

# LL250 Foundations of Adult Learning

DePaul University  
 School for New Learning  
 Spring Quarter 2009

O'Hare  
 Campus

Tuesdays

3/31/09 -  
 6/2/09

6:30-9:30  
 PM

Faculty: Kevin F. Downing Ph.D.

## Contact Information:

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Note: E-mail is the most rapid means of communication and answers to your questions. Phone messages will not be reviewed everyday.

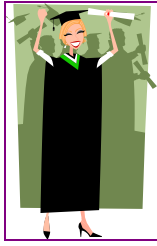
## Competencies Offered:



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



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



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

### **Relationship of this course to the Competencies**

This course supports the L-2 competence since a primary course goal is for you to take your prior learning experiences (e.g., courses, life experiences, job training etc.) and make them meaningful in the curriculum that you develop at SNL. This course directly supports the L-3 competence in that you will use research strategies building on the scholarship of others to develop a Professional Goal Statement and Learning Plan. The F1 essay and supporting evidence is developed during this course testifying that have designed a roadmap for your studies that will support development of your personal, professional and academic goals.

### **Course Description:**

The Foundations of Adult Learning course is offered for 3-competencies. The faculty member who teaches this course becomes the students' faculty mentor for the duration of their academic programs. During this course, students will learn how to submit learning from experience for competencies. They will complete a plan to achieve their learning and professional goals. They will also be working on a reflective portfolio on the Lifelong Learning Area that they will complete at their Final Committee Meeting. Students are encouraged to take this course early in their program. Students must successfully complete Learning Assessment Seminar and be approved for registration during the subsequent admission process to baccalaureate degree-seeking status.

### **Learning Outcomes:**

There are many topics, learning outcomes, and course goals for Foundations; foremost are: 1) a detailed program overview introducing the liberal arts and Lifelong Learning categories within the SNL undergraduate degree, 2) overview of the Focus Area category including formulation of an individualized Professional Goal Statement and Learning plan that integrates educational goals and objectives with professional and personal aspirations, 3) developing evidence of prior learning for college credit, 4) forming an Academic Committee, 5) reviewing student research activities 6) developing a structured course of study (Learning Plan) that considers the future of the 'Global Workplace', 7) initiating a learning portfolio to document learning activities and development through the program, 8) an overview of academic committee meetings, 9) introduction to administrative aspects of the program, and 10) completion of the F1 competence.

The Foundations course is demanding, challenging, and rewarding. Attendance and weekly persistence in completing work is especially important for maximizing your learning progress; therefore, attend all sessions and individual meetings. Welcome aboard and good-luck in developing and planning your professional goals, SNL undergraduate degree, and assembling your prior learning for college credit!

## About the Instructor: Kevin F. Downing, Ph.D.

Dr. Downing is an Associate Professor at DePaul University's college for adult learners, the School for New Learning. His research interests include the investigation of Miocene fossil mammals in the western United States and Pakistan, the character of small mammal diversity and paleoecology through volcanic disturbances and global cooling maxima, the record of stratigraphic and paleogeographic change during the Himalayan Orogeny, and online science learning. Dr. Downing has published widely in paleontology, stratigraphy, and online science learning. Dr. Downing received B.S. degrees in Astronomy and Geology from the University of Illinois at Urbana, a Master of Science in Teaching degree in Geology from the University of Florida, and a Ph.D. in Geoscience with emphasis in Paleobiology from the University of Arizona.

