

**ADED 7656 – Spring 2015**  
**Teaching the Disadvantaged Adult**  
**Tentative Syllabus**

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

**1. Course Number:**           **ADED 7656**  
Course Title:               Teaching the Disadvantaged Adult  
Credit Hours:              3 semester hours  
Class Time:                 Online

**2. Professor:**           **Dr. Leslie Cordie**  
Office:                   Haley Center 4095  
Email:                   [lesliecordie@auburn.edu](mailto:lesliecordie@auburn.edu)  
Office Tel:               334-844-3089   Cell Tel: (334) 707-8984  
Office Hours:       Wed. Online (virtual 2 to 3 PM) 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.

### **Course Philosophy:**

This online course is interactive and requires scheduled participation and assignments. **This is NOT a self-paced course. You are required to participate regularly during a weekly basis.**

A variety of teaching techniques and strategies are employed in the instruction of this course. The principal methods to be utilized include, but may not be limited to lectures, video, visual aids, developmental experiences, and group discussion. This is a professional education course in adult education.

All participants are considered adults and are expected to not only study but also practice **andragogy by taking responsibility for their learning**. Thus, the participant is expected to contribute to the class setting by participating and to be collaborative and supportive of all members of the learning setting. Adult education is not a place for passive learning but a place to explore, take risks and grow. Ignorance is not vested in the participants while knowledge is vested in the instructor - both are learners and have contributions to make to each other. Both are responsible for their own learning.

The entire course is intended to be completed through distance education delivery methods. In general, lectures are asynchronously delivered and are available through online videos or other media for the online course.

Additional course materials are made available through the university's learning management system (LMS). Interactivity is possible through the LMS, which allows for online discussions, web conferencing and chats with the instructor, along with testing and submission of assignments. **A student taking the online version of the course will need a reliable computer and will need to decide if online learning is a good option for them (if you have a question, please contact me the first week of class).**

## 6. Course Content/Tentative Schedule: (tentative – subject to change)

There are approximately 14 sessions with a variety of topics related to special populations of adult learners. You are expected to read the assigned readings, participate and contribute by viewing 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](http://www.auburn.edu/main/auweb_calendar.html)

Our classes will run from Mondays to Sundays!! This will help keep us on a regular schedule.

<b>Due Dates</b>	<b>Topics</b>	<b>Date Start</b>
Session 1	Syllabus and Assignments	Monday, January 19
Session 2	Overview Special Populations – Learning and the Brain	January 26
Session 3	Chronic Illness	February 2
Session 4	Program Example – Students with Disabilities – AU	February 9
Session 5	Program Example – Veteran Education Vocational Rehab	February 16
Session 6	Program Example - The Homeless	February 23
Session 7	Program Example - Prisoner Education/Ingram State Technical College	March 2
Session 8	Program Example – Mental Illness	March 9
Session 9	Program Example – OLLI @ AU	March 16
No Session	Spring Break	March 23-27
Session 10	Rural/Geographic Concerns	March 30
Session 11	ESL/Cultural Issues	April 6
Session 12	Age – Older Learners	April 13
Session 13	Poverty/Socio-Economic Status/Unemployment	April 20
Session 14	Review of Course Materials – Last Week	April 27

## 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, Viewing of Course Lectures, and Course Readings/Discussions	15
Moderation of Weekly Discussion	10
Organizational Resource	15
Presentation or Research Paper (CHOOSE ONLY 1 Option)	40
Article Analysis	20
<b>Total</b>	<b>100</b>

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 online 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. 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 his/herself, and the instructor for the assignment. 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 OR Research Paper (Topic TBD) (may be Team Project)**

**For Option 1, students will be provided a variety of options in terms of recording their presentations for the online class. This information will be discussed posted in the course for other students to view. The resources to complete these presentations are available through the University's LMS.**

- **Option 1 - Presentation**

Students will record a formal learning- centered presentation of a minimum of 20 minutes, not including Question and Answers (Q & A).

- 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.

- **Option 2 - Research Paper**

The paper will be comprehensive and cohesive effort is representative and supporting documentation for the chosen topic on a specialization. This paper should be RESEARCH information from academic sources. 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.

**d. Article Analysis**

Critically examine an article for your research paper and/or 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):

### a. Attendance/Excused or Unexcused Absences

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

You are expected to attend class by logging in regularly, viewing the lectures, and participating 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.

Attendance/logins/activity online will affect your grade as this is graduate learning course, with guest speakers, discussions and student presentations. Your attendance/participation is part of the course design and is directly correlated to academic success.

Students are granted excused absences from class for the following reasons: Illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. **Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission.** The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but **in no case shall such notification occur more than one week after the absence.**

### b. 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).

Late assignments due to **unexcused absence** may not be accepted or will lose 10 percent/per day the assignment is late. In some cases, there will be a make-up assignment required in addition to the regular assignment.

Again, appropriate documentation for all excused absences is required. Please see the [Student Policy eHandbook](#) for more information on excused absences.

c. **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).

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

e. **Professional Classroom Behavior:** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality
- 

These behaviors are especially important in terms of our graduate classroom and online discussions.

f. **Accommodations:** 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).

**g. 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.

**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.