I. Welcome!
So happy to have you in class. Let’s make this an interesting and productive and enlightening semester.

II. University Course Catalog Description
This course presents an overview of five foundational learning theories and related research in adult education and development. The conceptual framework is centered on discovering what motivates the adult learner and the impact social perspectives have on adult learning through analysis and discussion. Students will define competencies needed for success in academic study and professional leadership, in setting educational goals, and in planning a learning experience to achieve them. Emphasis is placed on issues unique to adult re-entry students and the university services available to support nontraditional students.

III. Course Overview
In this class we will read several articles, autobiographies, scientific and psychological studies, as well as, chapters in our textbooks which concentrate on the subject of the adult learner in the university setting. We will also watch various online videos and documentary shorts on the same subject. In each instance, we will examine through class/online discussion, lecture, and online exercises and study aids what the texts have to add to our knowledge of the unique learning experiences and struggles of nontraditional students. We will define what it means to be a nontraditional student and examine the various learning theories associated with adult education, addressing the pros and cons of the critical and philosophical viewpoints espoused by each theory. We will also write short papers, an ongoing online blog, contribute discussion to an online chat room, take essay exams, and write a personal intellectual autobiography in order to deepen our understanding of the learning process, its effects upon us as unique individuals with differing learning styles, and how we can use this deeper understanding to make us better scholars. There will also be other short assignments (both in-class and online) throughout the semester.

IV. Course Goals and Objectives
Students will develop an understanding of adult learning theories and practices.
Students will be able to identify five foundational learning theories (behaviorist, cognitivist, humanist, social learning, and constructivist) and their relationships to teaching and learning styles.
Students will identify the four cycles of Kolb’s Experiential Learning Cycle.
Students will understand the tenets of Maslow’s Motivation Theory and analyze how this theory applies to their own motivation for returning to college and pursuing a degree.
Students will understand the application of self-directed learning to their own individual learning process.
Students will prepare an inventory of prior learning and examine how it relates to their own career and educational goals.

Students will understand critical theory, critical thinking, and critical action and analytical thinking as a structure for learning.

Students will enhance speaking and writing skills and exercise critical and analytical thinking through discussions and assignments.

Students will define competencies needed for success in academic study and professional leadership, in setting educational goals, and in planning a learning experience to achieve them.

Students will discuss academic and personal issues unique to adult re-entry students and the university services available to support nontraditional students.

V. Course Prerequisites
None

VI. Course Credits
3 credit hours

VII. Required Texts and Materials

*Adult Learning: Linking Theory and Practice* by Sharan B. Merriam & Laura L. Bierema  
ISBN 9781118130575

*A Mind for Numbers: How to Excel at Math and Science (Even if You Flunked Algebra)* by Barbara Oakley  
ISBN 9780399165245

The online portion of this class will be conducted through the UAH Canvas portal. You should check Canvas regularly for course announcements, messages, assignments, etc. You will access Canvas in order to read articles and watch videos also required for this course. You will also use Canvas to write your blog posts and to write your chat discussions. Canvas will be where you turn in your papers and take your quizzes. In order to use Canvas, you must have regular access to an internet connected computer that uses an up-to-date web browser with standard plug-ins and players.

Canvas training sessions are available at the beginning of each term to introduce students to UAH’s learning management system. The training will cover the Canvas dashboard, course basics, files, syllabus, the Canvas inbox, the left navigation bar, and basic course settings. The target audience for this session will be new users of Canvas and those interested in refreshing their skills.

Following training, it is the student’s responsibility to configure his/her computer to take full advantage of Canvas and to seek assistance if needed. For instructions, follow the guidelines on the opening page of Canvas. If the student is experiencing difficulties with the course management system, he/she must contact the UAH Help Desk to resolve the issues. Issues with Canvas are not an excuse to hand in assignments late. The Help Desk number is 256-824-3333 and the email address is helpdesk@uah.edu.

VIII. Absence/ Late Work Policy

With such a small number of class meetings, attendance becomes even more important. Do your best to come to every class. If you must be absent or if you come to class late, it is your responsibility to obtain any missed information.

All assignments are known well in advance. You are allowed one late assignment (turned in by week’s end to receive credit). No other late assignments will be accepted unless previous arrangements have been made. Turn assignments in on time, even if you miss class.
IX. UAlert Emergency Notification System

UAH has implemented the UAlert emergency notification system. UAlert allows students to receive time sensitive emergency messages in the form of email, voice mail, and/or text messages. Participation in UAlert is optional, but enrollment is strongly encouraged. To register for UAlert, go to www.uah.bbcportal.com and click on the “Sign Me Up!” link. The information provided is considered confidential and will not be shared or used for purposes other than emergency notification.

