Course Syllabus

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Professor

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Office Hours: Tuesday afternoons from 4:30 p.m. – 5:30 p.m., Wednesday afternoons from 2:00 – 5:00 p.m. or by appointment throughout the semester.
To make an appointment, please call (903) 566-7310 or contact me by email.


Supplemental Readings: Blackboard will be used to provide PDFs of some cases and supplemental readings. The link to access the Blackboard to be created for this course will be: https://blackboard.uttyler.edu/webapps/login/?action=relogin
NOTE: Additional reading material may also be required to stimulate discussion and to supplement the textbook as necessary.

**Optional Resources:** Publication Manual of the American Psychological Association 6th Edition
http://www.apa.org

There is a free tutorial and additional information regarding corrections to the 6th edition. While not required, this format will be used for all written assignments.

**Course Catalog Description:** Theory and methods of instruction in adult and continuing education to include learning principles, curriculum organization, evaluation techniques and effective classroom interaction.

**Course Description:** This course is a three-hour graduate course that is designed to introduce learners to concepts, models, theories, and empirical research about adult learners and adult learning as well as to promote the practical application of adult learning principles.

**Course Objectives:** This combination of applied and theoretical content will allow learners to develop reflective practitioner skills as HRD professionals. It will also enable learners to develop the conceptual and theoretical understanding of adult learning to accomplish the following objectives. Based upon the completion of this course, learners should be able to:

- Understand and articulate the fundamental issues, concepts, and scholarship associated with adult learners and adult learning.
- Acquire an awareness of how social, institutional, and other contextual factors affect adult learning.
- Differentiate and distinguish between models and theories of adult learning as well as critique them and apply them.
- Increase knowledge of individual characteristics, cognitive abilities, intelligence, memory, learning and aging and other aspects of the learning process.
- Review, synthesize, and critique major streams of research related to adult learning with the goal of becoming more informed consumers of research.
- Critically reflect upon various theories, models, and research and develop a personal perspective about the relevance, appropriateness, and potential of adult learning theory and practice in contemporary organizations and institutions.
- Integrate knowledge and expertise about adult learning through in-depth discussion postings and class facilitation.
- Experience group dynamics through collaborative learning projects,
group discussion, and posting activities; and,

- Further develop research, writing, critical thinking, and referencing skills.
- Interconnect as both individuals and as a community of learners, critical thinkers, and reflective practitioners, the implications of the aforementioned learning objectives for integrating theory and practice regarding adult learning.

Course Requirements, Course Schedule, Assignments, and Evaluation:

The course facilitator’s intention is to create a comfortable, collaborative, and respectful learning environment that stimulates learners’ interests and enthusiasm about adult learning and further develops research, writing, and critical thinking skills. For this to occur, active participation is encouraged, valued, and necessary within the context of our virtual classroom experience. The course is designed on the premise that each learner is a valued person with experiences and expertise that can be shared with others to enhance individual, group, and learning within the entire course community. Each learner has an opportunity to make unique contributions throughout this course, therefore, thorough preparation, an open-mind, and active engagement are critical requirements for learners. Learners should also be mindful of course requirements, and due dates for assignments. If learners have any concerns, or need any assistance in the course throughout the semester, please realize that the course facilitator is extremely receptive to working with learners to ensure a positive and rewarding learning experience occurs.

Course Requirements:

Reading Assignments and Virtual Participation:

Reading assignments are listed on the “Tentative Course Schedule” and should be read prior to required scheduled discussions, postings, and assignments. Learners are expected to be prepared to engage in thoughtful class virtual discussions of reading materials and actively participate in small group activities that are facilitated in online groups and using other technology resources as available and appropriate. Since lively, stimulating, and thought-provoking discussions are critical to achieving the goals of this course, learners should diligently prepare for each week by reading the assigned chapters and articles, making notes, considering questions that can be generated to enhance further discussion within assigned groups and within the entire learning community, and should actively engage in class activities to demonstrate mastery of key concepts. Being virtually present and being prepared are critical. NOTE: The facilitator reserves the right to administer “surprise quizzes” that will count toward all or a portion of the class participation grade if it is determined that learners are not reading the articles and text and are not adequately prepared to engage with each other, the facilitator, and the overall community.
Weekly Virtual Class Participation:

