School for New Learning On-Campus
LL 250: Foundations of Adult Learning (updated 11/1/16)
Winter 2017

Instructor: Lori Neblung  Lneblung@depaul.edu  312.476.4528 (anytime)

Office Hours available upon request, typically Tuesday at Loop campus and by appointment at Naperville and O’Hare campus locations

Course Dates: 1/3/17 through 3/7/17 on Tuesday evenings, 5:45 pm -9:00pm

Course Location: Loop campus Room TBD in the Daley Building at 14 E. Jackson

1. **Course Description**
In this required course, students use structured reflection and analysis to assess themselves as learners, write learning goals, do preliminary research in their focus area, meet with their Faculty Mentor (the instructor of this course), establish an academic committee and plan the remainder of their undergraduate program. They master the notion of competence and identify ways of achieving it through prior and future learning. The course includes organizing a learning portfolio that will be an ongoing resource to support and document students’ accomplishment of their learning goals. Students should take this course early in their program so they have a clear pathway to graduation.

2. **Learning Outcomes, Competences, and/or Objectives**

*Competence Statement & Criteria for Assessment*

Keep in mind the following competences associated with this course:
L2: Can design learning strategies to attain goals for personal and educational development.

- 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 competences to be developed and construct a plan for achieving personal and educational growth
- Can describe one's self as a learner using one or more models of adult and/or experiential learning

F1: 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 inquiry
- Can create a unified, well-articulated plan for achieving one’s own Focus Area goals, based on research
After completing this course, you will be able to:

- Articulate short and long-term personal, professional and educational goals and identify ways in which the SNL competence-based framework can help you achieve those goals.
- Articulate the purpose and organization of the academic committee, choose a professional advisor and schedule a first committee meeting.
- Assess your preferred learning style and its relevance for your choice of career or focus area.
- Identify your focus area, articulate a rationale for choosing it, research its essential components and identify its core competencies.
- Summarize past and future learning by producing a learning portfolio consisting of the following elements: a statement of personal, educational and professional goals; a program planning document and competence statements; focus area title and rationale; Professional Advisor nomination form; brief descriptions of your Externship and Advanced Project ideas; transfer documents from previous accredited coursework; annotated bibliography.
- Learn to use the full resources of the DePaul library to identify current trends and issues in your focus area.

3. Learning Strategies & Resources
The course design brings together a number of different learning activities and assignments in the pursuit of evidence for the above competence fulfilment. Our work will be completed using the following:

- Presentations from the teacher
- Classroom activities
- Large and small group discussions
- Reflective and academic writing
- Audio/Visual presentations/assignments
- D2L discussions and assignments

There are three required texts for this course:

1- Foundations (LL250) Resource Book which can be found here:
http://snl.depaul.edu/student-resources/undergraduate-resources/Pages/forms.aspx
Scroll to “F” for Foundations and you may print or read online as you deem appropriate.


3- Kolb, David A., Kolb Learning Style Inventory. Hay Group Transforming Learning, 2013.

These texts are available in the Barnes & Noble bookstore at State & Jackson or go to
http://depaul-loop.bncollege.com. There may be additional excerpts for reading from other
texts made available on the Desire2Learn (D2L) system. I will add lecture material to supplement
where necessary.

Each assignment has a specific due date, and each builds-upon and presumes the work of the
ones before it. This makes late assignment submissions unacceptable.
Additional requirements and materials:
You will need Internet access. We will be using the Desire2Learn (D2L) for course documents, assignments, and handouts. This, along with library database access, will require reliable and consistent internet access, and ability to use email and the discussion boards on D2L.

4. Learning Deliverables

Course Requirements
There will be 5 modules with assignments listed with due dates. These modules will support the major deliverables in the course which follow:

- The online library tutorial
- Nomination of a Professional Advisor
- A Professional Goal and Action Plan (PGAP) essay
- An annotated bibliography of at least eight (8) sources relevant to your Focus Area which will be titled and rationalized
- A complete learning plan, including ideas for Externship and Advanced Project plus all transfers of prior college work
- A Quarter by Quarter (QxQ) plan for your next 3 quarters (minimum)

Note: Your papers will need to be typed double-spaced, Times New Roman or Arial 12 font, with 1 inch margins (not including inserted table, charts, graphs, or reference page). Please ensure that it is thoroughly proofread. Please make use of the resources of both the Library and the Writing Center in working on papers.

