

**LL 250 Foundations of Adult Learning  
De Paul University School for New Learning  
Fall Quarter 2009  
Tuesdays 9/15/09 through 11/24/09**

Arieahn Matamonasa, Ph.D.  
Naperville Campus, Office #235  
150 West Warrenville Rd.  
Naperville, IL 60563  
Phone: (312) 476-4364  
E-mail <[amatamo1@depaul.edu](mailto:amatamo1@depaul.edu)>

**Course Description-** Foundations is a challenging course. Students will be expected to be self-reflective and evaluative and will bring together aspects of their life histories, experiences, educational needs and career and personal goals within the structure and philosophy of SNL. Foundations of Adult Learning is the most important course in the SNL Program in that it facilitates student's ability to create a meaningful, self-directed plan for the completion of an individualized BA degree from the University. The course provides the *foundations* for a successful, supportive mentoring relationship, as well as, helping students understand the structure, philosophy and requirements of this unique and complicated program.

**Competencies-**

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

- A) Can discuss elements of learning effectively from experience using the Kolb (LSI) model of experiential learning.
- B) Can identify relevant skills and attitudes needed to manage ones learning, assess one's strengths and areas for growth.
- C) Can identify one's emotions, attitudes, values and behaviors that can promote or inhibit making meaning from one's experiences.
- D) Can produce examples and/or plans for learning from experiences relevant to the competence framework.
- E) Can demonstrate basic competence in narrative writing.
- F) Can make connections between one's own ideas and the idea's of others.

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

- A) Can describe oneself as a learner using the LSI and at least one other model.
- B) Can articulate personal and professional goals and assess the gap between where one is and where one wants to be.
- C) Can write assessable competence statements.

- D) Can create an annotated bibliography that summarizes and properly documents sources.
- E) Can identify learning interests and competencies to be developed.
- F) Can write a Learning Plan that is congruent with areas of interest and competences for personal and professional growth.

**F-1**

Students will begin to develop competency for F-1 during foundations as well. F-1 is typically awarded after successful review by the student's academic committee at the first committee meeting.

**Learning Strategies-** The course will involve a wide variety of learning strategies including: Instructor presentations, readings, small group discussions (on-line), class discussions (on-line) and phone conferences.

**Goals and Objectives and Requirements for a passing grade:**

Students are expected to complete the following assignments for a passing grade:

- 1) The transfer of all non-SNL coursework- (both on the pre-approved Log form AND Non-SNL assessment forms Log)
- 2) The Library Exercise
- 3) Professional Goal and Action Plan **-with an 8-10 item bibliography**
- 4) The selection of the Professional Advisor
- 5) All writing assignments
- 6) **Outline-** of an Independent Learning Project **-with a 5-item preliminary bibliography**
- 7) Learning Plan ("in-progress" narrative transcript)

This work prepares the student for the First Committee Meeting-

\*The First Committee meeting should be held by the end of the following quarter.

**Assessment-** Students will complete a self-assessment to determine successful progress and understanding of the competence framework.

At the end of the quarter the Faculty Mentor will complete the Competence Assessment for and submit it along with the grades.

This course is a Pass/Fail; however a letter grade is awarded for purposes of tuition reimbursement. A grade of IN - (incomplete) is only given in unusual

circumstances. In this event the students will sign a contract with the Faculty Mentor agreeing to complete all incomplete work by the end of the quarter or the “IN” grade automatically changes to an “F.”

### **Required Texts**

#### **Foundations of Adult Learning Resources (On-line)**

Coelho, Paulo (1995). **The Alchemist: a story about following your dream.** Harper Collins Publisher. ISBN # 0-06-250218-2

Kolb Learning Style Inventory (order through the on-line bookstore)

Other readings will be in the form of handouts and will be provided by the instructor.

### **Required Materials**

All transcripts (non-official) for non-SNL Courses! Course descriptions for all courses that are NOT on the pre-approved list! These are available from the college or university where the class was offered.

### **Additional Resources**

The DePaul University Career Center at [www.depaul.edu/cdc/](http://www.depaul.edu/cdc/)

Donna Del Guidice [ddelgiod@depaul.edu](mailto:ddelgiod@depaul.edu) is SNL’s Career Counselor

\*Key SNL forms on the Web- go to [www.depaul.edu/~snl](http://www.depaul.edu/~snl)  
First click on “programs” then “bachelor of arts” and lastly “forms”

SNL-Library Research Tutorial, at [www.lib.depaul.edu](http://www.lib.depaul.edu). Select Online Workshops and then SNL Foundations

Activities and Homework assignments are subject to change. The instructor will confirm assignments on blackboard

### **Section I** **The Basics**

The first section of the course is to provide students with a solid foundation of understanding of the SNL program’s philosophy, requirements, and structure.

