Course Description
The purpose of this required course is to help you, the learner, understand the educational philosophy and procedures of SNL, and to apply these in developing a plan for attaining a B.A. degree relevant to your professional, academic and personal goals. Students use structured reflection and analysis to assess themselves as learners, write learning goals, do preliminary research in their focus area, meet with their mentor, 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.

Objectives
At SNL, we are more concerned about the outcomes of learning-what you know, can do and how well you do it-rather than about the fact that you have taken a particular class or had a specific learning experience. In this course, we will cover 2 competences, L-2 and F1, for 4 credit hours. Specific outcomes of this course are related to each competence. Exercises and assignments will be used specifically to help you meet these outcomes.

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

By the end of this course, students 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 using at least two learning styles instruments.
- 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 program planning document; focus area title and rationale; research (including annotations) and competence statements; brief descriptions of externship and advanced project.
- Create an electronic portfolio consisting of the following elements: the learning portfolio referred to above; a welcome page; a statement of personal, educational, and professional goals; and a statement of personal philosophy.
- Learn to use the full resources of the DePaul Library to identify current trends and issues in your focus area.

**Learning Strategies & Resources**


NOTE: The following required readings and videos are embedded in the course and are available as electronic reserves DePaul University Libraries. Use the Ares system from the Library’s website (http://www.library.depaul.edu) to access them. From the Library’s home page, click on the services tab in the banner across the top. From there, the Course Reserves are available on the left. Log in to the Ares Course Reserves using your Campus Connect User ID and password. You will then see a list of courses in which you are 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.


Recommended reading (not required):


Additional readings may be required and will be made available as needed through the quarter.
Other useful resources:

SNL website – www.snl.depaul.edu
SNL forms – http://www.snl.depaul.edu/StudentResources/Forms/index.asp
SNL Foundations Career Exploration Tutorial - accessible from D2L
Weekly assignments and class activities - based on handouts or web-based readings
DePaul U. Career Center - http://careercenter.depaul.edu/; contact Donna Delguidice, SNL's career counselor at ddelgiud@depaul.edu

A good dictionary and a good thesaurus - highly recommended!
Friends, professional colleagues and associates – you will conduct informational interviews to help you organize your focus area, in particular

You are encouraged to utilize the various resources available to you at the university and work, in the library, on the web, and through popular culture (e.g. videos, plays, live performances, museums, etc.), as well as your own and others’ personal experiences, as information sources. Don’t forget to bring your intellect, imagination, enthusiasm and creativity to help make sense of it all!

