Facilitator: Sharon J. Cathcart, Ph.D.

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Office Hours: Generally, I am available through email Monday through Thursday from 9:00 am until 11:00 am. Emails received after those hours will likely not receive a response until the following morning.


[Referred to as: M, C & B on the “Tentative Weekly Course Schedule]  

Supplemental Readings: Additional reading material will be used as needed to stimulate discussion.

http://www.apa.org

The APA website provides a free tutorial and additional information about the 6th edition. While completing the tutorial is not required, it is highly
recommended and encouraged as this format will be used for all written assignments in this course.

**Important Dates:**

Class begins: August 26, 2013 (Monday)  
Census date: September 9, 2013  
Last day to withdraw: October 28, 2013  
Date of final exam: December 10, 2013

**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 concerning the theories and practices of adult learning and continuing education. We will discuss concepts, models, theories, and research in the field of adult learning, with an emphasis on practical application of adult learning principles. Course participants will be asked to evaluate their own adult learning experiences within this framework of theory and practice.

All work will be performed in Blackboard. Participants will read assigned materials, engage in personal and online dialogue, and perform research. Products of this course will include a personal reflections paper and journal, documentation of dialogue, and group project paper and presentation.

**Course Goals and Objectives**

This course will emphasize theory and research in the field of adult learning. Participants will have the opportunity to apply concepts and models through the use of a case study. Upon the completion of this course, learners should be able to:

- Understand and articulate the fundamental issues and concepts of adult learning, adult development, and adult education.
- Assess one’s own knowledge and experiences in relation to the broad overview of adult learning.
- Integrate personal experiences into a framework of theory and practice.
- Develop and articulate the various aspects of context in which adult learning is conducted.
• Differentiate and distinguish between models and theories of adult learning as well as critique and apply them.

• Increase knowledge of the physical aspects of adult learning, including individual characteristics, cognitive abilities, memory, intelligence, and aging.

• Become acquainted with, and critically reflect upon, research literature in the field of adult learning.

• Experience adult learning through the online environment, using groups, learning activities, discussions, etc.

• Analyze and articulate the differences and similarities of various learning environments and tools in the academic and practice spheres.

• Discuss the ethical issues that exist in adult education.

• Identify at least five practical applications of adult learning theory to adult learning practice.

• Increase skills in research, writing, and critical thinking.

Course Structure:
This course is conducted entirely online using Blackboard as our means of communications. Participants will have reading assignments weekly, and will engage in discussion activities frequently with group members.

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.

Groups of 3-4 participants will be randomly assigned the first week of class by the facilitator.

Reading Assignments: Each participant is responsible for completing the reading assignments in a timely manner. Deadlines are listed in the Tentative 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 each week. This participation will include posting answers to questions posed by the facilitator and replying to other participants’ postings. 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 supplemental readings and text and are not adequately prepared to engage with each other, the facilitator, and the overall community.

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

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 facilitator and/or participants may use synchronous chats as the need arises. The facilitator recognizes that learners may have special issues and responsibilities that may at times 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. Note: excused absences for religious holy days or active military services are permitted according to the policies outlined in the UT Tyler Graduate Handbook.

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.

**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 Tentative Course Schedule. Please note that all written assignments must be submitted by Midnight Central Standard Time on the due date.

**Please name your document as follows:**  Last Name First Initial Assignment Title.

All written assignments should be submitted through the links provided in Blackboard. 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 found on the main menu of the course.

You will see an exclamation point in your Grade book 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 Grade book area. I will make an announcement when papers are returned to remind you to check the Student Grade book. To see comments about your assignment, click on your grade.

If you need more instructions on how to send files through the assignment link, please read the Blackboard Student Manual located in the Tools area.

**Email:** To communicate by email with other course participants or the facilitator, 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 facilitator. If you need more instructions on how to send email messages with Blackboard please read the Blackboard Student Manual located in the Tools area.

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!
**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:  
30% - Personal Reflections Journal and Paper (10% journal, 20% reflections paper)  
20% - Active Class Participation  
40% - Group Project (15% group participation, 25% written project)  
10% - Group Presentation

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.

**Discussion Grading:**

This rubric will be used to grade Discussion postings.

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

| Contribution to the Learning Community | 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 |

| 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 |

### 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://www2.uttyler.edu/wellness/rightsresponsibilities.php](http://www2.uttyler.edu/wellness/rightsresponsibilities.php)

**Grade Replacement/Forgiveness and Census Date Policies**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) **or before the Census Date of the semester in which the course will be repeated**. Grade Replacement Contracts are available in the Enrollment Services Center or at [http://www.uttyler.edu/registrar](http://www.uttyler.edu/registrar). Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.
Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

**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 census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

**Disability Services**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns
Please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

**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

Rev. 06/2012

**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.

PLEASE NOTE: Plagiarism will not be tolerated and learners should be aware that all written course assignments will be checked by Plagiarism detection software.

