Faculty: John Kimsey, Ph.D.
Office: SNL Loop office suites, Daley building, 14 E. Jackson, room 1529
Voicemail: (312) 362-5942
E-mail: jkimsey@depaul.edu
Day/Time: Mondays, 1/2 – 3/13, 5:45-9 pm
Location: DePaul Loop campus, room TBD

Competencies:
L-2 Can design learning strategies to attain goals for personal and professional development
F-1 Can design a plan for development in an area of specialization, based on an analysis of the elements that comprise the area.

Course description:
The School for New Learning is a unique institution and it offers adult learners a unique opportunity to become active agents in the educational process. The Foundations course is meant to help students understand the educational philosophy and procedures of SNL, and to apply these in developing a plan for attending a B.A. degree relevant to heir goals. The course aims to enable students to:

1) understand the goals of a liberal arts education;
2) understand what it means to integrate a liberal arts education with a Focus Area concentration;
3) articulate personal and professional learning goals;
4) understand SNL program requirements and processes;
5) give thoughtful consideration to what it means to be an educated adult.
Faculty:
John Kimsey received his Ph.D. in English Literature from the University of Illinois at Chicago and serves as a member of the SNL resident faculty at the rank of Associate Professor. He teaches and writes about modern literature and popular culture and has also worked as a professional musician. His publications include essays in scholarly journals such as Popular Music & Society, Interdisciplinary Literary Studies, The Journal of Popular Music Studies and The Journal of Prevention and Intervention in the Community, as well as edited academic volumes such as Reading the Beatles: Cultural Studies, Literary Criticism and the Fab Four (SUNY Press, 2006), It Was Forty Years Ago Today: Sgt. Pepper and the Beatles (Ashgate, 2008), and the Cambridge Companion to the Beatles (Cambridge University Press, 2009). His song cycle, Twisted Roots: Music, Politics & the American Dream Blues, received a DePaul Humanities fellowship and has been described by jazz polymath Ben Sidran as “an ingenious way to integrate social and political commentary into a musical architecture.” He is currently working on a book about vernacular music of the American south for the University of Massachusetts Press. He received DePaul’s Excellence in Teaching Award in 2014.

Learning Tools:
Foundations of Adult Learning Resource Book (FRB), available online at www.snl.depaul.edu (Click on the Student Resources tab, then on Undergraduate, and then on the “Forms,” link on the left. You’ll find the FRB alphabetically, under F.)

Kolb Learning Styles Inventory packet, available at DePaul bookstore or online from http://bookstore.mbsdirect.net/depaul.htm.

Various readings, posted on electronic reserve by DePaul Libraries, using the Ares system. Just go to library.depaul.edu and click on the services tab in the banner across the top. That will take you to the services page, where on the left you’ll find the heading Course Reserves. Click on that and you’ll arrive at the Course Reserves Services page. Under the Ares Course Reserves heading there, click on the blue tab “Login to Ares Course Reserves”. That will take you to the login page for the Ares system. Log in using your Campus Connect User ID and password. You will then get a page listing the courses in which you’re enrolled that have readings posted in Ares. Click on the title of this course and the list of our electronic reserve readings will be displayed.

Online Workshop for LL250 found at library.depaul.edu (under Services, “Online Workshops”)

Grading:
Foundations is a Pass/Fail course. Your final grade will be based on your progress toward the expected outcomes of the Foundations course. (See the “Outcomes” section of the FRB.) This includes the following:

Work to be completed by the end of the course:
By the end of the course, students will have completed the following:
1) a well researched Professional Goal and Action Plan regarding your chosen Focus Area or (where applicable) a thorough status report on your exploration of a possible Focus Area;

2) a Learning Plan, including prior and planned learning;

3) documentation of prior (non-SNL) coursework (where applicable);

4) the Professional Advisor nomination form or (where applicable) a description of the kind of Professional Advisor you are seeking;

5) the Online (Library) Workshop for LL 250;

6) a five page essay on the topic, “What Does It Mean To Be An Educated Adult?”

