



DEPAUL UNIVERSITY – The School for New Learning (SNL)

LL250 – Foundations of Adult Learning

Fall 2009 ♦ O'Hare
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Dr. Holtz is a member of SNL's Resident Faculty. Her areas of interest include the actual act of research and characteristics of researchers; medical and research ethics and how creativity affects both teaching and learning in the sciences. Before joining DePaul's faculty, she conducted clinical and medical education research, and taught research methods and research ethics; since joining DePaul, she has authored the SNLOnline courses "Creative Brain," "Everyday Biomedical Ethics," "Chauvinism and the Quest for Science" and "Design of the Fittest," and offered the campus-based courses "Women of Science" and "Chronic Illness." Dr. Holtz has served on numerous research and curriculum committees at both the DePaul and SNL levels, and has published extensively in the clinical sciences, clinical education, and in distance learning and assessment in the sciences, including her 2008 book, "Online Science Learning: Best Practices and Technologies," with Dr. Kevin Downing.

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.

Before you begin the course, please read through this entire syllabus, so that you better understand how the assignments build on one another.

Competences Developed

- 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
- 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

Learning Strategies

Structured largely as a seminar, learning strategies are designed around reading, individual reflection on material read, interactive discussion on material and issues raised. Students are to provide constructive feedback to each other each week. This course is NOT a self-study course. This is a paced course and it is important that students keep up with the course activities and contribute to the course discussions.

Learning Outcomes

There are many learning outcomes and course goals for Foundations including:

- a detailed program overview introducing students to the liberal arts and Lifelong Learning categories within the SNL undergraduate degree,

- overview of the Focus Area category including formulation of an individualized Professional Goal Statement that integrates educational goals and objectives with professional and personal aspirations,
- developing evidence of prior learning for college credit,
- forming an Academic Committee,
- reviewing student research activities
- developing a structured course of study (Learning Plan),
- initiating a learning portfolio to document learning activities and development through the program,
- examining how to be a more effective learner, and
- an introduction to administrative aspects of the program.

Text and Resources

Texts

Simon, L. (2009). *New Beginnings: Guide to Adult Learners*, 4th Ed.; Prentice Hall. ISBN-10: 0137152302 and ISBN-13: 978-0137152308

Foundations of Adult Learning Resource Guide

Available at http://snl.depaul.edu/StudentResources/Forms/Undergraduate_Forms.asp

Transcripts

If you have transcripts from any college or university other than DePaul, you **must** have a personal copy (e.g. a copy you can bring to class) for each college or university. ***It is not the instructor's responsibility to provide copies from your DePaul file.***

Other Resources

Provided by instructor

How Your Learning is Assessed

Foundations is a Pass-Fail Course; final grades in Foundations will be based on progress toward completing the described outcomes of the Foundations course. This includes, but is not limited to, all of the following deliverables and participation in class discussions:

Deliverables

- Course transfer documentation/verification 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 your life experience
- Professional Goal and Action Plan
- SNL Learning Plan
- Professional Advisor Nomination Form
- Library Exercise & Scavenger Hunt
- Learning Portfolio
- Completion of the F1 Competence
- Confirmed Academic Committee

Note that ***all deliverables*** must be successfully submitted in order to pass this course.

Participation

- Active participation in class discussions of weekly topics.
- Evidence of critical reviews of the readings for each week through discussion participation and assignments.

- Keeping to scheduled one-on-one meetings and small group meetings with your instructor.

Attendance

Attendance is mandatory and essential. Two or more sessions missed will result in a "fail" grade for Foundations, not an "Incomplete." Your faculty member 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 students' responsibility to obtain class materials for sessions missed. No graded work or handouts will be faxed to students. Students are expected to arrive on time to class.

Assessment Criteria for ALL Writing Assignments

The best help available to you is The Writing Center (<http://condor.depaul.edu/~writing/>) and SNL's Writing Guide (<http://snl.depaul.edu/writing/Writing%20Help.html>). You are **STRONGLY** encouraged to contact The Writing Center immediately to learn how to access their help, so that you are prepared once your written products are due.

Policies

Disability Accommodations

Reasonable accommodations will be provided for students with disabilities on an individualized and flexible basis. The Office of Students with Disabilities (OSD) determines appropriate accommodations through consultation with the student. For certain learning disabilities and/or attention deficit disorders, the Productive Learning Strategies Program (PLuS) determines the appropriate accommodations. See the instructor for more information or call OSD at 773-325-7290 (phone) or 773-325-7296 (TTY); or call PLuS at 773-325-1677.