Participation in all weekly class activities is required for the accomplishment of course objectives. It is expected that learners will actively engage with each other and within the community by being thoroughly prepared to discuss topics in depth with assigned colleagues, to synthesize perspectives as well as make available and post such material to the full community. The facilitator recognizes that learners may have special issues and responsibilities that may impact weekly participation, however, consistent, regular, and sustained participation is expected. Since a portion of the learner’s grade is based upon weekly virtual class participation and engagement, it should be expected that lack of preparation, poor quality of discussion and engagement, and lack of relevant, timely, and high quality postings will affect the grade earned for course participation, and will affect the final course grade. **Please Note:** excused absences for religious holy days or active military services are permitted according to the policies outlined in the UT Tyler Graduate Handbook.

Relevant 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.uttler.edu/wellness/StudentRightsandResponsibilities.html](http://www.uttler.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). [Census Date (12th class day) is September 8, 2010].

Exceptions to the 6-drop rule may be found in the catalog. 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 Statement and Accommodations:

“If you have a disability, including a learning disability, for which you request disability support services/accommodation, please contact Ida MacDonald in the Disability Support Services Office so that the appropriate arrangements can be made. In accordance with federal law, a student requesting disability support services/accommodations must provide documentation of his/her disability to the Disability Support Services counselor. For more information, call or visit the Student Services Office located in the University Center, Room 282. The telephone number is (903) 566-7079 (TDD 565-5579).”

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.

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do Not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.
Academic Integrity and Ethics Statement:

All learners in attendance at The University of Texas at Tyler have the obligation to maintain high personal standards of academic integrity. Learners unfamiliar with The University of Texas at Tyler policy regarding academic dishonesty should refer to the following statements, consult “UT Tyler Graduate Handbook,” the “Graduate Policies and Programs” handbook, or should seek advice from the course facilitator. The facilitator will not tolerate any violations of academic integrity.

College of Business Statement of Ethics:

The ethical problems facing local, national and global business communities are an ever-increasing challenge. It is essential the College of Business and Technology help students prepare for lives of personal integrity, responsible citizenship, and public service. In order to accomplish these goals, both students and faculty of the College of Business and Technology at The University of Texas at Tyler will:

► Ensure honesty in all behavior, never cheating or knowingly giving false information.
► Create an atmosphere of mutual respect for all students and faculty regardless of race, creed, gender, age or religion.
► Develop an environment conducive to learning.
► Encourage and support student organizations and activities.
► Protect property and personal information from theft, damage and misuse.
► Conduct yourself in a professional manner both on and off campus.

Academic Dishonesty Statement

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment of the award of a degree, and/or the submission, as one’s own work of material that is not one’s own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

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 students’ official school records. Also, please note that the handbook obligates you to report all observed cases of academic dishonesty to the instructor.
Course Schedule:

Please refer to attached “Tentative Course Schedule.” [NOTE: The facilitator reserves the right to make changes to the syllabus, course schedule and assignments as necessary, but will announce all changes by email in advance]. All assignments and postings are due by Sunday night at midnight CST unless otherwise specified. [NOTE: Highlighted weeks reflect assignments DUE by midnight CST unless otherwise specified]

Week 1: August 25, 2010 – August 29, 2010 Introductions and Overview of Course Approach, Syllabus, Expectations and Use of Blackboard


Week 3: September 6, 2010 – September 12, 2010 - Chapter 3 – Adult Learners: Who Participates and Why

Week 4: September 13, 2010 – September 19, 2010 - Chapter 4- Knowles’ Andragogy, and Models of Adult Learning

Week 5: September 20, 2010 – September 26, 2010 - Chapter 5 – Self-Directed Learning

Week 6: September 27, 2010 - October 3, 2010 – Chapter 6 – Transformational Learning

Week 7: October 4, 2010 – October 10, 2010 - Chapter 7 – Experience and Learning

Week 8: October 11, 2010 – October 17, 2010 – Chapter 11 –Traditional Learning Theories

Week 9: October 18, 2010 – October 24, 2010 - Chapter 12 – Adult Development

Week 10: October 25, 2010 – October 31, 2010 - Chapter 13 – Cognitive Development in Adulthood