Items-  
Overview of the program-

3 Main areas: Liberal Learning Area-  
Life-Long Learning Area-  
Focus Area-  
The Academic Committee- functions and responsibilities

Introductions and Course overview-  
Learning Partners and Formation of Learning Groups/Teams

- 1) "Keys to Success at SNL: a Rationale for ALL of our work this quarter!"
- 2) Overview of the competency framework and the Academic committee.

**Homework Assignments- (Due Next Class)**

**Read Your Foundations Book Sections I – II and VI and XI**

**3 Questions and Comments (QCs) Due**

**Focus Area Statement**

**YOU WILL NEED your transcripts for next week's class!**

**Section II**

**Learning Style, Assessment, Competencies and 'Growing Edges'**

This next section goes beyond the basics to enable students to evaluate how their learning style has impacted their prior learning experiences and may continue to influence their program at SNL. In addition, it provides students with an opportunity to transfer their coursework into the appropriate competencies and deepen their understanding of the Liberal Learning framework.

Transfer ALL Prior Coursework-  
LSI-  
Writing & Critical Thinking  
Library research  
The ILP

Collection of 3 QCs

**Instructor Review- "All the ways of demonstrating competency"**

Transfer Course Exercise

**Filling out the Log forms**

Transferring Non-approved Courses

Practice writing competency statements- Group exercise.

**Homework Assignments- (Due next week)**

**Complete all transfer work Log forms -  
Read Foundations Book Section III- Learning from Experience  
Prepare 3QCs  
LSI- Exercise and Explanation -**

**Homework –Read Foundations Book Section Research VII  
Read Handouts “Self Directed Growth & the Learning Cycle”  
And “Learning: the teacher wants us to be self directing”  
3QC’s  
Begin the Alchemist Part One- Write a summary of your thoughts and  
responses for group discussion in 2 weeks.**

**Instructor- “Researching the 2 bibliographies”**

- 1) Bibliography for the P.G.A.P
- 2) Bibliography for the ILP.

**Writing and Research-**

- 1) Self-assessment on writing Plus/Deltas
- 2) Overview of basic skills
- 3) Plagiarism and proper citation of sources- handouts and additional resources.

**Homework –**

**Be sure to complete the Alchemist Section One for discussion next week!**

Begin library Exercise- and research 2 bibliographies  
Begin First Drafts of professional goal and action plan  
Begin learning plan

### **Section III**

#### **Self-motivation and Direction**

This section consists of exercises designed to help students access their inner motivations and values and explore career and academic goals from an intrinsically oriented perspective.

First drafts of PGAP and LP for feedback  
Group Discussion – Main themes in the Alchemist  
Instructor Presentation: Following the Path which has Heart  
Guided Group Discussion: Who or what is driving you?

Values and Visualization Exercise- Journal responses

**Homework- Read the Alchemist Part Two**

Read Foundations Book Section IV- The Focus Area  
Continue researching and investigating the focus area  
Bring a list of possible Professional Advisors-  
Written Essay: Guided Questions (Provided by the instructor)  
Identifying and overcoming obstacles handout

## **Section IV**

### **Getting ready for Planning and Action**

This section builds on the previous activities to help students formulate and finalize their focus areas and learning plans.

**Instructor presentation- “Focus area possibilities- thinking out of the ‘box’”**  
**“Externship: Stretching your limits!”**

**Individual Meetings scheduled**

**Homework: Read Handouts on Transitions “a Lifetime of Transitions”**

Prepare final draft of the Professional Goal and Action Plan with Sources!

Prepare final outline/draft for the ILP.

Prepare AGENDA and list of questions for individual meeting Next week!

**Be sure to prepare your list of concerns or questions**

**Homework-**

**Complete the final drafts of Learning Plan**

## **Section V**

### **Next Steps**

In this next section students prepare their “next steps” and for their First Committee Meetings and identify strategies for support and success.

Next steps-In Groups

Annual Plan discussion and review in groups

Planning on group assessment and possible coursework

**Student self- assessment of the Check List**

Exercise – Plus Deltas- Students evaluation of the Course