

To complete this course you will need to access the resources in your online course

## DePaul University—School for New Learning

### LL250: Foundations of Adult Learning (Online), Winter 2007

#### Competences

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

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

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

#### Credits

6 credit hours

#### About the Instructor

See the [Instructor's profile](http://oll.depaul.edu) on the Blackboard site at <http://oll.depaul.edu>.

#### Useful Contacts

- School for New Learning Center for Distance Education: [support@snlonline.net](mailto:support@snlonline.net). Response time is within 24 hours.
- Blackboard Help: [Blackboard@depaul.edu](mailto:Blackboard@depaul.edu).

#### Course Description

Welcome to Foundations of Adult Learning! "Foundations" is a course in which you will engage in further self-reflection about yourself as a learner, consider the School for New Learning's particular philosophy and practice of adult education, and develop your plan for learning here at SNL. In the process, you will learn further about the opportunities, resources, and options available for you to meet degree requirements and achieve your professional goals.

The primary outcome of Foundations is a comprehensive plan for your own program of study. In the process of developing this Learning Plan, you will learn about a model for learning from experience. You will become more familiar with SNL's competence-based approach and how it compares with traditional educational approaches.

Each person enters Foundations at a unique point in his or her history. Some adult learners have been in college before; others have not. Some have advanced to high levels on the career ladder; others are reentering the job market. Some are well into middle adulthood; others are still under thirty years of age. However diverse your classmates are, all are here to discover more about themselves as learners and to create Learning Plans that will work for them.

The course's text, [\*The Foundations of Adult Learning Resource Book\*](#), contains materials that you will use throughout your SNL career. The sections, forms, exercises, and readings will help you plan specific phases of your degree program, as well as introduce you to theories of learning and ideas about the liberal arts. In this course you will read and become familiar with the contents of this book, but it is a reference that you should consult frequently beyond the course and as you enter into subsequent phases of your degree program.

## **Course Structure**

This course consists of ten modules. The estimated time to complete each module is one week.

## **Course Resources**

*Required:* [Foundations of Adult Learning Resource Book](#), available online for free through this Blackboard (see tab, "Resource Book") or on the [SNL Forms Website](#).

*Required:* The Kolb Learning Styles Inventory. Boston, MA: Hay Group. This can be ordered from our online bookstore at <http://www.mbsdirect.net>

*Required:* Additional readings available from the course's [eReserves site](#).

## **Course Learning Goals**

After completing this course you will be able to:

- Identify the purposes and expected outcomes of the Foundations course.
- Articulate the importance of structuring time for effective study and success in undergraduate learning.
- Identify theories of adult learning and understand how they can be useful to you in your undergraduate study at SNL.
- Become familiar with the use of library resources to investigate an area of knowledge.
- Identify how the Learning Styles Inventory can enhance your insights into your learning habits and practices.
- Articulate and experience the interdisciplinary nature of learning.
- Describe the purpose and structure of the SNL competence framework.
- Construct competence statements reflecting specific abilities or knowledge bases.
- Finalize an accurate log of transfer courses that are pre-approved for SNL competence, and place these courses appropriately in your Competence Grid and Learning Plan.
- Articulate the connection between the content of non-pre-approved transfer coursework and competencies specified in the SNL curriculum, and find appropriate places for non pre-approved transfer coursework in your Competence Grid and Learning Plan.

- Understand the distinction between day-to-day experience and college-level learning, and determine potential connections between your life experience and specific competencies of the SNL curriculum.
- Identify professional goals and develop an action plan that defines a Focus Area of study and appropriate competences to be met as part of your degree requirements.
- Understand how the Academic Committee can help you to realize your academic and professional goals and select a Professional Advisor to serve on your committee.
- Understand the purpose of the First and Final Committee Meetings, and anticipate materials that you will need to prepare for your First Committee Meeting.

### **Course Grading Criteria**

Foundations of Adult Learning is a Pass-Fail course. The final grade is based upon the successful and timely completion of all reading, discussions, assignments and assessments that are listed in the [Course Schedule](#), given in the Blackboard site. The learning outcomes for the L-2, L-3, and F-1 competencies indicated in Module 1 will be assessed based upon the written evidence that you present online and in paper submissions to your instructor/faculty mentor.

### **Incompletes**

Incomplete (IN) grades are temporary grades indicating that the student has a satisfactory record in work completed, but for unusual or unforeseeable circumstances not encountered by other students in the class and acceptable to the instructor is prevented from completing the course requirements by the end of the term. The student must request this grade from the instructor by submitting the form, "[Incomplete Grade Contract Form](#)," available on the [SNL forms Website](#). At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, a remaining IN grade will automatically convert to an F grade. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change IN grades after the end of the grace period without the SNL Exceptions Committee's permission.

### **Policy on Late Submissions**

Foundations will demand a significant investment of your time and energy. Weekly readings will include sections from the Foundations text, supplementary readings in the text's appendix, and selections from the [DePaul's eReserve site](#). In various online discussions, you will post reflection pieces based on readings and course exercises. You will also write papers, plans, and assessment documents. Many of the course assignments require research.

The assignments regularly require that you complete the learning activities and exercises that precede them in each module of the course. It is therefore essential that you read the materials associated with each module thoroughly and carefully.