Week 11: November 1, 2010 – November 7, 2010 - Chapter 14 & 15 – Intelligence and Aging and Memory, Cognition, and the Brain

Week 12: November 8, 2010 – November 14, 2010 - Chapter 8 & 9 –Embodied, Spiritual, And Narrative Learning and Non-Western Perspectives

Week 13: November 15, 2010 – November 21, 2010 - Chapter 10 – Critical Theory, Postmodern, and Feminist Perspectives

Week 14: November 22, 2010 – November 28, 2010 – NO POSTINGS DUE – THANKSGIVING HOLIDAY [Work on Individual Assignments]
Week 15: November 29, 2010 - December 5, 2010 – Chapter 16 – Reflections on Learning in Adulthood

Week 16: December 6, 2010 – December 12, 2010 - Final Class Week – Course Evaluation

Week 17: December 13, 2010 – Final Exam Week – Reflection Paper Due on December 14, 2010 by Midnight CST

Course Assignments:

Your final grade will consist of the following five components which are subsequently explained in detail: 1). Virtual participation based upon individual and work group contributions in virtual class activities 2). A work group adult learning article critique 3). Pair of 2 learning analysis, and, 4). An individual reflection paper.

[NOTE: Assignments are due on the date scheduled. Late papers and projects will not be accepted without prior approval and late papers will be subject to a reduction in letter grade. Learners should notify the facilitator as soon as possible of special circumstances that could interfere with the timely completion of assignments. Even with prior approval, the facilitator reserves the right to lower grades in accordance with the tardiness of submitted late assignments]. Details regarding the electronic submission of assignments will be provided.

1. **Active Virtual Class Participation, Work Group Discussions, Synthesized Posting of Work Group Insights to Main Discussion Forum (25% of Final Grade)**

Active virtual participation includes regular and high quality weekly engagement on Blackboard, preparation for all weekly virtual group and main discussion forum postings, and active involvement in all course activities. Each learner in the course will be assigned to a work group (approximately 4 – 6 members). Work groups will be asked to engage in dialogue and discussion about assigned questions or activities and will be asked to share insights with each other, as well as the appoint a member of the group as the one who “synthesizes” the in-group discussion for a single posting on the main discussion board in a particular forum. In some cases, learners will be asked to prepare short responses to questions and/or cases, or may be asked to complete an online self-assessment, or to conduct some minor research to supplement course discussions. A portion of the virtual participate grade will be the individual’s and members of the work group’s assessment of each individual’s contributions. A “self and other” evaluation form will be provided that must be completed regarding the individual work group contribution.
Virtual Participation: 20%

This includes engagement in work group discussions/debates/sharing of insights and experiences as well as serving as the appointed “synthesizer” for summarizing the work group’s discussion/dialogue and posting to the main discussion board so that all learners in the course and the facilitator can view each work group’s output. This also includes any individual or work group postings to the main discussion board forums. The facilitator will provide the questions/activities, etc. that should be pondered among the work groups and will specify deadlines for posting to the main discussion board forum. In most cases, the deadline for posting will be a specific Sunday evening by 12 midnight CST.

Individual Team Contribution: 5%

A “self and other” assessment form will be provided that will require each learner to complete and submit the form.

Consideration of the Timeliness, Quality of Content and Expression and Contribution of Postings:

This “rubric” will enable the course facilitator to assess the postings that are made individually in the work groups as well as by the work groups for the benefit of the full learning community. To obtain maximum credit, it is expected that postings reflect “excellence” as described below:

<table>
<thead>
<tr>
<th>Poor</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Promptness and Initiative</strong></td>
<td><strong>Consistently responds to postings in less than 24 hours; demonstrates good self-initiative</strong></td>
</tr>
<tr>
<td>Does not respond to most postings; rarely participates freely</td>
<td>Responds to most postings within a 24 hour period; requires occasional prompting to post</td>
</tr>
<tr>
<td>Responds to most postings several days after initial discussion; limited initiative</td>
<td></td>
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</tbody>
</table>

