Course Information:

Instructor Name: _____________________________________________

Instructor Email: ______________________________________________

Instructor Phone: ______________________________________________

Instructor Office Location: _________________________________________

Instructor Office Hours: _________________________________________

Course Description: This course is designed to provide an examination of the psychological and social factors related to adult learning. Critical analysis of selected theories and concepts of learning are applied to the adult learning experience, learning styles, motivation in adult education programs, and workplace learning.

Course Overview: Learning is a pervasive feature of the adult experience both at work and in other aspects of adult life. As students in workforce education, it is essential that we obtain the ability to critically analyze how adults acquire, process, and apply knowledge at work, in the communities in which they live, and in personal situations. As adult educators, it is critical to obtain the ability to examine the theories of adult learning and apply knowledge of learning theory in instruction to help motivate adult learners.

The course contains several lessons to include: adult learning and the adult learner, theories and models of adult learning, contemporary approaches to adult learning, adult and cognitive development, and intelligence and cognition. You will be required to submit four (4) written assignments to demonstrate your mastery of the course content. You will also prepare and deliver one (1) presentation.

Classes convene from 8:00 AM to 4:00 PM on class days. Classes are held on Saturday and Sunday on the first and fourth class weekends, and only on Saturdays for the second and third class weekends. The Sundays on the second and third weekends may be used as make-up class days. There is a lunch break from noon to 1:00 PM each class day.
**General Objectives:**
The following are the general outcomes of the course. Students will:

1. Understand and analyze how culture, environment, race, class, gender and other psycho-social factors influence adult learning.
2. Summarize the developmental challenges of adulthood including career, family, and aging concerns.
3. Comprehend the essential differences between pedagogy for children and andragogy for adults.
4. Examine the extent to which various adult learning theories address the concept of “adultness” and to what extent the theories identify significant aspects of adult learning.
5. Discuss the implications for teaching suggested by various adult learning theories.
6. Analyze the assumptions about the learning process and the adult learning inherent in various learning theories.
7. Demonstrate instructional methods that apply adult learning theory and principles.

**Textbooks and Resource Materials:**

**Required Texts:**


**Suggested References (Not required to purchase):**


**Course Requirements:**

*Failure to create your Course Profile and view specific course documents, such as the syllabus will prevent you from seeing any other course materials.* You also will be required to submit assignments via the drop boxes properly in order to see the next assignment. This is intentional to ensure you see the information necessary to perform at the highest levels. It won’t restrict your progress through the course if you adequately
prepare yourself to do the work. If you have completed your Course Profile in another SIU course, you won’t have to do it again.

**Failure to submit assignments via the drop boxes properly will prevent you from seeing the next assignment.**

Emails received during normal business hours will be acknowledged within 24 hours. Emails received on weekends or holidays will be acknowledged by close of business on the first business day after the weekend or holiday.

Students must maintain access to adequate computer, software, and e-mail systems to complete coursework, to communicate with the instructor of record, and keep back-up copies of all written work.

The primary way to submit assignments is via SIU Online (D2L) as MS Word attachments. Alternative formats are PDF or .rtf formats. If this is impossible due to student location or emergency, contact the teaching assistant prior to the due date for an approved alternative method. Use the rubrics included in the course to assist you in preparing your written assignments.

Use the checklists and/or templates included in the course to assist you in preparing your written assignments. If this is impossible due to student location or emergency, contact the instructor prior to the due date for an approved alternative method.

All written assignments must have a cover page, including Assignment #, your name, your contact information, name of your instructor, and date of submission. Refer to the sample cover page in D2L. **You need to change the blue text in the sample cover page to black text after you have made your editorial changes.**

**Academic Dishonesty:**

Although group collaboration is encouraged for discussion and study purposes to complete the course, all written assignments must be each student’s own work. For SIUC policy on academic dishonesty, refer to the SIUC Undergraduate Student Catalog, or contact the instructor/coordinator.

Evidence of academic dishonesty, which includes cheating and plagiarism, may result in failing both the assignment and the course. **Copying and pasting from another student’s paper and/or from multiple sources (books, journal articles, etc., whether from printed or Internet sources) is plagiarism.**

**IMPORTANT NOTE:**

Course assignments are automatically screened for originality. Assignments containing the intentional use of someone else’s work, falsified information, or lack of proper APA citations is considered plagiarism. Any deception or fraud by any student associated with
the assignment submission is a violation of the SIU student conduct code. Either type of violation will result in an automatic failure of the assignment submitted and, potentially, failure of the entire course.

In order to avoid plagiarism issues, SIU uses the Turn-It-In, which allows you to screen your work before submitting your assignment for final grading. Once you have prepared your assignment, you will submit it via the dropbox. It will automatically be screened for originality and a report is generated, which you, the Instructor, and the Teaching Assistants can all see.

