vital. By using sources appropriately, you participate in the scholarly community as you relate your ideas and experiences to those of others. When citations are lacking or incorrect, you weaken your paper by failing to clearly make

those connections. You also leave yourself open to charges of plagiarism which can have serious academic consequences.

DePaul University Plagiarism Policy: "DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details."

Students with Disabilities:

Students who feel they may need an accommodation based on the impact of a disability should contact either of us privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact us as early as possible in the quarter (preferably within the first week of class). If you are a DePaul student, make sure that you have contacted the:

- PLuS Program (for LD, AD/HD) at 773-325-4239 in SAC 220, or
- The Office for Students with Disabilities (for all other disabilities) at 773-325-7290 Student Center 307

SNL Attendance Policy: Attendance is mandatory in SNL courses. Students and faculty are expected to arrive on time, and to participate in every scheduled class session. Specific course policies can be listed in the course syllabus, and acceptance of the syllabus indicates agreement to policies outlined in that document.

Missing class makes assessment a difficult process, and all students who miss any class work are subject to grade reduction by the faculty.

Students who miss more than 10% of any given course are subject to failure.

Course Attendance Policy: A great deal of the work and learning of the course will take place in class. Therefore, it is necessary that you come to class, be prepared and participate. If you do miss class, it is your responsibility to find out what you missed. *All work must be handed in on time, whether you are in class or not.*

SNL Incomplete Policy: The student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course. Deadline for assignments are established and adhered to by the Faculty.

Two Notes:

1. Don't Panic: If you find yourself confused, stuck or falling behind, let me know right away so we can address the problem before it becomes unmanageable.
2. Adult learners can and should help design the learning experiences and demonstration of competence. You are encouraged to make suggestions on course process at any time during the quarter.

COURSE SCHEDULE

(subject to revision, check weekly agenda for most current schedule)

JANUARY 6TH: Introductions & Overview

Class member introductions
Course overview
Team selections
Preliminary in-class writing exercise
Learning Style Inventory

January 13th: Exploring Learning Styles and the SNL BA

Learning Styles
SNL's competence framework & you
Discussion of readings
Writing Summaries, Responses and Source Reports
Visit from the ASK Alumni Sharing Knowledge Program

Today we'll spend some time discussing the learning process in light of Kolb's cycle and other learning theories, using your own experiences as "test cases." We'll also look at the competence framework in more detail. We'll have a visit from the ASK Alumni Program.

Before coming to class, please do the following:

- Read chapters one and two in the Foundations book.
- Read Pat Ryan's essay "School for New Learning: Purpose and Philosophy" in chapter 10 of the Foundations book.
- The library workshops will be available beginning xxx. They are due by xxx.
- Complete your Kolb inventory.
- Read "[A Multiplicity of Intelligences: In tribute to Professor Luigi Vignolo](#)" by Howard Gardner.
- Check out [Vark](#), an alternative, free learning style assessment tool. (Continued by Pat Monaghan, 1999).
- Write a brief (one to two pages) essay in which you first compare and contrast the results of the Vark assessment, the Kolb interest inventory and the Gardner defined intelligences in which you excel and then reflect upon how you might put this self-knowledge to use.
- Optional Exercise: Time Management Exercises in Chapter 9 of the Foundations book.

January 20th: The Focus Area and Exploring the Library

The Focus Area (**Focus Area Team**)

The Professional Goal Setting Plan (PGAP) (**Focus Area Team**)
Researching the Professional/Focus Area—articles, interviews,
books, other sources (**Focus Area Team**)
The Role of the Professional Advisor (PA) and your Academic
Committee (**Academic Committee Team**)
Introduction to Learning Plan and Narrative Transcript (**Learning Plan
Team**)
Library overview and visit – We will go to the Library on the 10th floor
of the DePaul Center building, room 10028

We'll look more closely at the Focus Area—the different ways of
developing one, different starting points, and strategies for managing the
journey. We'll take some time to discuss the readings you did for this week.
We'll also talk about Professional Advisors and do some small groups
around networking.

Before coming to class tonight, please do the following:

- Read chapters five and eight in the Foundations book.
- Read Mike Rose's "I just wanna be average," on e-reserve from the Library.
- Read Gregg Collins's "Taking Lessons" on the Blackboard site.
- Write a one-paragraph summary of and a one-paragraph response to either the Rose or the Collins essay.

January 27th: Prior College Courses and "X" Competence Statements

Introduction to course transfer process: identifying competencies
you may have already fulfilled through college courses
More on the process for transferring non-SNL courses (**Course
Transfer team**)
TLA: what is it? what does it do? (**Course transfer team**)
Discussion of reading
How to write a competence statement (**Course transfer team**)

We'll be looking at the two ways for demonstrating competence with
non-SNL accredited college courses. We'll also talk about the TLA
committee and its function at SNL.

