

ADED 7650
Teaching the Disadvantaged Adult
Spring 2012 – Dr. Leslie Cordie
Tentative Syllabus

Auburn University - College of Education
Educational Foundations, Leadership, and Technology Department

1. **Course Number:** **ADED 7650**
 Course Title: **Teaching the Disadvantaged Adult**
 Credit Hours: **3 semester hours**
2. **Office Hours:** **After class on Wed., and by appt.**
3. Text (OPTIONAL): Wlodkowski, R. (1996). *Enhancing Adult Motivation to Learn*.
 San Francisco: Jossey-Bass. Supplementary resources will be provided by the
 instructor.

Other appropriate resource materials will be utilized during the course, as necessary.

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:

The following areas will be covered during the semester:

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

Conducting 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

7. Course Requirements and Evaluation:

- a. Participation and Attendance
- b. Presentation (Individual or Group Project)
- c. Research Paper (Individual or Group Project)

Class participation is essential to the success of this course. Therefore, class discussions are required. **Participation assumes attendance. Class attendance is required.** Unexcused absences from the class and tardiness will result in the penalty of at least one letter grade from the final class average. (A “B” instead of an “A”, etc.). **Participation on the Blackboard discussion board is also a requirement for this course. Absences and lack of participation not due to sickness will be given consideration only if discussed with the instructor in advance of the absence and with proper documentation.** Some class discussions will be conducted through the discussions forum on Blackboard. Each student is expected to participate in class discussions throughout the week. Discussions will be graded based upon the quantity and quality of the discussions posted as determined by the instructor.

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

- | | |
|---------------------------------|--------|
| a. Attendance and Participation | 20 pts |
| b. Presentation* | 40 pts |
| c. Research Paper | 40 pts |

* NOTE: The presentation (PowerPoint) is 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 pts	= A
80 - 89 pts	= B
70 - 79 pts	= C
60 - 69 pts	= D
Below 60 pts	= F

Presentation Requirements

Students will, as individuals or team members, present to the class a formal learning centered presentation of a minimum of 45 minutes. If presenting as a team, time will be equally allocated among team members. No more than 3 members to a team or 15 minutes per team member duration.

Presentation handouts will be provided each class member and the instructor prior to the start of class.

Visual aids (PowerPoint slides, handouts, etc.) will be instructor reviewed and approved 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.

Research Paper/Presentation Requirements

A 7-10 double spaced, research-based, summary paper submitted prior to the last day of class. References will be in APA format. The paper will be a collaborative effort among the presenters and will representative of a supporting document for the presentation. This should not be a repeat of the slide presentation, but rather the research to build the presentation.

8. Class Policy Statements:

Students are expected to attend all class meetings and participate in all classroom and Blackboard 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).

Students who need special accommodations in class, as provided by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes – or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, (334) 844-2096.

All portions of the Auburn University Honesty Code found in the Tiger Cub (Title XII) will apply in this class.