Learning Deliverables

<table>
<thead>
<tr>
<th>Week/date/module</th>
<th>Readings/Activities</th>
<th>Assignments (written or for in-class – due in week listed except for Module 1)</th>
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<tbody>
<tr>
<td>9.13.16</td>
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<tr>
<td>Week 1, Module 1:</td>
<td>– “Finishing College at Sixty” by Shirley Paolinelli (Chapter 10 of FAL book),</td>
<td>1.1 Introduction Discussion 1.2 Those Who Have Gone Before Discussion 1.3 Personal, Professional and Educational Goals These assignments are due 9.20.16</td>
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<td></td>
<td>– “Narrative Scenarios”</td>
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<td></td>
<td>– Chapter 1, New Beginnings by Linda Simon</td>
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<td></td>
<td>– “Managing Oneself” by Peter Drucker</td>
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<tr>
<td>9.20.16</td>
<td>– “Competence in Liberal Arts Learning” by Betta LoSardo (LAS on-line course)</td>
<td>2.1 Competence and the Liberal Arts 2.2 The SNL Program 2.3 Your Preferred Learning Style Discussion</td>
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<tr>
<td>Week 2, Module 2:</td>
<td>– “On the Outcome of a Liberal Education” by Morry Fiddler and “Liberal Arts and Business” by Miriam Ben-Yoseph (both from Chapter 10, “Readings”, of the FAL book)</td>
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<tr>
<td>Date</td>
<td>Week, Module</td>
<td>Library instruction</td>
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| 9.27.16    | Week 3, Module 3: | Library instruction; Focus area: identifying trends and competencies for the 21st century | “Adult Education in the 21st Century” by Frederico Salas-Isnardi | 3.1 Defining My Focus Area  
3.2 21st Century Trends Discussion  
3.3 Library Workshop begun (due: 10.11.16) |
| 10.4.16    | Week 4, Module 4: | My Focus Area: Making My Degree Personally Relevant; Focus area, cont.: writing competence statements; writing a bibliographic annotation | Chapter 4, Section E, pp.21-24 and Chapter 5, Section B, pp.12-15 in the Foundations of Adult Learning Resource Guide | 4.1 Writing Bibliographical Entries  
4.2 Writing X Competence Statements |
| 10.11.16   | Week 5, Module 5: | The Mentoring Relationship | “How To Be A Successful Mentee”  
“Mentee Skills Critical to Rapport Building”  
Mid-quarter individual meetings with mentor in lieu of class session | 5.1 Prepare for Mentoring Meeting  
5.3 Writing Annotated Bibliographical Entries 3 and 4  
3.3 Library workshop |
<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Module</th>
<th>Topic</th>
<th>Notes</th>
</tr>
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<tbody>
<tr>
<td>10.18.16</td>
<td>Week 6</td>
<td>Module 6: The Academic Committee</td>
<td>• “Finding and Getting to Know Your Mentor,” by Lois Zachary</td>
<td>completed 6.1 Choosing a Professional Advisor Discussion 6.2 Bibliographical Entries 5 and 6 6.3 Professional Advisor Status Report 6.4. First Draft of Transfer Coursework Assessment Forms 6.5 Consultation with Librarian</td>
</tr>
</tbody>
</table>
| 10.25.16   | Week 7 | Module 7: Lifelong learning milestones; Research Seminar, Externship, Advanced Project, Advanced Electives | *“Is Google Making Us Stupid?” by Nicholas Carr  
*Sherry Turkle’s TED talk, “Connected But Alone”  
http://www.ted.com/talks/sherry_turkle_alone_together.html Image  
*Student videos on the SNL Writing Guide page | completed 7.1 Writing Challenges and Resources 7.2 Thinking Critically Discussion 7.3 Advanced Project Ideas 7.4 Annotations 7 and 8 |
| 11.1.16    | Week 8 | Module 8: More Lifelong Learning Milestones | *Civil Rights March Image  
*Ted Talk: The Danger of the Single Story, Chimimanda Adichie, available at  
https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en  
*“It is Dangerous to Read Newspapers” by Margaret Atwood | completed 8.1 Civic Engagement Discussion 8.2 The Trends Essay 8.3 Externship Ideas |
| 11.8.16    | Week 9 | Module 9: Who I Am and Where I Go From Here; Liberal learning; reflecting on | • 'Vertical and Lateral Thinking' by Edward De Bono  
• Ted Talk: Tim Brown on Creativity | completed 9.1 Creativity Discussion 9.2 Final Draft of Quarter-by-Quarter Plan 9.3 Personal Philosophy Statement 9.4 Final draft of all Transfer Coursework Assessment Forms |
learning in Foundations:
Q&A re: portfolio assignments

Due: 2016-11-20

11.15.16 Week 10, Module 10:
Eyes on the Prize: Project Graduation;
Next steps after L2, F1;
Preparing for 1st committee meeting;
Celebration

- “Strategies for Managing Time and Stress,” Chapter 4, “New Beginnings Activity:
  - TedX Talk - SANKOFA: Going back to fetch your inner voice, Derise Tolliver Atta, available at
    https://www.youtube.com/watch?v=FbiUDXnx9UY
  - Student presentation of focus areas and plan of action

10.3 Nominating Your Professional Advisor and Proposing Dates for a First Committee Meeting
10.4 Final Thoughts and Reflections

Learning Portfolio due no later than November 22, 2016 at 6pm.

Note: Additional readings may be assigned as needed; Discussions noted under Assignments in the Class Schedule are to be completed in class unless otherwise specified. There are no online discussion forums on D2L except where noted by instructor.

Assessment of Student Learning

Foundations of Adult Learning is a Pass/No Pass course. I have every expectation that you will successfully complete this step in the SNL journey. I am committed to that occurring. In order for that to happen, you must do your part (e.g. show up, complete assignments successfully and on-time, actively participate in learning activities, attend scheduled appointments with faculty mentor) and help me, your faculty mentor know how I can best help you in the process. Two or more absences from class (without withdrawal) will result in failing this course. If you have not successfully completed and turned in all the required assignments by the final due date, you will receive either a Fail grade or an Incomplete for L2 and/or F1.

