

## LL 250 Foundations of Adult Learning - Winter 2006

**Location:** O'Hare campus, Mondays, 6:30 - 9:30 PM.

### Instructor

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### Instructor's biographical abstract

Ludovic Comeau Jr. is a member of the resident faculty. He holds a Ph.D. in business economics, an MBA in finance and an MA in economics from the University of Illinois at Chicago (UIC), an MA in French Literature from the University of Chicago, and a Bachelor in business administration and a Law degree from the State University of Haiti. Prior to joining SNL, Dr. Comeau has taught various business and economic courses in the U.S. and in Haiti. He was awarded a *Fulbright Scholarship* to complete graduate work in the U.S. in the 1990s. He received the *Oscar Miller Award for Teaching Excellence* and the *Winifred Geldard Award for Outstanding Commitment to Excellence in Education* while teaching at UIC. He currently conducts research on the political economy of economic growth, which he has presented to numerous economic associations. He is also a Francophone novelist.

### Course objective

The purpose of this course is to help you understand SNL's educational philosophy –which fully acknowledges modern life challenges facing the adult student. This course will help you also grasp SNL's procedures and competence framework, and apply them in developing an educational plan for EFFICIENTLY attaining a Bachelor of Arts degree relevant to your goals. The *Foundations* course examines concepts of adult learning and their practical applications. It stresses learning through collaboration and fosters self-direction in learning and individual development. The goal is to help you understand the task you will undertake in becoming involved in learning and to prepare you to complete them successfully.

A primary outcome of *Foundations* is a comprehensive plan for your own program of study, a **Learning Plan (LP)**, which is to be reviewed at the **First Committee Meeting (FCM)**, whose scheduling is the other primary outcome of *Foundations*. In the process, you will learn about a model for learning from experience, and become familiar with SNL's competence-based approach and how it fits with the tradition of education. You will be able to practice many of the learning tasks that you will perform throughout your SNL program.

Because *Foundations* is so crucial for a good start at SNL, **full class participation is very important**. It involves consistent and timely attendance at the class sessions and actively contributing to class activities and discussions. The more you participate in class, the more you endow yourself for a successful career in the program, the better you will be able to take charge of your own learning.

**If you miss more than one class without prior arrangements to remain up to date, you might not be able to pass the course because the essence thereof is processed during class. If you must miss class, please communicate with a classmate before and after the session, and attend to your responsibilities accordingly.**

### Competencies

At the end of the quarter, you will demonstrate the skills and knowledge spelled out in the following competence statements (L2 and L3, and also F-1):

#### **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 basic competence in narrative writing
- Can make connections between one's own ideas and the ideas of others, and 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 professional goals and assess the gap between where one is and where one wants to be
- Can identify learning interests and competencies to be developed and 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)

To fulfill F-1, you will need to improve your **Professional Goal and Action Plan (PGAP)** into an essay where you go in much greater depth and breadth in researching and analyzing the main tenets of your focus area. Such essay will be submitted for feedback and, ultimately, approval to both me (your Faculty Mentor, FM) and your Professional Advisor (PA). This essay must be submitted by the end of this class, for F-1 to be had. But, in any case, the FM and the PA should already have it before the First Committee Meeting.

**Course Materials**

- *Foundations of Adult Learning Resource Book* (available at the school's website (re: the FORMS page of the website) at: <http://www.snل.depaul.edu/current/forms.asp>.)
- SNL forms are available at the school's website also.
- The instructor will also provide materials, throughout the quarter.
- Learning Style Inventory, on sale at the bookstore.

**Assessment**

A single Pass/Fail grade is given for all competencies in this course. If you do not have all the work necessary to demonstrate the competencies of the course turned in by the last class, you will receive a F. **AGAIN, YOU MAY FAIL THE CLASS IF YOU ACCUMULATE TWO OR MORE ABSENCES.**

**SNL's Policy on Incompletes**

*It is expected that students will complete course assignments and evidence by specified due dates within the quarter. In circumstances which the instructor determines to be exceptional, when a student is unable to complete required coursework by the established due dates, the student may request that a grade of Incomplete (IN) be issued. This request must be made formally, in writing, by completion of an IN Request Form that the student signs. The form specifies the final date by which all outstanding coursework must be completed (**WITHIN THE NEXT 2 QUARTERS**). Failure to submit outstanding work by the specified due date will result in an automatic grade change from IN to F for each enrolled competence, along with serious academic and/or financial consequences. **After the final submission deadline, the student will have no further opportunities to submit work for a passing grade.***

**Deliverables for the course**

- The Library Research Tutorial
- Transfer coursework
- Professional Advisor nomination form
- A Learning Plan
- A Professional Goal and Action Plan (with the Annotated Bibliography)

- An independent learning project that demonstrates knowledge of your focus area through various research (the F-1 ILP)
- Scheduling of the First Committee Meeting (FCM) by each and every student.