Overview of Course Schedule:

Course Schedule:

The Overview of Tentative Course Schedule presents a summary of the weekly topics that will be addressed in this course. Please refer to the “Tentative Course Schedule” to obtain the specific discussion topic and assignment requirements for each week. All assignments are due on the date listed unless otherwise specified. [NOTE: The facilitator reserves the right to make changes to the syllabus, course schedule and assignments as necessary, but will announce all changes in Blackboard in advance].

Overview of Weekly Course Schedule

Unit 1 – Learning and Development (Individual work)

Week 1: August 26, 2013 – Introductions and Overview of Course; Chapter 11 Traditional Learning Theories
Week 2: September 2, 2013–Chapter 12 Adult Development

Week 3: September 9, 2013 –Chapter 13 Cognitive Development in Adulthood

Week 4: September 16, 2013 –Chapter 14 Intelligence and Aging

Week 5: September 23, 2013 –Chapter 15 Memory, Cognition, and the Brain

**Unit 2 – Adult Learning Theory and Models (Group work)**

Week 6: September 30, 2013 - Chapter 4 – Andragogy and Models of Adult Learning

Week 7: October 7, 2013 - Chapter 5 – Self-Directed Learning Theories

Week 8: October 14, 2013 – Chapter 6 – Transformational Learning

Week 9: October 21, 2013 – Chapter 7 – Experience and Learning

Week 10: October 28, 2013 **Group Project Completion**

Week 11: November 4, 2013 **Group Project Presentation**

**Unit 3 – Context of Adult Learning (Individual work)**

Week 12: November 11, 2013 Chapter 1 – Social Context of Adult Learning

Week 13: November 18, 2013 –Chapter 2 – Learning Environments and Learning Concepts

Week 14: November 25, 2013 – Chapter 3 – Adult Learners: Who Participates and Why

November 28, 2013  Thanksgiving

Week 15: December 2, 2013 - Chapter 16 Reflections in Learning in Adulthood

Bringing the Course to Closure, Course Evaluation

Week 16: December 9, 2012 – Final Exam Week – **Reflection Paper and Journal Due on December 9, 2013 by 12:00 noon CST**

**Course Assignments:**

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. All assignments should be uploaded into the respective Blackboard assignment links.

1. **Personal Reflection Paper and Journal (30% of Final Grade)**

   **Personal Reflection Paper (20%):** 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 documenting the learner’s core understandings about adult learning. Learners will reflect on how their personal experiences have impacted their adult learning. 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 a competent lifelong learner as well as facilitating effective adult learning practice. Please limit the reflection paper to 10 double-spaced pages. The written paper should conform to APA 6th edition formatting. The reflection paper is due on December 9, 2013 12:00 Noon CST.

   **Journal (10%):** The journal will serve as the ongoing accumulation of ideas, concepts, feelings, and responses to the materials presented during the course, with the intent that the journal will provide the material for the Personal Reflection Paper. Specifically, learners will make notes of important points and thoughts for each chapter as it is presented in the course. This is an informal document, so complete sentences and complete outlines of the chapters are not required. APA formatting is not required. A reading of this journal should provide the background for the Personal Reflection Paper.

2. **Active Class Participation (20% of final grade)**

   Dialogue is a very important part of any formal university learning. Active class participation requires learners to be involved in the course on a regular basis. This includes introductions, responses to all topic questions, with personal answer and feedback to other participants, willingness to ask questions and to assist others with learning activities.

3. **Group Project (40% of final grade--15% group participation, 25% written project)**

   The group project is a case study in an HRD environment. The group will use Chapters 4, 5, 6, and 7 for discussion and analysis of theories, models and concepts and apply the appropriate models to meet a specified goal. The result of the analysis will be documented in a paper not to exceed 10 pages, formatted according to APA 6th edition. The paper will receive one grade which will be given to all group members. In addition, group members will provide evaluations of performance for each group member, including a personal evaluation. Evaluations will provide the basis for the group participation grade. The group project is due no later than November 11, 2013.
4. **Group Presentation (10% of final grade)**

The group will prepare a short PowerPoint presentation of the final results of the case study. This presentation will be provided to the entire class. Participants will be required to review and comment on at least five of the presentations. Completed presentations must be posted to the appropriate discussion forum no later than November 4, 2013. All participants must complete reviews and comments no later than November 17, 2013.