X. Basis for Final Grade

Your grade will be based on your performance on satisfactory completion of blog assignments for each unit, satisfactory completion of dialogic journal entries and online group discussions, a take home mid-term, a take-home final, and an intellectual autobiography.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>Blog Assignments</td>
<td>150</td>
</tr>
<tr>
<td>Group Discussion Assignments</td>
<td>150</td>
</tr>
<tr>
<td>Mid-Term Take Home Exam</td>
<td>300</td>
</tr>
<tr>
<td>Intellectual Autobiography</td>
<td>400</td>
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<td></td>
<td>1000</td>
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Grading Scale by Points

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>900-1000</td>
<td>A</td>
</tr>
<tr>
<td>800 - 899</td>
<td>B</td>
</tr>
<tr>
<td>700 - 799</td>
<td>C</td>
</tr>
<tr>
<td>600 - 699</td>
<td>D</td>
</tr>
<tr>
<td>0 - 599</td>
<td>F</td>
</tr>
</tbody>
</table>

XI. Grade Dissemination

Graded tests and materials in this course will be returned individually on Canvas.

XI. Technology and Media

Email: My email address is smm0053@uah.edu or melissa.morphew@uah.edu. I will check my emails at the beginning of the day, the middle of the day, and before I leave my office. If you have an emergency and need to contact me immediately, it would probably be better to call me at my office extension 256-824-6429. If you haven’t heard back from me within 24 hours over the course of a weekday resend the email. I will check my emails sporadically on the weekends, so an email response over the weekend may take longer. If you have a technical problem with Canvas, you should contact the Canvas help desk helpdesk@uah.edu.

Cell Phones, Pagers, and Laptops

As members of the classroom community, all students have a responsibility to others who are a part of that community. The goal is to produce an environment that is conducive to learning. Students are to treat faculty and other students with respect. Cell phones, laptop computers, pagers, and similar devices have become increasingly a part of life in our society; however, when used in the classroom environment they can become disruptive. Laptop computers, tablets, or smartphones may be used for note taking purposes if they are not disruptive to other class members. Students are to turn off cell phones, pagers, and other similar electronic equipment while in the classroom.
or put them on vibrate. If there is an emergency situation for a student, that student should inform the instructor and place himself/herself in a seat near the door where an exit for a phone call would be only minimally disruptive.

With instructor approval, students may record lectures, take notes via laptop computer, etc., provided that they do not disturb other students in the process. Other exceptions to this policy may be granted at the discretion of the instructor.

Any use of cell phones or other electronic devices during a test period is prohibited. Even the visible presence of a cell phone or other device during the test period will result in a zero for that test. Use of a cell phone during a test could result in a charge of academic dishonesty. During the test these instruments should be left at home or stored securely in such a way that they cannot be seen or used by the student.

XII. Course Policies: Student Expectations

Academic Dishonesty:
The following definition comes from the UAH Student Handbook Code of Student Conduct:
www.uah.edu/student-support/student-conduct

The Office of Student Conduct administers and helps enforce the policies of the University of Alabama in Huntsville. The primary focus is on helping students learn from the consequences of their actions and become a positive influence within the UAH community and beyond.

Every student and student organization at the University shall be required to act lawfully and in such a way as not to affect adversely the educational processes of the University or the rights of members of the University community and others. Violation of this general standard of behavior shall be considered misconduct under this Code. Conduct off-campus as well as that taking place on University property is fully within the scope of this Code. The types of misconduct set forth below specifically prohibited, and individuals or student organizations found responsible for any such misconduct by the procedures set forth in this Code shall be subject to a University sanction.

7.2.1 Academic Misconduct

All forms of academic dishonesty, including, but not restricted to, the following:

a. Copying from another student’s exam paper.

b. Using materials during a test not authorized by the person giving the exam.

c. Collaborating or failing to prevent collaboration during a test with any other person by giving or receiving information without authority.

d. Stealing, buying, or otherwise obtaining all or part of an exam

e. Selling or giving away all or part of an exam

f. Bribing any other person to obtain an exam or information about an exam.

g. Substituting for another student, or permitting any other person to substitute for oneself, to take an exam.

h. Submitting as one’s own, in fulfillment of academic requirements, any theme, report, term paper, essay, or other written work; any speech or other oral presentation; any painting, drawing, sculpture, musical composition or performance, or other aesthetic work; any computer program; any scientific experiment, laboratory work, project, protocol, or the results thereof; etc., prepared totally or in part by another.

i. Selling, giving, or otherwise supplying to another student for use in fulfilling academic requirements any work described above.

j. “Plagiarism,” defined as the use of any other person’s work (such work need not be copyrighted) and the unacknowledged incorporation of that work in one’s own work offered in fulfillment of academic requirements. This includes the use and incorporation, without acknowledgement, of the wording or expressions (even if paraphrased), information, facts, arguments, analysis, or ideas of another.

