

ADED 7650  
Teaching The Disadvantaged Adult  
Educational Foundations, Leadership, and Technology Department

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1. Course Number: ADED 7650  
Course Title: Teaching the Disadvantaged Adult  
Credit Hours: 3 semester hours (Lecture 3)  
Prerequisites: Junior standing or above, or departmental approval  
Corequisites: None
2. Date Syllabus Prepared: Spring 2011
3. Text (OPTIONAL): Wlodkowski, R. (1996). Enhancing Adult Motivation to Learn.  
San Francisco: Jossey-Bass. Supplementary resources will be provided by the instructor.
4. Course Description:  

This course is designed to define and survey the demographics of those who are targeted by various programs as the "disadvantaged" and to explore the unique sociological, psychological, and physiological factors which influence learning and participation in remedial adult education programs. The course would be advantageous for teachers of adult basic education and those in employee education, community agencies, or other educational roles which serve the disadvantaged.
5. Course Objectives:  
Upon completion of this course, students will be able to:
  - a. Discuss the United States demographics pertaining to the economically and educationally disadvantaged adult learner.
  - b. Compare and contrast factors, such as sociological, psychological, and physiological factors, that characterize the disadvantaged population.
  - c. Cite theorists, compare the varied and often conflicting explanations of the condition of disadvantaged.
  - d. Analyze selected aspects of disadvantaged adult exploitation.
  - e. Identify programs to assist the disadvantaged.
  - f. Describe the development of the concept of "literacy" in the United States.
  - g. Interpret and evaluate various adult learning theories applied to the learning situations of the disadvantaged.

- h. Assess appropriate teaching behavior for working with the disadvantaged adult.

6. Course Content:

- Descriptions of Disadvantaged Populations

- Demographic characteristics

- Economic definitions

- Geographic distribution of poverty

- Factors Impacting the Disadvantaged Adult

- Moral factors

- Physiological factors

- Educational factors

- Sociological factors

- Psychological factors

- Economic factors

Stereotypes

- Exploitation of Disadvantaged Adults

- Programs to Assist the Disadvantaged Adult

- Social legislation before WWII

- Social legislation since WWII

- State agencies and programs

- Federal agencies and programs

Historical understanding of the disabled

- Adult functional literacy models

- Literacy Considerations

Relationship between culture and the adult's motivation to learn

- Strategies for teaching life-coping skills and higher order thinking skills, including critical thinking skills and problem solving processes

- Conduct an interview as a diagnostic tool for appropriate placement of an adult learner

. Motivating the Disadvantaged Adult to Learn

- Shaping the adult's attitude toward learning

- Establishing meaning to learning

- Developing a competent adult learner

- Factors to consider in unique curricula for specialized populations of adult learners, including physical, mental, linguistic and economic impediments to learning

9. **Course Requirements:**

a. Participation and Attendance

- b. Presentation
- c. Presentation Summary

10. **Evaluation:**

**Participation assumes attendance. Class attendance is required. Absences not due to sickness will be given consideration only if discussed with the instructor in advance of the absence.** Unexcused absences and tardiness will result in the penalty of one letter grade from the final class average. (A “B” instead of an “A”, etc.).

The final grade for the course will be based on the following:

- |                                 |            |
|---------------------------------|------------|
| a. Participation and Attendance | 40 percent |
| b. Presentation*                | 40 percent |
| c. Presentation Summary*        | 20 percent |

\* NOTE: Both the presentation (PowerPoint) and the presentation summary are due to the instructor a minimum of one week prior to scheduled class delivery. Failure to meet this requirement will result in cancellation of the presentation and subsequent loss of credit.

The following grading scale will be used:

90% - 100%	= A
80% - 89%	= B
70% - 79%	= C
60% - 69%	= D
Below 60%	= F

**Presentation**

Students will, as individuals or team members, present to the class a formal learning centered presentation of a minimum of 45 minutes or 15 minutes per team member in duration. Referenced, written summary sheets (single-spaced, 1 ½ to 2 pages) will be provided to all class members at the beginning, during or end of the presentation. Visual aids (PowerPoint, etc and summary sheets) will be instructor reviewed and approved a minimum of one week prior to the scheduled presentation. Failure to do so may result in reduction of one letter grade for the final course grade. All presenters are expected to be professionally attired. Lack of preparedness by presenters is grounds for presentation cancellation and rescheduling. Cancellation due to unpreparedness will result in reduction of overall course grade.

- a. Students are expected to attend all class meetings and participate in all classroom exercises (Tiger Cub). Should students need to be absent for any reasons, please contact the course instructor before missing that class meeting. Students are responsible for initiating arrangements for missed work due to excused absences (Tiger Cub).

- b. Students who need special accommodations should make an appointment to discuss the Accommodation Memo during office hours as soon as possible. If you do not have an Accommodations Memo, contact Dr. Kelly Haynes, Director, Program for Students with Disabilities, in 1244 Haley Center as soon as possible. Telephone: 334-844-5943 (Voice T/0)
- C. All portions of the Auburn University Honesty Code found in the Tiger Cub (Title XII) will apply in this class.