**ADED 7950 Seminar**

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**Seminar –**

**Topics in Adult Ed**

**Fall 2022**

**Educational Foundations, Leadership and Technology**

College of Education

Dr. Leslie A. Cordie

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**Auburn University**

**Department of Educational Foundations, Leadership, and Technology**

**Fall 2022**

**Class Time:** Asynchronous

**Location:** Remote Delivery /Canvas

**Instructor:**  Dr. Leslie A. Cordie 4082 Haley Center

 E-Mail: lesliecordie@auburn.edu Office: (334) 844-3089

**Office Hour:** Tuesdays from 10 AM to 3 PM or by appointment

**1. Course Number: ADED 7950**

 **Course Title: Topics in Adult Education**

 **Credit Hours**: 3 semester hours

 **Prerequisites**: Departmental approval

 **Corequisites**: None

**2. Date Syllabus Prepared: August 2022**

**Texts**:

Hempel, S. (2019). *Conducting your literature review.* APA.

Available through the AU Library as an eBook at <https://ebookcentral-proquest-com.spot.lib.auburn.edu/lib/auburn/detail.action?docID=5899941>

APA Manual (7th ed). - <https://apastyle.apa.org/products/publication-manual-7th-edition>

 Additional course materials will be made available through Auburn University’s learning management system (LMS) which is Canvas to support learning.

**3. 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. This is a self-directed course with milestones that support you in the beginning stages of the literature review.

**4. 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.
* Develop an acceptable literature review draft

**5. 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 instructor to discuss literature, readings, and assignments. This course is a blended format that allows for Zoom sessions, online lectures, open access resources, discussions, group activities, individual appointments, and other tasks that provide knowledge and skill development in terms of the literature review and the dissertation.

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

1. Student Introduction and Progress Reports (2)
2. Learning Contract / Timeline (and Peer Review)
3. Meeting with Advisor/Chair
4. Reference List (and Peer Review)
5. Literature Analysis with Peer Recording
6. Short Literature Paper and Peer Review
7. Discussion Q & A (FAQ)
8. Chapter 2 – Literature Review Draft
9. **Student Introduction and Progress Reports (2)**

This course requires a variety of activities that engage students with the content and other students, including using Flipgrid, an external recording tool (free). You are required to share your thoughts and ideas on your progress and ways to move forward in this dissertation journey! In addition, you should review at a minimum 2 of your classmates' postings to develop your thoughts and ideas about the dissertation progress.

1. **Learning Contract and Timeline (Peer and Instructor Review)**

A Learning Contract is a plan for acquiring specified knowledge, understanding, skills, attitudes or values by a learner. Basically, a learning contact is simply a means for helping the learner structure learning projects systematically. The learning contract is to give you the opportunity to develop your own learning strategies and goals related to moving forward in the dissertation process. Your learning contracts can play a critical role in ensuring that this process is a successful one.

Example learning contracts will be provided but we encourage you to develop your own format and style to help in creating your own process.

For the learning contract, you must be specific about what you would like to accomplish this semester and moving forward for the next 3 semesters, if possible.

In general, most of you will be developing Chapter 2 or the literature review for your dissertation proposal. You may wish to include the development of the full dissertation proposal (chapters 1, 2, and 3). Components of the chapters allow for specific parts of the chapters to be developed. For example, chapter 1 has several components, including a problem statement, background, limitations, significance, definitions, etc.

1. **Meeting with Advisor/Chair**

You are required to meet at least once during the semester with your Advisor / Chair (can be via Zoom, F2F or phone call - not email!)

