Welcome to Foundations of Adult Learning:

LL 250 - Fall 2016, Loop Campus

DRAFT

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Course Details: Thursday, September 8th through November 17, 5:45 pm – 9:00 pm

Course Overview: The course is designed to introduce students to the concept of competence, to foster understanding of liberal arts, to introduce the process of appraising prior learning, and to describe other evaluative methods used at the School for New Learning. It is the core of the Lifelong Learning competencies. It can be fun and exciting and requires diligence and hard work!

In this course, students share ideas about learning in general, adult learning, academic skills, and American higher education. Learners explore the process of learning and reflection, deepen their understanding of their Focus Area, and develop a plan for completing their undergraduate degree. Students are expected to submit transfer forms and to read a series of materials on how adults learn over time.

Course Competencies:

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

F-1: Can design a plan for development in one’s focus area based on an analysis of elements that comprise that area.

Course Tools: Please download and print the Foundations of Adult Learning Resource Book (located on ‘Forms’ page of the SNL website: http://www.snl.depaul.edu/StudentResources/Forms/Undergraduate_Forms.asp.)

Please purchase The Kolb Learning Style Inventory at the university bookstore.

Supplemental readings and handouts will be supplied by the instructor and/or available via the University’s e-reserves.
Forms can be obtained via the SNL website: http://www.snl.depaul.edu/, click on Student Resources>forms>undergraduate forms.
http://library.depaul.edu/Services/OnlineInstruction.aspx

All students are expected to complete an online Library Research Workshop. The tutorial is accessed via the DePaul University library webpage (http://library.depaul.edu/Services/OnlineInstruction.aspx).

Faculty Information: Associate Professor Nancy M. Davis is a member of the SNL Resident Faculty and earned her M.A. and Ph.D. in History from the University of Michigan and an A.B. degree in history from Bryn Mawr College. She teaches urban and colonial history courses and maintains research interests in areas of social justice, race and religion, and African-American studies.

Academic Integrity Policy: This course will be conducted in accordance with the University’s guidelines on academic integrity that may be found in the Student Handbook and on the University’s website. The University is serious about preventing breaches of academic integrity and has developed new techniques to detect problems of this nature. Students are encouraged to carefully review the University’s website (http://academicintegrity.depaul.edu/Index.htm) and to ensure that they submit original works that are properly cited. Actions of concern are listed below:

- Direct copying of any source without formally acknowledging the source (in the form of a citation).
- Copying of a source with minor changes to the verbiage or paraphrasing the ideas of others without formal acknowledgement of the source.
- Submission of coursework that has been produced by someone other than one’s self which includes research papers purchased from any other person or entity.

Learning Outcomes:

By the end of the quarter, you will be expected to:

- Understand the notion of competence and its relevance to SNL coursework and be able to identify competence from past experiences.
- Understand the SNL curriculum and the requirements for the BA degree.
- Establish clear learning goals and develop a workable learning plan that incorporates a realistic yet ambitious Focus Area design which includes the ability to compose workable competence statements in this domain.
- Understand the transfer coursework process and its connection to competency.
- Become adept at using the electronic resources of the DePaul University library.
- Understand concepts and theories related to adult learning and development.
- Understand the elements and process governing learning from experience and reflection.

**Course Deliverables**

**Professional Goal & Action Plan:**

- Students are required to develop a **four to six page paper** that discusses your goals for your Focus Area, level of preparation and future plans, and issues and challenges in your particular field.

- Portions of the PGAP are to be submitted on time as course assignments. Please see the “Course Schedule” for more details.

- An Annotated Bibliography, of at least 8 sources, accompanies the PGAP. A sample Annotated Bibliography can be found in Chapter 5 of the FALRB.

**SNL Learning Plan:**

- A competence-by-competence map that details how you will evidence (or have evidenced) all 50 competencies. Due Session 11. This Learning Plan will morph into your Competence Document which is submitted just before you graduate.

**Transfer Coursework Forms:**

- All students are required to submit 4 completed Transfer Coursework Assessment forms with a Transfer Coursework Assessment Log.

- Guidelines for completing these forms are discussed in Chapter 6 where one can also find examples of completed forms. Forms can be accessed via the SNL ‘Forms’ webpage: see http://snl.depaul.edu.

- Students are expected to collect course descriptions for all non-pre-approved classes (any transfer class in the Focus Area is considered non-pre-approved).
Library Tutorial:

- A complete library tutorial must be submitted by session 5. Please review the Tutorial before Session 3.

