A New University for the 21st Century

Innovation. Opportunity. Purpose. Careers. That’s what the University of Texas Rio Grande Valley is about. With campuses throughout the Valley, UTRGV empowers successful futures, enhances daily life, and lets our region shine as a global innovator in higher education, bilingual education, health education, biomedical research, and emerging technology that inspires positive change.

Vision for UTRGV

The vision for UTRGV is to create America’s next great major university right here in the Rio Grande Valley. Achieving this vision will take first-class learning experiences, faculty, opportunities for research and innovation, and technological resources. But above all, it will take a first class of entering freshmen who are driven to succeed and who want to be that new kind of professional and leader that today’s world needs.

A University That Serves and Learns in the Community

Whether you’re an entrepreneur looking for help with your business plan, a family wanting to attend a cultural event, a student seeking an experiential learning opportunity or a researcher looking for a community-based partnership, discover the many ways UTRGV engages with the community.

As an anchor institution we build on the strengths of the Rio Grande Valley. We seek collaborative partnerships that not only enhance the academic and research mission of the university but also build our regional communities.
EDFR 8321.91L: Adult Learning Strategies  
Summer 2017  
DEPARTMENT OF TEACHING AND LEARNING  
COLLEGE OF EDUCATION AND P-16 INTEGRATION  

Instructor: MingTsan Pierre Lu, Ph.D.  
Telephone: (956) 882-7674  
Email: MingTsan.Lu@utrgv.edu or Pierre.Lu@gmail.com (Preferred method of contact)  

Office location: Main 2.308  
Office hours: Monday: 8am-9am; Tuesday: 8am-9am; Wednesday 8am-9am; Thursday, & Friday: by appointment  
By appointment: If you’d like to see me (in person or online) but the hours listed above are not good for you, you may email me to set an appointment.  

CLASS INFORMATION  
Class Time: WWW  
Web Conference: Thursdays 6:00pm – 9:00pm.  
(Suggested time for study: Monday, Wednesday, & Friday 6:00pm – 9:00pm.)  

Class Location: Fully online.  
Synchronous Web Conference sessions take place in Blackboard Collaborate  

COURSE DESCRIPTION  

Adult Learning Strategies (3)  
A study of learning in adulthood, how to facilitate that learning, and the characteristics of adult learners will be addressed. Particular emphasis will be placed on models, goals, organization, methodology, career development, and evaluation of adult learners in P-16 environments. Lec. 3, Cr. 3.  

COURSE TEXTS  
Required Textbooks:  


ISBN:9781412999342
Recommended Textbooks:


Other Readings Required:

Students may be required to read additional journal articles or books as assigned by the professor.

COURSE OBJECTIVES

Purpose of Course:

The purpose of this course is to provide students with an understanding of the needs of adult learners in order to plan professional development opportunities, facilitate public meetings, convene and run efficient committees, and function effectively in professional settings.

Course Goals and Objectives:

This course seeks to help students understand that the education profession is concept and knowledge driven, learner centered, and relevant to diverse settings and roles. Upon completion of this course, the student will be able to:

1. Recognize transitions that may occur in the lives of adults
2. Use knowledge of adult development and transitions to develop appropriate programs to meet learning needs
3. Discuss knowledge related to adult learning ability
4. Recognize barriers to participation in adult education
5. Understand and discuss different learning preferences and intelligences
6. Define self-directed learning and the processes that are involved
7. Select and use the most appropriate methods, techniques, materials, and devices given the nature of the learning objectives and participants
8. Create a learning environment, which reduces barriers and promotes learning
9. Understand and explain the role of the instructor, or facilitator of adult education
10. Reflect upon and explain self-experienced adult learning strategies

**Course Structure & Instructional Methods**

This course will apply instructional strategies that utilize adult learning strategies including: seminar style discussion, presentations, interactive activities and multi-media and written assignments, as determined by the instructor to be beneficial and effective. Additional independent online discussions or small group learning activities may be required.

Adult learning methods and techniques are used to enable students to achieve course and personal objectives. Cooperative and self-directed learning strategies will be utilized which include independent reading, individual and small group projects, and large group discussions.

