



TEXAS A&M UNIVERSITY
COMMERCE

AG 503 – Adult Education (83588)
COURSE SYLLABUS
FALL 2019

Instructor: Keith J. Frost, PhD, Assistant Professor

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COURSE INFORMATION

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

Discussion Boards (8 x 10 points)

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. Modules open on Monday and discussions conclude on the 2nd Sunday after the module opens. To allow your classmates time to respond to posts, all original posts to the discussion prompts must be posted by midnight the Friday before the module closes. Responses to classmates must be made before midnight on the Sunday the module closes.

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.**

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. This must be completed by midnight on the Friday before the module closes (One point will be deducted for each day your **original** posting is late. If an original post is made after midnight the Sunday the module closes, you will receive a zero for the week). 1 2 3 4 5

Responses are evaluated on the level of interaction (more than just "I like it" or "I agree" statements) with others. In face-to-face classes questions and discussions happen organically or are facilitated by the instructor. It is more difficult to do in a virtual setting. It is up to you to actively engage your classmates and contribute to the content. Comments made after midnight on the Sunday the module closes will receive zero points. 1 2 3 4 5

Final Assessment (1 x 50 points)

In addition to the detailed, in depth discussions, we will have a synthesis of concepts final in week 15 to assess your understanding and synthesis of the course content. **Because of the semester schedule, you only have one week to complete this module instead of two.**

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. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

Professionalism: Students are expected to log on to the scheduled module of instruction, review assigned resources, and complete online discussions. Their participation in online discussion and other virtual instructional activities should follow the basic principles of common courtesy and decency. Rude or profane comments, as well as cheating in any form, will not be tolerated. Failure to comply with the professor's guidelines may result in suspension from class for the remainder of the instruction. Included in professionalism is my policy on late work – I don't accept it. I'm a reasonable individual and fully understand that "life" happens, but when it does, I expect you to pro-actively communicate with me and we will work towards a solution. Poor planning, timing, and personal choices on how you allocate your efforts will not be grounds for late work. Please plan ahead.

Plagiarism: Plagiarism **WILL NOT** be tolerated and will result in an automatic **F** in the course. Students are expected to do their own work. Assistance with written assignments, such as proofreading or editing, is encouraged as long as the final concepts and product are those drafted and authored by the student. Information or materials (including ideas, quotes, data, procedures, etc.) from sources other than the student must be given proper credit through appropriate citation. The discipline of Agricultural Education uses the APA format (6th edition) as its primary style guide for publications, including research papers and reports. Assistance with this format and general guidelines for written assignments are available at the following source:

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.

Writing Standards: All written assignment will be written in a format aligned with the *American Psychological Association (APA) Manual for Publication*, 6th edition. APA style will always be used for punctuation, writing style, headings, and citations. Exceptions to APA formatting will be specified when appropriate. For the two writings in this course, the exceptions and expectations are:

- Name (First Last) will be a flush right header and Assignment Name will be a flush right footer. I do not want a "running head" in the top left. Page numbers are optional. This precludes the need for a cover page or a "heading" on the first page in the body of the paper.
- 1" Margins for Top, Bottom, Left, and Right
- Times New Roman, 12 Point
- Single all paragraphs with double space between paragraphs, topic headings (in the body), tables, and figures

A tutorial on scientific writing, including the use of APA format is available from the Online Writing Lab at Purdue University (<http://owl.english.purdue.edu/>). Personal face-to-face assistance with editing and format suggestions is available from the A&M Commerce on-campus Writing Center

University Specific Procedures:

Students with Disabilities-- 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- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

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TENTATIVE COURSE OUTLINE / CALENDAR FALL 2019
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Please note that modules will open on Mondays and discussions will conclude on Sunday of the following week. 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.

Weeks	Activities	Dates
1-2	Read chapter 1, conduct introductions and interactive discussion (Two Weeks)	8/26..9/8
3 - 4	Read chapter 2 and interactive discussion (Two Weeks)	9/9..9/22
5 - 6	Read chapter 3 and interactive discussion (Two Weeks)	9/23..10/6
7 - 8	Read chapter 4 and interactive discussion (Two Weeks)	10/7..10/20
9 - 10	Read chapter 5 and interactive discussion (Two Weeks)	10/21..11/3
11-12	Read chapter 6 and interactive discussion (Two Weeks)	11/4..11/17
13 -14	Read chapter 7 and interactive discussion (Two Weeks)	11/18..12/1
15	Read chapter's 8 & 9 and interactive discussion Final exam (One Week)	12/2..12/9