

The University of Texas at Tyler
College of Business and Technology
School of Human Resource Development and Technology
Course Syllabus

HRD 5336
Adult Learning
Spring, 2009-Telecampus

Dr. Sharon Cathcart
scathcart@uttyler.edu
Fax: 903 565 5650
Phone: 903 565 5884
903 566 7310

Course Description

This course is a three-hour graduate course concerning the theories and practices of adult learning and continuing education, including learning principles, curriculum organization, evaluation techniques and effective classroom interaction. Recent research literature will be examined to provide a current framework of theory and practice. Adult development processes will be evaluated to determine their implications for learning. Course participants will be asked to evaluate their own adult learning experiences within this framework of theory and practice.

Participants will read assigned materials, engage in personal and online dialogue, and perform research. Products of this course will include a personal reflections journal, documentation of dialogue, and successful completion of two exams.

Course Goals and Objectives

- To understand the fundamental issues and concepts of adult learning, adult development, and adult education.
- To integrate personal experiences into a framework of theory and practice.
- To develop an in-depth knowledge of one issue within the field of adult learning.
- To develop a broad understanding of adult learning and the adult learner.
- To assess one's own knowledge and experiences in relation to the broad overview of adult learning.
- To become acquainted with research literature in the field of adult learning.
- To express cogently one's understanding of adult learning and the adult learner, with emphasis on a conceptual framework of the knowledge.
- To practice use of one academic style manual for the purpose of producing publishable academic writing.

Text Book(s)

- MacKeracher, D.M.G. (2004). *Making sense of adult learning* (2nd ed.). Toronto, Canada: University of Toronto Press.
- Merriam, S. B., Caffarella, R. S., & Baumgartner, L.M. (2006). *Learning in adulthood: A comprehensive guide* (3rd ed.). San Francisco: Jossey-Bass.
- *Publication manual of the American Psychological Association* (5th ed.). (2001). Washington, DC: American Psychological Association.

Student Learning Outcomes

Upon Successful completion of this course, participants will be able to:

- Describe the environmental context in which the adult learner exists
- Describe how physical, psychological, and sociocultural influences interact on the adult learner
- Describe cognitive development in adults, and identify differences in cognitive development between adults and children
- List and describe three models of adult learning
- Describe three different theories of adult learning
- Discuss the five orientations of learning theory as defined by Merriam, Caffarella, and Baumgartner
- Discuss the ethical issues that exist in adult education
- Identify at least five practical applications of adult learning theory to adult learning practice

Course Competencies

1. Computer-Based Skills – The student will use word processing program to prepare assignments and various web-based tools for gaining information and communicating with the instructor and with other students.
2. Communication Skills – The student will exhibit a mastery of both written and interactive computer communication skills in the preparation of assignments and in discussions.
3. Interpersonal Skills – The student will discuss ideas and opinions regarding different adult learning and adult education issues presented in class.
4. Problem Solving (Critical Thinking) – The student will use conceptual thinking and problem solving skills applying course materials to personal experiences.
5. Ethical Issues in Decision Making and Behavior – The student will discuss scenarios of adult education where ethical thinking is required.
6. Personal Accountability for Achievement – The student will complete the assignments and will participate in class discussions as required and on a timely basis.

Grading

A - 90-100

B - 80-89

C - 70-79

D - 60-69

F - Below 60

Grading Policy

The work performed for this course is weighted as follows:

40% - Personal Reflections Journal

25% - Active Class Participation

15% - Mid-Term

20% - Final Exam

Grading components are assigned weights based upon the work required of the participant and the importance to the course. A letter grade will be deducted for each day an assignment is late.

This rubric will be used to grade Discussion postings.

Points	1	2	3	4
Promptness and Initiative	Does not respond to most postings; rarely participates freely	Responds to most postings several days after initial discussion; limited initiative	Responds to most postings within a 24 hour period; requires occasional prompting to post	Consistently responds to postings in less than 24 hours; demonstrates good self-initiative
Delivery of Post	Utilizes poor spelling and grammar in most posts; posts appear "hasty"	Errors in spelling and grammar evidenced in several posts	Few grammatical or spelling errors are noted in posts	Consistently uses grammatically correct posts with rare misspellings

