

The University of Texas at Tyler
Soules College of Business
Department of Human Resource Development

HRD 5336: Adult Learning
Fall, 2019

Online Via Canvas

Course Syllabus

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Office Hours: Generally, the facilitator will be available through email Monday through Thursday from 1:00 p.m. until 3:00 p.m. Emails received after those hours may not receive a response until the following day. An announcement will be posted in the course if the facilitator anticipates being unavailable for a day or two. One caveat: technical problems in email systems may slow down responses!

Required Course: Merriam, S. B. & Bierema, L. L. (2014). *Adult Learning: Linking theory and practice*. San Francisco, CA: Jossey-Bass.
ISBN-978-1-118-13057-5

[Referred to as: M & B on the Course Schedule]

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

Optional Resources: Publication Manual of the American Psychological Association 6th Edition
ISBN: 978-1-4338-0561-5
<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 recommended and encouraged as this format will be used for all written assignments in this course.

Important Dates:

Class begins: August 26, 2019 (Monday)
 Census date: September 9, 2019 (Monday)
 Last day to withdraw: November 4, 2019 (Monday)
 Date of final exam: December 9, 2019 (Monday)

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. Concepts, models, theories, and research in the field of adult learning will be addressed, 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 online. Participants will read assigned materials, engage in personal and online dialogue, and perform research. Products of this course will include a written report on a personal learning project, a personal reflections paper, a journal, and documentation of dialogue.

Course Goals and Objectives:

This course will emphasize theory, research, and practice in the field of adult learning. Participants will have the opportunity to apply concepts and models through personal learning experiences. Upon the completion of this course, participants should be able to:

- Articulate the fundamental issues and concepts of adult learning and adult education.
- Assess personal knowledge and experiences in relation to the broad overview of adult learning through the use of a personal journal, observation of adult learning events, and participation in a personal learning project.
- Integrate personal experiences into a framework of theory and practice.
- Articulate the various aspects of context in which adult learning is conducted.
- Differentiate, critique, and apply various models and theories of adult learning.
- Articulate the physical aspects of adult learning, including individual characteristics, cognitive abilities, memory, intelligence, and aging.

- Review and reflect upon research literature in the field of adult learning.
- Experience adult learning through the online environment, using learning activities, discussions, etc.
- Analyze and articulate the differences and similarities of various learning environments and tools in the academic and practice spheres.
- Discuss ethical issues in the design and application of 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 the Canvas learning management system. Participants will have reading, discussion, and writing assignments weekly. Discussion and written assignments are made with the assumption that required reading assignments are completed prior to addressing discussion and written assignments.

Participants should expect to spend as much time on an online course as on a face-to-face course, estimated at six to ten hours per week. The actual amount of time will vary from individual to individual. This estimate includes the time spent in reading, discussions, and assignments.

All course materials, except exams and certain other assignments, will be available from the start of the course to the end. Students may look and study ahead, or go back and review, at any time during the course. Discussions will have specific beginning and ending dates, but will be available for review.

The facilitator and/or participants may use synchronous chats as the need arises.

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 participants are not reading the text and supplemental readings and are not adequately prepared to engage with each other, the facilitator, and the overall community.

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

Discussion Assignments: Each participant is responsible for engaging in the asynchronous discussions each week. This participation will include posting answers to

questions posed by the facilitator and replying to other participants' postings. 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.

Participants should plan on entering Canvas and the discussion area regularly during the week (not just on weekends) 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.

Comments should be posted directly into the appropriate discussion forum. It is recommended that comments be composed in text software and copied into Canvas to prevent any loss due to power failures/glitches in Canvas, etc. Do not attach a document with comments into a discussion forum. This method is difficult for some students to access.

Participants may have special issues and responsibilities that impact weekly participation at times. However, consistent and sustained participation is expected. Lack of preparation and engagement and lack of relevant, timely, and quality postings will affect the grade earned for course participation, and will affect the final course grade.

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. Excused absences for religious holy days or active military services are permitted according to the policies outlined in the UT Tyler Graduate Handbook.

