1. Bachelor of Arts in an Individual Focus Area (BAIFA)

2. LL 250: Foundations of Adult Learning
   Fall 2016

3. Instructor:
   Ben Yeo
   byeo@depaul.edu
   Phone: 312-362-8684,
   Office Hours: By Appointment

4. Course Dates:
   Sep 7, 2016 – Nov 9, 2016
   Wednesday
   615 pm – 930 pm

5. Course Location: Naperville,

6. 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.

7. Learning Outcomes, Competences, and/or Objectives

   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.
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.

8. Learning Strategies & Resources

Course Resources

To buy your books, go to http://bookstore.mbsdirect.net/depaul.htm.

Required Reading:


Optional Reading:


All other required readings and videos are embedded in the course¹

- Foundations of Adult Learning Resource Book, available online at http://www.snl.depaul.edu (You can find it on the Student Resources tab ➔Undergraduate ➔ Forms. The resources are sorted alphabetically. Look under F.

¹ Additional readings may be required and made available as needed through the quarter.

Recommended reading (not required):

Additional reading materials available as electronic reserves by DePaul 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.
Attendance is critical in completing the course. Absence from more than two classes can lead to a failing grade. Students should contact the instructor if he/she anticipates missing a class. Students are responsible for reviewing materials assigned.

Students are expected to be punctual and participate in each scheduled class session. Students must complete all assignments on time. All work must be submitted on D2L prior to the due date for timely feedback.

9. Learning Deliverables

All course deliverables must be submitted to receive a passing grade. Unfinished work or work requiring revision will be given an Incomplete (IN) grade. In order to qualify for the IN, students must have regularly attended class, and must have completed three-fourths of assignments. In order for a student to have an incomplete (IN) grade granted in this course, 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.

10. Assessment of Student Learning

Grades are based on discussions, written assignments, the learning portfolio.

Attendance and Discussions
Per SNL’s policies, students are expected to be present in all classes barring unforeseen circumstances and official/professionally-related absences due to necessity. In addition, students are expected to participate in class discussions to facilitate an exchange of ideas and an effective learning experience for everyone. Class participation also includes substantive contributions to class discussions.

Written Assignments
All writing assignments are expected to conform to basic college-level standards of mechanics and presentation. In order to receive credit for writing assignments, your writing must demonstrate achievement of the following criteria.

<table>
<thead>
<tr>
<th>Competence</th>
<th>Competence Statement and Facets</th>
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<tbody>
<tr>
<td>Reflection/Analysis</td>
<td>For assignments that specify reflection or analysis as a required activity, your writing should demonstrate to the reader that you have made in-depth, thoughtful connections between concepts, readings and, when appropriate, your personal experiences.</td>
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<tr>
<td>Detail</td>
<td>Writing is effective when an appropriate level of specificity is achieved. Your writing will demonstrate this when</td>
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</tbody>
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11.2015 Version 4
appropriate evidence is included to support ideas and opinions.

**Grammar, Syntax, and Style**
You should use standard English in all of your writing assignments. Your grammar, sentence structure, and style should direct your readers to an understanding of your ideas rather than serving as impediments to such understanding.

**Organization**
Make sure that each assignment is coherent from beginning to end.

**Attention to Assignment Specifications**
Your written work should adhere closely to the guidelines established in the description of each assignment.

Consult the Writing Guide for SNL Students for help in writing your assignments:

[http://snl.depaul.edu/writing/SNLAssignments.html](http://snl.depaul.edu/writing/SNLAssignments.html)

Consider visiting the Writing Center to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as–needed or weekly basis, scheduling up to 3 hours worth of appointments per week. Online services include Feedback–by–Email and IM conferencing (with or without a webcam). All writing center services are free.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email.

Obviously, the tutors won’t necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

Schedule your appointments with enough time to think about and use the feedback you’ll receive. To schedule a Face-to-Face, Written Feedback by Email, or Online Appointment, visit [www.depaul.edu/writing](http://www.depaul.edu/writing).

All work must be completed individually, although students may discuss and work together. 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!

Completed work must be uploaded on D2L in the appropriate dropboxes. This includes all written assignments. All assignments assigned for each week are due before class the following week. Assignments from Week 10 are due the following Tuesday. All late submissions without an approved extension will receive a 5% penalty for each day late.