You will review the following:

* Review of learning contract / timeline / expectations
* Discuss your next steps and any concerns or revisions
* Document date, time, and the information above
* Post the information either in a word or text document to this assignment (about a 1 to 2 paragraph summary).
1. **Reference List (Instructor and Peer Review)**
* Part 1 - Find 10 literature sources and put them into a reference list using APA format (use Word, Box or Google Docs)
* Part 2 - Connect with your partner and share your list
	+ Comment and edit the reference list of your partner (use track changes or edit)
	+ Find the correct source to support your edits in (page number in APA manual or use www.apastyle.org
* Part 3 - Discuss the changes you made and post your thoughts about corrections along with the reference list in the assignment
1. **Literature Analysis with Peer - Recording**
* Find at least one credible research article that pertains to your topic
* Read and review the article
* Critically analyze the information
* Meet with your assigned peer (you will be assigned a partner peer)
* Review this information and discuss your findings and record the conversation with Zoom or other recording software
* Upload the recording to this assignment (each peer must upload the recording file).
1. **Short Literature Paper and Peer Review**
* Draft a 3 to 5 page literature review and focus on one area of your topic
* Utilize approximately 5 to 7 recent research articles; you may include other sources but the majority of your information should come from scholarly work
* Summarize and synthesize the literature
* Craft a reference list from the sources used in APA format
* Step 2 - Peer Review (use the Rubric provided in Canvas)
1. **Discussion Q & A**

Reflection - Post a question you have here about the dissertation process, dissertations, specific APA guidelines, or other question you have had in the past. Provide the ANSWER to the question along with the resource where you found the correct answer.

1. **Chapter 2 – Literature Review Draft**

Draft a 10-15 page literature review that includes an overview, theoretical framework, and a reference list. Utilize the short literature paper, the literature analysis, and your references to develop a 10-15 page literature review based on your topic.

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| **Assignment** | **Due Date** | **Submission Details** |
| Introduction  | August 22 (wk 1) | Flipgrid |
| Progress Report / Reflection 1 | September 26 (wk 6) | Flipgrid |
| Progress Report / Reflection 2 | October 31 (wk 11) | Flipgrid |
| Meeting with Advisor/Chair | September 12 (wk 4) | Canvas |
| Learning Contract / Timeline Draft | August 29 (wk 2) | Canvas |
| Learning Contract Peer Review | September 5 (wk 3) | Canvas |
| Discussion Q & A (FAQ) | November 7 (wk 12) | Canvas |
| Literature Analysis – Peer recording | September 19 (wk 5) | Canvas |
| Reference List  | October 3 (wk 7) | Canvas |
| Reference List Peer Review  | October 10 (wk 8) | Canvas |
| Short Literature Paper | October 17 (wk 9) | Canvas |
| Short Literature Paper - Peer Review | October 24 (wk 10) | Canvas |
| Chapter 2 Draft Literature Review | November 28 (wk 14) | Canvas |

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

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| --- | --- |
| **Assignment** | **Points** |
|  |  |
| Introduction  | 5 |
| Progress Report / Reflection 1 | 5 |
| Progress Report / Reflection 2 | 5 |
| Meeting with Advisor/Chair | 5 |
| Learning Contract / Timeline Draft | 5 |
| Discussion Q & A (FAQ) | 5 |
| Literature Analysis – Peer Recording | 10 |
| Reference List & Peer Review | 10 |
| Short Literature Paper & Peer Review | 20 |
| Chapter 2 Draft Literature Review | 30 |
|  |  |
| **Total Points**  | 100 |

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

**A final grade of Satisfactory (S) or Unsatisfactory (U) will be awarded. Thus, a grade of range of scores between 80-100 will be deemed a Satisfactory grade.**

**8. Class Policy Statements:**

1. 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 and interactivity is required through the assignments and Canvas logins. Students who are unable to complete coursework 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 absences must be documented and cleared with the instructor in advance. Absences may affect your Final Grade; please see the Student Handbook for excused absences based on Auburn University policy.

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. Please note: We expect you to produce original work for this class. You may not submit work for this class that you have previously completed for a different class. If you have any questions, please see us prior to submitting an assignment. You will receive a zero for work that is reflective of another course’s work, unless you have cleared this with the professor.

F. 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