I. Course Description

This course examines the broad concept of social justice, culture, individual and community empowerment, conflict, and social change. It uses the local/global and the action/reflection frameworks to explore, critique, and apply these concepts.

Rationale

Learning and Leading through Reflective Practice is the shared vision of the USD School of Education for

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1 Email turn around could be anywhere from 20 minutes to 48 hours depending on the number of students, number of mails, and the time of the day it is sent.
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 practice of adult education make its theories 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’ and lead with experience.

Instructor’s Teaching Philosophy

The goal for graduate education should be to develop critical reflective educators whose practice and decisions integrate theory, research, and experiential wisdom in their professional and personal lives. As adult educators engaged in graduate education, we should develop strong theoretical frameworks that will inform our actions as educators and administrators. The need to establish praxis between reflection and action requires us to read extensively in the field and critically locate the literature in the context of our experiences. The context is increasingly influencing the content and focus of adult education. In order to ensure a constant link with our environment; we will use collaborative learning groups to encourage and arouse intellectual curiosity through dialogue. In a collaborative learning environment we are all co-investigators of knowledge. Thus, we will operate as ‘educator-learners’ and ‘learner-educated’.

In spite of the positive interdependence among us, we will ensure individual accountability for the quality of the knowledge that is created. I therefore intend to help you learn by providing intellectual guide as we collaboratively strive to become reflective leaders and skilled educators who are in touch with the realities of a global community. I run a retail and dynamic content that focuses on the pursuit of excellence in education and takes cognizance of our readings, class discussions, and the level to which you are demonstrating clear understanding. The retail content does not allow me to dump content online (including future assignments) as some would expect. Please check your social and job commitments before signing up for this class because I expect everyone to “show up” to be co-creators of knowledge.

Required Textbooks and Readings


**Electronic Items:** The following items will be provided in electronic format during the course:


Course Objectives/Outcomes, Standards, and Assessment

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<th>Course Objectives</th>
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<td>The objective of this course is to provide us with an overview of the historical, social, economic, technological and current directions of adult education. In doing so, the curricular objectives are designed to challenge us to critically reflect on how current practice and theory is built upon sociological and historical principles and practices of adult education. The readings, activities, and other course requirements will assist us in developing a foundation for further studies in Adult and Higher Education. These objectives are major steps to preparing us as reflective educators.</td>
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Learning Methods and Activities

**Course Readings:** Each student will be required to do regular reading of the course materials as well as the general literature on adult education including web resources. Students will be encouraged to reflect on the readings and how they reflect on socio-political issues and current experience.

**Focused Instruction:** The instructor will lead in facilitating the analysis of some of the themes. He will post critical prompts that to guide discussions. During this time, major themes will be presented, discussed, and critically questioned in order to locate them in our experiences and to use them to broaden our outlook and current debate on the discussion boards.

**Participation:** The focus on collaborative learning requires the active participation of everyone in class discussions and activities. Class dialogues will be at small group and whole class levels on our Discussion Boards. Learners will be expected to critically analyze issues emanating from the direct prompts, readings, and contributions from other learners. The discussion boards are platforms to demonstrate understanding of the issues and what literature says on them. Our
discussion board will be an ACADEMIC platform and NOT a chatroom.

**Student’s Responsibility**: It is the student’s responsibility to ensure that assignments and postings are submitted on the due date in line with the instructions for each assignment. Any assignment or posting submitted outside the deadline will not be graded and will automatically forfeit all points allocated. Do not use attachments on discussion boards and do not submit any assignment in pdf. All Dropbox items must be word documents. You will forfeit all points for any assignment if you ignore any of this simple instruction. It is also the student’s right to seek clarification – I am available to answer your questions and to provide guidance on the condition that you have read the instructions. Please use the instructions that accompany each assignment and use the syllabus only as a general guide.

**Individual Assignments**: 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/issue – 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.

**Writing assignments**: As graduate students, we are required to acquire the skill 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 articulate critically an informed perspective on issues especially in education. Consequently, much writing is required to help us learn how to critically analyze, synthesize, and evaluate the literature in adult education. Please adhere strictly to the writing rubric. The valid date and instruction for each assignment are the ones posted with the assignment. I sometimes provide suggestions for word limits to help those who like structure and in line with disciplinary practice. Those are word limit suggestions are not binding in any way.

Course Requirements and Assessment

**Discussion Board Participation:** Weighting = 40 points (40%)

The discussion posts and summaries are expected to reflect your perspective on the issue, reflect group members’ perspective and a conclusion that sums it all up. 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.