Delivery of Post Relevance of Post	Posts topics which do not relate to the discussion content; makes short or irrelevant remarks	Occasionally posts off topic; most posts are short in length and offer no further insight into the topic	Frequently posts topics that are related to discussion content; prompts further discussion of topic	Consistently posts topics related to discussion topic; cites additional references related to topic
Expression Within the Post	Does not express opinions or ideas clearly; no connection to topic	Unclear connection to topic evidenced in minimal expression of opinions or ideas	Opinions and ideas are stated clearly with occasional lack of connection to topic	Expresses opinions and ideas in a clear and concise manner with obvious connection to topic
Contribution to the Learning Community	Does not make effort to participate in learning community as it develops; seems indifferent	Occasionally makes meaningful reflection on group's efforts; marginal effort to become involved with group	Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely	Aware of needs of community; frequently attempts to motivate the group discussion; presents creative approaches to topic

Important Dates to Remember:

Monday, January 19 – Martin Luther King Jr. Day – no classes

Monday, January 26 – 12th Class Day

Monday, February 2 – Summer Registration Begins

Monday, March 9 – Spring Break Begins

Wednesday, March 25 – Last Day to Drop or Withdraw From a Course

Wednesday, April 1 – Fall 2009 Registration Begins

Monday, May 4 – Final Exam

Class Participation

Reading Assignments: Each participant is responsible for completing the reading assignments in a timely manner. Deadlines are listed in the Course Schedule.

Discussion and written assignments are made with the assumption that required reading assignments are completed prior to completion of discussion and written assignments.

Discussion Assignments: A Rubric for how postings will be graded is listed in the Grades and Grading area in this Syllabus.

Each participant is responsible for participating in the asynchronous discussions of each module. This participation will include posting answers to questions posed by the instructor and replying to other participants' postings.

Discussion postings should be made in a timely manner. Deadlines are listed in the Course Schedule. Please note that all discussion postings must be completed by midnight Central Standard Time on the due date.

Participants should plan on entering the discussion area at least three times a week in order to read and comment on others' postings. Posting answers to the questions posed in the discussion area should be done in advance of the deadline in order to allow other participants the opportunity to comment.

Quality of answers is as important as quantity. A participant's comments should add to the discussion. Comments should be supported, as required, with references cited appropriately. The instructor and/or participants may use synchronous chats as the need arises.

Note: When posting to the discussion area, please type in your comments directly into the discussion. Don't type your comments into a document and then attach it to the discussion—this method is difficult for some students to access.

The Discussions feature in Blackboard is an online discussion forum wherein students and faculty can communicate asynchronously (anytime) via message postings. When you click the Communications link on the left, then click on Discussion Board, a listing of general subject categories will appear in a table format. Each general subject category is represented by a file folder icon.

All threads (topics) pertinent to a general subject category will appear as links under that subject category folder. The instructor has control of what general subject categories are available for discussion in the course. At the instructor's discretion, students may or may not have the option of starting a new thread under the general subject categories and may or may not be able to edit their comments after they have been posted.

Students can (and will be required to) respond to threads in the course discussion. To respond to a thread:

In the Discussion Board area, you will see a list of forums

Click on a forum link to open it and view the contents within

Open a message

Click Reply to respond to the message

Your response will now appear in the table, along with your name as author and date. Icons will appear on the right side of the table that indicate a response, edit, or delete option. If the edit icon or the trash can (delete icon) doesn't appear, the student doesn't have editing or deletion privileges.

If your instructor chooses to assign you to a group, you will also see Group Pages in the Communications area. Click on the Group Pages icon that displays all of the options assigned to the

group. Only those students assigned to that group will see and have access to the group activities. This allows the students to communicate and post information on any projects assigned to them.

Check the discussions area often. Since the discussion is asynchronous, other responses will be submitted after your post. Be sure to check the discussions area each time you log into the course, to view any added material.

Written Assignments: All written assignments are to be completed in Microsoft Word or Notepad Text, and submitted in a timely manner. Deadlines are listed in the Course Schedule. Please note that all written assignments must be submitted by Midnight Central Standard Time on the due date.

All written assignments should be submitted through the links provided in the modules. If your Web connection is down for some reason, assignments may be faxed to 903-565-5650. Please note that if your assignment is faxed, turnaround time for grading may be slightly longer.

All written assignments do go through plagiarism detection programs. Plagiarism is a serious academic offense. Please avoid the consequences of academic dishonesty by citing all sources that you use in your work. Academic dishonesty, such as unauthorized collusion, plagiarism and cheating, as outlined in the Handbook of Operating Procedures, University of Texas at Tyler, will not be tolerated. University regulations require the instructor to report all suspected cases of academic dishonesty to the Dean of Students for disciplinary action. In the event disciplinary measures are imposed on the student, it becomes part of the student's official school records. Also, please note that the handbook obligates you to report all observed cases of academic dishonesty to the instructor.

Late assignments will receive point reductions (see Grades & Grading within this Syllabus).