Personal note: You are not legally, ethically or morally required to inform me of any disability you might have. However, I am personally familiar with, and supportive of, the needs of those with disabilities, so encourage you to tell me, especially if you believe that your condition might affect your ability to successfully complete any portion of the course. I can't help if I don't know.

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. Faculty seek to promote a vigorous exchange of ideas but require that students do this in a respectful manner. For the courtesy of your fellow classmates, **turn off your cell phone.**

Academic Integrity

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.

Plagiarism: Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's.
- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
- The paraphrasing of another's work or ideas without proper acknowledgement.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If a instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion.

Electronic Submissions

It is acceptable to submit drafts of work as e-mail attachments. Submissions should be sent in MS Word® format and should not be sent as zipped files. The final draft of your work must be turned-in as a hard copy. **Back up all work done on a computer**; loss of electronic files is not an acceptable excuse for missing work.

Incomplete Grades

The intent of the Incomplete grade is to allow students extra time to complete their final assignments. This need arises because, *in the closing weeks of the course*, they have an event of significant magnitude that adversely affects their ability to complete the course, e.g. serious illness, death in the family, overseas deployment, or natural disaster.

You must request an incomplete grade in writing two weeks before the end of the quarter. Incomplete grades will be considered only after you have satisfactorily completed at least 75 percent of the coursework, and you have such an unexpected, uncontrollable event that prevents you from completing your course. Do not assume that you will qualify for an incomplete. Students who are failing the course at the point where they request an incomplete will not receive one, nor will they be granted after the end of the quarter. Incomplete grades are given at the discretion of the instructor.

If you do receive permission from the instructor to take an incomplete in the course, you will be required to complete a contract with the instructor, specifying how you will finish the missing work within the next two quarters (excluding summer). Incompletes not finished by the end of the second quarter (excluding summer) will automatically become an F grade on your transcript.

Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee.

NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four-week grace period before final degree certification.

Withdrawal

Students must abide by 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 2nd session has been held). Students must be aware of the final drop date (just after midterm) and, if not progressing satisfactorily, should consider withdrawing and enrolling in FAL at a more favorable time.

Protection of Human Subjects

For more information see: <http://research.depaul.edu/>.

Demonstrating the acquisition of competences in this course can involve “interactions”—interviewing and or observing other people—discussing those interviews or observations with other class members and writing them up in one or more final report(s). As such, these activities qualify as “research” with “human subjects” and are subject to University and Federal guidelines. Because it takes place in the context of this course, your research is exempt from approval by the School for New Learning’s Local Review Board only under the following conditions:

1. The information you collect is EXCLUSIVELY for the purpose of classroom discussion and will NOT be used after the term is over. If there is any possibility that you will EVER use it in further research or for publication, you must obtain approval from the Local Review Board before you begin.
2. You assess and ensure that no “harm”—physical, mental, or social—does or could result from either your interviews and/or observations or your discussion and/or reports.
3. The privacy and confidentiality of those that you interview or observe must be protected. Unless you receive specific permission, in writing, from the person(s) you interview or observe, please change their names, and make sure that their identity cannot be readily ascertained from the information you provide.
4. If you want to use real names and relationships, they must sign an “informed consent” document. For information on creating an “informed consent document” see, for example, <http://www.research.umn.edu/consent>.

Course Map*

**subject to change, per class needs*

<i>Session Activities</i>	<i>Readings in New Beginnings and Web Links/Blackboard</i> (To be completed before the session)	<i>Readings in Foundations Resource Guide</i> (To be completed before the session)
<p><i>Session 1: Orientation to Foundations (starting one week late)</i></p> <ul style="list-style-type: none"> • Introductions • Goals of the Course • General Overview of the SNL BA programs • Liberal Arts Domains: Arts and Ideas, Human Community, Scientific World • Lifelong Learning Domain • X-Competencies • Student/Faculty Mentor Roles • Transfer Courses 	<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) & Competence Criteria for Assessment.</p>
<p><i>Session 2. Library Visit/Learning Styles/Transfer Work</i></p> <ul style="list-style-type: none"> • Library Exercise (http://library.depaul.edu/Services/OnlineInstruction.aspx) & Scavenger Hunt (from instructor) 	<p>Chapter 2. Assessing Learning Needs and Course Requirements.</p> <p>Okezie, <i>Challenges of the Adult Learner</i></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</p>

