

**ADED 7650 – Spring 2014**  
**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. Please make sure to have Adobe Reader software on your computer. There is a free download at the Adobe web site.

4. **Course Description:**

This course is designed to define, survey and analyze 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 demographics pertaining to the economically and educationally disadvantaged adult learner in the U.S.
- 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: (tentative – subject to change)**

Due Dates	Topics	Assignments	Student Presentations	Date
Session – 1	Overview and Introduction	Lecture/Discussion	NA	January 8
Session – 2	Learning and the Brain	Lecture/Discussion	NA	January 15
Session – 3	Program Example – Students with Disabilities – AU??	Guest Lecture – Tracy Donald	NA	January 22
Session – 4	Learning Disabilities Program Example - Prisoner Education??	Lecture/Discussion	NA	January 29
Session – 5	Program Example - Prisoner Education??	Presentation/Paper Topics Due	NA	February 5
Session – 6	Program Example - Goodwill Industries?	Guest Lecture	NA	February 12
Session – 7	Program Example - Veteran Education?	Guest Lecture	NA	February 19
Session – 8	The Homeless??	Guest Lecture	NA	February 25
Session – 9	Unemployment/Chronic Illness	Lecture/Discussion		March 5
No Session	Spring Break	No Class	No Class	March 12
Session – 10	Rural/Geographic Concerns	Guest Lecture/ Student Presentations		March 19
Session - 11	ESL/Cultural Issues	Student Presentations		March 26
Session – 12	Age – Older Learners	Student Presentations		April 2
Session – 13	Poverty/Socio-Economic Status	Student Presentations		April 9
Session – 14	College Completion	Student Presentations		April 17
Session 15	Review of Course Materials	Student Presentations		April 23

## 7. Course Requirements and Evaluation:

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

Assignment/Activity	Points
Participation in Class Discussions, Online Weekly Discussions Postings, Attendance and Course Readings	15
Group Moderation of Weekly Discussion	15
Organizational Resource	10
Presentation*	20
Research Paper**	20
Article Analysis	20
<b>Total</b>	<b>100</b>

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

\*\*NOTE: The research paper is not the same as the presentation and the due date is flexible.

The following grading scale will be used:

90pts - 100pts = A

80pts - 89pts = B

70pts - 79pts = C

60pts - 69pts = D

Below 60pts = F

### a. Participation/Attendance/Readings/Discussions

Class participation and discussion is essential to the success of this course. Therefore, attendance and participation in class discussions are required. Participation on the discussion board is also 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

and participate in class. Discussions will be graded based upon the quantity and quality of the discussions posted as determined by a rubric and the instructor. Individuals will also be responsible for self-evaluation of their online discussions on a weekly basis. Additional instructions will be provided.

**b. Group Moderation of Discussion Board (Team Project)**

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 peer moderators, and will grade his/her peer moderators on their participation. The instructor will also grade the moderations. The instructor will be responsible grading the other classmate postings. Additional instructions will be provided.

**c. Evaluate an Organizational Resource**

Locate and evaluate the quality and usefulness of a resource for the disadvantaged adult. Write a one page summary and post a summary point/paragraph on the discussion board is also required. Additional instructions will be provided.

**d. Presentation\* (Topic TBD ) (Team Project)**

Students will present to the class a formal learning- centered presentation of a minimum of 45 minutes, not including Question and Answers (Q & A). 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.

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

Additional information and instructions will be provided to the student during the first week of class.

#### **e. Research Paper/Presentation Summary**

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 and information used to build the presentation. The paper should be approximately, 7 to 10 pages, double-spaced, research-based, and in APA format. The paper should be submitted prior to the last day of class. ***Additional instructions will be provided.***

#### **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 a summary paragraph(s) in the online discussion board.

### **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. If you feel you will miss a substantial amount of the classes (3 or more), you may need to consider withdrawal from the course.

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/](http://www.auburn.edu/student_info/student_policies/)