



**COURSE SYLLABUS
TDEV320 Adult Learning
Fall 2014**

Instructor: Denise Pheils, PhD – Assistant Professor

Office Location: Online – I am in Ohio!

Office Hours: Online: Mon/Tues/Thurs 2 pm-4pm

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This document becomes public so it is not posted here.

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

No Textbook is Required. Weekly assigned readings (in the form of online articles (often uploaded to the course whenever possible) and online research will provide the necessary content.

The following textbook is fairly inexpensive (\$13.22 used on Amazon) and is recommended should you desire supplemental materials.

Tennant, M., & Pogson, P. (1995). *Learning and Change in the Adult Years: A Developmental Perspective*. San Francisco, CA: Jossey-Bass.
ISBN # 0-7879-6498-0

Course Description: TDEV 320 *Adult Learning* (3 Semester Hours) This course explores the significance of the psychological literature on adult development to promote an expanded understanding of issues and practices in adult education. The course focuses on three core areas of concern in adult education: acknowledgement of learner experience, promotion of autonomy and self-direction, and establishment of teacher-learner relationships in the adult environment.

TDEV 320 *Adult Learning* is intended to address the following PROGRAMMATIC learning outcomes. The engaged learner will:

- Communicate at a collegiate level using written and oral dialogue;
- Evidence cultural fluency; AND
- Demonstrate a commitment to life-long learning.

TDEV 320 *Adult Learning* is intended to address the following COURSE learning outcomes. The engaged learner will:

- Describe the four steps of Piagetian development.
- Identify the basic principles of Homan's exchange theory.
- Examine Bandera's social learning theory.
- Compare and contrast pedagogy and andragogy.
- Identify relationships between development and learning in adulthood.
- Contrast theories of intellectual and cognitive development during the adult years.
- Explain current theories of practical intelligence and the development of expertise.
- Compare and contrast theories of life course development.
- Examine the implications of life course as a social construct.
- Describe strategies for promoting autonomy and self-direction in adult learning.
- Discuss adult education and the reconstruction of experience.
- Identify instructional strategies for life-span development.

COURSE REQUIREMENTS

Reading Assignments - Each week you will be assigned external readings/resources (that may be loaded into eCollege for you, or you may have to visit the links provided). To excel in this course do not rely solely on the instructor-found reading materials. Quality research (that means NO Wikipedia!) is expected of everyone and will contribute to the literature review on each subject.

Lesson module exams - A grade up to 100 can be earned on the lesson exam. Please keep in mind that this is a junior level course. Do not expect the instructor to explain why you missed a problem on the exam. When you take the exams, make notes regarding the questions and your responses. You are responsible for determining the accuracy of your answers. You are also responsible for the identification of reasons a particular question may have been missed. While this is not good pedagogical practice, this is solid andragogical practice. I want you to take responsibility for your learning. Work with and through your study group to master the material. After solid research into the question has been completed the instructor will provide assistance after the student has detailed the investigative steps taken to determine the correct answer.

Discussion participation - A grade of up to 10 points will be assigned for participation in each discussion assignment. A grade of 0 is given if the discussion is not submitted within the require time frame. Discussions are timely conversations we have as a class concerning a specific topic. Once the conversation is over no posts to the discussion will be graded. (I will read everything you write and submit. Late posts will not earn points).

**Interactive discussions are just that – interactive. Once the week is over the topic is no longer under study. For discussion contributions to be of value for points they must be made during the week the discussion is 'live'.

Interactive discussion rubric: 10 points. Week's 1-8.

Criteria	Points – 1-5 1=does not meet expectations 2=needs improvement 3=average 4=good 5=excellent	Comments
Quality of synthesis of information presented in both course text and external readings		
Quality of Interaction with others in the forum. Not waiting until the last day to post and interacted with at least one other person.		
Fully addresses the discussion question		

Reflection – A grade of up to 10 points will be assigned for participation in each reflection assignment. A grade of 0 is given if the reflection is not submitted within the required time frame or does not contain the necessary information. Reflection is a valuable part of the learning experience. To improve, one must have clear information as to how one performed in the past. Identification of ones strengths and short comings is an aid to true self-efficacy. More on reflection will be provided in the course. Note: reflection is a place to identify basic characteristics and determine quality ways to improve. Reflection questions will not require personal answers of an intrusive nature, only superficial answers that are obvious to teacher and learner.

Group Assignments - Each student will be assigned to a study group. Each group will have a project for each module. A grade of up to 25 points will be awarded to each member of the group whose name is included on the submission. The group should establish rules of operation and hold every member accountable. Please indicate on the first of the project the names of those who participated, as well as, the module for which the project. Students will determine their own groups, but all students will need to be part of a group to earn points for group work.

