

LL 250 FOUNDATIONS OF ADULT LEARNING- Fall 2005

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Location: Oak Forest Campus, Thurs. eve., Sept 15, 22, 29, Oct 6, 13*, 20, 27, Nov 3, 17, 6:30–9:30 pm

“We had the experience but missed the meaning.” T.S. Eliot, *The Four Quartets*

Course Description:

Foundations of Adult Learning (FAL) is a course that does many things, but its fundamental purpose is to ensure that the line from Eliot’s poem printed above will not apply to the lives of the adult learners at SNL. Through the sharing of information and also with the help of the tools of self-assessment and reflection, Foundations will require students to inventory and validate what they already know and to make plans to complete what they need to know to meet their educational and professional goals. FAL 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
- Can analyze short texts in terms of thematic content (Writing)
- Can draw on the work of one or two other writers (Writing)
- Can make connections between one’s own ideas and the ideas of others (Inquiry)
- Can select appropriate stories and ideas to authenticate one’s experience (related to the Focus Area) (Decision Making)

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

- Can describe one’s self as a learner using the LSI (Kolb) (Learning from Experience)
- 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 (Writing)
- Can create an annotated bibliography that adequately summarizes and correctly documents sources (related to the Focus Area)
- Can identify learning interests and competencies to be developed (Decision Making)
- 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.**

Attendance is mandatory. For further information on SNL's 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 section VIII 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;
2. a detailed **Professional Goal and Action Plan** 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;
3. a well formulated and researched document (**Independent Learning Pursuit**) which demonstrates how experience and research might be used to address a particular competence;
4. documentation of **prior accredited coursework** from accredited institutions, and plans for further independent learning projects (ILPs);
5. Library exercise.

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 SNL website at <http://snل.depaul.edu/current/forms.asp> Those readings not included in the Resource Book can be obtained from the instructor in the form of supplemental class handouts to be distributed through the course. There is no course text beyond the Resource Book. 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 convenient factual information. The Resource Book contains 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 (most notably the SNL web page <http://snل.depaul.edu> 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-- 15 September

Introduction
What is a Liberal Arts Program?
The History of SNL
Grid Review

Assignments

Read for next session Foundations of Adult Learning Resources Book, sections I, II, VI, and VIII

Bring Copies of transcripts of previous accredited coursework

Session 2 – 22 September

Adult Education and its ramifications
The Life Long Learning Area
College Skills
Grid Review

Assignments

Read for next session Foundations of Adult Learning Resources Book, sections V and IX

Session 3 – 29 September

Grid Review
Building the Learning Plan, course transfer
Pre-Approved/Unusual courses
Planning other off site coursework
Library Presentation

Assignments

Read for next session Foundations of Adult Learning Resources Book, sections III

n.b. All Liberal Learning area transfer courses and forms due by the end of FAL February.

Draft Learning Plan

Session 4 – 6 October

Grid Review
Building the Learning Plan, Independent Learning Pursuits
Ways to achieve competence at SNL
College Skills, Part II: How to write a research paper

Assignments

Read for session 6 Foundations of Adult Learning Resources Book, Section IV

Redraft your Learning Plan

Define, and begin **Research** on your Independent Learning Project

Prepare evidences for transfer of previous accredited coursework

Research Professional Goal and Action Plan

Try out DePaul's Website and Library Access

Session 5 – 13 October*

Individual conferences in lieu of class this week. (Conference times will be arranged by mutual agreement.)

Bring to meeting: Transfer coursework draft
Ideas and notes for Independent Learning Pursuit
Ideas/Concerns about Focus Area

Part Two: Accomplishing Goals

Session 6 – 20 October

Grid Review
Building the Learning Plan, Focus Area
What is a concentration?

Circuit Training: forms and learning products revisited.

Assignments

Read for next session Foundations of Adult Learning Resources Book, section VII

Draft Focus Area competence statements

Session 7 – 27 October

Grid Review

Research at SNL

Development and Learning at SNL

The Externship

The Advanced Elective Seminar

The Advanced Project

Assignments

Read for next session Foundations of Adult Learning Resources Book, section X

Session 8 – 3 November

Grid Review

The Academic Committee

Choosing a Professional Advisor Theory and Practice

Care and Feeding of your Committee members

Running the Committee Meeting

Meeting Deadlines

Assignments

Complete

Learning Plan

Independent Learning Pursuit

Professional Goal and Action Plan

Focus Area Competence Assessment Forms

Session 9 – 10 November

Review: How to succeed at the School for New Learning

Session 10 – 17 November

Independent Meetings

Bring 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 Quarter(March 2006)

All Foundations assignments due no later than 24 November 2004

Learning Plan

Professional Goal and Action Plan (F-1 draft)

Prior non SNL Coursework Assessment Forms

Independent Learning Pursuit

Addenda to Syllabus: Foundations of Adult Learning

1. SNL Attendance Policy (from The SNL policy and procedure manual.)

Purpose: To clarify attendance required in SNL courses

Policy: The University requires certification of the attendance of students in classes to fulfill requirements established by several governmental agencies. To satisfy these requirements it is University policy that attendance will be monitored in all classes. Promptness is expected of a student for all regular class sessions. Tardiness of more than ten minutes can be considered by the instructor as an absence. Missing more than 20% of scheduled class meetings within SNL is considered unacceptable, and the instructor may award a reduced or failing grade.

All students should consult the course syllabus for the attendance policies relevant to the course. The policy articulated above will apply only when there is no explicit statement or attendance included in the syllabus.

Procedures: Instructors will establish guidelines for reducing grades and other punitive measures within individual syllabi and track course attendance as appropriate.

2. SNL Incomplete Policy

In Fall Quarter 2001, the School for New Learning began enforcing a recently approved policy on the issuance of the grade of Incomplete (IN) in all undergraduate courses. Overall, the policy is intended to provide specific information to students about their responsibilities in making up Incompletes and the implications of neglecting IN grades. <http://condor.depaul.edu/~snl/service/useful2.htm>

The policy is as follows:

1. The instructor agrees to provide a written policy on IN grades to students at the beginning of each class—either as part of, or as an attachment to, her/his course syllabus.
2. The student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.
3. The formal request involves the completion and signing of the attached form, specifying:
 - a. A clear deadline by which time the instructor expects outstanding coursework to be completed and submitted for evaluation.
 - b. That the failure to submit outstanding work by this specified deadline will result in an automatic grade change from IN to W or FX, and academic and/or financial consequences.
 - c. That the instructor will evaluate the student's work in a timely manner. Outstanding work completed and submitted by the established deadline will be evaluated by the instructor so that a grade change can be submitted at the end of the quarter in which the work has been submitted.

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) A list of students who have successfully completed the workshop will be sent to faculty around week 8 of the quarter

Final Note: If at any time you have a question or concern in this course, please contact me or the appropriate DePaul personnel asap. Problems are usually much easier to deal with sooner rather than later. And remember: Enjoy your journey!