Pertaining to the written assignments, some aspects may involve subjective evaluation. As much as possible, the rubric given above will frame the assessments. All assignments should demonstrate the consideration of key issues and critical thinking. All written assignments should be typed, single-spaced, and contain a bibliography of cited sources and appropriate footnotes. All ideas, quotes and statistics borrowed from another author must be cited. If external content (such as facts or data) are used, please be sure to cite the corresponding authorities. The use of APA style as a formal citation guideline would be ideal.

Note that depending on the nature of the assignment, a formal bibliography is not always necessary. Please refer to the assignment descriptions for the requirements.

11. 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:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance and discussions</td>
<td>15%</td>
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<tr>
<td>Written Assignments</td>
<td>45%</td>
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<td>Learning Portfolio</td>
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<td>5.1 Preparing for the Mentoring Meeting</td>
<td>15%</td>
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<td>9.2 Final Learning Portfolio</td>
<td>25%</td>
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<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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12. Course Schedule

This course consists of 10 modules. The estimated time to complete each module is 1 week. The following table outlines the course:

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2 Class schedules are tentative and are subject to changes as necessary.
<table>
<thead>
<tr>
<th>Week Date (yyyy-mm-dd)</th>
<th>Readings/Activities</th>
<th>Assignments</th>
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<tbody>
<tr>
<td><strong>Week 1, Module 1: Getting to Know You</strong> 2016-09-07</td>
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<tr>
<td>• “Finishing College at Sixty” by Shirley Paolinelli (Chapter 10 of FAL book),</td>
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<td>• “Narrative Scenarios”</td>
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<td>• Chapter 1, New Beginnings by Linda Simon</td>
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<td>• “Managing Oneself” by Peter Drucker</td>
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<td>• “Survey and Recycle Your D.A.T.A.” Chapter Four, Job Shift, William Bridges.</td>
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<td>1.1 Introduction Discussion</td>
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<td>1.2 Those Who Have Gone Before Discussion</td>
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<td>1.3 Personal, Professional and Educational Goals</td>
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<td>1.4 ePortfolio Assignment</td>
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<td>Due: 2016-09-18</td>
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<td><strong>Week 2, Module 2: Competence and the Liberal Arts Learning styles.</strong> 2016-09-14</td>
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<tr>
<td>• “Competence in Liberal Arts Learning” by Betta LoSardo (LAS on-line course)</td>
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<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>• “Beyond the Machine: Liberal Learning for an Information Society” by Bruce Strasser</td>
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<td>• “Having A Degree and Being Educated” by Edmund Pellegrino</td>
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<td>• “Defining the Educated Professional” by Stark and Lowther</td>
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<tr>
<td>• “Assessing Learning Needs and Course Requirements,” Chapter 2, New Beginnings</td>
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<td>• The Kolb Learning Styles Inventory and Workbook.</td>
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<tr>
<td>2.1 Competence and the Liberal Arts</td>
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<td>2.2 The SNL Program</td>
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<td>2.3 Your Preferred Learning Style Discussion</td>
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<tr>
<td>Due: 2016-09-25</td>
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3 Additional readings will be assigned as needed.
4 Additional readings will be assigned as needed.
5 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 applicable.
6 Due in at the end of Week 11.
| Week 3, Module 3: My Focus Area: What I Know and What I Need to Learn | 3.1 Defining My Focus Area  
3.2 21st Century Trends Discussion  
3.3 Library Workshop  
Due: 2016-10-02 |
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- “Adult Education in the 21st Century” by Frederico Salas-Isnardi  
- “We’re heading into a jobless future, no matter what the government does” by Vivek Wadhwa  
- Library Workshop  |
| Week 4, Module 4: My Focus Area: Making My Degree Personally Relevant | 4.1 My Career Cycle Discussion  
4.2 Writing Bibliographical Entries  
4.3 Writing X Competence Statements  
4.4 Interviewing a Professional in Your Focus Area (optional)  
4.5 Opportunity costs discussion  
Due: 2016-10-09 |
|  
- Chapter 4, Section E, pp.21-24 and Chapter 5, Section B, pp.12-15 in the Foundations of Adult Learning Resource Guide  
Principles of Macroeconomics.  |
| Week 5, Module 5: The Mentoring Relationship | 5.1 Prepare for Mentoring Meeting  
5.3 Writing Annotated Bibliographical Entries 3 and 4  
Due: 2016-10-16 |
|  
- “How To Be A Successful Mentee”  
- “Mentee Skills Critical to Rapport Building”  
Activity:  
- Individual conference calls in-lieu of class meetings  |