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2 It is the student’s responsibility to check and abide by the instructions and the deadlines that come with each assignment.

3 Specifics of grades and deadline 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 the instruction and datelines that come with each assignment. The research paper, individual and concluding assignments must be submitted as word documents in the Dropbox, please do not use pdf. for any assignment. No email attachments or pdf documents will be accepted.

4 Some or all of these assessment grades may change as the course progresses because of the heavy accent on continuous assessment (CA).
Postings and responses must always demonstrate deep understanding and avoid being generic because this is an advance/graduate academic platform for engaging dialogue. It is not to mimic open classroom dialogues as some expect in a haphazard ‘chat room.’ It needs form and format in line with disciplinary standards. Of course you may use your secondary and additional posts to insert “free-style” conversations. Do not use attachments for discussion board postings and do no change the title of the discussion prompt and do not add your name to the title. Abiding by these basic instructions will help keep a neat thread of our discussions according to them. Please seek clarification if you are in doubt.

Individual Assignment: Weighting = 15 points (15%)
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/issue – 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. It is not about recitation but critical demonstration of understanding.

Research Paper: Weighting = 25 points (25%)
The research paper requires students to conduct in-depth research on key themes/concepts expressed in any of our main course readings. From this research, students will write a position paper on topics of their choice. The purpose of the paper will be to explore a topic studied in class more in-depth that is of personal or professional interest to the student. The paper may explore such issues as fundamental social justice issues in education, change in practice, an expression of a new understanding, a policy issue, power, gender and race relations, or reflecting on existing practice from a sociological or a historical perspectives within the context of the themes in this class and especially in relation to our texts and related literature. This paper should be between 3500 and 6000 words and must use extensive literature related to the topic and this class. A “research” paper of this nature mostly requires theorizing in literature and the use of copious use of related literature to qualify for “research.” No publisher or reviewer tells an author/researcher the number of literature that may be consulted because that will be limiting. The number of words requirement is not rigid but meant to give “structure” to those who like it. Your style of writing should determine the final count but certainly not less than 3500 words. Please check the final instruction in the Dropbox before submitting your paper.

Please read this instruction and feel free to ask questions and seek clarifications right from the first day of class.
Begin work very early on your paper and be guided by the writing/grading rubric.

C. Concluding Assignment: Weighting = 20 points (20%)

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.

Grading Scale

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<th>Grade</th>
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<tr>
<td>A</td>
<td>90 – 100</td>
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<tr>
<td>B</td>
<td>80 – 89</td>
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<tr>
<td>C</td>
<td>70 – 79</td>
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<tr>
<td>D</td>
<td>60 – 69</td>
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<tr>
<td>F</td>
<td>Below 60</td>
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IDEA Course Evaluation:

During this class, I will provide you many objective and constructive feedback. However, the course evaluation is the ONLY FEEDBACK you will provide to me and the university. It is an important aspect of quality assurance and planning. The Board of Regents and the University look to students to provide “eye-witness” accounts of what faculty provide to students by way of instruction and excellence in education. Faculty is encouraged to motivate students to complete course evaluations and return them within the due date. I am appealing to you to please complete the evaluation of this course at the appropriate time. I encourage you to complete it even if you have the worst things to say about me and the course. Thank you in advance for your commitment to excellence in education.

University Policies

Academic Integrity

The University of South Dakota considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The University supports the imposition of penalties on students who have been adjudicated to have engaged in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook, and South Dakota Board of Regents policy 2-33 [link](www.sdbor.edu/policy/Documents/2-33.pdf).

No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

- a. Given a zero for that assignment.
- b. Allowed to rewrite and resubmit the assignment for credit.
- c. Assigned a reduced grade for the course.
- d. Dropped from the course.
- e. Failed in the course.

Freedom in Learning

Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.

Disability Accommodation

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services.
during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester. Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director
Disability Services, Room 119 Service Center
(605) 677-6389
Web Site: www.usd.edu/ds
E-mail: disabilityservices@usd.edu

Diversity and Inclusive Excellence
The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.

USD Online Technology: https://my.usd.edu/uPortal/f/technology/normal/render.uP
USD Helpdesk: helpdesk@usd.edu. Tel. 605-658-6000
For information about the university’s technical, academic, and student support services, as well as how to take advantage of these services, please refer to the Online Student Handbook in the USD Getting Started widget on the course homepage. This document also contains important information pertaining to minimum technology requirements, registration information, as well as other university services and policies.

Final Schedule for AHED 710 Spring Term 2019 will be provided January 7 or earlier.