Important notes: Incompletes (IN) are not automatically given and they are STRONGLY discouraged. They will need to be negotiated case-by-case, based on satisfactory to-date record of work (at least 75% of assignments submitted and completed), number of classes attended, timely completion of assignments, and active participation in learning activities. You must request the Incomplete in writing, using the standard SNL form (“Incomplete Grade Contract Form” on the SNL forms webpage), before the last class session. NOTE: I am not inclined to give IN grades for this class.

It is DePaul University policy that all Incompletes will be changed to an F at the end of 2 quarters. NO EXCEPTIONS! When work to address the Incomplete grade is submitted within the designated window period, expect grade changes to be done at the end of the quarter that the work is submitted.
Students are strongly advised to review the university deadlines for withdrawal without tuition refund and the implications for financial aid and grades.

You can use this chart to determine the quality of your work before you submit it and for your own self-assessment purposes.

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<tr>
<th>Written Work</th>
<th>Discussions and In-Class Participation</th>
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<tr>
<td><strong>A</strong> Work of extraordinarily high quality, reflecting unusual thoroughness, comprehensiveness, cogency of argument and development of ideas, as well as creativity in writing assignments; work also characterized by exceptional writing skills, free of serious grammatical, spelling, and syntactical errors; sophisticated application of a standard writing style to college work (MLA, APA, etc.); accomplishes the above within given page requirements.</td>
<td>Student has read the assignment(s) and engaged in assigned activities, and can provide a clear summary of assigned texts and reflect on assigned activities in a thoughtful and contributive manner; can ask questions, express judgments and/or pose other areas to explore at each discussion session based on comprehension of reading assignments and class activities at a sophisticated level.</td>
</tr>
<tr>
<td><strong>B</strong> Work of high quality regarding the organization and development of ideas; work substantively addresses issues/topics as stated in guidelines of assignments; writing is free of serious grammatical, spelling, and syntactical errors; good application of a standard writing style to college work (MLA, APA, etc.); accomplishes the above by exceeding given page requirements.</td>
<td>Student participates as stated above in 75% of discussions.</td>
</tr>
<tr>
<td><strong>C</strong> Work that minimally meets acceptable requirements as stated in course guidelines for assignments; writing skills reflect weakness in organization and development of ideas; superficial treatment of issues and ideas; work may only address part of an assignment; work may demonstrate serious grammatical, spelling, and syntactical errors; minimal application of a standard writing style to college work (MLA, APA, etc.); work may minimally reflect given page requirements.</td>
<td>Student only participates when asked; and/or, student only enters a conversation to ask a question, or make general remarks that shows only vague familiarity with assigned readings and/or activities.</td>
</tr>
<tr>
<td><strong>D</strong> Work does not meet minimum acceptable requirements of assignments; poorly written in organization, development, grammar, spelling, and/or syntax; may indicate student has not thought through assignments, as reflected in superficial or simplistic treatment of issues and ideas; poor application of a standard writing style to college work (MLA, APA, etc.).</td>
<td>Student is unable to respond to questions posed, summarize readings, and is silent during most sessions.</td>
</tr>
<tr>
<td><strong>F</strong> Work does not meet minimum standards. (template from Holton, 2013)</td>
<td>Student is not engaged at all.</td>
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**Grading Criteria & Scale**

Foundations of Adult Learning is a Pass-Fail course. A percentage score of 70% or higher constitutes a passing grade. Your final grades for the L2 and F1 competencies are based upon the successful and timely completion of all assigned readings, discussions and written work listed on the D2L site and is distributed as follows:
Attendance and discussions 15%
Written Assignments 45%
Learning Portfolio
  5.1 Preparing for the Mentoring Meeting 15%
  9.2 Final Learning Portfolio 25%
Total 100%

Course Schedule
Insert schedule/outline for each course session (objectives/competencies, topics, learning strategies, assignments, readings/resources, due dates, etc.). If this schedule/outline is subject to change during the course, state so here in the syllabus and include a description of the process whereby changes will be made and communicated. For online, describe the typical/general module pace (e.g., discussions due T, S; written assignments due M; new modules initiate on M etc.)