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7 Virtual guest speaker.  
8 To be completed before class in Week 4.  
9 To be scheduled with the Instructor. Conference calls are to be held after Week 4’s class and prior to Week 6’s class. Subject to available times.
| Week 6, Module 6: The Academic Committee 2016-10-12 | • “Finding and Getting to Know Your Mentor,” by Lois Zachary  
• “When the Academic and Real World Meet,” by David Svetlik  
• “How To Get A Mentor Like Richard Branson,” by Brian Scudamore | 6.1 Choosing a Professional Advisor Discussion  
6.3 Professional Advisor Status Report  
6.4 First Draft of Transfer Coursework Assessment Forms  
6.5 Consultation with Librarian  
Due: 2016-10-23 |
|---|---|---|
| Week 7, Module 7: Lifelong Learning Milestones 2016-10-19 | • “Is Google Making Us Stupid?” by Nicholas Carr  
• Sherry Turkle’s TED talk, “Connected But Alone” [link](http://www.ted.com/talks/sherry_turkle_alone_together.html)  
• “It is Dangerous to Read Newspapers” by Margaret Atwood | 7.2 Thinking Critically Discussion  
7.3 Advanced Project Ideas  
Due: 2016-10-30 |
| Week 8, Module 8: More Lifelong Learning Milestones 2016-10-26 | • Civil Rights March Image  
• Rittenberg L. and T. Tregarthen (2009). Chapter 5: Macroeconomics: The Big Picture. | 8.1 Civic Engagement Discussion  
8.2 The Trends Essay  
8.3 Externship Ideas  
8.4 Employability Discussion  
Due: 2016-11-06 |
| Week 9, Module 9: Who I Am and Where I Go From Here 2016-11-02 | • 'Vertical and Lateral Thinking' by Edward De Bono  
• Ted Talk: Tim Brown on Creativity  
• How to Guide – Create an e-Portfolio  
• How to guide - Make an e-Portfolio viewable to an instructor | 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  
Due: 2016-11-20 |
13. Course Policies

**DePaul University Academic Integrity Policy**  
DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasises 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 or visit [http://studentaffairs.depaul.edu/homehandbook.html](http://studentaffairs.depaul.edu/homehandbook.html) for further details.

**DePaul University Incomplete Policy**  
Undergraduate and graduate students will have up to two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. In the case of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to

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10 The order of presentation is to be scheduled with the Instructor by Week 8. Depending on the class size, presentations may be changed to leading a class discussion that is more informal. The goal is to promote community learning and rapport with your cohort. We can learn a lot more from each other by sharing our ideas. And it is a good final networking opportunity before we take different classes in the curriculum.

11 To be completed by Jun 5, 2015. If the Professional Advisor is not available at the time of the course, a concrete plan of action will be required.

12 To be discussed in class.
undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four-week grace period before final degree certification.

n.b. The SNL 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.

14. Course Resources

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. Please contact your instructor as early as possible in the quarter, preferably within the first week or two of the course. All discussion will remain confidential. Please be sure to contact the following office for additional information:

Center for Students with Disabilities (CSD)
Lincoln Park Campus: Student Center 370. (773) 325-1677
Loop Campus: Lewis Center 1420. (312) 362-8002
csd@depaul.edu

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/.

[In addition, consider adding the Writing Centers’ syllabus supplement available here http://condor.depaul.edu/writing/instructors/syllabus.html]

15. Instructor Brief Bio

Benjamin Yeo is an Assistant Professor in the School for New Learning at DePaul University. His research interests include innovation- and technology-driven economic growth and social informatics, using both quantitative and qualitative methods. Recent projects include studies on the economic impact of technologies in industrial contexts and the effectiveness of advertising on mobile platforms. Prior to academia, Benjamin Yeo worked in the industry as a Senior Research Analyst in Regional Economics. He received a Ph.D. in Information Science from the College of Information Sciences and Technology at the Pennsylvania State University.