***If for any reason you are unable to complete an assignment by the established deadline, you should contact your Foundations instructor immediately for guidance on how to proceed. The expectation for receiving satisfactory credit on any course deliverable (discussion post, assignment, assessment, etc.) is on-time submission. Exceptions to this policy will be considered only in cases involving extraneous circumstances (emergencies) in which you have notified your instructor.***

## **Assessment Criteria for Writing Assignments**

In order to receive credit for writing assignments, your writing must demonstrate achievement of the following criteria:

1. *Reflection*: For assignments that specify reflection as a required activity, your writing should demonstrate to the reader that you have made in-depth, thoughtful connections between concepts and, when appropriate, your personal experiences.
2. *Detail*: Writing is effective when an appropriate level of specificity is achieved. Your writing will demonstrate this when appropriate evidence is included to support ideas and opinions.
3. *Grammar, Syntax, and Style*: You should use standard English in all of your writing assignments. Your grammar, sentence structure, and style should direct your readers to an understanding of your ideas rather than serving as impediments to such understanding.
4. *Organization*: Make sure that each assignment is coherent from beginning to end.
5. *Accuracy*: Many of your assignments require you to transcribe detailed information from sources such as your college transcripts and course catalogues. It is important that you proofread all transcribed material to avoid unnecessary errors.
6. *Attention to Assignment Specifications*: Your written work should adhere closely to the guidelines established in the description of each assignment.

## **Discussion Assessment Criteria**

In order to receive credit for your participation in the online [Discussion Board](#) of the course it is important that:

- You are able to contribute to the online discussions in a collegial fashion. You should begin your contributions by addressing your peers, maintain a kind and collegial tone, and close with your signature.
- You regularly demonstrate good “listening” skills and active inquiry skills: you pay attention with openness to the commentary of others and you offer constructive and interested commentary, whether in the form of questions or statements.
- You contribute your own original ideas to the online discussion in ways that facilitate learning for others.

- You actively participate in informal online discussions with your classmates and the instructor, when they are required by the syllabus. "Active participation" means that you read and contribute to the online discussions.
- You follow accepted standards of English spelling, grammar, and usage, although you will not be assessed for these particular characteristics when you are on the discussion board. Avoid text-messaging lingo.
- You may be asked by the instructor to take leadership in a particular group for a certain time of the course. If this happens, you will receive further instructions from the instructor.
- If your participation is unacceptable at any time during the course, your instructor will alert you and encourage your engagement as necessary. If you must be away and unable to access the Discussion Board during the course, you must let your instructor know and be ready to make up missed work as instructed.

### **Academic Integrity**

Please familiarize yourself with DePaul's Academic Integrity policy, available online at <http://studentaffairs.depaul.edu/handbook/code16.html>. Plagiarism: Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's.
- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
- The paraphrasing of another's work or ideas without proper acknowledgement.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If an instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion and may include assigning a grade of F for the assignment and/or the final course grade. Actions taken by the instructor do not preclude the college or the university from taking further punitive action including dismissal from the university.

### **Disability Accommodations**

Reasonable accommodations will be provided for students with disabilities on an individualized and flexible basis. The Office of Students with Disabilities (OSD) determines appropriate accommodations through consultation with the student. For certain learning disabilities and/or attention deficit disorders, the Productive Learning Strategies Program (PLuS) determines the appropriate accommodations. See the instructor for more information or call OSD at 773-325-7290 (phone) or 773-325-7296 (TTY); or call PLuS at 773-325-1677.

### **Chronic Illness Initiative**

The Chronic Illness Initiative (CII) provides access to higher education for students disabled by a chronic illness. Students who struggle with illnesses that unpredictably increase and decrease in severity such as chronic fatigue syndrome, rheumatoid arthritis, lupus or illnesses requiring frequent hospitalizations such as cancer or heart disease, may have found it difficult, if not impossible, to meet the requirements of a conventional college program. At the School for New Learning, staff and faculty are compassionate and committed to helping CII students achieve their educational goals. For more information, contact CII at [CII@depaul.edu](mailto:CII@depaul.edu).

### **Adult & Suburban Student Services**

The mission of the Office of Adult & Suburban Student Services is to provide an area where adult students can address their unique and special needs. This office serves as the liaison between adult students and academic and administrative units of the University, helping them to easily navigate DePaul's system. On-site staff members are available at the Adult Student Center, 11017 DePaul Center, Loop Campus; phone: 312-362-6216.

### **Resources for Student Writers**

The DePaul University Writing Centers offer resources for student writers through drop-in, by- appointment, and online services. Learn more about the Writing Centers by visiting their Web site at <http://condor.depaul.edu/~writing/>. For center hours and more information call 312-362-6726 or email [wcenter@depaul.edu](mailto:wcenter@depaul.edu).

### **DePaul Code of Student Responsibility**

The Code outlines the minimum acceptable level of conduct expected of every student of DePaul University, including respectful classroom behavior. DePaul condemns any form of harassment, discrimination, and/or assault behavior and any such conduct is subject to University disciplinary sanctions. See <http://studentaffairs.depaul.edu/handbook/index.html> for the complete Code.

### **Complaints Regarding Grading, Teaching or Advising**

Students with complaints about grades, teaching, or advising should first try to resolve the problem with the faculty or staff member involved. If no satisfactory resolution can be reached, students may then discuss the matter with the Associate Dean of the School for New Learning, 200 Lewis Center, 312-362-8001.