5. Assessment of Student Learning

The Foundations of Adult Learning course is default graded on a Pass-Fail scale. However, there is significant work and attention needed to achieve a PASS grade. Attendance is a critical component to this grade.

Attendance
Students must arrive at each class promptly and remain for the entire period. Please disable all cell phones. No texting is allowed during class sessions. Also, please provide a written excuse for any class meeting you miss. Missing two (2) class meetings will make it difficult to pass the course, and you will receive the grade of F should you miss more than two (2) sessions. Pay careful attention to the academic calendar listing at [http://offices.depaul.edu/oaa/Pages/default.aspx](http://offices.depaul.edu/oaa/Pages/default.aspx) for the last date to drop the course with a tuition refund: Sunday 1/15/17. Full points for participation/attendance will not be given if you are late to class or if you are not an engaged participant.

6. Assessed Items and Evidence of Learning
Multiple assignments that make up the completed five (5) modules will be loaded to the D2L drop box as follows:

Module 1 = “You as a Learner” and competence based Liberal Arts learning
Module 2 = Focus Area themes and trends/Goals and goal setting
Module 3 = Mentoring and your academic committee
Module 4 = Strategies and planning to succeed/Thinking critically and logically
Module 5 = The greater DePaul Community/QxQ planning and next steps
• Engaged participation in readings, classroom activities, and discussions.
• Other classroom exercises and written assignments IE: Desire2Learn (D2L) discussions and assignments.

If you follow the due dates for each of the deliverables you will stay on track. If you fall behind it is very difficult to get caught up successfully.

Each written assignment will receive one of the following grades via a rubric which will be covered in class:
- High Pass
- Pass
- Low Pass
- Provisional Fail
- Fail

Late written assignment cannot receive a grade higher than “Low Pass/C-.” No exceptions are made to this policy.

7. Grading Criteria & Scale

Attendance and participation are extremely important. This is an individual, small group, and large group critical thinking, planning, researching, writing, inquiry experience. Class attendance and active class participation are required. If for some reason you cannot attend class, it is your responsibility to (1) notify your instructor ahead of time, and (2) check with a classmate about topics and issues that were covered during the missed session. Attendance is taken. Lateness is not encouraged. We will plan on starting on time and ending on time.

All work as specified must be turned in to college level quality standards, will be submitted via D2L and will be reviewed by the instructor. You have the responsibility for making any and all corrections requested.

Grading Basis: Pass/Fail

As mentioned above, this class is graded on a Pass/Fail grading basis (i.e., PA or F). If you are enrolled in the course then the grade roster already lists you as taking the course on the Pass/Fail basis. Most of the courses in SNL’s Lifelong Learning Area are set up this way.

All module assignments receive one of the following grades:
- High Pass – Pass – Low Pass – Provisional Fail-- Fail

All writing assignments are expected to conform to college-level standards in syntax, lexicon, and punctuation. As writing is a form of thinking, your assignments must show consistency in logical argument in order to achieve full marks.

Meaning of Pass/Fail and Letter Grades

Each of the major assignments in the course has its own mini-rubric for assigning points. Speaking generally though, the following descriptions apply:

Work assessed as High Pass with high marks is characterized by thorough and thoughtful engagement with the material, superior comprehension of key concepts and exceptionally
fluent, college-level writing. Work that is "thoughtfully engaged" covers the basics but goes beyond them by a) drawing insightful connections; b) raising incisive questions; and c) making well-supported evaluations, inferences or arguments.

Work assessed as Pass with good marks is characterized by thorough engagement with the material, good comprehension of key concepts and fully fluent, college-level writing. Work that is "thoroughly engaged" covers the basics and applies them aptly and consistently while providing the occasional provocative connection, relevant question or well-supported evaluation.

Work assessed as Low Pass with adequate marks is characterized by engagement with the material, comprehension of key concepts and mostly fluent, college-level writing. Work that is "engaged" covers the basics and applies them aptly without going beyond them.