Before coming to class tonight, please do the following:

- Read chapter six in the Foundations book.

- Read and write a summary of and response to “Saved” by Malcolm X and “Exploring Self-Directedness in Learning” by Stephen Brookfield, both on e-reserve from the Library.
- Have located in the Library and done source reports on two possible sources for your PGAP.
- Bring transcripts of any classes you would like to transfer to SNL.

February 3rd: CLASS CANCELLED FOR INDIVIDUAL MEETINGS (14 East Jackson, 14th floor)

For your meeting, please have the following:

- Transfer Course Log sheets and assessment forms
- One interview report.
- A preliminary draft of your PGAP.

February 10th: Independent and Experiential Learning

Identifying competencies you may have already fulfilled through independent or experiential learning (**ILP Team**)

Identifying competencies you may wish to fulfill through independent learning (**ILP Team**)

What are the characteristics of an “independent learner”?

What is the process for demonstrating an ILP? For having them assessed? (**ILP Team**)

We’ll do some brainstorming about learning you may already have that you’d like to apply for demonstration of competence through the ILP process and go through some of the nuts and bolts of doing so.

Before coming to class tonight, please do the following:

- Read chapter seven in the Foundations book.
- Read the two-pages from Roger Shank’s *Coloring Outside the Lines* available on e-reserve.
- Read and write a one-paragraph summary of “The Need for a Theory of Experience” from John Dewey’s *Experience and Education* on e-reserve from the Library.
- Read and write a one-paragraph summary of “Experience, Learning and Knowledge” by John Rury in chapter 10 of the Foundation’s book.
- Have done source reports on two possible sources for your PGAP.
- Optional exercise: Complete the Making Meaning from Experience Worksheet in Chapter 9.
- Optional exercises: the Prior Learning Exercise in Chapter 9 of the Foundations book.

February 17th: Structured and Non-Structured Learning at SNL

Identifying the competencies you will need to develop at SNL

Selecting and taking classes at SNL and/or other universities/colleges

The Lifelong Learning Area (**Lifelong Learning Team**)

The Liberal Learning Area (**Liberal Learning Team**)

Discussion of readings

Looking at different learning options at SNL, we'll discuss what makes the most sense for you as an individual. We'll also discuss the readings and review your ILP proposal.

Before coming to class tonight, please do the following:

- Read chapters three and four in the Foundations book.
- Read "Practicing the Liberal Arts" by Corrine Lally Benedetto, "On the Outcome of a Liberal Education" by Morry Fiddler, and "Liberal Arts and Business: An International Perspective" by Miriam Ben-Yoseph. All of these essays are in chapter 10 of your Foundations book. Write a one-page reflection upon these essays in which you discuss how the liberal arts relates to your personal and professional goals.
- Have completed an ILP proposal (Use the ILP Worksheet in chapter 9)
- Have done a second interview for your PGAP.

February 24th: Research at SNL and PGAP and ILP workshop

Discussion of Research Seminar, Externship, and Advanced Project (**Research at SNL Team**)

PGAP, Transfer Course work and ILP Workshop

Discussion of Reading

We will discuss the composition, work of and choosing your academic committee. We'll also talk about the Research Seminar, Externship, and Advanced Project, paying special attention to the Externship and its important connection to FAL. We will work together to revise your ILP proposals and PGAPs.

Before coming to class tonight, please do the following:

- Read and write a summary of and response to "The Achievement of Desire" by Richard Rodriguez, available on e-reserve.
- Review the C section in chapters two, three and five of the Foundations book.

- Bring a completed draft of your PGAP to class, with annotated bibliography.
- Bring any transfer coursework forms you are working on
- Complete your PA Nomination Form.

June 3rd: The Learning Plan & Next Steps

Final steps in preparing the Learning Plan (**Learning Plan Team**)

Putting the Learning Plan together is the last step in the journey you've made this quarter and, if you've done all the steps, should be relatively straightforward (although the "should be" is open for speculation!). We'll discuss the "how to's" of getting everything in place for the Learning Plan.

Before coming to class, please do the following:

- Read pages 1 to 16 in *Peak Learning: Skills for Today and Tomorrow* by Ronald Gross on e-reserve and "Teacher's Classroom Strategies Should Recognize that Men and Women Use Language Differently" by Deborah Tannen on e-reserve. Write a summary and response to either one of these readings.
- E-mail me your completed PGAP.

June 10th: The First Committee Meeting & the end of FAL

Visit from advanced student

Scheduling the First Committee Meeting!

Reflecting on your Learning and Celebrate finishing FAL!

We'll talk a bit about the First Committee Meeting and getting it scheduled; I'll collect your finished work, and you'll get to complete your self-assessments. Then, we'll celebrate the end of the quarter.

Before coming to class tonight, please do the following:

- Complete your Learning Plan.
- Read Plato's "Allegory of the Cave" on e-reserve.
- Have any revisions of other work completed.