Completion Time: You should expect to spend as much time on an online course as you do in a face-to-face course. As a rough guide, you should plan to spend six to ten hours per week on this course. The actual amount of time will vary from individual to individual. This estimate includes the time you spend in reading, discussions, and assignments.

You will have access to all course materials, except exams and certain other assignments, from the start of the course to the end. You may look and study ahead, or go back and review, at any time during the course. All assignments have set due dates. Due dates are as of Midnight Central Standard Time on that date.

Assignments/Projects Turn-In Process: All assignments and projects will be submitted through the assignments link in each module. Use the following process to prepare and submit assignments:

Prepare your assignment using Microsoft Word. Name your assignment with the following convention: last name, first initial, assignment title (ex. LastF_Ref)

Click on —View/Complete in the module's overview area or project area

Number 1 – shows the assignment instructions

Number 2 – is where you add your comments and attach your completed assignment

Number 3 – when all attached files (your complete assignment files) are uploaded, click submit

You will see an exclamation point in your Gradebook when you have successfully submitted an assignment. When assignments are received, I will open them in Microsoft Word for grading. This will enable me to make comments, ask questions, etc. I will then return your assignment through the Student Gradebook area. I will make an announcement when papers are returned to remind you to check the Student Gradebook. To see comments about your assignment, click on your grade. If you need more instructions on how to send files through the assignment link in the modules, please read the Blackboard Student Manual located in the Tools area.

Email: To communicate by email with other course participants or the instructor, click the Communications button on the left. Click Send email to send a message. You are able to send messages to All Users or Select Users in the course, including the instructor. If you need more instructions on how to send email messages with Blackboard please read the Blackboard Student Manual located in the Tools area.

The course email is scathcart@uttyler.edu.

Questions or problems other than technical problems (see Technical Requirements in this Syllabus) may be submitted to the email address above.

You will receive quick response to any emails you send during my office hours. Generally speaking, I check my email inbox several times a day during the workweek, less frequently on the weekend, and rarely after 6 p.m. any day. If my schedule will make me unavailable to answer emails for a day or two, I will put an announcement out so that you can plan accordingly. One caveat: technical problems in email systems may slow down responses!

Accessing Library Resources

Students enrolled in this course have several options to access library resources. You may visit your home campus library or you may access the UT TeleCampus Digital Library. You may also use the Robert R. Muntz Library at the University of Texas at Tyler. Follow these links, and then complete the instructions at those sites for accessing information from a distant site.

Course Evaluation

At the start of the semester, the UT TeleCampus may ask you to complete a voluntary evaluation to help them make improvements and adjustments in their overall online learning forums.

Also, an end of semester evaluation, specifically for this course, will be made available for you to complete in the last week of instruction. Your comments and recommendations will be seriously considered as the course is updated. Your input throughout the semester contributes to my commitment to continually improve the quality and relevance of this course.

Technical Requirements and Assistance

This page is offered to provide a centralized listing of important links for technical assistance.

If you experience technical problems or have a technical question about this course you can obtain assistance by accessing the 24/7 Help Desk.

You may also visit the following sites for helpful information:

UT TeleCampus Technical Support area

Minimum Computer Requirements

Browser Configurations and Plug-Ins

Frequently Asked Technical Questions

Navigation

In order to effectively participate in online learning, it is imperative that you understand how your course is arranged and how to access and contribute information. If you have a question regarding the navigation within this course please refer to the Blackboard Student Manual located in the Tools area.

UT TeleCampus Resources

The UT TeleCampus provides several resources to assist you and make your online learning experience a positive one. A listing of resources is available at the Enrollment Services link on the UT TeleCampus web page. Some of the highlights are:

Campus contacts available to help you through the registration process

Technical assistance 24/7

Free access to SMARTHINKING, an online tutorial service

Digital Library, complete with a digital librarian to answer your questions via email or phone

UT4Me Online Newsletter

IDEA Statement

If you have a disability, including a learning disability, for which you request disability support services/accommodation(s), please contact Ida MacDonald in the Disability Support Services office so that the appropriate arrangements may be made. In accordance with federal law, a student requesting disability support services/accommodation(s) must provide appropriate documentation of his/her disability to the Disability Support Services counselor. For more information, call or visit the Student Services Center located in the University Center, Room 282. The telephone number is 566-7079 (TDD 565-5579)." Additional information may also be obtained at the following UT Tyler Web address: <http://www.uttyler.edu/disabilityservices>

University Policies

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/StudentRightsandResponsibilities.html>

Grade Replacement/Forgiveness

If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to do so will result in both the original and repeated grade being used to calculate your overall grade point average.