Presenters are expected to read all assignments prior to the date that they are scheduled for discussion and ALL students are to actively participate in all class activities and discussions.

**Ethical Concerns**

Plagiarism and cheating are unethical, unprofessional and will not be tolerated. Any cases will be dealt with in accordance with university policy.

**Late Submission**

All assignments are expected to be submitted on or before the due date. Late submission will NOT be graded. There is no exception to this policy.

**Grading Criteria**

A: Work considered distinguished or clearly outstanding. The student demonstrates clear understanding of course content and exemplary effort in writing, presentation, and meeting class leadership and participation expectations.

B: Superior work in meeting criteria of assignments and class participation expectations. Work indicates a strong understanding of course content and student demonstrates thoughtfulness, reflection, and consistent effort in completing quality assignments.

C: Work considered average or marginally acceptable. Work indicates a superficial understanding of course content and student demonstrates efforts to do only the minimum required.

D: Work is in some instances marginally acceptable and unacceptable in others; Lack of engagement in course.

F: Unsatisfactory work considered unacceptable.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89.9</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79.9</td>
</tr>
</tbody>
</table>
COMMUNICATION
When communicating, please include in the subject line: EDCI 8321. It also helps to state your name at the end of an email. It is recommended that the emails sent to me be specific and succinct.

Imagine if I receive an email without any subject and the content merely states ‘Where is the homework?’, then I will not know at all whom that person is talking to, who that person may be, what it is referring to, which homework in what course in what module may be…etc.

I know that email sent to a professor looks like a practical joke, but it is not. (FYI: the scenario above in fact happened… a couple of times in the past.)

Again, please include in the subject line: EDCI 8321 in all communications!

Syllabus Disclaimer
While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provision herein, not covered by UTRGV HOP or UT Regents Rules, with notice if circumstances so warrant. Every effort will be made to keep students advised of such changes and information about such changes will be available at all times from the instructor. It is the responsibility of each student to know what changes, if any, have been made to the provisions for this syllabus and to successfully complete the requirements of this course. Questions regarding information on the syllabus and course requirements need to be addressed by students when the syllabus is received.

Attendance Policy
Since I do not take attendance, your presentation files, discussion board postings, and assignments are counted toward your attendance and class participation. More on this below.

Class Participation
Students are expected to participate in ALL class activities.

MAJOR ASSIGNMENTS/ EXPECTATIONS & REQUIREMENTS
There are ten major assignments: I. Self-Introduction (1 pt); II. Reflections (2 pts); III. Presentation with Learning Plan (15 pts); IV. ePortfolio (15 pts); V. CFP (15 pts); VI. JA (12 pts); VII. LALS (12 pts); VIII. FOW Reflections (12 pts); IX. Final Examination (10 pts); and X. Strategy Short Films (SSF) (6 pts).

I. Self-Introduction (1 pt)
Introduce yourself briefly on Week 0’s Discussion Board. Also get to know your fellow classmates here.

II. Reflections (2 pts)
There are two reflections, initial self-reflection and end-of-course course-reflection. Each reflection counts for 1 pt. In the beginning of the course, you will write an initial self-reflection
III. Presentation with Learning Plan (15 pts)

All students will participate as discussion warm-up activity leaders, chapter instructors, and content facilitators. Students must complete all assigned readings before the class sessions for the assigned topics. Each student will be responsible for facilitating a warm-up activity, a chapter summary within the learning plan (LP) and a chapter presentation or instruction for your assigned topic. Prior to the assigned class dates for your warm-up activity, you will prepare the activity and any media materials needed (LP). Any Presentation/ instruction style is fine. You may, for instance, design a professional conference-style presentation (modeled after a TED Talk that would be appropriate for your field), practice and then record yourself presenting. You may merely use PowerPoint (recording features) to create and record your presentation. You may use different models of teaching as well. You will upload your recorded presentation to YouTube to share with the class via an unpublished YouTube link (15 minute minimum and 45 minute maximum length of recorded presentation). Double check your final product to ensure it is fine before uploading the link to our Blackboard.