Written Assignments: All written assignments are to be completed in Microsoft Word or text software recognized by Word, 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. Late assignments will receive point reductions (see Grades & Grading).

Please name all submitted documents as follows:

Last Name First Initial Assignment Title.

All written assignments should be submitted through the links provided in Canvas. A secondary option for submitting assignments is through UTTyler email.

Assignments will be opened through Word, allowing the facilitator to make comments, ask questions, etc. When all papers are graded, an announcement will be posted in the course.

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 used. 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 participants to report all observed cases of academic dishonesty to the instructor.

Grades and Grading

- A - 90-100
- B - 80-89
- C - 70-79
- D - 60-69
- F - Below 60

Grading components are assigned weights based upon the work required of the participant and the importance to the course. The work performed for this course is weighted as follows:

- 30% - Personal Reflections Paper
- 15% - Personal Journal
- 25% - Active Class Participation
- 30% - Adult Learning Analysis Assignment

Course Assignments

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

Personal Reflections Paper (30% of Final Grade)

The reflections paper serves as the synthesis and culmination of the course for participants. Participants will select three significant adult learning concepts that have impacted their adult learning and document and reflect upon their understandings of course concepts and content about adult learning. Participants will discuss how personal experiences have impacted their adult learning, as well as how knowledge of these three concepts can be useful for the future design and implementation of personal and professional learning experiences.

All written assignments must be prepared using Word or text software recognized by Word. The paper should be formatted using APA 6th edition standards, with a length of 8-10 pages (exclusive of title page, references pages, and appendices). **Due date: December 2, 2019 by midnight Central Standard Time.**

Journal (15% of Final Grade)

The journal serves to document the 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 final Personal Reflections Paper.

At the beginning of the course, each participant will write an entry that reflects current thoughts, experiences, and expectations for this course. Then, for each chapter, participants will make notes of important points and thoughts.

Journal entries should be one to two (1-2) pages in length per entry. All written assignments must be prepared using Word or text software recognized by Word. This is an informal document: complete sentences and complete outlines of the chapters are not required.

Journal entries will be prepared weekly. Chapters will be bundled into three units for submission: **Unit 1 due on September 15, 2019 by midnight Central Standard Time; Unit 2 due October 20, 2019 by midnight Central Standard Time; Unit 3 due November 17, 2019 by midnight Central Standard Time.**

Active Class Participation (25% of final grade)

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

Discussions will occur for each chapter on a weekly basis, beginning on Mondays and ending on Sundays.

For maximum points in each general discussion forum, participants must respond with their answer to questions/comments posed, and **respond to the postings of at least three (3) other participants.**

Adult Learning Analysis Paper (30% of Final Grade)

This assignment provides participants with an opportunity to study and evaluate their own adult learning activities in conjunction with the adult learning models and theories addressed in this course. Each participant will agree to learn something new, document the results of his or her learning activities, and then prepare a written analysis.

The analysis will include: 1) a compare/contrast discussion of the individual learning experience with a selected model or theory of adult learning; 2) a discussion of the strengths and/or weaknesses in the learning experience relative to the specific model/theory that was selected for comparison purposes; and 3) a discussion of what improvements could be made to the individual process of learning. All facets of the learning experience (environment, facilitator,

participant, content) should be addressed. Evidence of attendance should be provided in an appendix to the paper.

All written assignments must be prepared using Word or text software recognized by Word. The paper should be formatted using APA 6th edition standards, with a length of 6-10 pages (exclusive of title page, references pages, and appendices). **Due date: November 10, 2019 by midnight Central Standard Time.**

Grading Procedures

Written Assignments: Depending upon the size of the class, grading may take several days to a week to complete.

A letter grade will be deducted for each day an assignment is late.

Papers will be evaluated based upon the following criteria:

1. Clarity of expression on the topic;
2. Selection and expression of relevant ideas, concepts, and information;
3. Quality of the support of evidence for statements included.