**Evaluation of Assignments:**

Learners should note that all written assignments will be evaluated based upon the following criteria:

- Clarity of expression on the topic of the written assignment.
- Selection and expression of relevant ideas, concepts, and information used to address the nature of the written assignment. Quality of the support of evidence for statements included in the written assignments.
- Analytical and conceptual abilities that support the focus of the written assignment.
- All written assignments (except the Journal) must be type written or prepared on a word processor or computer. All papers should be double-spaced, page numbered, 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.
## Tentative Weekly Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Weekly Objectives</th>
<th>Readings</th>
<th>Discussion</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 26 – Sept 1</td>
<td>Introduction of course and course participants. Overview of Syllabus, Course Expectations, and Schedule; Getting Started. To review the five orientations of learning theory.</td>
<td>Course Syllabus M, C &amp; B Chapter 11</td>
<td>Due 9/1</td>
<td>Form Groups Notes to Personal Reflection Journal-Ch. 11</td>
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<tr>
<td>2</td>
<td>Sept 2-8</td>
<td>To review the four perspectives of adult development.</td>
<td>M, C &amp; B Chapter 12</td>
<td>Due 9/8</td>
<td>Notes to Personal Reflection Journal-Ch. 12</td>
</tr>
<tr>
<td>3</td>
<td>Sept 9-15</td>
<td>To review research in cognitive development in adults.</td>
<td>M, C &amp; B Chapter 13</td>
<td>Due 9/15</td>
<td>Notes to Personal Reflection Journal-Ch. 13</td>
</tr>
<tr>
<td>4</td>
<td>Sept 16-22</td>
<td>To review research in the effects of intelligence and aging.</td>
<td>M, C &amp; B Chapter 14</td>
<td>Due 9/22</td>
<td>Notes to Personal Reflection Journal-Ch. 14</td>
</tr>
<tr>
<td>5</td>
<td>Sept 22-29</td>
<td>To review the physical aspects of the brain and cognitive functions of the mind.</td>
<td>M, C &amp; B Chapter 15</td>
<td>Due 9/29</td>
<td>Notes to Personal Reflection Journal-Ch. 15</td>
</tr>
<tr>
<td>6</td>
<td>Sept 30-Oct 6</td>
<td>To review and evaluate four well-known models of adult learning.</td>
<td>M, C &amp; B Chapter 4</td>
<td>Group Discussions Begin</td>
<td>Notes to Personal Reflection Journal-Ch. 4</td>
</tr>
<tr>
<td>7</td>
<td>Oct 7-13</td>
<td>To review the research in self-directed learning.</td>
<td>M, C &amp; B Chapter 5</td>
<td>Group Discussion</td>
<td>Notes to Personal Reflection Journal-Ch. 5</td>
</tr>
<tr>
<td>8</td>
<td>Oct 14-20</td>
<td>To review the development of transformational learning theory, its theoretical</td>
<td>M, C &amp; B Chapter 6</td>
<td>Group Discussion</td>
<td>Notes to Personal Reflection Journal-Ch. 6</td>
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<td><strong>9</strong></td>
<td>Oct 21-27</td>
<td>To examine the role of experience in the learning process.</td>
<td>M, C &amp; B Chapter 7</td>
<td>Group Discussion</td>
<td>Notes to Personal Reflection Journal-Ch. 7</td>
</tr>
<tr>
<td><strong>10</strong></td>
<td>Oct 28-Nov 3</td>
<td></td>
<td>M, C &amp; B Chapters 4, 5, 6, and 7</td>
<td>Group Discussion</td>
<td>Group Project Completion-final report due November 11, 2013</td>
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<tr>
<td><strong>11</strong></td>
<td>Nov 4-10</td>
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<td></td>
<td>Group Project Presentation-presentations must be posted by November 4. Participant reviews are due by November 11, 2013</td>
</tr>
<tr>
<td><strong>12</strong></td>
<td>Nov 11-17</td>
<td>To review and to evaluate how the societal context of adult life influence adult learning.</td>
<td>M, C &amp; B Chapter 1</td>
<td>Due 11/17</td>
<td>Notes to Personal Reflection Journal-Ch. 1 Group member evaluations due by November 17, 2013</td>
</tr>
<tr>
<td><strong>13</strong></td>
<td>Nov 18-24</td>
<td>To review various environments where adult learning occurs.</td>
<td>M, C &amp; B Chapter 2</td>
<td>Due 11/24</td>
<td>Notes to Personal Reflection Journal-Ch. 2</td>
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<tr>
<td><strong>14</strong></td>
<td>Nov 25-Dec 1</td>
<td>To review factors that impact adults in their decisions regarding participating in learning activities.</td>
<td>M, C &amp; B Chapter 3</td>
<td>Due 12/1</td>
<td>Notes to Personal Reflection Journal-Ch. 3 Thanksgiving Holiday</td>
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<tr>
<td><strong>15</strong></td>
<td>Dec 2-8</td>
<td>To consider future</td>
<td>M, C &amp; B</td>
<td>Group/class</td>
<td></td>
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<tr>
<td>Chapter 16 Discussion</td>
<td>Course Wrap-up and Evaluation</td>
<td>Chapter 16</td>
<td>Discussion</td>
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<tr>
<td>16 Dec 9</td>
<td>Final Exam Week</td>
<td>None</td>
<td>None</td>
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</table>

DUE: Final Reflection Paper and Journal: December 9, 2013 by 12:00 Noon CST

[NOTE: The facilitator reserves the right to make changes to the syllabus, course schedule and assignments as necessary, but will announce all changes in Blackboard in advance].