

ADED 7650 – Spring 2013
Teaching the Disadvantaged Adult
Tentative Syllabus

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

Class Time: Wed., 5-8 PM, Duncan Hall 112
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1. **Course Number:** ADED 7650
 Course Title: Teaching the Disadvantaged Adult
 Credit Hours: 3 semester hours
2. **Office Hours:** Wed. before and after class, and by appt.
3. **Text: Recommended ONLY**
 Crux, S. C. (1991). *Learning Strategies for Adults: Compensation for Learning Disabilities*.
 Wall& Emerson, Inc.: Toronto.

Other appropriate resource materials will be utilized during the course, as necessary.
Online materials and resources will be posted in the course.

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/Tentative Schedule:**

Session	Topic
1	Overview and Introduction
2	Learning and the Brain
3	Learning Disabilities (LD)
4	American Disabilities Act
5	Assessment Strategies
6	Guest Speaker - Education and the Prison Population
7	Guest Speaker -The Homeless Population and Education
8	Guest Speaker – Program for Students with Disabilities
9	Guest Speaker – Program at Goodwill Industries
10	Veteran and Vocational Education
11	ESL and ABE
12	Unemployment
13	Motivational and Teaching Strategies
14	College Completion and LDs
15	Review and Evaluation

7. Course Requirements and Evaluation:

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

Assignment/Activity	Points
Participation in Weekly Discussions and Postings	15
Group Moderation of Weekly Discussion	10
Organizational Resource	15
Presentation*	20
Research Paper	20
Article Analysis	20
Total	100

* NOTE: The presentation (PowerPoint/Handouts/Agenda) is due to the instructor a minimum of one week prior to scheduled class delivery.

The following grading scale will be used:

90pts - 100pts = A

80pts - 89pts = B

70pts - 79pts = C

60pts - 69pts = D

Below 60pts = F

a. Participation

Class participation is essential to the success of this course. Therefore, online class discussions are required. Participation on the discussion board is a requirement for this course through a variety of assignments. 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. Each student is expected to participate in most class discussions throughout the week. Discussions will be graded based upon the quantity and quality of the discussions posted as determined by the instructor.

b. Group Moderation of Discussion Board

You will lead (moderate) one weekly discussion by developing a question related to the readings assigned for that week. As the moderator, you will question, promote dialogue and summarize the group discussion at the end of the week. The role of the moderator is to promote thinking, and challenge your fellow classmates to think, consider alternative viewpoints and to develop new knowledge through thinking and constructing. The moderator will be graded by his/her peers, and will grade his/her peers on their participation.

c. Evaluate an Organizational Resource

Locate and evaluate the quality and usefulness of a resource for the disadvantaged adult. Write a one page summary. Additional instructions will be provided. Post a summary point on the discussion board.

d. Presentation* (Topic TBD)

Students will, as individuals or team members, present to the class a formal learning-centered presentation of a minimum of 45 minutes. Depending on class size, teams may be formed for this assignment. If presenting as a team, time will be equally allocated among team members.

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

Visual aids (PowerPoint slides, handouts, etc.) will be instructor reviewed and approved a minimum of one week prior to the scheduled presentation.

As this is an online course, students will be required to record their presentations using lecture capture software. Additional information and instructions will be provided to the student during the first week of class.

Student presentations will be graded by both the instructor and his/her peers.

e. Research Paper/Presentation Summary

A 7-10 double-spaced page, research-based, summary paper submitted prior to the last day of class. **References will be in APA format.** The paper will be comprehensive and cohesive effort is representative and supporting documentation for the Presentation (discussed above). This paper should not be a repeat of the slide presentation, but rather the research used to build the presentation.

f. Article Analysis

Critically examine an article for your research paper and presentation. Look at methodology, statistics, results, theoretical framework, the author's purpose, etc.

The analysis should include both the strengths and weaknesses of how the author conducted the study. Decide whether or not the study is generalizable to other settings or whether the findings relate only to the specific setting of the study. Discuss why the author conducted the study and what he/she hoped to gain from the study. Also, note any inconsistencies in the results.

Post and discuss/summarize online.

8. Class Policy Statements (review the Student eHandbook):

Students are expected to attend participate in all course activities and assignments. Should students need to be absent for any reasons, please contact the course instructor before missing that class meeting/discussions/presentations. Students are responsible for initiating arrangements for missed work due to excused absences.

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, and (334) 844-2096.

All portions of the Auburn University Honesty Code found in the Student eHandbook will apply in this class.

The complete Student Handbook is available online at:

http://www.auburn.edu/student_info/student_policies/