7) journal entries (where requested);

8) a sketch of a possible ILP.

All these materials should be kept in a Learning Portfolio which you will turn in at the end of the course.

In addition, it is expected students will: participate actively in class activities; do the assigned readings by the appropriate times; and demonstrate their familiarity with this material in class discussion.

**Policy on attendance:**
Students are expected to attend class regularly and promptly. In a course as concentrated as this one, regular, prompt attendance is essential. Students who miss more than one class session may be asked to drop the course. If you do miss a class, you must take responsibility for contacting another student to get notes and keep up with assignments. Choose a buddy now so you are prepared, in advance, to catch up with a fellow student on any missed classes.

**Policy on late submissions:**
Written assignments that are submitted late will receive reduced points. Written assignments that are more than two weeks late will receive zero points.

**Policy on Academic Integrity:**
This course abides by the university’s strictures against plagiarism and its policies on Academic Integrity as described in the DePaul Student handbook. All work done for this course must observe the Guidelines for Academic Integrity as outlined in the *Code of Student Responsibility* (in the *DePaul Student Handbook*). The code’s Plagiarism Policy reads as follows:
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 in part, without proper acknowledgement that it is someone else’s; copying of any source in whole or in part with only minor changes in wording or syntax even with proper acknowledgement; submitting as one’s own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else; and the paraphrasing of another’s work or ideas without proper acknowledgment.

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. Actions taken by the instructor do not preclude the college or the university taking further punitive action including dismissal from the university.

Policy on Incompletes:
It is expected that students will complete course assignments by specified due dates within the quarter. In circumstances that the instructor determines to be exceptional, when the student is unable to complete required coursework by the established due dates, the student may request that a grade of Incomplete (IN) be issued. This request must be made formally, in writing, by completion of IN Request Form that the student signs. The form specifies the final date by which all outstanding coursework must be completed. Failure to submit outstanding work by the specified due date will result in a grade change from IN to W or FX for each enrolled competence, along with serious academic and/or financial consequences. After the final submission deadline, the student will have no further opportunities to submit work for a passing grade.

Accommodations Based on the Impact of a Disability
For information on Accommodations Based on the Impact of a Disability, see the Appendix at the end of this syllabus.

Writing Help
For information on Writing Help, see the Appendix at the end of this syllabus.

Schedule of Topics and Readings
Note: FRB = Foundations of Adult Learning Resource Book

(E) = Reading is posted on Electronic reserve using the library’s Ares system. Just go to library.depaul.edu and click on the Services tab in the banner across the top. That will take you to the Services page, where on the left you’ll find the heading Course Reserves. Click on that and you’ll arrive at the Course Reserves Services page. Under the Ares Course Reserves heading there, click on the blue tab “Login to Ares Course Reserves”. That will take you to the login page for the Ares system. Log in using your Campus Connect User ID and password. You will then get a page listing the courses in which you’re enrolled that have readings.
posted in Ares. Click on the title of this course and the list of our electronic reserve readings will be displayed.

1/2
Introduction to course: goals and expected outcomes
The Roadmap: the SNL framework and competence-based learning
Opening discussion

1/9
The Individual Focus Area
Discussion: Adult Learning; Taking responsibility for your education
Using the library
Submit: Journal entry on Malcolm X
Journal entry on either Gelb or DeBono
Readings:
- FRB, chapter 1, “Introduction and Orientation”
- FRB, chapter 5, “Focus Area”
- (E) Malcolm X & Alex Haley, excerpt from The Autobiography of Malcolm X
- (E) Gelb, “Your Brain Is Much Better Than You Think”
- (E) DeBono, “Lateral Thinking”

1/16
Getting acquainted: Individual meetings in lieu of class session
Glance over:
- FRB, chapter 4, “The Liberal Learning Area”
- FRB, chapter 6, “Transfer of Non-SNL Coursework” (if pertinent to you)
- FRB, “Pre-Approved Transfer Course List,” on Forms page at http://www.snl.depaul.edu/current/forms.asp (if pertinent to you)