- The Tutorial is submitted online. Please use the following URL to access the Tutorial: http://library.depaul.edu/GetHelp/OnlineInstruction.aspx.

The Kolb Learning Inventory:

- Students are required to complete the Kolb learning inventory.

Grading and Assessment

Foundations of Adult Learning is a Pass/Fail course. We expect that through diligent effort you will pass the class and thus complete this portion of the journey. You will receive either a “Pass” or a “Fail” for each competency. All work, barring unforeseen emergencies, must be submitted by the last day of class in order to award a “Pass.” “Incompletes” are not automatically awarded and only granted under specific circumstances.

You must request the incomplete in writing before the eighth class session. All “Incompletes” revert to an “F” at the end of two quarters. Grade changes will appear at the end of the quarter in which the work is submitted.

In Foundations of Adult Learning, students can be awarded the F-1 competence for sound planning in the Focus Area. However, an “incomplete” might be awarded for this competence if the requisite amount of reading and planning in the Focus Area has yet to be completed.

Attendance

You are expected to attend class regularly and participate in class discussions. (You may be asked to drop the course if more than one class session is missed.)

If you are unable to attend class, it is your responsibility to 1) inform the instructor at least 24 hours in advance 2) make arrangements with a classmate to obtain the notes and handouts 3) keep up with assignments.

Course Assignment Schedule

Course Review (Session 1)
- Student Introductions
- BA Curriculum Overview
- Course Deliverables + Immediate Course Needs: Portfolio Notebook & Kolb Learning Style
- Video Presentation:

**Course Deliverables & FAL Basics (Session 2)**

- Foundations of Adult Learning Deliverables
- Read Chapters 1 & 2, Foundations of Adult Learning Resource Book (FALRB)
- Nicholas Carr, “Is Google Making Us Stupid” (e-reserves).
- Submit Responses to Focus Area Question (subject of your Focus Area)
- BA Degree & SNL Joint Degrees (Bachelor of Arts in Computing)
- Transfer Coursework & Non-Pre-Approved List

**Research, Lifelong Learning & Liberal Arts Domains (Session 3)**

- Library Tutorial (DPC Library, 10th Floor, Room 10028)
- Read Chapters 3 & 4 FALRB
- Lifelong Learning Competencies

**SNL Transfer Policy and Human Growth & Development (Session 4)**

- BA Grid Review
- David Elkind, “Erikson’s Eight Stages of Development & Answer Questions” (e-reserves)
- Read Chapter 6 (Transferring Classes)
- What are “X” Competencies?

**SNL Focus Area (Session 5)**

- Read Chapter 5 in FALRB
- Professional Goal and Action Plan: What’s involved?
- The Elements of a good Focus Area
- The Liberal Learning Domains from Chap. 4 in the FAL handbook
- **Submit 2 Course Descriptions – Non-Pre-approved Classes**
- **Submit Library Tutorial (online)**
Individual Meetings – No Class (Session 6)

Please bring the following materials to your individual meeting: 1) Two completed transfer coursework assessment forms 2) Two Focus Area articles. Please write 2 paragraphs for each that addresses one of the following: a trend/issue/challenge or controversy. (PGAP sections 1b. or 2c.).

We will meet in my office which is located in Room 1530 of the Daley Building (14 E. Jackson). Please see the SNL receptionist on the 14th floor of the 14 E. Jackson building or come to the 15th floor and dial my extension (x25852).

Writing Competencies & Independent Learning Pursuits (Session 7)

- Please submit 5 Focus Area competence statements.
- ILPs: Read John Rury’s article in the “Readings” section of the FALRB
- Submit 2 Annotated Bibliographies
- Professional Goal & Action Plan Review

Professional Goal & Action Plan - Draft (Session 8)

- Read Chapter 8 in FALRB
- Review: Writing Competence Statements
- Submit outline for Focus Area
- Submit PGAP Draft (3 page minimum)
- SNL Learning Plan Draft (review Chapter 2 in FALRB)

Your Academic Committee (Session 9)

- Discussion - First Committee Meeting/Academic Committee
- Read (Science & Creativity)
- Alternative Academic Experiences: FDIS, GIS, Travel Courses, & Practicums
- Submit remaining 2 Transfer Coursework Assessment forms

Session 10:

- Graduate Education at the School for New Learning
- Submit final documents: SNL Learning Plan, Transfer Coursework Assessment forms + Logs, Annotated Bibliography