<p><i>Session Activities</i></p>	<p><i>Readings in New Beginnings and Web Links/Blackboard</i></p> <p>(To be completed before the session)</p>	<p><i>Readings in Foundations Resource Guide</i></p> <p>(To be completed before the session)</p>
<ul style="list-style-type: none"> • Philosophies and Rationale of an Expansive Education • Assessment/Competence Defined • Process of Identifying Competencies • Various Forms of Evidence of Competence • SNL Competence Framework Details • Assessment/Assessment Forms • Drafting Competency Statements for Non-SNL Coursework Student • Finalizing your Course Transfers <p><i>Deliverable:</i> Library Exercise & Scavenger Hunt</p>		<p>9</p>
<p><i>Session 3: Individual Meetings (no class)</i></p> <p>Sign up during Session 2</p>	<p>Chapter 3. Identifying College Resources.</p>	<p>Chapter 4. Liberal Learning Area & Competence Criteria for Assessment</p>
<p><i>Session 4. Liberal Learning (Arts) Area/ Independent learning/Experiential Learning</i></p> <ul style="list-style-type: none"> • Lifelong Learning Skills (LL-Domain) • Kolb and Memletics Learning Styles • Experiential learning/Self-directed growth • “Learning Cycles”/”Cognitive Styles” • Learning Styles/Interests • Experiential Learning Analysis (Exercise) <p><i>Deliverable:</i> Course Transfer Forms</p>	<p>Chapter 6. Strategies for Reading.</p> <p>Critiques of Kolb http://reviewing.co.uk/research/experiential.learning.htm#training</p> <p>Memletics Learning Styles http://www.learning-styles-online.com/inventory/</p>	<p>Chapter 7. Learning from Experience & The Independent Learning Pursuit (ILP)</p>
<p><i>Session 5: Focus Area</i></p> <ul style="list-style-type: none"> • Focus Area Structure • Professional Goal Statement 	<p>Chapter 8. Strategies for Writing</p>	<p>Chapter 5. The Focus Area American Workplace: http://www.entrepreneur.com/tra</p>

<p><i>Session Activities</i></p>	<p><i>Readings in New Beginnings and Web Links/Blackboard</i></p> <p>(To be completed before the session)</p>	<p><i>Readings in Foundations Resource Guide</i></p> <p>(To be completed before the session)</p>
<ul style="list-style-type: none"> Professional Goal Statement Exercise Constructing Focus Area Competencies Exercise <p><i>Deliverable:</i> Draft BA Grid</p>		<p>dejourneys/article/166051343.html</p> <p>Salaries http://jobstar.org/tools/salary/sal-prof.php</p>
<p><i>Session 6: Academic Committee</i></p> <ul style="list-style-type: none"> Structure of the Academic Committee Selecting and Nominating a Professional Advisor The Committee Process <p><i>Deliverables:</i> Draft ILP, draft Professional Goal Statement</p>	<p>Chapter 4. Strategies for Managing Time and Stress</p>	<p>Chapter 8. The Academic Committee</p>
<p><i>Session 7: Research At SNL</i></p> <ul style="list-style-type: none"> Developing and Writing Proposals Research Seminar Externship Advanced Project Advanced Electives Mock Proposal Exercise <p><i>Learning Plan and Portfolio Development</i></p> <ul style="list-style-type: none"> Purpose of the Learning Plan Developing a Portfolio of Learning How it should be organized 	<p>Chapter 7. Strategies For Research</p> <p>Appendix C: Financing Your Education.</p>	<p>Chapter 3. The Lifelong Learning Area (L1-L12) & Competence Criteria for Assessment. (Review this Chapter again)</p> <p>See Chapter 2 again for discussion of the Learning Plan</p>
<p><i>Session 8: Work Completion Week (no large class)</i></p> <ul style="list-style-type: none"> Review of Learning Status Students are responsible for completing their F1 competence this week 		
<p><i>Session 9: First and Final Committee Meetings and Looking Forward</i></p> <ul style="list-style-type: none"> First Committee Meeting Mid-point Meeting 		

<i>Session Activities</i>	<i>Readings in New Beginnings and Web Links/Blackboard</i> (To be completed before the session)	<i>Readings in Foundations Resource Guide</i> (To be completed before the session)
<ul style="list-style-type: none"> • Final Committee Meeting • Summit Seminar • Review of Learning • Wrap-up <p><i>Deliverables:</i> Final hardcopies of all deliverables</p>		