



**Ag 503: Adult Education  
COURSE SYLLABUS  
FALL 2015**

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<b>COURSE INFORMATION</b>
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**Course Description:** The purpose of this class is to advance the understanding of the basic principles behind motivating adults to learn. Procedures in implementing these principles to bring about change in adult behavior will be explored.

**Textbook** (required): Rothwell, W. J. (2008). *Adult learning basics*. ASTD Press.

**Student Learning Outcomes:**

*Learning outcomes are what you are able to do as a result of the activities, readings, instruction, etc. that have occurred in this course - these are my expectations of you. Assignments/activities related to these outcomes are described in the assignments and assessments portion of the syllabus.*

**Learning Outcome #1:** The learner will be an active and engaged participant by analyzing, constructing/creating, and evaluating information presented in the course textbook and/or other scholarly resources via an interactive discussion.

**Learning Outcome #2:** The learner will investigate the different adult learning theories to design more effective training.

**Learning Outcome #3:** The learner will develop an understanding of how to leverage adult learner differences as they apply in workplace settings, how to engage different generations of learners, and how to manage cultural differences and how they affect adult learners

**Learning Outcome #4:** The learner will implement good practice strategies for facilitating adult learning in a variety of settings and learn how instructional technology can affect adult learners.

## COURSE REQUIREMENTS

### Assignments and Assessment

This course is designed using a discussion-based approach following the textbook chapters and external readings. You will be assessed on the quality of your responses to the questions bi-weekly and the level of interaction provided. Weeks open on Monday and discussions conclude on the 2<sup>nd</sup> Sunday.

The rubric used to assess your work is worth 10 points and there is one discussion (bi-weekly) for a total of 80 discussion points for the semester. **Please review the criteria carefully below.**

1=does not meet expectations; 2=needs improvement; 3=average; 4=good; 5=excellent

Quality of responses to discussion question to include fully addressing the question and providing a level of detail demonstrating your knowledge, understanding and synthesis of the material. This includes locating and sharing additional resources related to the week's discussion. 1 2 3 4 5

Level of interaction (more than just "I like it" or "I agree" statements) with others to include posting original post by Friday (1 point will be deducted for each day your original posting is late) 1 2 3 4 5

In addition to the detailed, in depth discussions, we will have a final in week 8 to assess your understanding and synthesis of the course content.

**Total points possible: 130**

130-117=A

116 -104=B

103-91=C

90-78=D

77-0=F

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures:

**Citizenship:** All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student 92s Guide Handbook, Policies and Procedures, Conduct).

**Plagiarism:** Plagiarism **WILL NOT** be tolerated and will result in an automatic **F** in the course.

**Attendance:** This is an online class therefore attendance is up to you. I expect you to be engaged in the course material and the level and quality of interaction will be considered attendance.

**Scholarly Expectations:** All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

### University Specific Procedures:

#### *ADA Statement*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**

Texas A&M University-Commerce  
Gee Library 132  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)  
[Student Disability Resources & Services](#)

**TENTATIVE COURSE OUTLINE / CALENDAR FALL 2015**

Please note that weeks will open every Monday and discussions will conclude the following Sunday. This outline is tentative, but I will only take work away, not add to it. Additional information is provided in each week beyond just reading the textbook chapters.

<b>Weeks</b>	<b>Activities</b>
1-2	Read chapter 1, conduct introductions and interactive discussion
3 - 4	Read chapter 2 and interactive discussion
5 - 6	Read chapter 3 and interactive discussion
7 - 8	Read chapter 4 and interactive discussion
9 - 10	Read chapter 5 and interactive discussion
11-12	Read chapter 6 and interactive discussion
13 -14	Read chapter 7 and interactive discussion
15	Read chapter's 8 & 9 and interactive discussion Final exam