<p>| <strong>Delivery of Post</strong> | <strong>Consistently uses grammatically correct posts with rare misspellings</strong> |
| 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 | |</p>
<table>
<thead>
<tr>
<th>Delivery of Post Relevance of Post</th>
<th>Posts topics which do not relate to the discussion content; makes short or irrelevant remarks</th>
<th>Occasionally posts off topic; most posts are short in length and offer no further insight into the topic</th>
<th>Frequently posts topics that are related to discussion content; prompts further discussion of topic</th>
<th>Consistently posts topics related to discussion topic; cites additional references related to topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expression Within the Post</td>
<td>Does not express opinions or ideas clearly; no connection to topic</td>
<td>Unclear connection to topic evidenced in minimal expression of opinions or ideas</td>
<td>Opinions and ideas are stated clearly with occasional lack of connection to topic</td>
<td>Expresses opinions and ideas in a clear and concise manner with obvious connection to topic</td>
</tr>
<tr>
<td>Contribution to the Work Groups and Full Learning Community</td>
<td>Does not make effort to participate in the work groups or full learning community as it develops; seems indifferent</td>
<td>Occasionally makes meaningful reflection on group's efforts and that of the full community; marginal effort to become involved with group and full community</td>
<td>Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely</td>
<td>Aware of needs of work group and full community; frequently attempts to motivate the group discussion; presents creative approaches to topic</td>
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2. **Work Group Adult Learning Article Critique (15% of Final Grade) DUE: October 17, 2010**

This assignment is intended to engage work group members as researchers and consumers of research. The members of the group will search and identify one article that all group members agree is important, timely, and relevant to adult learning. Articles can be obtained from the bolded sources listed on the syllabus. Please do NOT use any of the book chapters or articles included in the course syllabus and readings for this assignment. The members of the group will all individually read, comment upon, and critique the selected article and then will engage with each other in a discussion about why the selected article is important for further understanding adult learning. Members will consider weaknesses associated with the article. Finally, members will also discuss the practical implications associated with the article that may influence/impact human resource development professionals. To complete the assignment, a not to exceed 5 page synthesis of the selected article will be submitted along with a PDF of the actual article. The synthesis should include the following components:

(1) A full APA 6th edition citation of the selected article

(2) A brief summary of the content of the article [i.e. what is the purpose of the article? Why it is relevant and important for further understanding adult learning?, etc.]
3. **Pair of 2 Learning Analysis (30% of Final Grade) DUE: November 21, 2010**

Within the assigned work groups, learners will form pairs of 2 to work collaboratively on better understanding the process of adult learning. This assignment asks that each member of the pair reflect on the process of learning from the perspective of an adult learner: yourself. Each learner will interview the other specifically around an incident of learning. The learner being interviewed will provide a detailed description of his/her learning process to the interviewer. Then, the interviewer will perform a detailed analysis of the other learner’s learning process by comparing and contrasting it to a model or theory that seems relevant and appropriate as covered in this course. This approach will be used by each person in this pair. Following the detailed description of the learning process and analysis of the learning process through the lens of a relevant model or theory for each of the two learning interviews, a conclusion section should be jointly written that seeks to compare and contrast the processes of learning for each learner and potential variations in the learning process relative to the model/theory selected as the lens for analysis of each learning process. The written product should be a written narrative that describes learner 1’s learning process and then the interviewer’s comparison of the learner’s learning process with a model/theory of adult learning deemed relevant and appropriate. Then, learner 2’s learning process will be described in detail and the interviewer will then compare the learning process with a model/theory of adult learning deemed relevant and appropriate. Following the articulation of both learning processes and their respective comparisons with selected models/theories of adult learning, a joint conclusion section will be included that reflects upon the similarities and differences between the learning process of each learner and the contrasts/comparisons with the selected models/theories of adult learning. Please ensure that the written format conforms to APA 6th edition. The full written paper should not exceed 10 - 15 pages.

