I. Course Description:

The course analyzes the foundational learning theories that drive adult education. It examines the techniques of motivation, methodology, and evaluation in adult learning. The course further examines ‘the adult learner’ and the socio-political and other factors that influence paradigm shifts in adult learning including barriers to and motivation for adult learning.

II. Rationale:

*Inspiring and Leading through Excellence in Education* is the shared vision of the USD School of Education for all of its programs. The underlying intent of the vision requires that students be exposed to learning experiences that will enhance their ability to engage in life-long learning and leadership roles anchored in reflective practice. The history and founding objectives of the

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1 Email turn around could be anywhere from 20 minutes to 48 hours because of the large number of students in this class. The number of mails, and the time of the day they are sent will also affect the response rate.
Community College system make them core components of the 21st century understanding and importance of lifelong learning. The primary purpose of this course is to prepare reflective leaders through clear understandings of the learning theories that are imperative to ‘helping adults to learn’. The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.

II. Textbooks & Technology

Required:


Optional:

Electronic Reserve: The following and additional materials will be put in the course content in electronic format as necessary:


Professional Journals/Web Page:

- Adult Education Quarterly
- Adult Learning
- International Journal of Lifelong Education

Relevant websites:

http://www.aaace.org/

http://www.iscae.org/

http://en.unesco.org/

Technology:
The technology requirements for this course includes access to a computer that is internet accessible and has Microsoft Office installed. Adobe Acrobat Reader is also required on your computer for ease of downloading documents. I am informed there is a free download at www.adobe.com. Desire2Learn will be the course management system that will be utilized during the semester. In order to access Desire2Learn you need to have a user id and password from the University of South Dakota. If you do not have a user id or have any technology questions at any time during the semester please contact the student help desk at (605) 677- 5028 or e-mail helpdesk@usd.edu.

III. Learning Methods and Activities

Course Readings: Each student will be required to do regular reading and analysis of the course materials as well as other related literature on Adult Education theory. Students will be encouraged to reflect on the readings and locate the readings in the context of traditional and contemporary society as well as in their own experiences. Extensive reading is an imperative for getting the best out of this course.

Participation: Dialogue is an imperative in most of the theoretical leanings in contemporary adult education and learning. Our focus on collaborative learning requires that everyone actively participates in class discussions. These class dialogues will be at small group and whole class levels. Learners will be expected to critically analyze issues emanating from instructor’s prompts, readings and contributions from other learners.

Writing assignments: The skills of writing are becoming increasingly indispensable especially for graduate students who are required to acquire the skills of being able to critically reflect on the literature on the field and be able to draw informed conclusions. Constant writing helps us to build the skill to critically articulate an informed perspective on issues- especially in education. Consequently, we will have writing assignments that will assist us in honing our skills of learning to critically analyze, synthesize and evaluate the literature in adult education and learning. I insist on deep graduate level writing that pays attention to criticality and correct APA format.

IV. Course Requirements and Assessment:

A. Writing Assignments:

Formatting: All written work should conform to APA 6th edition in citing references. The ID Weeks Library has an abbreviated guide on the web. In addition, all papers should be computer-generated with 12-point font and double-spaced. Please start work early on the research paper in order to avoid the mistakes that come from last minute efforts. I read

2 It is the student’s responsibility to ensure that assignments are submitted as directed and on the due date in line with the instructions for each assignment. The instructions that come with each assignment supersede those in the syllabus in the unlikely cases of contrary instructions. Any assignment submitted outside the instruction and/or deadline will not be graded and will automatically forfeit all points allocated.

3 Please start work very early on the research paper and ask questions as you progress. Do not wait until it is late in the semester. I will not be able to offer any advice when it is late – say three weeks before the deadline. A writing/grading rubric will be made available. It is imperative to adhere to the rubric in your writing. The APA format (6th ed.) is mandatory for all writings in this class.
everything you write and I am uncompromising on the highest standards for graduate work. I do not accept shoddy work. I do not believe in flattery. Please use the writing rubric to guide you and feel free to ask questions and seek clarifications as often as necessary (after you might have read the items from me).

1. The paper is an opportunity for you to express your theoretical leaning in adult education. The first part of the paper should contain a brief survey of about three theories/models/processes of adult learning. In the second part of the paper, I expect you to identify one theory, model or process of adult learning that you think you most align with. Use arguments from our text, relevant literature and personal experiences to establish your position. This paper should be 3000-3500 words (word count may change. Abide by the final instruction in the Dropbox). I advise that you start work on your paper as early as possible in order to avoid a last minute work that often lack the quality of a graduate research paper. Being a foundation course, I always insist on high quality work that demonstrates clear understanding of our readings and the issues.