IV. ePortfolio (15 pts)

You will compile an electronic professional portfolio and provide the professor a link to access the completed ePortfolio at the end of the course. Your ePortfolio will include:

- Copies of all class assignments
- A “philosophy of adult learning” statement
- A current vita (resume)
- A brief biographical narrative (1-2 paragraphs)
- An annotated listing of doctoral (or all graduate) courses taken
- A copy of your transcript
- A summary of professional responsibilities
- A list of five references with phone numbers and e-mail addresses
- An ePortfolio self-reflection narrative (APA Style formatting)

Write this self-reflection last, at the end of the course after you have compiled and reviewed your entire portfolio document. The reflection should be 2-3 double spaced pages (APA Manual Style). The finished portfolio should be professional and one that is ready to submit for a job application or promotion. This ePortfolio self-reflection is the most important part of the portfolio to be scored.

V. Constructive Feedback on Presentations (CFP) (15 pts)

Each week, choose one module’s presentation/ Learning Plan to provide Constructive Feedback on Presentations (CFP): Discuss and provide constructive feedback for each presentations. Each CFP counts for 3 pts. Note the first CFP assignment starts right after Week 2’s presentations and the last CFP ends after Week 6’s presentations. CFPs should be professionally written. Avoid unprofessional comments. There are 10 modules for CFP in total
(Module 3 - Module 12) and you should choose a total of 5 modules over 5 weeks (one in each week) to provide your CFP. To earn full credit for each CFP, you should also reply to at least two other posts.

VI. Journal Article critiques (JA) (12 pts)
Locate a professional or academic refereed practitioner’s or researcher’s journal article on each of the following topics:
- Adult Learning or Adult Learners (JA1)
- Learning and Aging (JA2)
- Adult Motivation (JA3)
- Adult Learners and Positive Attitudes (JA4)
- Adult Learning Activities and/or Adult Cooperative Learning (JA5)

The JA written assignments will be submitted on Blackboard and graded according to the Scoring Rubric. Each JA counts for 3 pts. You may pick any 4 of the 5 weeks to submit the JA assignments. Note only 4 JAs will be counted toward the final grade.

For each JA assignment, write a two page critique (use APA style) for each article including all of the following:
- Synopsis of the article (introduce the article, purpose, methods and summarize key findings - discuss relevance of the article, APA bibliographic citation). Give credit to the author for statements you quote or paraphrase. You should express what you learned, the relevance of the information presented in the article to your field, and how your work/teaching will be influenced. In class discussions, you will share and discuss your articles with other class members.
- N.B. No late assignment will be accepted.

VII. Listing Adult Learning Strategies (LALS) (12 pts)
Each week, try to apply the first Tate’s AL Strategy “Brainstorming” and come up with 4-5 adult learning strategies. Post in Discussion Forum: “LALS: Listing Adult Learning Strategies”. Each LALS counts for 2 pts.

VIII. FOW Reflections (12 pts)
There are 6 films to watch, one for each week. Reflect on the Film of the Week (FOW) after watching it. Each FOW counts for 2 pts.

IX. Final Examination (10 pts)
The Final Exam is a summative measure of what we have learned in the course. All course materials, including FOW, LALS, JA, readings, SSFs, and Chapter presentations, etc. will be included in the Final Examination.

X. Strategy Short Films (SSF) (6 pts)
You will be assigned to introduce 2 Adult Learning Strategies. Create 2 short films and post the links on our course Blackboard. The short films should be 1-3 min. each, and preferably not to exceed 7 minutes. Each SSF counts for 3 pts. The short films can be made through Movie-
Maker, iMovie, PowerPoint, smart phones (video and/or Apps), and tablets (video and/or Apps)…etc.

*Writing Assignments – Students’ content knowledge will be determined by class discussion and activities, written assignments, and presentations. This class will include one final portfolio assignment, journal article critiques, constructive feedback on presentations (discussions), and reflections. Note: No late assignments will be accepted. There is no exception to this policy.