## Learning Resources:



- Textbook: **New Beginnings: Guide to Adult Learners, 3<sup>rd</sup> Edition** by Linda Simon; Prentice Hall, Copyright 2006; ISBN-10:0131958895 and ISBN-13: 9780131958890
- Foundations of New Learning Resource Guide (Available online) [http://www.snل.depaul.edu/StudentResources/Forms/Undergraduate\\_Forms.asp](http://www.snل.depaul.edu/StudentResources/Forms/Undergraduate_Forms.asp)
- Supplemental readings
- Blackboard Website/CD-ROM Supplements
- Library Resources
- Your fellow students and faculty mentor



## How your learning will be assessed



Foundations is a Pass-Fail Course and your final grade in Foundations will be based on your progress towards completing the outcomes of the Foundations course. This includes, but is not limited to the following deliverables and participation:

## Deliverables:



- Course transfer documentation for all non-SNL Coursework including the appropriate forms and documentation (this varies from student to student).
- Draft of an Independent Learning Project based on life experience
- Researching and writing a Professional Goal Statement
- Constructing an SNL Learning Plan/Narrative Transcript
- Nominating a Professional Advisor

- Developing Reading Analysis Essays (where requested)
- Completing the Library Exercise (where requested)
- Initiating a Learning Portfolio
- Developing an Academic Committee
- Holding a first committee meeting

## **PARTICIPATION**



- Students are expected to actively participate in class discussions of weekly topics.
- Students should demonstrate evidence of critical reviews of the readings for each week through discussion participation and assignments.
- Students are expected to keep scheduled one-on-one meetings and small group meetings with your instructor and classmates.
- Students are expected to hold a first committee meeting.

## **POLICIES:**



## **CLASSROOM ENVIRONMENT**

College is a special time to exchange ideas with fellow students and instructors. It is natural that individuals may disagree from time-to-time about topics/issues raised in a course. The instructor seeks to promote a vigorous exchange of ideas but require that students do this in a respectful manner.

For the courtesy of your fellow classmates, please turn-off your cell phone and do not eat food in the classroom. The instructor will provide a break near the middle of the session

## **ATTENDANCE POLICY**

Attendance is mandatory and essential. Two or more sessions missed will result in a "fail" grade for Foundations, not an "incomplete". The instructor should be notified of the circumstances for all absences prior to the class session. Copies of materials for a session may be accessed on the course's Blackboard site. It is ultimately your responsibility to obtain class materials for sessions missed. Graded work or handouts will not be FAXed to students. Students are expected to arrive to class on-time. Failure to arrive on time may result in the deduction of participation scores.

## **ACADEMIC INTEGRITY POLICY**

The instructor follows DePaul's policy on Academic Integrity on matters of student conduct including

issues of plagiarism. (Please see the student handbook for details at the DePaul website). Avoiding plagiarism is particularly important in Research Seminar because of the extensive use of other people's research and ideas. This course regularly utilizes the Turnitin® plagiarism detection software.

### **ELECTRONIC SUBMISSIONS POLICY**

It is acceptable to submit drafts of work as e-mail attachments. Submissions should be sent in the Word format. The final draft of your work must be turned-in as a hard copy.

### **INCOMPLETE GRADE POLICY**

Students are expected to finish the assignments of their courses in a timely manner. It is at the full discretion of the instructor whether a student shall be granted an incomplete grade in this class with the possibility of extended time for completion of class work. In order for a student to have an incomplete grade granted in this course, there must be a significant extenuating circumstance evidenced by the student (e.g., medical and or significant personal issues). As most students encounter pressures from work, elevated business demands will not be grounds for an incomplete grade. The student will need to initiate and file an SNL Incomplete grade contract before the end of the ninth session to receive an incomplete grade. The instructor may deny IN requests after this deadline. Students should be well acquainted with the deadlines for withdrawal from a course (both with and without a financial implication).

### **WITHDRAWAL POLICY**

In the rare instance where you may need to withdraw from the course, please review the University's policy on withdrawing (W grade) from a class: 100% tuition is charged after the 20% point is reached (e.g., after the 2<sup>nd</sup> session of the course has been held).

