

**LL 250 Foundations of Adult Learning**  
**Fall 2007**  
**Loop Campus**  
**6:00-9:00 Tuesday Nights**

*Learning is a treasure which accompanies its owner everywhere.*  
--Chinese Proverb

**Faculty:**

Ann Folwell Stanford, Ph.D.  
School for New Learning, 25 E Jackson, Chicago, IL 60604  
312-362-5498 (direct phone line)  
312-362-8809 (fax)  
[astanfor@depaul.edu](mailto:astanfor@depaul.edu)

**Class Time:** Tuesdays, 6-9 pm

**Texts & Materials:**

From the Bookstore:

*Learning Style Inventory*

On Blackboard: Go to [www.oll.depaul.edu](http://www.oll.depaul.edu) . Click **Login** then enter your username and Campus Connect password. Go to the Blackboard for Foundations. Here you will find all other course documents such as the syllabus and the *Foundations of Adult Learning* text. Readings assigned in class will be available through eReserve, accessed via Blackboard.

From the web: SNL Forms can be accessed from: [www.snل.depaul.edu/current/ba.ArtsForms.asp](http://www.snل.depaul.edu/current/ba.ArtsForms.asp)  
Library Tutorial: <http://www.lib.depaul.edu/onlineinstruction.htm>

**Course description:**

Foundations of Adult Learning (FAL) provides you with the opportunity to plan your educational future, based on your goals and SNL's requirements. You will plan your learning within the context of SNL's competence framework.

If you follow through on your assignments, at the end of this quarter, you will have:

- produced a working draft of your **Learning Plan**
- identified and **transferred appropriate coursework** from accredited colleges as demonstration of competence
- written a detailed outline and/or draft essay of an **independent learning pursuit** to be used for specific competence credit
- demonstrated knowledge of your **focus area** through research & writing
- demonstrated an understanding of your individual **learning style** by taking and discussing the Learning Style Inventory
- identified a **professional advisor** after having written a **Professional Goal and Action Plan**
- set the date for your first committee meeting

**About your instructor:**

I've been at SNL since the summer of 1990 as a resident faculty member. I received my MA and PhD in English from University of North Carolina at Chapel Hill in 1990 and this summer received an MFA (Masters of Fine Arts) in poetry from the Warren Wilson low residency creative writing program. I designed and taught the Women, Writing and Incarceration externship and the Studies in El Salvador service-learning travel course (with Tom Drexler). I also teach courses in creative writing and others in

various types of literature (particularly by women). I've written a book (Bodies in a Broken World, UNC Press, 2003) and have another one under review at a press. I returned to school in my 30s to get my BA and just couldn't stop.

### **Competencies**

These competence statements (L2, L3, and F1) represent the skills and knowledge you will demonstrate upon completion of FAL. To make clearer what we mean by those statements, however, we have broken them down and provided "criteria for assessment," which simply means that each statement is like a wide umbrella sheltering many more specific abilities and knowledge. The more specific we are, the better we—you and SNL—are able to make sure you are learning what you need to learn. Thus, you will be working to demonstrate three competencies—we have the statement for each as well as what we call "criteria for assessment," which means that these are the criteria by which you and we may mark progress in your learning.

**YOU DO NOT NEED TO HAVE THESE SKILLS OR THIS KNOWLEDGE NOW—THAT'S WHY WE HAVE TEN WEEKS . . .**

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

- Can identify relevant skills and attitudes needed to manage one's learning, assess one's current level, and identify areas for growth
- Can illustrate how one's emotions, attitudes, values and behaviors can promote and/or inhibit learning from one's experiences
- Can produce examples, or plans, for learning from experiences relevant to the competence framework
- Can demonstrate at least basic competence in narrative writing
- Can make connections between one's own ideas and the ideas of others, select appropriate stories and ideas to help clarify decisions about one's goals and plans

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

- Can describe one's self as a learner using one or more models of adult and/or experiential learning
- Can articulate personal and educational goals and assess the gap between where one is and where one wants to be
- Can identify learning interests and competencies to be developed & construct a plan for achieving personal and educational growth

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One of the features of the SNL curriculum is the student-designed Focus ("F") Area. When you register for Foundations you will register for the first Focus Area competence. F1, as well as for L2 and L3). Please note that this is the only time you will register for three (3) competencies for one course.