Discussion Assignments: Discussion assignments consist of two parts: responding to the discussion prompt as provided by the facilitator (half of the maximum points of the discussion) and then responding to at least three (3) other participants' comments made in that discussion (half of the maximum points of the discussion).

The following rubric will be used at the end of the course to evaluate overall Discussion postings, and allocate facilitator's evaluation points.

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

Soules 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 Soules College of Business 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 Soules College of Business 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 oneself in a professional manner both on and off campus.

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

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/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at

<http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

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) on 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>.

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 of which students need to be aware. 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/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities.

If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 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.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for

credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. “Cheating” includes, but is not limited to:
 - copying from another student’s test paper;
 - using, during a test, materials not authorized by the person giving the test;
 - failure to comply with instructions given by the person administering the test;
 - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 - collaborating with or seeking aid from another student during a test or other assignment without authority;
 - discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
- iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students

- [UT Tyler Writing Center](#) (903.565.5995), writingcenter@uttyler.edu
- [UT Tyler Tutoring Center](#) (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- [UT Tyler Counseling Center](#) (903.566.7254)

Revised 05/19

**Weekly Course Schedule
HRD 5336 Fall 2019**

Week	Dates	Weekly Objectives	Readings	Discussion	Assignments
1	Aug 26 - Sept 1	1. Introduction of course and course participants. 2. Overview of Syllabus, Course Expectations, Schedule; Getting Started.	1. Syllabus 2. Schedule 3. Intro 4. Calc of Grade	Due Sept 1	Notes to Journal- Personal Current View of Adult Learning Due Sept 1
2	Sept 2-8	Review the present context of adult learning Review how technology influences adult learning.	M & B Chapter 1 M & B Chapter 10	Due Sept 8	Notes to Journal- Ch. 1 Notes to Journal- Ch. 10
3	Sept 9-15	Review and evaluate the theory of andragogy	M & B Chapter 3	Due Sept 15	Notes to Journal- Ch. 3 Unit 1 Journal Entries (Current View, Chs. 1, 3, 10) Due Sept 15, 2019
4	Sept 16- 22	Review the research in self-directed learning.	M & B Chapter 4	Due Sept 22	Notes to Journal- Ch. 4 Adult Learning Project Proposal Due Sept 22, 2019
5	Sept 23- 29	Examine the role of experience in the learning process.	M & B Chapter 6	Due Sept 29	Notes to Journal- Ch. 6
6	Sept 30- Oct 6	Review aspects of motivation to learn components.	M & B Chapter 8	Due Oct 6	Notes to Journal- Ch. 8

7	Oct 7-13	Review specific theories of learning.	M & B Chapter 2	Due Oct 13	Notes to Journal- Ch. 2
8	Oct 14-20	Review the physical aspects of the brain and cognitive functions of the mind.	M & B Chapter 9	Due Oct 20	Notes to Journal- Ch. 9 Unit 2 Journal Entries (Chs. 2, 4, 6, 8, & 9) Due Oct 20, 2019
9	Oct 21-27	Review the concept of holistic learning	M & B Chapter 7	Due Oct 27	Notes to Journal- Ch. 7
10	Oct 28- Nov 3	Review the development of transformative learning theory, its theoretical foundations, and components	M & B Chapter 5	Due Nov 3	Notes to Journal- Ch. 5
11	Nov 4-10	Complete Learning Analysis Paper		Due Nov 10	Adult Learning Analysis Paper Due Nov 10, 2019
12	Nov 11-17	Review how culture and context impact adult learning.	M & B Chapter 12	Due Nov 17	Notes to Journal- Ch. 12 Unit 3 Journal Entries (Chs. 5, 7, 12) Due Nov 17, 2019
13	Nov 18-24	Complete Personal Reflections Paper			
14	Nov 25- Dec 1	Thanksgiving Week	None	None	Personal Reflections Paper Due Dec 2, 2019
15	Dec 2-8	Course Wrap-up and Evaluation	None	Due Dec 8	
16	Dec 9	Final Exam Week	None		Final Exam Due Dec 9, 2019

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