### **PROTECTION OF HUMAN SUBJECTS IN RESEARCH**

Demonstrating competence sometimes involves human interactions, including interviewing and or observing people outside of the course, discussing those interactions with class members and reporting on the interactions in written format(s). As such, these interactions qualify as human subjects research and are subject to University and Federal guidelines. Research which takes place in the context of this course is exempt from approval by the School for New Learning's Local Review Board *only under the following conditions:*

1. The data collected is *exclusively* for the purpose of class discussion and may not be used for any other purpose, whether during the course or at any time afterwards. If there is any possibility that the data could be used in further research or for publication, then students must obtain approval from the Local Review Board before beginning.
2. Students assess the risk of harm to the individual, whether physical, mental or social, and ensure that no harm does or could result from interviews, observations, discussion and/or reports.
3. The privacy and confidentiality of those interviewed, observed, or discussed in the course are protected. Unless the student receives written permission from an individual to use the individual's name, all names should be changed or eliminated, ensuring that identity cannot be determined from the data provided.

Written permission can be secured only through an *Informed Consent document*, which your instructor will help you develop, if appropriate.

For more information see DePaul University's Institutional Review Board Site.

### **FOR STUDENTS WHO NEED ACCOMMODATIONS BASED ON THE IMPACT OF A DISABILITY**

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor 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 the instructor as early as possible in the quarter, preferably within the first week of class, and make sure you have contacted:

- PLUS Program (for LD, AD/HD) at 773-325-4239 in the Schmidt Academic Center, room 220 or;
- The Office for Students with Disabilities (for all other disabilities) at 773-325-7290, DePaul University Student Center, room 307.

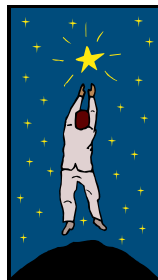
### **CHRONIC ILLNESS INITIATIVE**

The Chronic Illness Initiative (CII) provides access to higher education for students disabled by chronic illnesses that unpredictably increase and decrease in severity such as chronic fatigue syndrome, rheumatoid arthritis, lupus or illnesses requiring frequent hospitalizations. At SNL, staff and faculty are compassionate and committed to helping CII students achieve their educational goals. Contact CII at [CII@depaul.edu](mailto:CII@depaul.edu).

### **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/>

[In addition, consider adding the Writing Centers' syllabus supplement available here <http://condor.depaul.edu/~writing/html/fac/supplements.html>]



## Schedule of Topics

Session Activities	Readings in "New Beginnings" and Web links  (Should be completed before the session listed)	Readings In "Foundations Resource Guide"  (Should be completed before the session listed)
<p><b>Session 1: Orientation to Foundations</b></p> <ul style="list-style-type: none"> <li>• Introduction of Participants</li> <li>• Goals of the Foundations Course</li> <li>• Philosophies and Rationale of an Expansive Education</li> <li>• General Overview of the SNL BA programs</li> <li>• Liberal Arts Domains: Arts and Ideas, Human Community, Scientific World</li> <li>• Lifelong Learning Domain</li> <li>• X-Competencies</li> <li>• Student/Faculty Mentor Roles</li> <li>• Transfer Courses</li> <li>• <b>Class Profile Exercise</b></li> </ul>	<p>Chapter 1: Becoming a Student</p>	<p>Chapter 1. Introduction and Orientation to the School for New Learning</p> <p>Chapter 2. The SNL Undergraduate Program Overview</p> <p>Chapter 3. The Lifelong Learning Area (L1-L12) &amp; Competence Criteria for Assessment.</p>
<p><b>Session 2. Library Visit/Learning Styles/Transfer Work</b></p> <ul style="list-style-type: none"> <li>• Library Exercise</li> <li>• Assessment/Competence Defined</li> <li>• Process of Identifying Competencies</li> <li>• Various Forms of Evidence of Competence</li> <li>• SNL Competence Framework Details</li> <li>• Assessment/Assessment Forms</li> <li>• Drafting Competency Statements for Non-SNL Coursework Student</li> <li>• Finalizing your Course Transfers</li> </ul>	<p>Chapter 2. Assessing Learning Needs and Course Requirements.</p>	<p>Chapter 6. Transfer of Non-SNL Coursework</p> <p>Liberal Arts and Business: An International Perspective (see Readings Section)</p> <p>Review the contents of Chapter 9</p>
<p><b>Session 3: Individual Meetings (no class)</b></p>	<p>Chapter 3. Identifying College</p>	<p>Chapter 4. Liberal Learning Area &amp;</p>