*Class Discussion & Participation: Presenters are expected to read all assignments prior to the date that they are scheduled for discussion and ALL students are to actively participate in all class activities and discussions. In each class session, presenters should come prepared with at least three questions, your answers and three meaningful quotes from the reading to share with class and to initiate discussions. Appropriate participation and contributions include, for example, sharing your knowledge and insights on topics being discussed, answering the instructor’s and classmates’ questions, posing questions, providing constructive critiques and feedback to the classmates and the professor, posting comments on the course blackboard, and taking responsibility for your own learning. To get the full point, you should post your answers/thoughts/perspectives and respond to at least two other posts. You should contribute/participate in all the online discussions when we have Discussion Forum assignments in those modules in order to get the full credit.

*Online synchronous Web-Conference: You are expected to participate in appropriate ways. Contributions and participation will be in the form of discussions in designated online discussion board/forum as well as through writing responses. Though attending our synchronous online Web-conference sessions is not required (i.e., I do not take attendance), you should find it helpful to attend or listen to our Web-Conferences when we discuss certain course content/materials. We will record all our online Web-Conference sessions. If you cannot make any of the online synchronous Web-Conference sessions, or if you’d like to review some of the course concepts/materials again, remember to listen to, or review, the recordings afterwards.

EVALUATION AND GRADING

<table>
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<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Self-Introduction</td>
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<tr>
<td>Reflections</td>
<td>2 pts</td>
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<td>Presentation with Learning Plan</td>
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<td>CFP</td>
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<td>LALS</td>
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<td>FOW Reflections</td>
<td>12 pts</td>
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<td>Final Examination</td>
<td>10 pts</td>
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<tr>
<td>SSF</td>
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<td><strong>Total</strong></td>
<td><strong>100 pts</strong></td>
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UTRGV Policy Statements

The UTRGV disability accommodation, mandatory course evaluation statement and sexual harassment statement are required on all syllabi. Additional policy statements are optional, such as those covering attendance, academic integrity, and course drop policies.

STUDENTS WITH DISABILITIES:
If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time. **Brownsville Campus**: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at accessibility@utrgv.edu. **Edinburg Campus**: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at accessibility@utrgv.edu.

MANDATORY COURSE EVALUATION PERIOD:
Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account ([http://my.utrgv.edu](http://my.utrgv.edu)); you will be contacted through email with further instructions. **Online evaluations will be available around July 31 – August 18, 2017**. Students who complete their evaluations will have priority access to their grades.

ATTENDANCE:
Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

SCHOLASTIC INTEGRITY:
As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE:
In accordance with UT System regulations, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student's time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at [www.utrgv.edu/equity](http://www.utrgv.edu/equity), including
confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