Any report that shows a color other than Green or Blue requires you to review the detailed report for duplication, lack of citations, etc. You do not have to worry about common formatting of the paper, as this results only in about a 20-25% match. The second originality report will show almost a complete match to the first report, since you submitted the assignment once already.

**ALL ASSIGNMENTS (CORRECTED OR OTHERWISE) MUST BE SUBMITTED ON OR BEFORE THE ASSIGNMENT DUE DATE.**

**THE LAST ASSIGNMENT IN A DROPBOX ON THE ASSIGNMENT DUE DATE WILL BE CONSIDERED A FINAL SUBMISSION FOR GRADING.**

Follow these general APA guidelines for Assignments:

- Double-spaced text, except for table of contents, title page, and as noted elsewhere in directions within the rubrics or templates
- 1" margins on all four sides of a page (left-right-top-bottom)
- Left-hand, flush margin, alignment
- 5-space indention for new paragraphs
- 12 point Times New Roman font
- Correct APA references and in-text citations are required.
- For direct quotations, use quotation marks followed by APA style citation with page numbers; for paraphrasing, use APA style citation without page numbers. See the *Publication Manual of the American Psychological Association* (6th ed.) (2010) for details on correct in-text citation of sources and proper listing of resources on a Reference Page.

**Grading Written Assignments:**

Grades are earned, not given. Grades will be based upon the timely submission of projects, APA manuscript organization, as well as the correct use of English grammar, mechanics, spelling, and punctuation. To eliminate as much bias as possible, the course contains standardized student checklists and grading rubrics.
Your instructor may invoke a point penalty of up to 10% per week for late assignments. You must have a C or better for all WED courses or you have to repeat the course in its entirety!

<table>
<thead>
<tr>
<th>Activity</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attendance (5 pt. deduction for each tardy/absence/early departure)</td>
<td>60</td>
</tr>
<tr>
<td>2. Participation (5 pt. deduction for each tardy/absence/early departure)</td>
<td>60</td>
</tr>
<tr>
<td>3. Four Reflection Papers (85 points each)</td>
<td>340</td>
</tr>
<tr>
<td>4. Presentation</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>560</strong></td>
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</tbody>
</table>

**Grading Scale:** Based on 560 Total Points for the course:

<table>
<thead>
<tr>
<th>Points</th>
<th>%</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>560-504</td>
<td>100-90</td>
<td>A</td>
</tr>
<tr>
<td>503-448</td>
<td>89-80</td>
<td>B</td>
</tr>
<tr>
<td>447-392</td>
<td>79-70</td>
<td>C</td>
</tr>
<tr>
<td>391-336</td>
<td>69-60</td>
<td>D</td>
</tr>
<tr>
<td>335-0</td>
<td>59-0</td>
<td>F</td>
</tr>
</tbody>
</table>

After completing the last assignment, you will be given an opportunity to complete an end-of-course evaluation. Your feedback is critically important in improving our course content and delivery! Please complete the evaluation.
## Action Items, Assignments and Due Dates

<table>
<thead>
<tr>
<th>Course Overview</th>
<th>Readings and Self-Guided Activities</th>
<th>Assignments and Exercises</th>
<th>Due Dates and Grade Point Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read the Course Syllabus and all course overview documents.</td>
<td>Post photo and complete online profile in SIU Online, if not already done.</td>
<td>First time you sign into course - Introduction.</td>
<td></td>
</tr>
<tr>
<td>Read Chapters 1 - 5 of the text before class.</td>
<td>Take notes and be prepared to discuss text chapters in detail.</td>
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<td></td>
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**Assignment 1:**
- Reflection Paper #1: Personal Barriers Paper
- Read Chapters 6, 7 & 11 of the text before class.
- Take notes and be prepared to discuss text chapters in detail.
- Prepare and submit personal barriers and mind map paper. Paper should be 3-4 pages, including cover page.
- Jan. 24, 2016
- 85 Points

**Assignment 2:**
- Reflection Paper #2: Personal Philosophy Paper
- Read Chapters 8 - 10 of the text before class.
- Take notes and be prepared to discuss text chapters in detail.
- Prepare and submit PAEI results and personal philosophy paper. Paper must be 5 pages, including cover and reference pages.
- Feb. 7, 2016
- 85 Points

**Assignment 3:**
- Reflection Paper #3: Instructors
- Read Chapters 12 - 15 before class.
- Take notes and be prepared to discuss text chapters in detail.
- Prepare and submit reflection paper 3. Paper must be 4 pages, including cover and reference pages.
- Feb. 21, 2016
- 85 Points

**Assignment 4:**
- Reflection Paper #4: You as an Adult Educator
- Read Chapters 16 - 18 before class.
- Take notes and be prepared to discuss text chapters in detail.
- Prepare and submit reflection paper 4. Paper must be 4 pages, including cover and reference pages.
- March 6, 2016
- 85 Points

**Assignment 5:**
- Presentation
- Prepare and conduct presentation on class day assigned.
- As assigned
- 100 Points