

ADED 7650 – Spring 2015
Teaching the Disadvantaged Adult
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
Class Time: Wed., 5-8 PM, Haley Center 2461

- 2. Professor:** **Dr. Leslie Cordie**
Office: Haley Center 4095
Email: lesliecordie@auburn.edu
Office Tel: 334-844-3089 Cell Tel: (334) 707-8984
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 in Canvas. Make sure you access the course regularly. Please make sure to have Adobe Reader software on your computer. There is a free download at the Adobe web site at: <http://get.adobe.com/reader/>

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) - Attached

There are approximately 15 sessions with a variety of topics related to disability services. You are expected to read the assigned readings, participate and contribute to lecture presentations, collaborate in discussions, and submit assignments. A variety of media provided by the LMS (Canvas) are used for communication among class members and the instructor, along with additional resources.

Please see Academic Calendar for Important Dates
http://www.auburn.edu/main/auweb_calendar.html

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/Discussions	15
Group Moderation of Weekly Discussion	15
Organizational Resource	10
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.

**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 – 100 pts = 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 Topic

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. Additional instructions will be provided during the first week of class.

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.

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/

- **Attendance/Excused or Unexcused Absences:** You are expected to attend class and participate in all exercises, discussions and activities. It is your responsibility to contact me if assignment deadlines are not met. You are responsible for initiating arrangements for missed work.

- **Late Submissions:**

As a graduate student, it is your responsibility to share a significant responsibility for preparing and discussing course material. If a serious situation arises and you anticipate you will not be able to meet a deadline, it should be discussed with the instructor, before the due date.

If the instructor is contacted, regarding the problem at least several days before the due date, and judges it to warrant special consideration (usually due to illness or injury) the instructor and you will negotiate an alternate due date. If the instructor has not been contacted and special consideration has not been granted, late assignments will be penalized one letter grade or more, depending on the assignment and schedule. Some assignments may not be turned in late and will receive a grade of zero (0).

- **Make-up Assignments:**

Make-up assignments will only be given with a valid university excuse. This means a doctor's statement or other documentation must be provided. You are responsible for informing the instructor prior to missing the assignment no later than one week after the assignment's official due date. You must initiate arrangements to take the make-up immediately after the excuse. A

make-up must occur within 1 week from the time that you initiate arrangements for it or you will receive a zero grade (0).

- **The University Academic Honesty Code** and the other rules and regulations from the Student Handbook will apply to this class. The eHandbook can be found at www.auburn.edu/student_info/student_policies/

- **Professionalism:**

As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. Additional guidelines for this course include:

- Follow videoconferencing rules
- The use of cellphones, emailing or texting in class is prohibited
- Support discussion netiquette
- Treat all with respect

- **Contact:**

If you need to contact me, please use your AU email and/or call me immediately. There is NO guarantee that I receive email from other sources; for instance, if you use gmail, yahoo, or other outside mail, they may be considered spam or junk and not allowed into my AU email address.

- **Course Contingency:**

If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

9. Accommodations/Learning Disabilities

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](tel:844-2096) (V/TT).

Justification for Graduate Credit:

Participants in this class must have an advanced knowledge level of learning and the adult. Participants will be required to demonstrate their ability to evaluate the completeness and appropriateness of disability services and campus programs related to adults based upon application and synthesis of principles associated with this course. Participants will demonstrate critical knowledge regarding programs in disability services problems and issues facing adult education programs.