4. **Individual Reflection Paper (30% of Final Grade) DUE: December 14, 2010**

The reflection paper will serve as the synthesis and culmination of the course and will enable learners to individually reflect upon the course concepts and content with the intent of soliciting learner’s core understandings about adult learning. Specifically, learners will select three key adult learning concepts that have had the most impact on learners, elaborate on why these concepts were selected, and articulate why knowledge of these three concepts are critical for being as well as facilitating effective adult learning practice. Please limit the reflection paper to 5 double-spaced pages. **The reflection paper is due on December 14, 2010 12:00 Midnight.**
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Virtual Participation (including individual contributions/discussions/postings and group contributions/discussions/postings).</td>
<td>20%</td>
</tr>
<tr>
<td>Individual Self-Other Evaluation of Group Member’s Contributions.</td>
<td>5%</td>
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<tr>
<td>2. Work Group Adult Learning Article Critique</td>
<td>15%</td>
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<tr>
<td>3. Pair of 2 Learning Analysis and Contrast/Comparison with a Selected Adult Learning Model/Theory</td>
<td>30%</td>
</tr>
<tr>
<td>4. Individual Reflection Paper</td>
<td>30%</td>
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<tr>
<td>Total Points</td>
<td>100%</td>
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**Evaluation of Assignments:**
Learners should note that all written assignments will be evaluated based upon the following criteria:

**Style:** Clarity of expression on the topic of the written assignment.

**Relevance:** Selection and expression of ideas, concepts, and information being provided to address the nature of the written assignment.

**Defensibility:** Demonstrated analytical and conceptual abilities that support the focus of the written assignment, and the quality of the support of evidence for statements included in the written assignments.

**APA Style:** All written assignments must be type written or prepared on a word processor or computer. All papers should be double-spaced and learners are expected to use 6th edition APA reference style on all written assignments. All written assignments should be spell checked prior to submission.
**Grade Distribution:** [Refer to “Graduate Policies and Programs Handbook”]

<table>
<thead>
<tr>
<th>Grade</th>
<th>Level of Performance</th>
<th>Grade Points</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
<td>90 – 100%</td>
</tr>
<tr>
<td>B</td>
<td>Average</td>
<td>3</td>
<td>80 – 89%</td>
</tr>
<tr>
<td>C</td>
<td>Poor</td>
<td>2</td>
<td>70 – 79%</td>
</tr>
<tr>
<td>D or F</td>
<td>Failing</td>
<td>1</td>
<td>60 – 69% = D</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&lt; 60% = F</td>
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</tbody>
</table>

**Grade Replacement Policy:**

If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the census data for the semester. See the current semester’s schedule of classes for such date. During a normal semester, it is usually the 12th day of classes. Failure to file an intent to use grade forgiveness will result in both the original and repeated grade being used to calculate your overall grade point average. A student will receive grade forgiveness (grade replacement) for only three (undergraduate student) or two (graduate student) course repeats during his/her career at UT Tyler. (2008-10 Catalog, p. 26).