k. Submitting in fulfillment of academic requirements, if contrary to course regulations, any work previously presented, submitted, or used in any course.

l. Falsifying records, laboratory results, or other data used in a course.

m. Cheating or deceit in any other manner.
Services for Students with Disabilities:
The University of Alabama in Huntsville will make reasonable accommodations for students with documented disabilities. If you need support assistance because of a disability, you may be eligible for academic accommodations. Students may contact Disability Support Services (DSS) by calling 256-824-1997 or going to room 317 in Wilson Hall. More information is available at www.uah.edu/disability. Students should identify themselves to the Disability Support Office and their instructor as soon as possible to coordinate accommodations.

Instructor Evaluations:
Students will be asked to complete a course/instructor evaluation form toward the end of the semester.

Classroom Rules of Conduct:
The Code of Student Conduct and Discipline is found at the following link: www.uah.edu/student-support/student-conduct

Additional Writing Support:
The Student Success Center located in the library offers tutoring services on a drop-in or by appointment basis; however, they prefer for you to make an appointment online: www.uah.edu/SSC
You can also come see me or Kellee Crawford. Some good online sources include Purdue’s OWL https://owl.english.purdue.edu/ or the University of North Carolina—Chapel Hill’s Writing Center www.writingcenter.unc.edu

XIII. Important Dates to Remember
September 4th the University is closed for the Labor Day Holiday.
October 5th-7th Fall Break—No classes.

Dates and assignments on this syllabus are tentative, and can be changed at the discretion of the professor.

Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignments to Complete Before Coming to Class</th>
<th>Online Assignments</th>
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<tbody>
<tr>
<td>Aug 16 - 22</td>
<td>Read chapters 1 &amp; 8 in Adult Learning. Read Chapter 1 in A Mind for Numbers. Watch Lecture 1.</td>
<td>You will find the detailed versions of these assignments and their specific criteria and due dates on Canvas. Watch/listen to Lecture 1(Definitions, Demographics, and Theories of Motivation) and all the videos contained in Lecture 1. Complete the blog, group discussion, and other assignments mentioned in Lecture 1 and listed on Canvas.</td>
</tr>
<tr>
<td>Aug 29</td>
<td>Read Chapter 9 in Adult Learning and Chapters 2, 3, 10, &amp; 11 in A Mind for Numbers.</td>
<td>Watch/listen to Lecture 2 (This Is Your Brain on Learning) and all the videos contained in Lecture 2. Complete the blog, group discussion, and other</td>
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<tr>
<td>Date</td>
<td>Assignment</td>
<td>Lecture Content</td>
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<tr>
<td>Sep 5</td>
<td>Read Chapters 2, 3, &amp; 4 in <em>Adult Learning.</em></td>
<td>Watch/listen to Lecture 3 (Traditional Learning Theories, Andragogy, and Self-directed Learning) and all the videos contained in Lecture 3. Complete the blog, group discussion, and other assignments mentioned in Lecture 3 and listed on Canvas.</td>
</tr>
<tr>
<td>Sep 12</td>
<td>Read Chapters 4, 5, 6, 7, 8, &amp; 9 in <em>A Mind for Numbers.</em> (I know this seems like a lot, but the chapters are short, and you will have the videos from Barbara Oakley’s Coursera course to go along with them.)</td>
<td>Mid-Term Take Home Exam Due. Watch/listen to Lecture 4 (The Awkwardly-Named Chunking and Other Study Tips) and all the videos contained in Lecture 4. Complete the blog, group discussion, and other assignments mentioned in Lecture 4 and listed on Canvas.</td>
</tr>
<tr>
<td>Sep 19</td>
<td>Read Chapters 5, 6, &amp; 7 in <em>Adult Learning.</em></td>
<td>Watch/listen to Lecture 5 (Learning through Experiences and Transformations of the Body, Spirit, and Mind) and all the videos contained in Lecture 5. Complete the blog, group discussion, and other assignments mentioned in Lecture 5 and listed on Canvas.</td>
</tr>
<tr>
<td>Sep 26</td>
<td>Read the various autobiographical essays provided on Canvas. (There are also links to these essays provided in Lecture 6)</td>
<td>Watch/listen to Lecture 6 (Writing Your Intellectual Autobiography) and all the videos contained in Lecture 6. Complete the blog, group discussion, and other assignments mentioned in Lecture 6 and listed on Canvas.</td>
</tr>
<tr>
<td>Oct 3</td>
<td>Wrapping it all up. The class will share their intellectual autobiographies before they turn them in.</td>
<td>Intellectual Autobiography Due</td>
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</tbody>
</table>

* Note: The Schedule is subject to revision