

DePaul University  
School for New Learning  
Winter 2009

Syllabus:  
**LL 250 Foundations of Adult Learning**

Faculty: John Kimsey, Ph.D.  
Office: DePaul Loop campus, 25 E. Jackson  
Voicemail: (312) 362-5942  
E-mail: [jkimsey@depaul.edu](mailto:jkimsey@depaul.edu)  
Day/Time: Tuesdays, 1/6 – 3/17, 6:30 – 9:30 pm  
Location: DePaul Naperville campus, room TBA

**Competencies:**

- L-2 Can use one's ideas and those of others to draw meaning from experiences.
- L-3 Can design learning strategies to attain goals for personal and professional development.
- F-1 Can design a plan for development in one's Focus Area based on an analysis of elements that comprise the area.

**Course description:**

The School for New Learning is a unique institution and it offers adult learners a unique opportunity to become active agents in the educational process. The Foundations course is meant to help students understand the educational philosophy and procedures of SNL, and to apply these in developing a plan for attending a B.A. degree relevant to their goals. The course aims to enable students to:

- 1) understand the goals of a liberal arts education;
- 2) understand what it means to integrate a liberal arts education with a Focus Area concentration;
- 3) articulate personal and professional learning goals;
- 4) understand SNL program requirements and processes;
- 5) give thoughtful consideration to what it means to be an educated adult.

**Faculty:**

John Kimsey received his Ph.D. in English from the University of Illinois at Chicago. He teaches and writes about modern literature and popular music and serves as a member of the SNL resident faculty at the rank of Associate Professor.

**Learning Tools:**

Foundations of Adult Learning Resource Book (*FRB*), available online at [www.snل.depaul.edu](http://www.snل.depaul.edu) (Click to the Undergraduate page, then to “Forms,” and then find the *FRB* alphabetically, under F.)

Learning Styles Inventory packet, available at bookstore

Various readings, available at <http://library.depaul.edu> (under “Course Reserves”)

Library Research Workshop for Foundations, found online at <http://library.depaul.edu> (under “Online Workshops and Instruction”)

**Grading:**

Foundations is a Pass/Fail course. Your final grade will be based on your progress toward the expected outcomes of the Foundations course. (See the “Outcomes” section of the *FRB*.) This includes the following:

**Work to be completed by the end of the course:**

By the end of the course, students will have completed the following:

- 1) a comprehensive Learning Plan, including prior and planned learning;
- 2) a well researched Professional Goal and Action Plan regarding your Focus Area or (where applicable) a thorough status report on your exploration of a Possible Focus Area;
- 3) documentation of prior (non-SNL) coursework (where applicable);
- 4) the Professional Advisor nomination form or (where applicable), a description of the kind of professional advisor you are seeking;
- 5) the Library Research Workshop;
- 6) a five page essay on the topic, “What Does It Mean To Be An Educated Adult?”
- 7) journal entries (where requested);
- 8) an ILP assessment form.

All these materials should be kept in a Learning Portfolio which you will turn in at the end of the course.

In addition, it is expected students will participate actively in class activities; do the assigned readings by the appropriate times; demonstrate their familiarity with this material in class discussion; and attend class regularly and promptly.

Regarding the last point: In a course as concentrated as this one, regular, prompt attendance is essential. Students who miss more than one class session may be asked to drop the course. If you do miss a class, you must take responsibility for contacting another student to get notes and keep up with assignments. Choose a buddy now so you are prepared, in advance, to catch up with a fellow student on any missed classes.

### **Plagiarism and Academic Integrity:**

This course abides by the university's strictures against plagiarism and its policies on academic integrity as outlined in the DePaul *Student Handbook* (located online at <http://studentaffairs.depaul.edu/handbook>)

### **Plagiarism policy:**

See attachment at end of syllabus.

### **Incomplete policy:**

See attachment at end of syllabus.

### **Schedule of Topics and Readings**

Note: (FRB) = Foundations of Adult Learning Resource Book  
(E) = Reading is posted on Electronic Reserve at <http://library.depaul.edu>  
(When you get to the DePaul Library page, click on "Course Reserves". Then use the Instructor pulldown menu to find "Kimsey" and when the Kimsey page comes up, click on the title of this course. The password is LL250.)

