

SCHOOL FOR NEW LEARNING

**LL 250 FOUNDATIONS OF ADULT LEARNING
COURSE SYLLABUS**

Fall 2008/9

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Location: Oak Forest Campus

Times/Dates: Thursdays, 11 September – 19 November 2008

Course Description:

Foundations of Adult Learning is designed to introduce students to the concept of competence based education, to foster understanding of liberal arts disciplines and thinking methods, to begin the process of appraisal of prior learning including learning gained outside the classroom setting, and to describe the methods of evaluation used at the School for New Learning, particularly self assessment.

In this course, students and faculty share ideas about learning, about academic skills, and about the evolution of American higher education. Learners explore the history, meaning and uses of the liberal arts as an educational focus and review theories related to adults in the higher education environment. Students develop individual plans for completion of their undergraduate degrees, including information detailing learning experiences prior to enrolling in the School for New Learning.

Competences Offered:

The following competences are addressed in the Foundations of Adult Learning course:

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

Learning from Experience

- Can discuss elements of learning effectively from experience using the Kolb model of experiential learning;
- Can identify relevant skills and attitudes needed to manage one's learning, assess one's current level, and identify areas for growth;
- Can identify one's attitudes, values, and behaviors that can promote and/or inhibit making meaning from one's experiences;
- Can produce examples or plans for learning from experiences relevant to the competence framework.

Writing

- Can analyze short texts in terms of thematic content;
- Can draw on the work of one or two other writers.

Inquiry

- Can make connections between one's own ideas and the ideas of others.

Decision Making

- Can select appropriate stories and ideas to authenticate one's experience.

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

Learning from Experience

- Can describe one's self as a learner using the LSI (Kolb);
- Can articulate personal and professional goals and assess the gap between where one is and where one wants to be.

Writing

- Can write assessable competence statements;
- Can create an annotated bibliography that adequately summarizes and correctly documents sources (related to the Focus Area).

Decision Making

- Can identify learning interests and competencies to be developed;
- Can write a learning plan that is congruent with areas of interest and competencies for personal and professional growth.

Students will develop materials for the fulfillment of the Focus Area–1 competence. These materials will be reviewed by students' Academic Committees. Furthermore, students will define, research, outline, and draft an Independent Learning Pursuit for a Liberal Arts competence of their choice.

Course Requirements:

Assessment in Foundations will be based on fulfillment of course requirements listed below. In this course, students will gain an understanding of liberal learning, of competence based education, and of learning styles and their applications at SNL. **Please note that all sessions are necessary and required.** Participation is mandatory. For further information on SNL's participation and attendance policy, please see syllabus addenda below, and the SNL website www.snل.depaul.edu/ba. Students will produce the following evidence of their learning:

1. a comprehensive **Learning Plan** (see Chapter 2 of the Resources Book) This Plan will represent strategies for achieving the B.A. degree, and will include reference to both prior learning and future activities. This assignment is due Week 8;
2. a detailed **Professional Goal and Action Plan** (see Chapter 5 of the Resources Book) 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. This assignment is due week 6;
3. a well formulated and researched plan for the **Independent Learning Pursuit** (see Chapter 7 of the Resources Book) which demonstrates how experience and research might be used to address a particular competence. This assignment is due week 9;
4. documentation of **prior accredited coursework** (see Chapter 6 of the Resources Book) from accredited institutions. This assignment is due week 3;
5. **Library exercise.** This assignment is due week 7.

Expected Outcomes

Planning a curriculum at the School for New Learning requires a good understanding of the purposes and definition of the liberal arts. Furthermore, students will assess their individual learning styles in order to design programs which will meet their own needs. In evaluating academic skills through external- and self-assessment, students will gain insight on choosing educational experiences which will help them meet their current academic goals, and will also help prepare them for future academic endeavors.

Texts:

The Foundations of Adult Learning Resource Book is available on the forms page of the SNL website <http://www.snل.depaul.edu/current/forms.asp>. Reading assignments, policies, forms and general information can be found in the Foundations of Adult Learning Resource Book. Those readings not included in the Resource Book can be found on the Blackboard site for this

course or obtained from the instructor. Students must also purchase David Kolb's Learning Styles Inventory from the University bookstore. There are no course texts beyond these two documents. However in order to assure success in the SNL program, students should add the following books to their libraries:

- a college level dictionary;
- a college level thesaurus;
- a manual of English grammar.

These books will help in the development of studentship skills and will be of great assistance in the writing of papers, a major part of the School's requirements.