Undergraduates will receive grade forgiveness (grade replacement) for only three course repeats; graduates, for two course repeats during his/her career at UT Tyler.

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped

after the 12th day of class (See Schedule of Classes for the specific date).

Exceptions to the 6-drop rule include, but are not limited to, the following: totally withdrawing from the university; being administratively dropped from a course; dropping a course for a personal emergency; dropping a course for documented change of work schedule; or dropping a course for active duty service with the U.S. armed forces or Texas National Guard.

Petitions for exemptions must be submitted to the Registrar's Office and must be accompanied by documentation of the extenuating circumstance. Please contact the Registrar's Office if you have any questions.

Disability Services

In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Support Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact Ida MacDonald in the Disability Support Services office in UC 282, or call (903) 566-7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Semester Schedule

Module	Module Objective	Dates	Reading	Discussion	Written Assignment
1	Introduction of instructor and participants. Participants will begin the process of integrating their prior adult learning experiences with theory	1/12 to 1/18	Course syllabus	Introductions are to be posted by 1/18	Personal Reflection Journal 1: Write a one-page description of what adult learning and education means to you at this point in your life. Note: do this assignment BEFORE reading in the assigned texts. Due: 1/18
2	To review and to evaluate how the societal context of adult life influence adult learning	1/19 to 1/25	M, C & B Chs. 1 & 2 MacK Chs. 1 & 2	Responses to questions due by 1/25	PRJ 2: M, C, & B, Chs. 1 & 2, due 1/25.
3	To review some of the factors that impact adults in their decisions regarding participating in learning activities	1/26 to 2/1	M, C & B Ch. 3 MacK Ch. 10	Responses to questions due by 2/1	PRJ 3: M, C, & B Ch. 3, due 2/1
4	To review and evaluate four well-known models of adult learning	2/2 to 2/8	M, C & B Ch. 4	Responses to questions due by 2/8	PRJ 4: M, C, & B Ch. 4, due 2/8
5	To review the research in self-directed learning	2/9 to 2/15	M, C & B Ch. 5 MacK pp. 44-52	Responses to questions due by 2/15	PRJ 5: M, C, & B Ch. 5, due 2/15
6	To review the development of transformational learning theory, its theoretical foundations, and components	2/16 to 2/22	M, C & B Ch. 6 MacK pp. 64-70	Responses to questions due by 2/22	PRJ 6: M, C, & B Ch. 6, due 2/22
7	To examine the role of experience in the learning process	2/23 to 3/1	M, C & B Ch. 7 MacK Ch. 7 MacK pp. 53-63	Responses to questions due by 3/1	PRJ 7: M, C, & B Ch. 7, due 3/1
8	To assess participant understanding of course materials to date	3/2 to 3/8	None	None	<u>Mid-Term Exam</u>
Spring Break	None	3/9 to 3/15	None	None	None
9	To review the five orientations of learning theory	3/16 to 3/22	M, C & B Ch. 11 MacK Ch. 11	Responses to questions due by 3/22	PRJ 8: M, C, & B Ch. 11, due 3/22
10	To review the four perspectives of adult	3/23 to 3/29	M, C & B Ch. 12 MacK Ch. 6	Responses to questions due	PRJ 9: M, C, & B Ch. 12, due 3/29

	development			by 3/29	
11	To review research in cognitive development in adults	3/30 to 4/5	M, C & B Ch. 13 MacK Ch. 8 MacK pp. 118-122	Responses to questions due by 4/5	PRJ 10: M, C, & B Ch. 13, due 4/5
12	To review the physical aspects of the brain and cognitive functions of the mind	4/6 to 4/12	M, C & B Chs 14 & 15 MacK Chs. 4 & 5	Responses to questions due by 4/12	PRJ 11: M, C, & B Chs. 14 & 15, due 4/12
13	To review some alternative approaches to learning and development	4/13 to 4/19	M, C & B Chs. 8 & 9 MacK Ch. 9	Responses to questions due by 4/19	PRJ 12: M, C, & B Chs. 8 & 9, due 4/19
14	To continue the review of alternative approaches to adult learning and development	4/20 to 4/26	M, C & B Ch. 10	Responses to questions due by 4/26	PRJ 13: M, C, & B Ch. 10, due 4/26
15	To review the role of ethics in adult learning theory and development	4/27 to 5/3	M, C & B Ch. 16 MacK Ch. 11	Responses to questions due by 5/3	PRJ 14: M, C, & B Ch. 16, due 5/3
16	To assess participants' understanding of course materials	5/5	None	Responses to questions due by 5/8	PRJ 15: Final thoughts, due 5/8 Final Exam, due 5/5.