**ADED 4650 – Teaching the Disadvantaged Adult**

**Spring, 2017**

**1. Course Number: ADED 4650**

**Course Title: Teaching the Disadvantaged Adult**

**Credit Hours: 3 semester hours**

**2. Instructor: Dr. Jane B. Teel**

**Office: 3002 Haley Center**

**Phone: 844-3075**

**Office Hours: 10:00-12:00 Monday/Wednesday**

**Other times by appointment**

**e-mail:** [**teeljan@auburn.edu**](mailto:teeljan@auburn.edu)

**3.**  **Texts:** No required textbook.

Appropriate resource material and assigned readings will be provided by the instructor and utilized during the course.

**4.** **Course Description:**

This course is designed to define, survey, and analyze the demographics of those

adults 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 adult education programs. **This class will include**

**discussion on how to teach and motivate all of the various populations of adult**

**learners.  Effective communication techniques will be a part of this very interactive**

**course. Those students interested in working with any of these populations of adults**

**or following a career in training and development will benefit from this course.**

**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 in the United States.

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 Requirements:**

**Exams:** Two tests/exams will be given. The exams will focus on material covered in lectures, discussions, and assigned readings. The exams will include some of the following types of questions: multiple choice, true-false, fill-in-the-blank, and short answer/essay.

**Class Presentation:** Each student will prepare and deliver a class presentation on an instructor approved topic relevant to course content.

**Article Summaries:**  Each student will be responsible for identifying and reviewing (2-3) articles related to assigned topic. The article will be discussed with the class. The number of articles will be dependent on class size.

**Participation:** Participation and attendance are very important for this class.

Each student is expected to participate in all class discussions and exercises. The participation grade is based on class attendance and interaction within each session. Each student is allowed two unexcused absences. All unexcused absences above one (1) will result in the loss of 2% of the total participation grade. Please refer to the Auburn University Student Policy eHandbook for guidelines related to excused absences <http://www.auburn.edu/student_info/student_policies> .

A handout will be given for each assignment. Grading will be based on the criteria for the assignment listed on the handout.

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

Exam 1 100 points

Exam 2 100 points

Class Presentation 100 points

Article Summaries 100 points

Participation 30 points

430 points

**430-387 = A**

**386.9-344 = B**

**343.9-301 = C**

**300.9-258 = D**

**Below 257.9= F**

**Course Policies:**

**Attendance:**

Attendance will be taken each class meeting. Each student is allowed two unexcused absences. All unexcused absences above one (1) will result in the loss of 2% of the total participation grade. Please refer to the Auburn University Student Policy eHandbook for guidelines related to excused absences <http://www.auburn.edu/student_info/student_policies> . Students are required to submit excuses within one week of the date on which the absence occurred.  Be aware that Auburn University considers falsifying an excuse to be a form of academic dishonesty.

Students are expected to be present for each class session, arrive on time, and not leave early. You cannot do your best work or benefit fully from the course if you do not attend class regularly. Any class missed, regardless of the cause, reduces your academic opportunities. Attendance will be taken each day.

**Make-up of Assignments:**

**Late submission for excused absences:** Late assignments will be accepted if you provide written documentation for your absence within one week (7 days) of your return to class after the due date and your section instructor determines that the absence is excused based on Auburn University policy.  The explanation must be on original letterhead, contain the original signature of the attesting official (physician, judge, social worker), and provide the name and phone number of a contact person (nurse, assistant, etc.) Please refer to the Auburn University Student Policy eHandbook for guidelines on "Academic Regulations" [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) .

**Late submissions for unexcused absences:** Late assignments will be accepted within one week (7 days) of due date for unexcused absences; however, 25% of the possible points will be deducted prior to grading.

**Late submission for University-approved activities:**

If you know that you will be absent on the date of an assignment submission and the absence is the result of a university-approved reason, you must provide the documentation prior to the due date. In the case of a university-excused absence, all assignments are due at the beginning of the next section class meeting.

**Academic Honesty:** All work is expected to be original and creative. Plagiarism and other forms of cheating will not be tolerated. You are responsible for knowing and adhering to Auburn University’s policy on academic honesty. Please refer to the following guidelines: <http://www.auburn.edu/academic/provost/academicHonestyStudents.html>

**Reply to Student Email:** Instructors will respond to e-mails within 24 hours, excluding weekends.

**Class Behavior:** Each student is expected to conduct himself/herself in a manner that is conducive to an effective learning situation.

Cell phones should be turned off during class.

**Students Accommodations:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to make an individual appointment with their break out session instructor during the first week of classes. If you have any questions about accommodations or need accommodations, please contact the Office of Accessibility (<https://fp.auburn.edu/disability/>), 1228 Haley Center, 844-2096 (V/TT.)

**Contingency Statement:** If normal class activities are disrupted due to widespread 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 the syllabus and/or course assignments will replace the original materials.

**Tentative Schedule**

January 12 Course Introduction and Syllabus Review

January 17 Overview of Adult Learners

January 19 Adult Learners

January 24 The Disadvantaged Adult Learner and Special Populations

January 26 The Disadvantaged Adult Learner and Special Populations

January 31 Learning and the Brain

February 2 Learning and the Brain

February 7 Adults, Motivation, and Learning

February 9 Adults, Motivation, and Learning

February 14 Office of Accessibility Program Example

February 16 Students with Disabilities

February 21 Mental Illness

Article Summary (Bailey, Josh, Briarly, Juanta’Vius)

February 23 Article Summary (Kate, Caitlin, Jenny, Lauren, Jonah, Michael, Ashton)

Midterm Review

February 28 Midterm

March 2 Group Presentation Work Day

March 7 OLLI Program Example

March 9 Older Adults

March 14-16 Spring Break

March 21 ESL/Cultural Issues

Article Summary (Jenny, Briarly, Juanta’Vius)

March 23 ESL/Cultural Issues

Article Summary (Bailey, Lauren, Josh, Michael)

March 28 Presentation Design, Delivery, and PowerPoint

Article Summary (Caitlin, Kate, Jonah)

March 30 Economically Disadvantaged

April 4 Economically Disadvantaged

April 6 Chronic Illness

April 11 Chronic Illness

April 13 Presentations – Briarly, Bailey, Kate, Jenny, Caitlin

April 18 Presentations – Josh, Jonah, Juanta’Vius

April 20 Presentations – Ashton, Lauren, Michael

April 25 Presentation Summary and Evaluation

April 27 Exam Review

May 2 – 8:00am Final Exam