We are going to strictly abide by the deadlines for all assignments throughout this class. It is the sole responsibility of every student to submit every assignment within its due date. Any late assignment will earn an automatic zero or a reduced grade at the discretion of the instructor.

Individual Assignment:

The assignment will require a deep graduate level answer that reflects a critical understanding of the fundamental issues related to the readings. Demonstrate your understanding of the authors/issues – what did the authors say about the issue. Thereafter, proceed to analyze/critique the authors’ perspective – that is, what you agree with or what you disagree with and why. Remember to conclude your work. This assignment will take the nature of answering questions as in midterm “exam.” It will be posted in the Dropbox and feedback will be provided in the Dropbox.

Graded Discussion:

The discussion posts and summaries are expected to reflect your clear understanding of the readings, reflect your perspective on the issues, and reflect group members’ perspective and a conclusion that sums it all up. You must cite the authors and related literature to avoid your response being generic and shallow. It should be critical and avoid making it just a narration. I will provide specific instruction for each prompt and let you know whether or not secondary responses are required where you respond to others in a different group.

Concluding Assignment:

Students will write a concluding assignment that is an advanced form of the individual assignment but less than the research paper in rigor and depth. The questions will require you to demonstrate clear understanding of the readings and issues in a critical way. Some people would call this assignment the “final exam.”

Course Assessments & Criteria for grading⁴:

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⁴ Specifics of grades and deadlines will be provided with each graded work. The specific instructions that come with each assignment are the more valid in the rare case of a difference between what is in the syllabus and what is posted. Always abide by
1. Research Paper 25 points (25%)
2. Individual assignment 10 points (10%)
3. Graded Discussions online (about 6) 45 points (45%)
4. Concluding Assignment 20 points (20%)

Grading Scale
A = 100 – 90
B = 89 – 80
C = 79 – 70
D = 69 – 60

V. Class Policies:

Important BOR & USD Policies:

1. Freedom in learning: Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.

2. If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Director of the Office of Disability Services, (Service Center 199; 677-6389) as early as possible in the semester.

For information contact:
Director
Disability Services
Room 119 Service Center
(605)677-6389
www.usd.edu/ds; dservices@usd.edu

VI. Tentative Schedule

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<thead>
<tr>
<th>Modules</th>
<th>Class Topic</th>
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<tbody>
<tr>
<td>Modules 1&amp;2</td>
<td>Introducing the adult learner and Adult Education. Understanding the instruction and datelines that come with each assignment. The research paper, individual and concluding assignments must be submitted as word document in the Dropbox. No email attachments will be accepted and no pdf documents will be accepted/graded.</td>
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5 Items on the schedule may change depending on class dynamics and other institutional/natural factors. The course overviews, instructions that come with assignments, and e-mails will be used to update/communicate such changes and they shall supersede items in this tentative schedule in the syllabus.
## Graded Discussion

| Modules | 8/21-9/1 | Learning environment, provision of opportunities, concepts in learning, participation, and **traditional learning theories**.  
Reading: Merriam et al, chapters 1 & 2.  
**Graded Discussion** |
| Modules 3 & 4 | Participation, Andragogy, Children, and Women.  
Reading: Merriam et al, chapter 3, Jackson Chapter 5, and Avoseh - *Andragogy in second grade* – on electronic reserve.  
**Graded Discussion** |
| Modules 5 & 6 | Workplace and informal community learning, and **the Digital challenges**.  
Reading: Jackson chapters 2 & 10. And Merriam et al chapter 10  
**Graded Discussion** |
| Modules* 7 & 8 | **Self-Directed, Transformational, & Experiential Learning**  
Reading: Merriam et al chapters 4, 5, & 6.  
**Individual Assignment & Graded Discussion** |
| Modules 9 & 10 | **The Brain & Critical thinking**  
Reading: Merriam et al chapters 9 & 11  
**Research Paper due** |
| Modules 11 & 12 | **Learning in Indigenous Societies**  
Reading: Merriam et al Chapter 12 & Avoseh - Proverbs & Indigenous lifelong learning (electronic reserve)  
**Graded Discussion** |
| November | Thanksgiving |
| Module 13 | **Body, Spirit, Motivation, and Learning**  
Reading: Merriam et al chapters 7 & 8.  
**Course Evaluation & Concluding Assignment** |
| Module 14 | Afterwards –  
Raise any pending questions and check your grade book to ensure that your points are calculated correctly. Compose your “take-home” thoughts on the class. |

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6 We have both a graded discussion and the individual assignment within these modules hence the reading is light. You needed to have read ahead before these modules.

7 It will not be possible to extend the deadline for the research paper because of the large size of the class. I will NOT accept any late submission and I will not accept any submission outside the Dropbox. Please begin work early on the paper and be guided by the writing rubric and the instructions. I demand high level graduate writing and I urge you not to take anything for granted in terms of producing excellent work.