**ADED 4650 Teaching the Disadvantaged Adult**

**Spring 2019**

**Auburn University,**

**College of Education**

**Adult Education**

**Course Number and Title: ADED 4650 Teaching the Disadvantaged Adult**

**Credit Hours: 3 semester hours**

**Class Time: T/TH: 9:30 to 10:50**

**Location: 2456 Haley Center**

**Instructor: Salina O’Brian**

**Office: 2030 Haley Center, by appointment only/T/TH**

**Email: szo0002@auburn.edu**

**Texts: No required textbook:**

Appropriate resource material and assigned readings will be provided by the instructor and utilized during the course. Instructions will be provided for assignments that require students to search for and select appropriate learning material.

**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.

**Course Objectives:**

Upon completion of this course, students will be able to:

1. Discuss the United States demographics pertaining to the economically and educationally disadvantaged adult learner.
2. Compare and contrast factors, such as sociological, psychological, and physiological, that characterize the disadvantaged population.
3. Cite theorists; compare the varied and often conflicting explanations of the condition of disadvantaged.
4. Analyze selected aspects of disadvantaged adult exploitation.
5. Identify programs to assist the disadvantaged.
6. Describe the development of the concept of "literacy" in the United States.
7. Interpret and evaluate various adult learning theories applied to the learning situations of the disadvantaged.
8. Assess appropriate teaching behavior for working with the disadvantaged adult.

**Course Requirements include the successful completion of the following items:**

1. **Research Paper on a Special Population:** Each student will prepare a two-page research and reflection paper for a selected special population of disadvantaged adults. This paper should include information from two scholarly articles, plus a credible website.  The website should be a “.gov or .edu” and should offer resources to the disadvantaged population you selected. If you are presenting by yourself, your research paper will include 5 articles and 1 website. The findings from this paper will be used for your portion of the class presentation. Upload via Canvas.
2. **Class Presentation:** Each student will prepare and deliver the findings from their research paper. This can be a group assignment and work must be divided equally. Topic and date of presentation must be approved by instructor
3. **CATs:** CATs are in-class activities designed to assess the teaching-learning process as it is happening. There will be 10 CATs—given during presentations. Five will be selected by the instructor and five by student presenters. Each is worth 1 point. Select from the following CATs and refer to Canvas in “Assignments” for more information.
4. **The*Minute Paper:***Tests how and if you are gaining knowledge. At the end of the presentation/class, you will be asked to write a brief response to the following questions: “What was the most important thing you learned during this class?” and “What important question remains unanswered?”
5. **The *Muddiest Point:*** is one of the simplest CATs to help assess where you are having difficulties. The technique consists of asking you to jot down a quick response to one question: “What was the muddiest point in [the lecture, discussion, homework assignment, film, etc.]?” The term “muddiest” means “most unclear” or “most confusing.”
6. **Five Question Quiz:**Identify specific “assessable” questions where the students must listen to lecture or read assigned reading to answer. The questions must be complex in nature and should require critical thinking. It must be drawn from the information in assigned reading or information presented in class presentations.
7. **Article Summaries:** Each student will be responsible for identifying and reviewing two (2) articles related to an assigned special topic. A one-page, typed, double-spaced summary will be submitted for the article. Include appropriate citations and references in APA. In addition, you will lead a class discussion on the selected article, have three questions ready to inform your discussion. These questions should be given to the instructor the day of the presentation.
8. **Participation:** Participation and attendance are very important for this class. Each student is expected to attend, be on time, and participate in all class discussions and exercises. The participation grade is based on class attendance, being on time to each session and interaction within each session. All unexcused absences above one will result in the loss of 10% of the total participation grade. Each tardy will result in a loss of 2% of total participation grade.
9. **Canvas:** Your participation grade will also depend on how well you use Canvas for this course. Canvas is smart: it shows how often, how long you log in and what you do there. Please use it wisely to prepare for class assignments each week. Log in to Canvas often and be prepared for discussions and the topics we will be covering for the week.

**Course Policies:**

**Course Philosophy:** You are in an adult education course. You are considered an adult in this course. Your willingness to learn more is strengthened when you take part in and relate learning to your life problems and your professional and personal developmental goals. Such assumptions imply that I am here to facilitate your learning through problem-solving techniques and that you come to class prepared and willing to take ownership of your learning.