Course Calendar:

Only reading assignments are listed below. Other projects will be assigned in class. All documents must be written in standard English, typewritten, and submitted on schedule. The Foundations of Adult Learning Resource Book offers a collection of data and explanations on the School for New Learning curriculum. In it, you will find documents which will help you understand various aspects of the program and which provide you with guidance toward producing work at SNL. It also contains essential factual information. The Resource Book includes worksheets and planning documents which you will use in Foundations of Adult Learning and throughout your SNL experience. It is expected that you will have read this book in its entirety by the close of this course, and that you will continue to refer to it and to other SNL publications, such as the SNL web page www.depaul.edu/~snl/, and quarterly web registration documents for program news, updates, deadlines, or for other information which will help you to manage your Bachelor of Arts degree program.

Part One: Thinking in a Liberal Arts Culture

Session 1 – 11 September

Introduction and Orientation to the School for New Learning
The SNL Undergraduate Program Overview

Assignments

Read for next session *Foundations of Adult Learning Resources Book*, Chapters 1 and 2

Locate Copies of transcripts of previous accredited coursework, and transfer coursework logs from *Learning Assessment Seminar*

Session 2 –18 September

Learning Styles
Adult Education and its ramifications
The Life Long Learning Area
Learning in a Liberal Arts Environment

Assignments

Read for next session *Foundations of Adult Learning Resources Book*, Chapter 6

Work on your library exercise

Assignments

Read for next session *Foundations of Adult Learning Resources Book*, Chapters 3 and 4

Begin your library exercise

Session 3 – 25 September

Focus Area

The Professional Goal and Action Plan

Assignments

Read for next session *Foundations of Adult Learning Resources Book*, Chapter 8

Draft Focus Area competence statements and PGAP

All transfer coursework is due by this date.

Session 4 – 2 October

The Professional Goal and Action Plan Revisited

Session 5 – 9 October - No class

Building the Learning Plan: Transfer Courses

Independent Meetings

Have available for meeting:

Liberal Arts Transfer coursework forms

Ideas/Concerns about Focus Area

Draft of your Professional Goal and Action Plan

Assignments

Read for session 6 *Foundations of Adult Learning Resources Book*, Chapter 7

Draft your Learning Plan, including your transfer courses

Work on/Complete your library exercise

Part Two: Accomplishing Goals

Session 6 – 16 October

Independent Learning Pursuits (ILPs)

Academic Skills: Writing

Assignments

Read for session 6 *Foundations of Adult Learning Resources Book*, Chapter 5

Work on/Complete your library exercise

Your Professional Goal and Action Plan is due by this date

Session 7 – 23 October

The Academic Committee

Assignments

Re-read for next session *Foundations of Adult Learning Resources Book*, review Chapter 2

Your completed Library Exercise is due by this week

Session 8 – 30 October

Completing the Learning Plan

Assignments

Read Research Handout
Complete Learning Plan
Independent Learning Pursuit
Professional Goal and Action Plan
Focus Area Competence Assessment Forms

Session 9 – 6 November

Research at SNL

Assignments

Re-read: for next session *Foundations of Adult Learning Resources Book*, review Chapter 8

Your draft of your ILP assignment is due by this week

Session 10 – 13 November

Next Steps

Independent Meetings

Have available:

Completed Learning Plan
Completed Professional Goal and Action Plan
Completed Independent Learning Pursuit
Completed Professional Advisor Nomination Forms

First Committee Meetings must be held before the close of the Winter term (March 2009)

All Foundations assignment revisions are due no later than 13 November 2008

Learning Plan

Professional Goal and Action Plan (F-1 draft)

Prior non SNL Coursework Assessment Forms

Independent Learning Pursuit

Proof of Completion of Library Exercise

Addenda to Syllabus: Foundations of Adult Learning

1. Attendance/Participation Policy

All students are expected to attend and/or participate in all classes. Students are responsible for materials presented in class and/or via Blackboard.

2. SNL Incomplete Policy

Students must negotiate incomplete grades with faculty.

3. Library Workshop

An integral part of library instruction for the Foundations course is the SNL Library Research Workshop. It allows students, using a topic of their own choosing, to work through the basic library research process--from finding background information to identifying books in the online catalog to using electronic journal databases to finding career information and searching the Internet selectively.

- 1) A librarian will visit our class to conduct an instruction session in the library
- 2) Students should complete the online workshop by week 7 of the quarter. WHERE TO FIND THE WORKSHOP: From www.lib.depaul.edu, select STUDENTS, then under "Library Instruction" choose ACTIVITIES AND RESOURCES, and under "Workshops and Activities", choose SNL.
- 3) Students submit their work online and receive responses and feedback from the librarian who taught their live session in the library. Also, students can contact the librarian listed in the workshop if they run into technical difficulties.
- 4) As students successfully complete the workshop, notification will be sent to faculty.