Grades will follow a 10% scale:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = below 60%

Grade of "X" (Incomplete) - In accordance with the Academic Procedures stated in the TAMU-C Catalog, students, who because of circumstances beyond their control, are unable to attend classes during finals week or the preceding three weeks will, **upon approval of their instructor**, receive a mark of 'X' (incomplete) in all courses in which they were maintaining passing grades." The mark of "X" will only be considered in strict compliance with University Policy upon submission of complete medical or other relevant documentation. A grade of 'X' is not automatically given. Grades below 60% are automatically assigned an 'F' unless contact and arrangements have been made with the instructor.

TECHNOLOGY REQUIREMENTS

This is an online course; thus, access to a computer with a reliable Internet connection (preferably high-speed) is required. You must have access to a computer with the capability, and sufficient user authorization, to install and run the required software.

Required Software:

- Word processing software (Note: If not Microsoft Word save documents as .rtf or .pdf prior to submission to ensure that they can be opened and graded.
- **Students must be able to access YouTube.**
- Students must be able to read .pdf files – some .pdf files can be large and require time to render on a system.

Suggested Hardware:

- Microphone for classlive sessions and voice thread discussions throughout the semester (these run about \$10 if you don't have one built into your computer) (optional but suggested as participation in classlive sessions is optional).
- Speakers so you can hear me and others during our classlive sessions and other audio enhanced assignments throughout the semester.

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLeo - all my emails sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly.

TDEV 320 will consist of six online modules. These modules will be available on the indicated dates. **The modules MAY be accessible BEFORE but will NOT be accessible AFTER the indicated dates.** Each module will include lecture material and voice over PowerPoint discussions. You will need internet access capable of accessing and viewing the indicated discussions. I am prone to send you out to YouTube presentations as well.

ACCESS AND NAVIGATION

This course will be facilitated using the eCollege Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to:

<https://leo.tamuc.edu/login.aspx>.

In the event the myLEO portal is ever inaccessible and you need to login to eCollege, you should also bookmark the direct URL for eCollege: <http://online.tamuc.org/>

eCollege Technical Concerns: Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week by sending an email directly to helpdesk@online.tamuc.org. You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511, or through the Online Chat by clicking on the "Live Support" tab within your eCollege course.

Course Concerns: If you have questions pertaining to the content of this course (e.g., questions about an exam, about course due dates, etc.), please post your question to the Help! Forum so that all students may benefit from your question. If you assist another student by providing an answer to a question posted in that forum you may earn bonus points. Items of a more personal nature should be directed to your instructor via email, through the "Virtual Office," or during office hours.

Other Questions/Concerns: Contact the appropriate TAMU-C department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday. You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

To participate in the online course environment, login to eCollege and follow the instructions provided for each week of the course. Instructions, project guidelines, and relevant resources will be provided as needed throughout the course. Monitor and contribute to Q&A forum regularly. Special announcements or instructions may also be placed in the announcements area or sent directly to your Leo email.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Participation & Communication: I expect each of you to be active and thoughtful participants within the learning environment (eCollege) and your learning community. You are to expect the same of me. This includes completing the extensive readings related to course topics and participating in the group discussion forums.

1. In order to avoid duplication of questions and answers I prefer that you post all class related questions in the Q&A forum provided each week. It is likely that your peers will have the same question. Emails of a personal nature should be sent to my email address: denise.pheils@tamuc.edu

2. Or if you want to “talk” we will have several options. I will post my cell phone number in the course in an opening announcement. I never post it to the syllabus as they are posted to the public. I also have the ability to use Skype or Google Hangouts.

Other Questions/Concerns: Contact the appropriate TAMU-C department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Citizenship: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student 92s Guide Handbook, Policies and Procedures, Conduct).

Academic Honesty Policy: Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty, which includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), auto-plagiarism (duplicate submission of single work for credit in multiple classes), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. All works submitted for credit must be original works created **by the scholar** uniquely for the class. Works submitted are subject to submission to TurnItIn, or other similar services, to verify the absence of plagiarism. Consequences of academic dishonesty may range from reduced credit on the plagiarized assignment to petition for removal from the academic program or institution, depending on the circumstances and extent of the violation; however, in typical instances, an automatic F in the course is considered appropriate. Any works referenced should be properly cited in accordance with APA 6th edition style. Plagiarism will result in an automatic F in the course and documentation of the occurrence will be forwarded up the pre-defined chain of command and may result in a permanent notice in your academic file.