COURSE DROPS:
According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.
<table>
<thead>
<tr>
<th>Week/ Date</th>
<th>Module</th>
<th>Topic/ Presenter</th>
<th>Task</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| Week 0          | Module 0: Preparation | Preparation (ALL)               | Self-introduction; Blackboard Learn; Initial Course Survey; Presentation Preference | 1. Get familiar with Blackboard  
2. Introduce yourself by posting in Discussion: “Self-introduction”                                      |
| June 05-        |              |                                  |                                                                      |------------------------------------------------------------------------------------------------------|
| June 11         |              |                                  |                                                                      |------------------------------------------------------------------------------------------------------|
| Week 1          | Module 1: Introduction | Introduction; Course Overview (Dr. Lu) | Syllabus; Expectations and Requirements; Chapter presentation dates assigned; Discussion Forums; Article Critiques, and ePortfolio; AL strategies generation | 1. Review Syllabus; Expectations and Requirements;  
2. JA1: AL or Adult Learners  
3. LALS: Post in Discussion: “LALS: Listing Adult Learning Strategies”  
4. Obtain Textbooks  
5. FOW: Film of the Week reflections& replies  
6. AL initial self-reflections |
| Thursday        |              |                                  |                                                                      |------------------------------------------------------------------------------------------------------|
| June 15, 2017   | Module 2: Adult Learning and ALL | Tate: Introduction p.1 Presenter: Dr. Lu | Class discussion of assigned reading; Presentation; Activities; SSF: Strategy Short Films; JA Search | 1. JA2: Learning and Aging  
2. CFP (Constructive Feedback on Presentations): Discuss and provide constructive feedback for each presentations  
3. LALS  
4. FOW: ref & rep |
| Week 2          | Module 3: Motivation for AL | Guide: Understanding Motivation for Adult Learners, Chapter 1, 1-30 Presenter: Samantha | SSF:  
S1: Jessica  
S2: Johanna  
S3: Johanna  
S4: Brent  
S5: Brent | 1. JA3: Adult Motivation  
2. CFP  
3. LALS  
4. FOW: ref & rep |
| Thursday        |              |                                  |                                                                      |------------------------------------------------------------------------------------------------------|
FOW1: Discussion                                                                                       |------------------------------------------------------------------------------------------------------|
| Week 3          | Module 5: A Motivating Instructor | Guide: Characteristics and Skills of a Motivating Instructor, Chapter 3, 49-94 Presenter: Brent | SSF:  
S6: Samantha  
S7: Samantha  
S8: Samantha  
S9: Katrieva  
S10: Katrieva | 1. JA4: Adult Learners and Positive Attitudes  
2. CFP  
3. LALS  
4. FOW: ref & rep |
| Thursday        |              |                                  |                                                                      |------------------------------------------------------------------------------------------------------|
| June 29, 2017   | Module 6: Motivation for Adults | Guide: What Motivates Adults to Learn, Chapter 4, 95-124 Presenter: Johanna | LALS  
FOW2: Discussion                                                                                       |------------------------------------------------------------------------------------------------------|
| Week 4          | Module 7: Inclusion | Guide: Establishing Inclusion among Adult Learners, Chapter 5, 125-170 Presenter: Chris | SSF:  
S11: Evangelina  
S12: Johanna  
S13: Zulema  
S14: Zulema  
S15: Evangelina | 1. JA4: Adult Learners and Positive Attitudes  
2. CFP  
3. LALS  
4. FOW: ref & rep |
<p>| Thursday        |              |                                  |                                                                      |------------------------------------------------------------------------------------------------------|
| July 6, 2017    | Module 8: Guide: Helping Adults Develop                                                                                           |                                                                                                      |------------------------------------------------------------------------------------------------------|</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Topic</th>
<th>Guide</th>
<th>Presenter</th>
<th>Discussion</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 5</strong>&lt;br&gt;Thursday&lt;br&gt;July 13, 2017</td>
<td><strong>Module 9: Learning Activities</strong></td>
<td><strong>Guide: Enhancing Meaning in Learning Activities</strong>, Chapter 7a, 225-267</td>
<td>Katrieva</td>
<td>SSF: S16: Laura&lt;br&gt;S17: Chris&lt;br&gt;S18: Chris&lt;br&gt;S19: Laura&lt;br&gt;S20: Chris</td>
<td>LALS&lt;br&gt;FOW3: Discussion</td>
<td>1. JA5: Adult Learning Activities and/or Adult Cooperative Learning 2. CFP 3. LALS 4. FOW: ref &amp; rep</td>
</tr>
<tr>
<td><strong>Module 10: Learning Activities – Meaning</strong></td>
<td><strong>Guide: Enhancing Meaning in Learning Activities</strong>, Chapter 7b, 268-308</td>
<td>Jessica</td>
<td></td>
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<td>LALS&lt;br&gt;FOW4: Discussion</td>
<td></td>
</tr>
<tr>
<td><strong>Module 12: Instructional Designs</strong></td>
<td><strong>Guide: Building Motivational Strategies into Instructional Designs</strong>, Chapter 9, 377-434</td>
<td>Jessica</td>
<td></td>
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<td>LALS</td>
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<tr>
<td><strong>Week 7</strong>&lt;br&gt;Thursday&lt;br&gt;July 27, 2017</td>
<td><strong>Module 13: Epilogue &amp; Ethical Concerns</strong></td>
<td><strong>Guide: Epilogue &amp; Ethical Considerations</strong></td>
<td>Dr. Lu</td>
<td></td>
<td>LALS&lt;br&gt;FOW6: Discussion</td>
<td>1. Due: ePortfolios (post link in Bb) 2. Due: Course Reflections (no portfolio) 3. Before Final: View presentations; 4. Please complete course evaluations</td>
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<tr>
<td><strong>Module 14: Final Exam</strong></td>
<td>Final Examination</td>
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<td>Tate: Strategy 1- Brainstorming and Discussion&lt;br&gt;Tate: Strategy 2 – Drawing and Artwork&lt;br&gt;Tate: Strategy 3- Field trips&lt;br&gt;Tate: Strategy 4 - Games&lt;br&gt;Tate: Strategy 5 – Graphic Organizers, Semantic Maps, and Word Webs&lt;br&gt;Tate: Strategy 6 – Humor and Celebration&lt;br&gt;Tate: Strategy 7- Manipulatives and Models&lt;br&gt;Tate: Strategy 8 – Metaphors, Analogies, and Similes&lt;br&gt;Tate: Strategy 9 – Mnemonic Devices&lt;br&gt;Tate: Strategy 10- Movement&lt;br&gt;Tate: Strategy 11- Music, Rhythm, Rhyme, and Rap&lt;br&gt;Tate: Strategy 12- Project-Based and Problem-Based Instruction&lt;br&gt;Tate: Strategy 13- Reciprocal Teaching, Cooperative Learning, and Peer Coaching&lt;br&gt;Tate: Strategy 14- Role Play, Drama, Pantomimes, and Charades&lt;br&gt;Tate: Strategy 15- Storytelling&lt;br&gt;Tate: Strategy 16- Technology&lt;br&gt;Tate: Strategy 17- Visualization and Guided Imagery&lt;br&gt;Tate: Strategy 18- Visuals&lt;br&gt;Tate: Strategy 19- Work-Study, Action Research, and Professional Learning Communities&lt;br&gt;Tate: Strategy 20- Writing and Reflection</td>
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## Scoring Rubric for Journal Article Critiques