1/23
The Professional Goal & Action Plan (described in FRB, chapter 5)
Continued discussion: What Is An Educated Adult?
Readings:
- (E) Perkinson, “The Educated Person: A Changing Ideal”
- (E) Dickens, excerpt from Hard Times
- (E) Strasser, “Beyond the Machine”
Submit: Self-Assessment Exercise or Status Report on Exploring Focus Area Interests
- Journal entry on Perkinson
- Journal entry on either Dickens or Strasser
Begin working on Online (Library) Workshop for LL250 (Go to /library.depaul.edu, look under Services and click on “Online Workshops”.)

1/30
Discussion: Work and Life
The Learning Plan
Readings:
(E) Dormen & Edidin, “Original Spin”
(E) Zuboff, “In the Age of the Smart Machine”
(E) Moore, “The Economics of Soul”
Submit Interview and College Catalogue writeups
Journal entry on Moore
Journal entry on Zuboff or Dormen & Edidin
Begin working on PGAP draft

2/6
The Lifelong Learning domain: Research Seminar, Externship, Advanced Project
More on the Learning Plan
Readings:
FRB, chapter 3, “The Lifelong Learning Area”
FRB, “The Learning Plan”
Learning Styles Inventory booklet
Submit Online Workshop

2/13
The Liberal Learning domain
Next steps: What’s up with your First Committee meeting?
Discussion of Learning Portfolio
Independent and Experiential Learning
Learning styles: critical and reflective thinking
Readings:
(E) MacDonald, “John and Paul: the Start of a Partnership”
(E) Welch, “They Shoot Helicopters, Don’t They?”
(E) Tidwell, “The Intoxicating Birds of New Guinea”
Submit PGAP (Professional Goal & Action Plan); Learning Styles Inventory
Begin working on Learning Plan

2/20
Guest speakers
Discussion of ILP sketch; Advanced Project & Externship worksheets
Begin working on: ILP sketch (see handout); Advanced Project Worksheet (FRB p. 93);
Externship Worksheet (FRB p. 86)
Submit Learning Plan; Professional Advisor Nomination Form (or PA Status Report)
Begin working on essay: “What Does It Mean To Be An Educated Adult?”

32/27
No class meeting: Individual meetings in lieu of class session; Bring in your in-progress
Learning Portfolio
Submit (by e-mail) essay: “What Does It Mean To Be An Educated Adult?”

3/6
No class meeting Individual meetings in lieu of class session; Bring in your in-progress Learning Portfolio

Submit ILP sketch
   Advanced Project Worksheet
   Externship Worksheet

By Monday, March 13th:
Submit completed Learning Portfolio
If possible, hold your First Committee meeting

Format for Journal Entries

For the designated reading, fill up about a page responding to the following questions.

1. What is the reading about? (Be concrete and literal at this point; try not to jump to “interpretation.”)

2. Describe something from your own experience that you are reminded of by the reading.

3. What is the most important passage in the reading? Why?

4. Which other reading seems most to agree with this one? Which other reading seems most to disagree with this one? Explain your choices.

5. Pretend the reading is not about whatever you said it was about in #1. Pretend it’s about something hidden, or unstated. What is this other thing that the reading is “really” about?

Appendix

For Students Who Need Accommodations Based on the Impact of a Disability

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter, preferably within the first week of class, and make sure you have contacted:
   PLuS Program (for LD, AD/HD) at 773-325-4239 in the Schmidt Academic Center, room 220 or;
   The Office for Students with Disabilities (for all other disabilities) at 773-325-7290, DePaul University Student Center, room 307.
Writing Help

For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SNL assignments and much more, see the Writing Guide for SNL Students at http://snl.depaul.edu/writing/index.html. For on-campus and online tutoring, see the DePaul University Writing Centers at http://condor.depaul.edu/~writing/. 