**Methods of Teaching:** 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, guest lectures, and group discussion.

**Appropriate classroom behavior:**You are here to learn. Your peers are here to learn. Real, meaningful learning is hard work. Your interaction in this course is considered crucial. Your classroom behavior should reflect these four assumptions. Thus, the ultimate test of anything we do in our class is: Does it help you and your peers learn?

**Technology in this Class:** Any technology or device is welcome in our classroom if you are using it to learn. Conversely, using it for purposes other than learning is inappropriate. I expect that you will monitor yourself, but if it consistently interferes with learning (your own or others), I will point this out to you. Cell phone use is not allowed during any class activities including lectures and discussion.

**Attendance, Participation and Tardiness:** Attendance will be taken each class meeting. Each student is expected to attend each session and expected to participate in all class discussions and exercises. Each student is allowed one (1) unexcused absence. All unexcused absences above one will result in the loss of 5% 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 absence to be a form of academic dishonesty. Each student is expected to 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. Each unexcused tardiness will result in a loss of 2% of your participation grade.

**Arriving late** interferes with other students' learning and is not acceptable. If you are late, please have a written excuse on upon arrival to class. More than one tardy will result in a two point deduction from participation grade.

**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 .

**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>

**Students Accommodations:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to make an individual appointment with the instructor during the first week of classes. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, (334) 844-2096 , (V/TT).

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.

**Course Evaluation**: Each student must read and understand the required assignment description and instruction listed under “Assignments” in Canvas. If you do not understand any part of the instruction, please ask for clarification of the assignment.

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

Research Paper 20 %

Presentation of Research 35 %

Classroom Assessment Techniques (CATs) 10 %

Article Summaries (2) 20 %

Participation 15%

Total 100%

Grading Scale:

A = 90-100%

B = 80-89.9%

C = 70-79.9%

D = 60-69.9%

F = 59.9% and below

**Spring 2019: Tentative Schedule**

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| DATE | ACTIVITY |
| January 10 | Course Introduction and Syllabus Review  Student Profile Sheet for Introduction |
| January 15 | Overview of Adult Learners |
| January 17 | Adult Learners  Classroom Assessment Techniques (CAT#1) |
| January 22 | Aspects of Adult Literacy in the US |
| January 24 | Aspects of Adult Literacy in the US  Classroom Assessment Techniques (CAT#2) |
| January 29 | The Disadvantaged Adult Learner and Special Populations |
| January 31 | The Disadvantaged Adult Learner and Special Populations  Classroom Assessment Techniques (CAT#3) |
| February 5 | Learning and the Brain |
| February 7 | Learning and the Brain  Classroom Assessment Techniques (CAT #4) |
| February 12 | Adults, Motivation, and Learning  Article Summary#1 |
| February 14 | Adults, Motivation, and Learning  Article Summary#1 |
| February 19 | Teaching Strategies and Special Accommodation |
| February 21 | Teaching Strategies and Special Accommodation  Article Summary#1 |
| February 26 | Retention and Disadvantaged College Students  Article Summary#1 |
| February 28 | Mental Illness  Article Summary #1 |
| March 5 | Aspects of Disadvantaged Adult Exploitation (Alabama Department of Human Resources - Adult Protective Services)  Article Summary#2 |
| March 7 | Aspects of Disadvantaged Adult Exploitation: (Alabama Department of Labor and Accommodating Disabled/Disadvantaged Employees)  Article Summary#2 |
| March 11-15 | Spring Break |
| March 19 | Older Adults and Learning  Article Summary#2 |
| March 21 | OLLI Program Example  Guest Speaker |
| March 26 | ESL/Cultural Issues  Article Summary#2 |
| March 28 | Economically Disadvantaged  Article Summary#2 |
| April 2 | Office of Accessibility Program Example |
| April 4 | Learning Goals and Objectives for your Presentation  Classroom Assessment Techniques (CAT #5) |
| April 9 | PowerPoint design and DeliveryPeer review of Summary Paper; bring a stapled copy with cover sheet to class for a peer review |
| April 11 | Disruptive Behavior in Adult Education  Research Paper Due |
| April 16 | Presentations  Classroom Assessment Techniques (CAT #6) |
| April 18 | Presentations  Classroom Assessment Techniques (CAT #7) |
| April 23 | Presentations  Classroom Assessment Techniques (CAT #8) |
| April 25 | Presentations  Classroom Assessment Techniques (CAT #9) |
| April 30 | Presentations  Classroom Assessment Techniques (CAT #10) |
| May 2 | Presentations |