Work assessed as Provisional Fail with mostly low marks is characterized by low engagement with the material, comprehension of few key concepts and writing that is intermittently fluent. Work that is "lowly engaged" occasionally covers the basics and attempts to apply them with limited success. Items tagged with this grade must be reworked and resubmitted in order to have a passing grade for that assignment.

Work assessed as Fail with overall low marks is characterized by poor engagement with the material, in comprehension of key concepts and writing that lacks fluency. Work that is "poorly engaged” covers few or no basics and attempts to apply them without success.

Unfinished work or work requiring revision may be requested to be given an Incomplete (IN) grade. In order to qualify for the IN, a) students must have regularly attended at least 80% of the class sessions, b) must have completed three-fourths of assignments and c) there must be a significant extenuating circumstance evidenced by the student (e.g., medical and/or significant personal issues). The student will need to initiate and file an SNL Incomplete grade contract before the final session of the course to receive an incomplete grade. Students are strongly advised to review the university deadlines for withdrawal without tuition refund and the implications for financial aid and grades. (See the academic calendar found here: http://offices.depaul.edu/oaa/Pages/default.aspx )

Please note: I rarely grant the "IN" grade. If the contracted deadline is met, the grade changes to “Pass.” If not, it changes immediately to an irrevocable “Fail” grade.

Points for grading are as follows:
Attendance and participation: 5 points x 10 sessions = 50 points
Modules: 20 points each x 5 modules = 100 points
Organized portfolio = 50 points

Full course points available:
A= 180-200 points >90%
B= 160-179 points >80%
C= 140-159 points >70%
D= 120-139 points >60% yet not considered passing at DePaul University
F= 119 points or below

To pass this class you must have a 70% score or greater
or at least 140 points of the total 200.
See additional information pertaining to the grade designations, for undergraduate grades.

8. Course Schedule
(There may be changes to this schedule which will be communicated in class and via D2L news. Details of each module will be covered in class.)

<table>
<thead>
<tr>
<th>DATE</th>
<th>Week #</th>
<th>TOPIC</th>
<th>ASSIGNMENT DUE by 11:59 pm of the night of class in the D2L drop box</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/3/17</td>
<td>1</td>
<td>Review of Syllabus and Expectations</td>
<td>Please read syllabus prior to class</td>
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<tr>
<td></td>
<td></td>
<td>Module approach</td>
<td></td>
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<td></td>
<td></td>
<td>Module 1 details</td>
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<td></td>
<td></td>
<td>Discussion of Focus Area</td>
<td></td>
<td></td>
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<tr>
<td>1/10/17</td>
<td>2</td>
<td>Library Instruction session (Meet in DePaul Center 10028)</td>
<td>Submit Mod 1 assignments to drop box (“You as a Learner” and competence based Liberal Arts learning)</td>
<td>20</td>
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<tr>
<td></td>
<td></td>
<td>Module 1 wrap up</td>
<td></td>
<td></td>
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<tr>
<td>1/17/17</td>
<td>3</td>
<td>Module 2 details</td>
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<tr>
<td>1/24/17</td>
<td>4</td>
<td>Module 2 wrap up</td>
<td>Submit Mod 2 assignments to drop box (Focus Area themes and trends/Goals and goal setting)</td>
<td>20</td>
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<tr>
<td>1/31/17</td>
<td>5</td>
<td>Module 3 details</td>
<td></td>
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<tr>
<td>2/7/17</td>
<td>6</td>
<td>Module 3 wrap up</td>
<td>Submit Mod 3 assignments to drop box (Mentoring/academic committee)</td>
<td>20</td>
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<tr>
<td>2/14/17</td>
<td>7</td>
<td>Module 4 details</td>
<td></td>
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<tr>
<td>2/21/17</td>
<td>8</td>
<td>Graduate Panel</td>
<td>Submit Mod 4 assignments to drop box (Strategies and planning to succeed/Thinking logically and critically)</td>
<td>20</td>
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<td></td>
<td></td>
<td>Module 4 wrap up</td>
<td></td>
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<tr>
<td>2/28/17</td>
<td>9</td>
<td>Module 5 details</td>
<td>Submit Mod 5 assignments to drop box (DePaul community/QxQ and next steps)</td>
<td>20</td>
</tr>
<tr>
<td>3/7/17</td>
<td>10</td>
<td>Module 5 wrap up</td>
<td>Submit portfolio</td>
<td>50</td>
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9. Course Policies
Electronic Devices in the Classroom
Phones Away During Class – what do you automatically think of when you see someone looking at their phone? Exactly. We don’t know if someone is checking Facebook, email, or texting—even if they say they are “looking something up,” or genuinely are doing so. For this reason, I ask that you please silence your cell phone and do not take it out during class, as this will be distracting to our learning community.
If you want to bring in readings in an electronic format on an iPad or laptop, that is fine, but the phone presence is problematic in cultivating a supportive and productive
learning environment. Exceptions to the phone rule would be if you have to be on-call for work, or have a family circumstance – please come speak to me at the start of class; I will also ask you to please let the class know.