**Additional Notes:**

The facilitator reserves the right to make changes to the syllabus, course schedule and assignments as necessary, but will announce all changes in advance.
## Tentative Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Overall Weekly Objectives</th>
<th>Dates</th>
<th>Readings</th>
<th>Discussion</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction of course facilitator and course participants. Overview of Syllabus, Course Expectations, and Use of Blackboard.</td>
<td>August 25 – August 29, 2010</td>
<td>Course Syllabus</td>
<td>Introductions are to be posted by an appointed member of the assigned work group. Work group discussions will also consider: what do we mean by the term, adult? What do we mean by the term, learning?</td>
<td>All work group members will engage in discussion and sharing about your experiences, expertise as they relate to adult learning, and your overall learning goals for the course. A summary/synthesis of this discussion will be posted to the main discussion board by Sunday, August 29, 2010 by 12 Midnight CST. All work group members will engage in a discussion about the meanings of the terms, adult and learning and will synthesize the discussion by posting a definition of each term formed by the group’s discussion to the main discussion board by Sunday, August 29, 2010.</td>
</tr>
<tr>
<td>2</td>
<td>To review and to evaluate how the societal context of adult life influence adult learning.</td>
<td>August 30 – September 5, 2010</td>
<td>M, C &amp; B Chs. 1 &amp; 2 Marsick &amp; Watkins (2001) Marsick (2009) Ellinger (2005)</td>
<td>Consider what other variables that influence adult learning not mentioned by M, C &amp; B Reflect on the settings that have been most predominant in your</td>
<td>All work group members will engage in these discussion questions and an appointed “synthesizer” will synthesize these discussions by posting the group’s output to the main discussion board by Sunday, September 5, 2010.</td>
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<tr>
<td>3</td>
<td>To review some of the factors that impact adults in their decisions regarding participating in learning activities.</td>
<td>September 6 – September 12, 2010</td>
<td>M, C &amp; B Ch. 3</td>
<td>Describe the primary reasons you participate in adult learning and also what prevents you from doing so.</td>
<td>All work group members will engage in these discussion questions and an appointed “synthesizer” will synthesize these discussions by posting the group’s output to the main discussion board by Sunday, September 12, 2010.</td>
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<tr>
<td>4</td>
<td>To review and evaluate four well-known models of adult learning.</td>
<td>September 13 – September 19, 2010</td>
<td>M, C &amp; B Ch. 4 AOML&amp;E Article Sandlin 2005</td>
<td>Imagine that your work group is a consulting organization that specializes in designing and delivering adult learning. Consider how you would apply the concept of andragogy to helping a group of adults to learn about HRD.</td>
<td>All work group members will engage in this application activity and an appointed “synthesizer” will synthesize the discussions by posting the group’s output to the main discussion board by Sunday, September 19, 2010.</td>
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<tr>
<td>5</td>
<td>To review the research in self-directed learning.</td>
<td>September 20 – September 26, 2010</td>
<td>M, C &amp; B Ch. 5 Ellinger (2004)</td>
<td>What other factors may influence the degree of self-directedness in adult learners?</td>
<td>All work group members will engage in a discussion about this topic and an appointed “synthesizer” will synthesize and post the group’s output to the main discussion board</td>
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<td></td>
<td>To review the development of transformational learning theory, its theoretical foundations, and components.</td>
<td>Septemb er 27 – October 3, 2010</td>
<td>M, C &amp; B Ch. 6 Taylor (2008) Gray (2007)</td>
<td>View “The Last Lecture” on YouTube and then consider how Mezirow’s theory may apply by articulating aspects of the theory that may be evident in this video.</td>
<td>All work group members will engage in this application activity and an appointed “synthesizer” will synthesize the discussions by posting the group’s output to the main discussion board by Sunday, October 3, 2010.</td>
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<tr>
<td>7</td>
<td>To examine the role of experience in the learning process.</td>
<td>October 4 – October 10, 2010</td>
<td>M, C &amp; B Ch. 7 Kolb &amp; Kolb (2005) Siebert (1999)</td>
<td>How would you describe your learning styles relative to Kolb’s model? What might be some criticisms associated with learning styles?</td>
<td>All work group members will engage in these discussion questions and an appointed “synthesizer” will synthesize these discussions by posting the group’s output to the main discussion board by Sunday, October 10, 2010.</td>
</tr>
<tr>
<td>8</td>
<td>To review the five orientations of learning theory.</td>
<td>October 11 – October 17, 2010</td>
<td>M, C &amp; B Ch. 11</td>
<td>How have you integrated any of these orientations into your HRD work?</td>
<td>All work group members will engage in a discussion about this topic and an appointed “synthesizer” will synthesize and post the group’s output to the main discussion board by Sunday, October 17, 2010.</td>
</tr>
<tr>
<td>9</td>
<td>To review the four perspectives of adult development.</td>
<td>October 18 – October 24, 2010</td>
<td>M, C &amp; B Ch. 12</td>
<td>What other factors may influence adult development? Are these models still relevant?</td>
<td>All work group members will engage in these discussion questions and an appointed “synthesizer” will synthesize these discussions by posting the group’s output to the main discussion board</td>
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<td></td>
<td>To review research in cognitive development in adults.</td>
<td>October 25 – October 31, 2010</td>
<td>M, C &amp; B Ch. 13</td>
<td>How have your thinking patterns changed over time and what have been the primary influences?</td>
<td>All work group members will engage in these discussion questions and an appointed “synthesizer” will synthesize these discussions by posting the group’s output to the main discussion board by Sunday, October 31, 2010.</td>
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<td>All work group members will engage in with this question and an appointed “synthesizer” will synthesize the examples by posting the group’s output to the main discussion board by Sunday, November 7, 2010.</td>
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<td>All work group members will engage in with this question and an appointed “synthesizer” will synthesize the experiences by posting the group’s output to the main discussion board by Sunday, November 14, 2010.</td>
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<tr>
<td>12</td>
<td>To continue the review of alternative approaches to adult learning and development.</td>
<td>November 15 – November 21, 2010</td>
<td>M, C &amp; B Ch 10</td>
<td></td>
<td>What are the common themes among critical theory, postmodernism, and feminist perspectives? Why are</td>
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<td>All work group members will engage in these discussion questions and an appointed “synthesizer” will synthesize these discussions by posting the group’s output to the main discussion board by Sunday, November 21, 2010.</td>
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<td></td>
<td>Important to Adult Learning?</td>
<td>Nov 22 – Nov 28, 2010</td>
<td>None</td>
<td>None</td>
<td>Use Time Off for Individual Assignments</td>
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<td>14</td>
<td>Thanksgiving Holiday</td>
<td>Nov 22 – Nov 28, 2010</td>
<td>None</td>
<td>None</td>
<td>Consider future developments in adult learning theory and development.</td>
</tr>
<tr>
<td>16</td>
<td>Course Evaluation and Completion. Debates/Panel Discussions if technology permits.</td>
<td>Dec 6 – Dec 12, 2010</td>
<td>All work group members will engage in this discussion question and an appointed “synthesizer” will synthesize and post the group’s output to the main discussion board by Sunday, December 5, 2010.</td>
<td></td>
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<tr>
<td>17</td>
<td>Final Exam Week – Happy Holidays! Happy Graduation! Happiness and Best Wishes in all of your Future endeavors!!!</td>
<td>Dec 13, 2010</td>
<td>DUE: Final Reflection Paper: December 14, 2010 by Midnight CST</td>
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</tbody>
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**Assigned Readings [Made Available on Blackboard as PDFs]**