Scholarly Expectations: Work submitted at the graduate level is expected to demonstrate critical and creative thinking skills and be of significantly higher quality than work produced at the undergraduate level. To achieve this expectation, all students are responsible for giving and getting peer feedback of their work prior to submitting it for a grade. Students are also expected to resolve technical issues, be active problem solvers, and embrace challenges as positive learning opportunities. Educational technology professionals must be able to work cooperatively and collaboratively with others—skills which students are expected to practice in this course. Students are expected to ask for help when they need it and offer help when they notice someone in need.

Attendance: This is an online class therefore attendance is up to you! You will be required to work as a team via various activities. The quality of your contributions and regular participation activities, including attendance via ClassLive sessions, will be considered attendance. It is strongly encouraged that you attempt to log into the course everyday and/or check your email for messages in order to not get behind. The synchronous sessions via ClassLive are not required, but it is in your best interest to attend when available during the semester.

Timeliness: Because a short term goes by quickly, assignments must be submitted by the designated due dates. Full credit cannot be earned by late or incomplete assignments. As Interactive Discussions are interactive there is no value in posts made after the discussion topic has closed. In the event of very serious issues contact the instructor. Any exemption of work or extension of time will require written documentation from an acceptable source and will only be granted at the instructor's discretion. Also ensure that you have a backup plan ready in the event you might lose power, Internet access, or your available technology.

Assignments are due as stated. Class participants are strongly recommended to participate in their assigned groups. Numbers generate strength. Teaming is an essential soft-skill in every academic environment. Individual team members will be evaluated; however, teams often rise or fall together. Every team should select a lead member. Problems regarding team participation should be discussed with the course instructor. Under no circumstances should team members be allowed a free-ride at the expense of other members.

Time Commitment In a graduate level course, it is a reasonable and accepted expectation that a student will spend between three and four hours outside of class for each hour spent in a class that lasts 15 weeks. This applies to online and web-enhanced courses just as it does to a traditional course. The activities in this course are based on a 7-week instruction schedule, which cuts the number of weeks in half, thereby doubling the weekly time expectation. An understanding of this expectation can help serve as a gauge of how much time you will need to allow for and devote to each course. The average time commitment range calculation for a three Semester Credit Hour (3 SCH) course, such as this one, is show in the following table:

Average expected time spent on class or class related work.	Minimum expected average time based on 3:1 time ratio.	Maximum expected average time based on 4:1 time ratio.
“In” class per class week	5 hours	5 hours
“Outside” class per class week	15 hours	20 hours
TOTAL Weekly Expectation	20 hours	25 hours
TOTAL Term Expectation	140 hours	175 hours

University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
[Student Disability Resources & Services](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct* from *Student Guide Handbook*).

TENTATIVE COURSE OUTLINE / CALENDAR
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Because this course runs on a compressed schedule, we'll be completing the full-semester equivalent of 2 weeks of work each week.

TDEV 320 will consist of SIX online modules. These modules will be available on the indicated dates. **The modules will MAY be accessible BEFORE but will NOT be accessible AFTER the indicated dates.** Each module will include lecture material that you are expected to read prior to participating in the weekly discussion. Evidence of research on the discussion topic is expected.

Once a module is opened, the module will remain open then close as indicated.

Each lesson may include discussions of various topics. The discussions utilize YouTube and voice over PowerPoint and will reference other materials available on the Internet. Additionally, to stimulate your cultural enrichment, some of the lessons will include Waller's Cultural Corner to examine some aspect of cultural enrichment. The latter is included since your evaluation of the course includes a question as to your enrichment

in cultural understanding. Waller's Cultural Corner was created by Dr. Rusty Waller. I will add different information at the end and call them Denise's Files (as 'Files is how you pronounce my last name of 'Pheils').

TDEV 320 is a very important milestone in you development as an educator. The design and assessment of curriculum for adult learners speaks to the very heart of the teaching profession. Avail yourself of the opportunity to engage this important topic. Every member of the class is admonished to keep up with the materials. Do not miss the deadlines. This is a fast paced course. Every learner is individually responsible for staying on track. Establish rules for the operation for your group. Hold every member accountable. Do not cover for anyone who does not participate! Each group is free to go through the stages of storming, forming, and norming. I suggest getting to the norming stage as quickly as possible. This course also practices the concepts of andragogy and you will be able to apply what you are learning to your course work.

Week	Activity* Module content is available in eCollege. Each module will be open for approximately 10 days.
1	Module One: Andragogy
2	Module Two: Social Learning Theory
3	Module Three: Practical Intelligence and Expertise
4	Module Four: Life Course Development
5	Module Five: Autonomy and Self-Direction
6	Module Six: Instructional Implications