Laptops/iPads For Learning Purposes – you may bring your readings in electronic form on these devices, and you may use these devices for note-taking, but please be mindful of how and when you use these devices. The reality is, for all their usefulness, computers may hinder our focus and stifle our participation when they are used in class. Computers are often distracting to those around us, too. If you choose to use these devices, please don’t keep your email or social media windows open while in class. Respect the professor and your peers in this regard; you may wonder, “How will they know?” Two thoughts for you: 1) You will know, and 2) Ask yourself: why you are here if you aren’t willing to turn these things off for three hours?

All other rights and responsibilities of DePaul University students as stated in the Undergraduate Student Handbook are in full force and effect:

http://www.depaul.edu/university-catalog/academic-handbooks/undergraduate/undergraduate-academic-policies/Pages/default.aspx

This course includes and adheres to the college and university policies described in the links below:

Academic Integrity Policy
Incomplete Policy
Course Withdrawal Timelines and Grade/Fee Consequences
Accommodations Based on the Impact of a Disability
Protection of Human Research Participants
APA citation format (MLA is also in this link)

Plagiarism is not tolerated. Students who use the words and/or ideas of others without giving proper credit (whether intentional or not) risk immediate expulsion from DePaul University. Any plagiarism in the class will result, at least, in the assignment of a failing grade. We will discuss this issue in more detail in class together. Please consult the Student Handbook for further details http://studentaffairs.depaul.edu/homehandbook.html. The DePaul Student Handbook defines plagiarism as follows: “Plagiarism includes but is not limited to the following: (a) 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. (b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. (c) Submitting as one’s own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency (d) The paraphrasing of another’s work or ideas without proper acknowledgment.” Plagiarism will result in a failure of the assignment or possibly of the course. If you are unsure of how to cite a source, ask!

We will use the Turn-it-In software in the D2L platform for the major assignments to assist in managing this process. All assignments will be automatically submitted to Turn-it-in through D2L, an online database that checks your work against other scholarly material. This service is designed to alert users to potential plagiarism. Learning effective research skills is a gradual process and you will receive significant support and instruction in this course. This service is used to ensure that you follow proper citation and writing guidelines and protects you against academic dishonesty.
10. Course Resources
University Center for Writing-based Learning
SNL Writing Guide
Dean of Students Office

11. Instructor Bio
Lori Neblung is a Core Faculty Member, Academic Advisor and faculty mentor at DePaul's School for New Learning. Lori, an SNL alum, earned her Bachelor of Arts from DePaul University and her Master of Liberal Arts degree from The University of Chicago. She began teaching at SNL in 2008. Her research interests lie in the area of adult education and interdisciplinary studies.

In her corporate career, she has worked in the area of systems/operation management and learning & development with companies such as Skillsoft, Thomson NETg, Albertsons, Osco Drug, Baxter Healthcare, Motorola, National-Louis University, C.N.A Insurance, and Hewitt Associates to enable these strategic clients to effectively and efficiently integrate learning programs into their organization. She has over 30 years of corporate management experience. She has extensive professional experience in relationship management, internal and external business consulting, and development of training materials and processes across various industries. She has additional skills in critical thinking, business acumen, project management, communications, and problem solving.