[NOTE: Additional Readings will/may be added to this listing]


Note 1: A listing of journals is provided for learners to assist with the outlined projects.

Note 2: Tips or the preparation of written materials is provided courtesy of Dr. Gary McLean.

Note 3: It is strongly encouraged that learners maintain a “learning journal” to document notes and reflections from course readings and discussion.

Note 1: Listing of Journals [The Bolded Journals may be especially helpful and informative for further understanding adult learners and adult learning]
Adult Learning
Adult Education Quarterly
The Canadian Journal of Adult Education Studies
The International Journal of Lifelong Education
The Journal of Continuing Higher Education
The New Zealand Journal of Adult Learning
The Pennsylvania Association for Adult and Continuing Education (PAACE) Journal of Lifelong Learning
Human Resource Development Quarterly
Human Resource Development International
Human Resource Development Review
Advances in Developing Human Resources
Performance Improvement Quarterly
The Academy of Management Review
The Academy of Management Journal
The Academy of Management Executive
The Academy of Management Learning and Education
Management Learning
Organizational Dynamics
Harvard Business Review
Sloan Management Review
California Management Review
The Journal of Workplace Learning
The International Journal of Training and Development
European Journal of Industrial Training [European Journal of Training and Development]
The Journal of Management Development
Human Resource Management
Human Resource Management Journal
International Journal of Human Resource Management
Journal of Applied Behavioral Science
Journal of Applied Psychology
Journal of Business and Psychology
Journal of Business Ethics
Journal of Career Development
Organization Science
Organization Studies
Personnel Psychology
Leadership and Organization Development Journal
Organization Development Journal
Journal of Organizational Behavior
Journal of Vocational Behavior
Journal of Vocational Education Research
Journal of Human Resources
Career Development International
Education & Training
Industrial and Commercial Training
The International Journal of Educational Management
Journal of Educational Administration
Journal of Knowledge Management
Employee Relations
Journal of Managerial Psychology
Journal of Organizational Change Management
Personnel Review
Personnel Psychology
Women in Management Review
Training
Training and Development Journal (ASTD)
Performance Improvement
The Learning Organization Journal: An International Journal
Business Horizons
International Business Review
Journal of International Management
Journal of World Business