#### **F-1: Can design a plan for development in one's Focus Area based on an analysis of elements that comprise the area**

- Can set goals to be developed in the Focus Area
- Can demonstrate an understanding of current issues and trends within the Focus Area through research (reading, interviews, and/or other methods of inquiry)
- Can create a unified, well-articulated plan for achieving one's own Focus Area goals, based on research (reading, interviews, and/or other methods of inquiry)

#### **Evaluation and Grading:**

FAL is graded as a Pass/No Pass course. Passing the course will be based on class participation (attendance, comments, and listening skills), completion of assignments, and your completing each of the assignments and final products that I outlined above. The competencies will also be assessed through our interactions in and out of class.

**Incompletes:** If you cannot complete the course in the ten-week time frame of the quarter, you may request an Incomplete and submit a contract stating when you will complete the coursework. I cannot submit an

Incomplete unless I have this signed contract. If you disappear from class or do not complete all required assignments you will receive an F unless an Incomplete has been arranged. .

**Attendance:** Since much of the substance of the course is presented and developed in class, your attendance and participation are critical. If you must miss a class, please make arrangements with a classmate to get notes and assignments, and let me know in advance. We will have at least one individual meeting in lieu of class to further help you plan your degree programs and answer questions. **Missing two or more classes is serious and I may ask you to drop the class.**

**Academic Integrity Policy:** It's a fundamental expectation in academic life that work that you claim is yours is actually yours. Why? It's a matter of ethics—giving credit for ideas to the person who generated them. We'll discuss conventions for citing the work of others during the quarter, but if you have any questions about what is acceptable, please ask. This course will be conducted in accordance with the University's guidelines on academic integrity. Please refer to the following website for a definition of plagiarism and DePaul's code of conduct: <http://studentaffairs.depaul.edu/handbook/code16.html>

**For help with writing** please go to SNL's writing website, which includes samples, how-to's, what to do when you can't come up with ideas, all kinds of good stuff: <http://snl.depaul.edu/writing/index.html>.

Later, when we work in Independent Learning Pursuits, go here for a sample and further directions for writing them: <http://snl.depaul.edu/writing/ILPs.html>.

### Weekly Schedule

(This is likely to change as we find ourselves changing and learning from each other; I've provided it to give us a general road map. *Each week I'll hand out a specific agenda for that evening with the week's homework assignments.*)

#### Week 1: Introductions & Overview

- Class member introductions
- Course overview
- Overview of the competence framework
- Time Management

#### Week II: Learning: How is the way I learn different from the way you learn?

- The Kolb Learning Cycle & other learning style models
- Assessing what we know
- Connecting prior coursework to the competence framework
- Independent Learning Projects: How do you construct knowledge from experience?
- Designing an independent learning project

#### Week III: Finding Out

- Library Workshop
- How theories help us understand experience
- More on the ILP
- Malcolm X discussion
- Writing competence statements
- A brief introduction to Dewey, Robertson & Whitehead

#### Week IV: What is college level learning?

- Dewey, Robertson & Whitehead
- Screening of "Shirley Valentine"
- Small group exercise on "SV" and prior learning assessment
- Review of your ILP projects
- Due: All transfer coursework**
- Due: Library Tutorial**

**Week V: NO CLASS TODAY: Instead we will have individual meetings throughout the week**  
**Due: First 3 steps of your ILP paper (via email)**

**Week VI: What are my learning and professional goals?**

Setting personal and professional learning goals  
Masks exercise  
Introduction to the Focus Area & the PGAP  
Interviewing and network building  
**Due: The next steps of ILP (as outlined in ch. 7)**

**Week VII: What are my goals for the future? What skills and knowledge do I need to develop to achieve them?**

Professional Goal and Action Plan  
Designing your Focus Area  
Choosing a Professional Advisor  
**Due: Draft of Independent Learning Paper & the ILP assessment form**

**WEEK VIII: How will I develop the skills I need for my personal and professional goals?**

Planning for Future Learning  
Travel as a learning experience  
Graduate School

**Week IX: How Can I use some of SNL's requirements to help me achieve my goals?**

Lifelong Learning Domain  
Externship  
Advanced Project  
**Due: Professional Goal and Action Plan**

**Week X: How can my academic committee help me with my goals?**

First Committee Meeting  
The Challenge of Independent Learning

**Week X1: No Class**

**Due: Learning Plan/Narrative Transcript**  
**First Committee Meeting Date & PA Nomination Form + PA resume**