### **Week One 1/8**

Introduction to course: goals and expected outcomes  
The Roadmap: the SNL framework and competence-based learning  
Opening discussion

### **Week Two 1/15**

Individual meetings in lieu of class session  
Bring transcripts and pertinent materials

Readings:

FRB, chapter 6, "Transfer of Non-SNL Coursework"  
"Pre-Approved Transfer Course List" on Forms page at  
<http://www.snل.depaul.edu/current/forms.asp>  
FRB, chapter 4, "The Liberal Learning Area," 63-80

### **Week Three 1/22**

Discussion: Adult Learning; Taking responsibility for your education

Learning styles: critical and reflective thinking

Connecting prior learning to the competence framework

*Submit:* Journal entry on Malcolm X; Journal entry on either Gelb or DeBono

Readings:

FRB, chapter 1, "Introduction and Orientation"

FRB, chapter 2, "The SNL Undergraduate Program Overview"

(E) Malcolm X & Alex Haley, excerpt from *The Autobiography of Malcolm X*

(E) Gelb, "Your Brain Is Much Better Than You Think"

(F) DeBono, "Lateral Thinking"

### **Week Four 1/29**

The Individual Focus Area

The Professional Goal and Action Plan

Continued discussion: What Is An Educated Adult?

*Submit:* Self-Assessment Exercise or Status Report on Exploring Focus Area Interests;

Journal entry on Perkinson; Journal entry on either Dickens or Strasser

Readings:

FRB, chapter 5, "The Focus Area"

chapter 8, "The Academic Committee"

(E) Perkinson, "The Educated Person: A Changing Ideal"

(E) Dickens, excerpt from *Hard Times*

(E) Strasser, "Beyond the Machine"

### **Week Five 2/5**

Using the library

Discussion: Work and Life

*Submit* interview and college catalogue writeups

*Begin working on* Library Research Workshop (Go online to [www.lib.depaul.edu](http://www.lib.depaul.edu), look under Services and click on "Online Workshops & Instruction".)

Readings:

(E) Dorman & Edidin, "Original Spin"

(E) Zuboff, "In the Age of the Smart Machine"

(E) Moore, "The Economics of Soul"

### **Week Six 2/12**

The Lifelong Learning domain: Research Seminar, Externship, Advanced Project Independent and Experiential Learning

Readings: FRB, chapter 3, "The Lifelong Learning Area"

*Submit* online Library Research workshop

*Begin working on* PGAP draft

### **Week Seven 2/19**

No class meeting

*Use time to complete Professional Goal & Action Plan*

**Week Eight 2/26**

The Learning Plan

*Submit Professional Goal & Action Plan*

*Begin working on essay: "What Does It Mean To be An Educated Adult?"*

Readings:

FRB, "The Learning Plan/Narrative Transcript"

**Week Nine 3/5**

Guest speaker; next steps: the First Committee meeting

Submit essay: "What Does It Mean To Be An Educated Adult?"

*Submit Professional Advisor Nomination Form (or PA Status Report)*

Further discussion of Learning Plan

Discussion of Learning Portfolio

**Week Ten 3/12**

Individual meetings in lieu of class session

*Bring in draft of Learning Plan*

*Work on worksheets for Externship & Advanced Project;*

*ILP assessment form; Any remaining transfer coursework*

**Week Eleven 3/19**

No class meeting

*Submit completed Learning Portfolio to SNL front desk*

**Suggested Format for Journal Entries**

For a given reading, fill up about a page responding to the following questions:

1. What is the reading about? (Be concrete and literal at this point; don't jump to "interpretation.")
2. Describe something from your own experience you are reminded of by the reading.
3. What is the most important passage in the reading? Why?
4. Which other reading seems most to agree with this one? Which reading seems most to disagree with this one? Explain your choices.
5. Pretend the reading is *not* about whatever you said it was about in #1. Pretend it's about something else, perhaps something hidden or unstated. What is this other thing that the reading is "really" about?