**ADED 7650 – Teaching the Disadvantaged Adult**

**Auburn University**

**Adult Education – EFLT Department**

**Spring, 2017**

**Class Time:** Tuesday 5:00 pm

**Location:** 1454 Haley Center

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

3002 Haley Center

**Email:** teeljan@auburn.edu

**Phone:** (334) 844-3075

**Office Hours:** Monday and Wednesday 10:00-12:00.

Available most days and times by request.

**1.** **Course Title:** ADED 7650 Teaching the Disadvantaged Adult

**2. Credit Hours:** 3 Semester hours

Prerequisites: None

Co-requisites: None

**3.**  **Textbook:** No required text.

Resources and reading assignments will be provided by the instructor.

**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:

* 1. Discuss the demographics pertaining to the economically and educationally disadvantaged adult learner in the U.S.

* 1. Compare and contrast factors, such as sociological, psychological, and physiological factors, that characterize the disadvantaged population.

* 1. Cite theorists; compare the varied and often conflicting explanations of the condition of disadvantaged adult in learning situations.

* 1. Analyze selected aspects of disadvantaged adult exploitation.

* 1. Identify programs to assist the disadvantaged adult learner.

* 1. Describe the development of the concept of "literacy" in the United States.

* 1. Interpret and evaluate various adult learning theories applied to the learning situations of the disadvantaged.

* 1. Assess appropriate teaching behavior for working with the disadvantaged adult.

i) Identify appropriate methods for motivating adult learners.

**6.**  **Course Requirements:**

**A. Presentation:** Prepare and present a 45 minute partner developed, media-supported presentation based on instructor approved topic and assigned presentation date. Presentation handouts will be provided to each class member and the instructor prior

to the start of the class. Also, electronic copy of handout will be sent to Dr. Teel at least 48 hours prior to presentation for posting for Zoom students.

**B. Summary Paper:** Prepare a 5-7 page summary paper providing a reflection of the research used to develop the presentation. The paper will be an individual project. The paper should be double-spaced and in APA format.

**C. Questions for Discussions:** Each student will prepare questions for 2 different readings. These questions will be used by the student to facilitate a small group discussion. Each student will prepare 3 questions per reading. The dates for the assignment will be established in class.

**D.** **Organizational Resource Evaluation** – Locate an organizational resource for the disadvantaged adult. Write a one page, double-spaced summary of the organization including your evaluation of the quality and usefulness of the resource. Submit your summary as a paper copy or upload to Canvas. Be prepared to share with the class your findings.

**E. Participation:** 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 one unexcused absence. 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>). This participation policy applies to students attending in person and via Zoom.

**7.** **Evaluation:**

The final class grade will be based on the following:

Presentation 40%

Summary Paper 20%

Questions for Discussion 10%

Organizational Resource Evaluation 20%

Participation 10%

The following grading scale will be used.

A = 90% - 100%

B = 80% - 89.9%

C = 70% - 79.9%

D = 60% - 69.9%

F = 59.9% or lower

**8.** **Course Philosophy**:

A variety of teaching techniques and strategies will be employed in the instruction of this course. The principal methods to be utilized include, but may not be limited to lectures, video, presentation aids, peer teaching, laboratory experiences, guest lectures 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. 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.

**9.** **Make-up Assignments, Late Submissions, Excused/Unexcused Absences:**

All due dates for assignments will be announced well in advance. Makeup of missed work will

be allowed with no point deductions for excused absences. Written documentation is required

for an absence to be excused. Please refer to the Auburn University Student Policy eHandbook

for guidelines designating what constitutes an excused absence.

<http://www.auburn.edu/student_info/student_policies>).

Make-up of missed work must be scheduled within one week of due date. 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 has not been contacted and special

consideration has not been granted, late assignments without university approved

documentation will be penalized one letter grade or more (per class meeting day), and

depending on the assignment and schedule. Students are responsible for initiating

arrangements for missed work due to excused absences.

Make up of Presentation - *Any failure to present at the scheduled date and time without the*

*proper excuse will result in the loss of one letter grade from your final course evaluation and*

*a subsequent rescheduling of your presentation.*

**10.** **Class Policy Statements:**

**A.** All work is expected to be original and creative. Plagiarism and other forms of dishonesty will not be tolerated. The Department of Educational Foundations, Leadership, and Technology follow the guidelines for "Academic Regulations" as described in the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) found at [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies). You are responsible for knowing and adhering to those guidelines. Also, please refer to the following guidelines:<http://www.auburn.edu/academic/provost/academicHonestyStudents.html>

**B.** **Academic Honesty:** All work is expected to be original and creative. Plagiarism and other forms of cheating will not be tolerated. The EFLT Department follows the guidelines for "Academic Regulations" as described in the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) found at [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies). You are responsible for knowing and adhering to those guidelines. Also, please refer to the following guidelines:<http://www.auburn.edu/academic/provost/academicHonestyStudents.html>

**Papers, presentations, projects, or any other assignments previously submitted for credit in another course will not be accepted in this course. If previously submitted work is submitted, a grade of zero will be awarded to the assignment. I encourage continuing research in specialized areas of student interest. However, if you plan to continue research begun in a previous course, you must submit the original project to me for my review prior to continuing with that topic in this class.**

**C. 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. 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

**D. Reply to Student Email:** When contacting me via email, I will respond within 24 hours, excluding weekends.

**E. Emergency Contingency Plan:** If normal class 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.

**F. Disability** **Accommodations:**

Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to make an individual appointment with me during the first week of classes. You will not be able to use your accommodations until you meet with me.

If you have any questions about accommodations, please contact the Office of Accessibility (<https://fp.auburn.edu/disability/>), 1228 Haley Center, 334-844-2096 (voice/TDD).

**11. Justification for Graduate Credit:**

Following the course requirements, participants are required to independently research topics related to teaching the disadvantaged adult. All assignments are designed to enhance the participants’ knowledge of the disadvantaged adult and organizational resources. 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.

**Tentative Schedule**

January 17 Course Introduction – Syllabus and Assignments

January 24 Overview of Special Populations

Motivating Adults to Learn

January 31 Inclusion and Adult Learners

Enhancing Meaning in Learning Activities

February 7 Program Example – Students with Disabilities

February 14 Economically Disadvantaged Adults

February 21 Program Example – OLLI at Auburn University

February 28 Program Example – Prisoner Education

March 7 Organizational Resource Evaluation due

March 14 Spring Break

March 21 Chronic Illness

March 28 **Presentations**

April 4 **Presentations**

April 11 **Presentations**

April 18 **Presentations**

April 25 **Presentations**