

Syllabus

SCHOOL OF EDUCATION AND LEADERSHIP

EAD 505: Adult Learning Theory

6 Credits

Effective 10/1/2017

Access to the Internet is required.

All written assignments must be in Microsoft-Word-compatible formats.

See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

FACULTY

COURSE DESCRIPTION

Adult Learning Theory explores the major concepts in the field of adult learning. This course will provide advanced study of adult learning theory, philosophical foundations of adult education, and current research relating to specific issues and approaches for facilitating adult education in training, business, and educational contexts.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found under *Course Information* in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged “Purchase from the Canadian Bookstore.” Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

CITYU LEARNING GOALS

This course supports the following City University learning goals:

- Critical thinking and information literacy
- Lifelong learning

COURSE OUTCOMES

In this course, learners:

- Explore the role and characteristics of the adult learner in the 21st century through identifying and evaluating information from a variety of sources.
- Compare research articles on adult education theory analyzing different research methodologies.
- Identify current diversity issues and ethical challenges in adult education and produce relevant recommendations based on research of best practices.
- Evaluate the implications of adult learning theory in real-world context.

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Project 1: Profile of the Adult Learner	10%
Project 2: Literature Review in Adult Education	20%
Project 3: Diversity in Adult Education Paper	20%
Final Project: Adult Learning Theory-to-Practice Paper	30%
Instructor Determined Assignments	20%
TOTAL	100%

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded. These are found with the assignment description in the online course.

Project 1: Profile of the Adult Learner

Students will research the roles and characteristics of the adult learner in the 21st century to develop a current profile of the adult learner. Students will use at least three sources to support their adult learner profile. Selected sources may include books, book chapters, journal articles, organization or institution web sites/documents, research publications, government documents, videos, interviews, or any other sources deemed high quality and relevant to the roles and characteristics of the adult learner.

Students will use the resources they locate to write a paper that contains the following parts:

- (a) an introduction;
- (b) a discussion of major ideas and assumptions surrounding the adult learner;
- (c) an analysis of the typical roles, characteristics, and contexts that apply to the adult learner;
- (d) an exploration of how these ideas, roles, and assumptions impact adult learning;
- (e) a conclusion.

The paper will be 3-5 pages (1050 to 1750 words) and will be in APA format: 12 point, Times New Roman font, double spaced. APA format will include in-text citations and a reference list.

Components	% of Grade
Roles, Characteristics, and Context	30%
Critical Analysis	20%
Writing and Organization	20%
References and APA	10%
Learner Impact	20%
TOTAL	100%

Project 2: Literature Review in Adult Education

Students will write a literature review based on a minimum of 8 articles they select on a topic from the field of adult education that they are interested in exploring in depth. Resources may reflect a balance of historic and current research on the topic selected.

The purpose of this assignment is to explore an area of adult education in depth, and to facilitate your abilities to research a topic of study in order to:

- (a) Identify and formulate an inquiry question that defines what you want to learn;
- (b) Know how to search and locate relevant, quality resources on a specific topic;
- (c) Identify important questions/issues related to your topic;
- (d) Analyze information found in the resources you locate;
- (e) Synthesize your new knowledge into a written literature review.

The paper should be in APA format (12pt Times New Roman font, double spaced); 6-8 pages (2100 to 2800 words not including cover page, and references); and have at least three (3) academic references.

Components	% of Grade
Resource Analysis and Use	40%
Topic Selection	30%
Writing and Organization	20%
References and APA	10%
TOTAL	100%

Project 3: Diversity in Adult Education Paper

Students will research contemporary diversity issues in adult education. Topics may include but are not limited to international students, cultural preferences in learning/communication, sensory or physical challenges, poverty, and inclusion. From their research, students will choose four (4) current issues to present in their paper. For each issue, students will produce a set of recommendations for best practices relevant to adult learners.

The paper should be organized by the issue and include the following for each issue discussed (you will have 4 sections that each have the following parts - Use the words in bold as headings):

- (a) an introduction that summarizes the background and current state of the issue in adult education;
- (b) the issue's relevance to the students context (i.e. workplace, organizational, higher education);
- (c) the ethical challenges presented by the issue with possible solutions;
- (d) recommendations, determined through research, for best practices to address the issue;
- (e) a conclusion.

The paper should be in APA format (12pt Times New Roman font, double spaced); 6-8 pages (2100 to 2800 words not including cover page, and references); and have at least five (5) quality references.

Components	% of Grade
Ethics	20%
Recommendations	30%
Issues in Adult Education	20%
Writing and Organization	20%
References and APA	10%
TOTAL	100%

Final Project: Adult Learning Theory-to-Practice Paper

Students will evaluate implications of adult learning theory for real-world practice. They will choose two theories relevant to adult education to research and report on. Examples of theories that may be selected include: liberal, progressive, behaviorist, humanist, radical/critical (critical), analytic, post-modern, Knowles's andragogy, Illeris's model, McClusky's model, Jarvis's model, cognitive, social-cognitive, constructivist, feminist, self-directed, transformational, experience and learning, work-based, and problem-based.

The final project will include four (4) parts:

- (a) an introduction summarizing the theories that will be examined;
- (b) a detailed discussion on the theoretical implications of the selected adult learning theories in the context the students are familiar with (e.g. workplace, organizational, higher education);
- (c) a discussion of how the theories relate to the student's own philosophy of adult education(can be in 1st person);
- (d) a conclusion.

This paper will be 8-10 pages (2800 to 3500 words); in APA format (12 point, Times New Roman font, double spaced); with at least five (5) quality references. The main body of the paper should be written in 3rd person with only the student's philosophy of adult education (part 3) being in first person.

Components	% of Grade
Discussion of Theories	20%
Application to Context	30%
Philosophy	20%
Writing and Organization	20%
References and APA	10%
TOTAL	100%

Formative Assessments

Class participation through formative assessments is an integral part of this course. Formative assessments can be journals, papers, activities, quizzes, discussions, wikis, or other activities determined by the course manager and instructor. Each formative assessment includes its own rubric and/or due date as outlined within the activity to balance participation and enhance learning. Whether in class, online, or in a mixed mode setting, students will be graded on their ability to present, explain, or defend alternative viewpoints and the degree to which they have mastered the concepts and principles inherent in the study of leadership. Written work is assessed on relevance to the subject presented, adherence to writing mechanics and organization, and professional presentation.

Components	% of Grade
Use of Course Concepts	100%
TOTAL	100%

COURSE POLICIES

Late Assignments

Students are required to submit all assignments by the due dates stated in the course schedule. A late assignment is one that is submitted after the due date or after any extension has expired.

If circumstances prevent a student from meeting the due date, the student needs to contact the instructor and request an extension at least 48 hours prior to the date the assignment is due. Emergency situations will be considered on a case-by-case basis.

Being busy, pressured with outside work, technical issues, or having competing academic commitments are not valid reasons to grant extensions. A student who receives an extension in advance of the due date and abides by the agreement with the instructor is not subject to late penalties.

Without prior arrangement with the instructor, students who submit assignments late will receive a 5% deduction in grade each day or part of the day that the assignment is late up to a maximum of 25% off. Coursework received after 10 days will not be graded and will receive a zero grade, unless prior arrangements have been made.

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

Participation

Participation is determined through your active engagement in classroom activities each week. This can be measured through your discussion board posts or by submitting an assignment when due.

UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the University Catalog that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Academic Integrity Policy under Student Rights & Responsibilities*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Attendance under Student Rights & Responsibilities*.

Final Assignments Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support Services

Disability Services Accommodations Statement

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.