*Potential Conference Venues [Some may have published Conference Proceedings]:*

The Academy of Human Resource Development (AHRD)
The Adult Education Research Conference (AERC)
The Annual Conference on HRD Research and Practice Across Europe
The AHRD Asian Chapter Conference
Midwest Research to Practice Conference
The American Association for Adult and Continuing Education (AAACE)
The American Society of Training and Development Conference (ASTD)
The International Society of Performance Improvement (ISPI)
The Academy of Management Conference (AOM)
The International Conference on Researching Work and Learning
SCUTREA Conference
The OD Institute (ODI)
The OD Network (ODN)
The Society of Human Resource Management (SHRM)
Transformative Learning Conference (Columbia University)
The Institute of Behavioral and Applied Management (IBAM)

* Please note that these listings are suggestions only and may be incomplete

**Note 2: Tips for the Preparation of Written Materials [courtesy of Dr. Gary McLean]**

HRD work generally means that much time will be spent communicating in writing. It is important that you assume that communicating correctly is a necessity. Submitted papers, therefore, should be free of typographical, spelling, and grammatical errors. I don't expect you to be a master typist; correction of errors in pen will be acceptable.

All written materials should be produced in such a way that they are easy for the facilitators to read. They must be double spaced. All pages should be numbered. All written work must be produced in 12-point font. Do not use full justification for your margin (i.e., have all lines end at the same place). This practice adds considerably to reading time. Papers must meet these criteria in order to be graded. And please use a staple, not a paper clip, to hold the document together. Fancy plastic covers are unnecessary.

I assume a responsibility to assist you in identifying weaknesses in organization or structure in your writing. Past experience suggests the following major problem areas:

1. Proofread carefully; if you make a typing error, at least mark the correction in pencil.

2. its = possessive it's = contraction for it is

3. Do not split infinitives, i.e., to run quickly, NOT to quickly run.

4. A dash is typed with two hyphens without a space before or after, e.g., end–then, NOT end-then, and NOT end - then. There is still a role for a hyphen, however, e.g., "up-to-date resume."

5. Watch subject-verb agreement. Number and tense must agree. Number agreement: The prices in our catalog DO not include sales tax. Poor: Any learner caught smoking in the halls will have
their cigarettes confiscated. Better: Any learner caught smoking in the halls will have his or her cigarettes confiscated. Best: All learners caught smoking in the halls will have their cigarettes confiscated.

Tense agreement: Poor: Jones and Smith (1984) discuss what happens when managers give bad performance appraisals. They reported about what happened in five companies. Better: Jones and Smith (1984) discuss...report... Better: Jones and Smith (1984) discussed...reported..

6. Use a comma before a conjunction ONLY if a complete clause follows the conjunction, e.g., The consultant signed the contract, but the client did not. BUT The consultant signed the contract but objected to paragraph 4.

7. Quotation marks always go outside periods and commas, e.g., ...end." They go outside the question mark if the question is quoted; inside if the whole sentence is a question.

8. Each sentence must have a SUBJECT and a VERB.

9. If a SENTENCE has more than FOUR lines, it's probably TOO LONG. Things to look for: more than two or three clauses; extraneous explanatory phrases; disconnected thoughts.

10. If a PARAGRAPH takes up more than ONE computer SCREEN or more than HALF A PAGE (double spaced), it's probably TOO LONG. It probably contains more than one main idea. See if it should be broken down into two or more concise paragraphs.

11. Every PARAGRAPH should develop ONE MAIN THOUGHT. This thought should be introduced in the TOPIC SENTENCE (usually the first sentence) and developed in the body of the paragraph.

12. An academic or professional paper should be written in a formal way, even if it has a "creative" thrust or content. This means that it should include a beginning, a middle, and an end. Make it easy for the reader, when possible, by using labels for these components, e.g., "Introduction," "Conclusion."

An introductory paragraph tells the reader where you are going by introducing the main points. The body of the paper should contain a separate section for each of the main points. Sometimes writers use a separate heading for each main point.

The conclusion, or summary, of the paper should take one or two paragraphs and summarize how your arguments have supported the main points you laid out in the introduction.

13. Useful reference books (bibliographies, punctuation, etc.):

- Publication manual of the American Psychological Association (6th Ed.) This can also be found on line at: http://www.apa.org