Sign-up during Session 2	Resources.	Competence Criteria for Assessment
<p><b>Session 4. Liberal Learning (Arts) Area/ Independent Learning/Experiential Learning</b></p> <ul style="list-style-type: none"> <li>• Lifelong Learning Skills (LL-Domain)</li> <li>• Experiential learning/Self-directed growth</li> <li>• "Learning Cycles"/"Cognitive Styles"</li> <li>• Learning Styles/Interests</li> <li>• <b>Experiential Learning Analysis (Exercise)</b></li> </ul>	<p>Chapter 6. Strategies for Reading.</p> <p>Take the Survey: Memletics Learning Style Survey:  <a href="http://www.learning-styles-online.com/inventory/">http://www.learning-styles-online.com/inventory/</a></p>	<p>Chapter 7. Learning from Experience &amp; The Independent Learning Pursuit (ILP)</p>
<p><b>Session 5: Focus Area</b></p> <ul style="list-style-type: none"> <li>• Focus Area Structure</li> <li>• Professional Goal Statement</li> <li>• <b>Professional Goal Statement Exercise</b></li> </ul> <p><b>Constructing Focus Area Competencies Exercise</b></p>	<p>Chapter 8. Strategies for Writing.</p>	<p>Chapter 5. The Focus Area</p> <p>Job Outlook 2009</p> <p>Future of the Global Workplace</p> <p><a href="http://www.fastcompany.com/top-jobs/2009">http://www.fastcompany.com/top-jobs/2009</a></p> <p><a href="http://img.icbdr.com/images/about-us/pressroom/2009USForecast.pdf">http://img.icbdr.com/images/about-us/pressroom/2009USForecast.pdf</a></p> <p>Jobs During a Depression</p> <p><a href="http://www.ere.net/2009/01/05/are-you-prepared-for-a-jobs-depression/">http://www.ere.net/2009/01/05/are-you-prepared-for-a-jobs-depression/</a></p>
<p><b>Session 6: Academic Committee</b></p> <ul style="list-style-type: none"> <li>• Structure of the Academic Committee</li> <li>• Selecting and Nominating a Professional Advisor</li> <li>• The Committee Process</li> </ul>	<p>Chapter 4. Strategies for Managing Time and Stress.</p>	<p>Chapter 8. The Academic Committee</p>
<p><b>Session 7: Research At SNL</b></p> <ul style="list-style-type: none"> <li>• Developing and Writing Proposals</li> <li>• Research Seminar</li> <li>• Externship</li> <li>• Advanced Project</li> </ul>	<p>Chapter 7. Strategies for Research.</p>	<p>Chapter 3. (Review) The Lifelong Learning Area (L1-L12) &amp; Competence Criteria for Assessment.</p>

<ul style="list-style-type: none"> <li>Advanced Electives</li> <li>Mock Proposal Exercise</li> </ul>		
<p><b>Session 7: Learning Plan and Portfolio Development</b></p> <ul style="list-style-type: none"> <li>Purpose of the Learning Plan</li> <li>Developing a Portfolio of Learning</li> <li>How it should be organized</li> </ul>	<p>Appendix C: Financing Your Education.</p>	<p>See Chapter 2 again for discussion of the Learning Plan!</p>
<p><b>Session 8: Small Group Meetings (no large class)</b></p> <ul style="list-style-type: none"> <li>Review of Learning Status</li> <li>Group Questions</li> </ul>		
<p><b>Session 9: Work Completion -First Committee Meeting Week (no formal class) individual meetings upon request</b></p> <p>Students are responsible for completing their F1 competence this week</p>		
<p><b>Session 10: First and Final Committee Meetings and Looking Forward</b></p> <p>First Committee Meeting</p> <p>Mid-point Meeting</p> <p>Final Committee Meeting</p> <p>Summit Seminar</p> <p>Review of Learning</p> <p>Wrap-up</p>		