

SYLLABUS
LL 250 FOUNDATIONS OF ADULT LEARNING
DePAUL UNIVERSITY
School for New Learning

Class meets Tuesdays, June 16-August 18, from 6:30-9:30 pm, at the South Campus (no live class June 30 or July 28; class conducted online those weeks via Blackboard).

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Course Overview

The purpose of this course is twofold: firstly, to assist you, the learner, in assessing your own experience and learning, and to identify from that assessment your most effective learning styles and methods; and secondly, to join this assessment with the competency framework of the School for New Learning in order to design a BA program plan suitable to your background and your goals. This twofold purpose reflects the mission and philosophy of the School for New Learning, which encourage lifelong learning in both traditional and nontraditional forms.

The objectives of the course are to enable learners to:

- become familiar with the traditions of a liberal education and the skills required for liberal learning;
- understand the nature and process of learning from experience and reflection, in order to become a more effective lifelong learner;
- learn SNL's competence-based criteria for demonstrating learning, and attaining a B.A. degree;
- identify relevant prior learning and prepare appropriate evidences;
- form clear educational goals and plans, and understand how to apply these to negotiations with your Academic Committee;
- understand how to develop and document prior learning; and
- understand how to use computer systems to enhance academic communication.

This course will be one of the most stimulating that you will take during your time at SNL. It may also be one of the most frustrating. The preparation of your learning plan is a unique experience, one which will challenge you mentally and

emotionally (it may challenge you spiritually and physically too). There is, by definition, no “one right way” to prepare an individualized study plan. Therefore you will find no formulaic answers to all of your questions. While this openness to individual learning is the most exciting part of the SNL program, it is also the most challenging. Please be aware that your instructor/advisor is a major part of your support team; however, you are the basis of your own learning, and the answers to your questions are found within.

COMPETENCIES

- LL-2 Can use one’s ideas and those of others to draw meaning from
LL-3 Can design learning strategies to attain goals for personal and educational development.

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EVIDENCE OF LEARNING

Outline of ILP (Independent Learning Project) paper

Library Workshop (online)

Learning plan

Online assignments and meetings

Professional Goal and Action Plan

Annotated Bibliography (part of Professional Goal-Setting and Action Plan)

All transfer forms and transfer logs if required

Other exercises and written assignments

OPTIONAL: If you intend to do any Independent Learning Projects (ILPs) to document prior learning, you will do a sample ILP during this class. If you do not do this project, you will create your Learning Plan using only college classes.

NOTE: Foundations is a pass/fail course; all of the above assignments must be completed to receive a “P” grade. Incompletes are not given in Foundations; if you suffer an emergency that causes you to fall behind in your work, speak to your mentor/instructor immediately and arrange to drop the class. You may be able to receive an “R” grade (“research in progress”). This is only permitted when at least 75% of the coursework has been done; all work that is due must be complete at the time an “R” grade is requested. It is not granted to students without significant work accomplished; it does not substitute for an Incomplete. If you receive an “R” grade, you have a limited amount of time to finish the work; if not satisfactorily completed, the grade automatically converts to “F.” If your grade becomes an “F” because you have not completed the work, you must take the class over.

Learning Tools:

Foundations of New Learning Resource Book (online; please download and print, as text will be used in class).

Callings: Finding and Following an Authentic Life, by Gregg Levoy.

REQUIRED INTERNET ACCESS

So that students may become adjusted to requirements of online learning, two weeks of this class will be conducted online. In addition, students will submit most work online. You will learn to use the Turn-it-in and Blackboard systems in this class. Thus reliable and consistent internet access, and ability to use email, will be necessary for all students.

INFORMATION ON CLASS SESSIONS

The class meets for six three-hour sessions; in addition, each learner meets online with instructor and students for two sessions in order to become familiar with SNL's online learning environment. One session is set aside as a working time where students will finish work and consult with faculty mentor. Each session—whether live or online— involves individual reflection, group work, and orientation or instruction. Given the complex material that will be covered, attendance in class is of vital importance; if you are absent more than twice, you will be asked to drop the class. This includes online classes and individual meetings, which are required. In addition, you are responsible for all work to be done during any missed session, so please contact a classmate before any missed classes so that you are assured of getting handouts and assignments. There will be a significant volume of work to be done in this class, so try not to procrastinate or fall behind. Finally, continual tardiness (defined as arriving 1/2 hour or more late) is not acceptable; we begin work promptly at the designated time. Students who are tardy more than twice will be urged to drop the class.

OUTCOMES OF FOUNDATIONS OF ADULT LEARNING

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

EXPECTED OUTCOMES:

- 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.
- Can demonstrate at least basic skill in narrative writing

- Can make connections between one's own ideas and the ideas of others.
- Can select appropriate stories and ideas to authenticate one's experience (as related to the Focus Area)

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

OUTCOMES

- Can describe one's self as a learner using the LSI and at least one other model.
- Can articulate personal and professional goals and assess the gap between where one is and where one wants to be.
- Can write assessable competence statements.
- Can create an annotated bibliography that adequately summarizes and correctly documents sources (related to the Focus Area)
- Can identify learning interests and competences to be developed.
- Can write a learning plan that is congruent with areas of interest and competences for personal and professional growth.

CLASS SCHEDULE

This agenda is an outline of what will be covered in the Foundations class. Given the individualized nature of SNL instruction, it is likely that there will be changes as student need demands. NOTE: Given recent changes in Learning Assessment Seminar, some of the following assignments will not be relevant to individual students. You will not have to hand in work if it has already been handed in and processed. However, if your LAS instructor gave work back to you for completion, it must be completed in Foundations.

Session 1, June 15:

Welcome and introductions
 Course overview/syllabus review
 Questions/concerns
 Blackboard instruction.

Session 2, June 23:

What is competence?
 What is college-level learning?
 Groups assigned for textbook reports.
 Liberal Learning areas
 The Kolb cycle of learning
 Kolb Learning Assessment test.

Session 3, June 30:

THE WEEK'S CLASS WILL BE CONDUCTED ONLINE.

You will be given specific assignments to complete on the Blackboard system. You do not need to be in class at the same time as your fellow students but must be online every day during the week, as a new question will be posted daily.

Session 4, July 7:

Introduction to research/library skills (conducted by librarian who will assess your Library Workshop).

Session 5, July 14:

THE WEEK'S CLASS WILL BE CONDUCTED ONLINE.

You will be given specific assignments to complete on the Blackboard system. You do not need to be in class at the same time as your fellow students but must be online every day during the week, as a new question will be posted daily.

Session 6, July 21:

Independent Learning Project overview and preparation

Session 7, July 28:

THE WEEK'S CLASS WILL BE CONDUCTED ONLINE.

You will be given specific assignments to complete on the Blackboard system. You do not need to be in class at the same time as your fellow students but must be online every day during the week, as a new question will be posted daily.

Session 8, August 4:

Student reports.

The Learning Plan/narrative transcript

Professional goal setting and action plan

Professional Advisors and academic committees

Session 9, August 11:

WORK WEEK.

This is the time for you to complete all your work for this term.

Session 10, August 18:

University values and responsibility of University

Your next steps

End of coursework.

Course evaluations

ALL WORK DUE: Learning plan, Professional Goal & Action plan with Annotated Bibliography, Independent Learning Paper (if intending to do ILPs). Please hand in hard-copy.