**About the Library Database Workshop:**

It is to be completed by the 6<sup>th</sup> week of the quarter, at the latest. It is an online workshop. Students use their own topic to work through the workshop and work at their own pace. Once they complete the entire workshop, their results are sent to a librarian who reviews their work and offers feedback. Students are able to email the "grader librarian" at any point during the workshop for assistance or advice. To find it, go to: <http://www.lib.depaul.edu/onlineinstruction.htm>

**COURSE OUTLINE**

<u>WEEK</u>	<u>TOPICS AND READINGS</u>	<u>ASSIGNMENTS</u>
	Readings are from <i>Foundations Resources Book (FRB)</i>	Assignments in <b>bold</b> typeface are mandatory for passing. The FRB can be consulted/downloaded at <a href="http://www.snل.depaul.edu/current/forms.asp">http://www.snل.depaul.edu/current/forms.asp</a>
<b>Week 1</b>	<b>INTRODUCTION AND ORIENTATION: THE SNL UNDERGRADUATE PROGRAM</b>	
Jan. 9	<b>TRANSFER OF NON-SNL COURSEWORK</b>	
	– Read FRB chapters 1, 2, 9 & 10	– Start the <u>PA selection</u> process – Start working on your <u>Prof. Goal &amp; Action Plan</u>
<b>Week 2</b>	<b>THE LIFELONG LEARNING AREA /// THE LIBERAL ARTS AREA</b>	
Jan. 16	<b>THE ACADEMIC COMMITTEE: PA SELECTION</b>	
	<b>LIBRARY INFORMATION SESSION:</b> Room and time to be announced.	
	– Read <b>FRB</b> chapters 3, 5, & 6	– Start working on the <u>Library Database Workshop</u>
	– Signing up for individual meetings	– Start <u>transfer coursework</u> process & <u>Learning Plan</u>
<b>Week 3</b>	<b>THE FOCUS AREA : BUILDING YOUR PROGRAM (THE LEARNING PLAN)</b>	
Jan. 23	<b>THE PROFESSIONAL GOAL AND ACTION PLAN (revisited)</b>	
	Read <b>FRB</b> chapters 4 & 8	
<b>Week 4</b>	<b>REVIEWING AND CLARIFYING ALL PRIOR TOPICS</b>	
Jan. 30	<b>LEARNING STYLE INVENTORY</b>	– Review all prior readings
<b>Weeks 5&amp;6</b>	<b>NO-CLASS SESSIONS: INDIVIDUAL MEETINGS WITH INSTRUCTOR (Groups 1 &amp; 2) (BUT EVERYBODY IS IN SCHOOL TO DO WORK!)</b>	
Feb. 6		
Feb. 13	– <b>FRB:</b> review AGAIN all readings	
	– <b>DEADLINE</b> to turn in <u>PA NOMINATION FORM</u>	
	– <b>DEADLINE</b> to turn in <u>TRANSFER COURSEWORK</u> materials	
<b>Week 7</b>	<b>INDEPENDENT AND EXPERIENTIAL LEARNING</b>	
Feb. 20	– Read FRB chapter 7	– Turn in <u>LEARNING PLAN</u>
	<b>MIDCOURSE EVALUATION</b>	– Turn in <u>PROF. GOAL &amp; ACTION PLAN</u>
<b>Week 8</b>	<b>TURNING THE PG&amp;AP INTO THE F-1 ILP</b>	
Feb. 27	– <b>FRB:</b> review all readings already assigned	
	<b>CLASS PROFILE EXERCISE</b>	– <b>Deadline</b> for <u>Library Database Workshop</u>
<b>Week 9</b>	<b>NO-CLASS SESSION: INDIVIDUAL MEETINGS WITH INSTRUCTOR (as needed basis)</b>	
Mar. 6	– <b>FRB:</b> review all readings already assigned	
<b>Week 10</b>	<b>FINE TUNING YOUR PROGRAM SETUP</b>	
Mar. 13	<b>SCHEDULING THE 1<sup>st</sup> COMM. MEETING</b>	– Turn in the <u>F-1 ILP</u> – Turn in all outstanding assignments

**EXERCISE: INTROD. TO ADULT LEARNING & LIBERAL ARTS EDUCATION**

**Week 11**  
Mar. 20

**FINE TUNING YOUR PROGRAM SETUP**  
**FIRST COMMITTEE MEETINGS**