<table>
<thead>
<tr>
<th>Criteria</th>
<th>A (90-100%)</th>
<th>B (80-89.9%)</th>
<th>C (70-79.9%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>Writing quality is beyond expectation; thoughtfully articulated organization is easily understood by the reader, it is clearly written with few or no spelling or grammatical errors, and few (&lt;3) or no errors in APA writing style; excellent flow.</td>
<td>Does not consistently follow APA writing style; one or two spelling or grammatical errors/typos; may have a few (3-5) minor APA mistakes; awkward wording and transitions.</td>
<td>Extensive errors (&gt;6); Does not follow APA 6th Edition writing style, or follows APA style, yet writing is hard for the reader to follow; Incomplete; organization of writing interferes with reader understanding.</td>
</tr>
<tr>
<td>Synopsis</td>
<td>Clearly introduces and describes content of the article; Accurate and concise explanation of research design/practice application</td>
<td>Some gaps in description of content and description of design is basic</td>
<td>Description lacks clarity; incomplete or missing description</td>
</tr>
<tr>
<td>Theory</td>
<td>Thoroughly describes and evaluates how the theoretical framework of the article relates to the adult learning strategies topic.</td>
<td>Makes incomplete connection between the theoretical framework of the article and the adult learning strategies topic and article; evaluation of the article does not relate to specific topic assigned, but may relate to adult learning in general.</td>
<td>Topic may be identified, but adult learning strategies topic is not adequately discussed and makes limited link to article; does not relate to the field of adult learning.</td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>Analysis of the article is a well integrated discussion of adult learning and includes your own evaluation of the study in the article; provides evidence that shows how the adult learning topic is supported or rejected in the article and supports relevance of the article as related to the course and your filed of study.</td>
<td>Analysis of article provides limited evidence that shows how adult learning is supported or rejected in the article; may address how article relates to adult learning, but does not discuss relevance of the article.</td>
<td>Brief statement of your own analysis of the article lacks depth of analysis; missing relevance.</td>
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<tr>
<td><strong>Evaluation</strong></td>
<td>Provides clear evaluation of the utility, or lack thereof, of the article; includes several (3-5) supporting examples of how it may impact your future work.</td>
<td>Incomplete evaluation of the utility of the article; includes few (2-3) supporting examples of how it may impact your future work</td>
<td>No direct evaluation of the utility of the article is presented; lacks examples of how it may impact your future work ($\leq 1$).</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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