ADED 8970

Topics in Adult Ed

2013

Educational Foundations, Leadership and Technology
College of Education

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COLLEGE OF EDUCATION

CONCEPTUAL FRAMEWORK

Faculty, staff and students
strive to prepare and be professionals who are:

Competent
equipped with the knowledge, skills
and technological expertise to help
all individuals learn and develop

Committed
dedicated to the ethical practices and collaboration
that serve as the foundation of a diverse
and intellectually vibrant society

Reflective
devoted to analyzing their own past practices
in ways that fuel ongoing learning
and improve future practices

A Keystone in Building a Better Future for All

AUBURN UNIVERSITY

Auburn University is an equal opportunity educational institution/employer

ADED 8970 Topics in Adult Education
(in conjunction with ADED 7950 Seminar)
Auburn University
Department of Educational Foundations, Leadership, and Technology
2013

Class Time: Thursdays   5:00 - 8:50 p.m.

Location: Haley Center Room 1454

Instructor: Maria M. Witte, Ed.D.   4012 Haley Center
E-Mail: wittemm@auburn.edu   Office: (334) 844-3078
Home: (334) 887-3934
Call for appointments.

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1.   **Course Number:**   **ADED 8970**
Course Title: **Topics in Adult Education**
Credit Hours: 1-6 semester hours (variable)
Prerequisites: Departmental approval
Corequisites: None

2.   **Date Syllabus Prepared:** 2013

3.   **Texts**: Readings will be taken from journals, textbooks, dissertations, research monographs, government documents, and other resources related to the specific topic.

4.   **Course Description:** This course will provide advanced students with an in-depth exposure to current and classical readings within a specific area of specialization. Students will analyze the readings critically in light of implications for their areas of specialization and will be required to demonstrate a synthesis of the readings.

5.   **Course Objectives:** Upon completion of this course, students will be able to:
   • Critically evaluate classic and current readings on a specialized topic.
   • Summarize salient points of a reading in logical fashion.

6.   **Course Content:** The content and schedule for the course will be determined by a contract between the student and the supervising faculty member. Students will meet individually or in small groups with the professor to discuss assigned readings.

7.   **Course Requirements/Evaluation:** Course requirements for the directed readings will be determined by contract between the professor and the student. However, students as a minimum will be required to develop:

   A. A Reference Listing of all articles or readings. Entries must be in APA format.

B. An analysis from each individual reading:
1. For each non-researched-based reading, the following components are required:
    a. What is your immediate initial response to this reading?
    b. Provide a global overview of the reading. (Summarize the important themes of the reading.)
    c. What are the arguments the author uses to support these themes? What facts are used to support the author's position? Give examples.
    d. Are there statements made by the author that tend to weaken the article's themes? If so, which statement do damage? Why?
    e. What are the educational implications/ramifications for the issue(s) discussed in this article?

2. For each research-based reading, the following information should be provided:
    a. Study Title
    b. Journal Reference
    c. Purpose/Research Questions
    d. Procedures
    e. Findings
    f. Implications of Research for Education

C. A summary (10-15 pages) in which students synthesize the important trends and findings of the readings. Students may be able to formulate hypotheses based upon their readings for future research directions. These readings would be supplemental to Chapter 2 - Review of Literature of the dissertation.

Evaluation Procedures: The final grade for the course will be based on the completion of the documentation of completed research, refereed articles, and readings:

Reference Listing, complete and in APA format	30 points
Individual reading analyses	30 points
Summary (10-15 pages) of readings	<u>40 points</u>
Total	100 points

The following grading scale will be used:
90 – 100 points = A
80- 89 points = B
70- 79 points = C
60 – 69 points = D
Below 60 points = F

8. **Class Policy Statements:**
   A. Students are expected to participate in all class discussions and participate in all exercises. It is the student's responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.
   B. Attendance is required at each class meeting. If an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangement to take the make-up exam must be made in advance. Students who miss an exam because of illness need a doctor's statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absence from campus must be documented and cleared with the instructor in advance. There will be no unannounced quizzes.
   C. Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
   D. The University Academic Honesty Code and the Student Policy eHandbook http://www.auburn.edu/student_info/student_policies/ will apply to this class.
   E. As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:
      ▪ Engage in responsible and ethical professional practices
      ▪ Contribute to collaborative learning communities
      ▪ Demonstrate a commitment to diversity
      ▪ Model and nurture intellectual vitality