Course Policies
This course includes and adheres to the college and university policies described in the links below:
  Academic Integrity Policy (UGRAD)
  Incomplete Policy
  Course Withdrawal Timelines and Grade/Fee Consequences
  Accommodations Based on the Impact of a Disability
  Protection of Human Research Participants

Academic Integrity
DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students’ own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas.

Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook for further details.
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.
- Resubmitting one's own previous work from a different course or college, without the permission of the current instructor.

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.

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. Two other writing resources include the following sites: University Center for Writing-based Learning and SNL Writing Guide.

Concerns Regarding Grading, Teaching or Advising

Students with concerns or 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, 1400 Daley Center, 312-362-8001.

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

Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD) enabling you to access accommodations and support services to assist your success. There are two office locations:

Center for Students with Disabilities (CSD)
Loop Campus: Lewis Center 1420. (312) 362-8002
Lincoln Park Campus: Student Center 370. (773) 325-1677
csd@depaul.edu
Students are also invited to contact their instructor privately to discuss your challenges and how the instructor may assist in facilitating the accommodations you will use in this course. This is best done early in the term and the conversation will remain confidential.

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 student affair handbook for the complete Code.

Dean of Students Office

The Dean of Students Office (DOS) helps students in navigating the university, particularly during difficult situations, such as personal, financial, medical, and/or family crises. Absence Notifications to faculty, Late Withdrawals, and Community Resource Referrals, support students both in and outside of the classroom. Additionally we have resources and programs to support health and wellness, violence prevention, substance abuse and drug prevention, and LGBTQ student services. We are committed to your success as a DePaul student. Please feel free to contact Dean of Students Office.

Classroom etiquette, courtesies and other useful guidelines:

A major guideline for class: respect your peers and your faculty mentor in interactions with them.

Other guidelines can be generated as we go along.

If you feel that your faculty mentor is not being as helpful to you as you would like, please let her know earlier than later.

Turn off or place your various devices of distraction (e.g. pagers and phones) on vibrate so they do not disrupt classroom activities. Please leave the classroom if you must answer a phone call, page and/or text. You may be asked to leave class if this presents a problem.

Sometimes it will be necessary to skip from topic to topic, from thinking to doing, and again from doing to thinking. This means that everyone must be flexible and open to new learning within the course.

Return to class from your breaks in the given time limit.

While light snacks are allowable, please don’t bring your entire dinner to class.

Respect your peers and facilitators when entering during a presentation, film or video by taking your seat quietly.

Wait until centering is completed before entering the classroom.

Put your name, assignment title and date on all work!!!!

Keep copies for yourself of anything you submit for review or grading!!!!

Keep copies of the drafts of assignments that your faculty mentor has reviewed. Do not throw away any materials that are returned to you. These drafts, as well as revised copies, are to be included in your Foundations learning portfolio.

Bring your SNL program grid and DPR printout with you to class.

Each of you will have a folder for this class that you will use to submit your assignments, drafts of assignments, questions and/or comments to your faculty mentor. Dr. Tolliver Atta, in turn, will use the folder to submit assessments of your work. Your folder will be
passed out at the beginning of the class and collected at the end of each class period. Dr. Tolliver Atta will collect the folder at the end of the quarter.

Instructor Brief Bio

I (Derise Tolliver Atta) am a tenured Associate Professor and have been a resident faculty member at the School for New Learning since 1994. I am a licensed clinical psychologist by training. I earned my Ph.D. from Duke University in 1985. Prior to coming to SNL, I taught in the psychology department at DePaul, was a staff psychologist and Director of the Assessment Program at DePaul's Community Mental Health Center, and taught at the Chicago School of Professional Psychology. I have conducted research, presented and published papers on issues of spirituality, culture and race in adult education, cultural issues related to HIV/AIDS, women's health issues, study abroad in Africa, international education, and initiation rites for young girls. I am passionate about “discovering” and sharing knowledge about natural approaches to health and healing. I also write poetry. I look forward to helping you to re-member and remember who you are so that you can be all you want to be.