SYLLABUS

EDCI 8321 Adult Learning Strategies

Section 90L

Department of Teaching and Learning

INSTRUCTOR INFORMATION

Instructor Name: Dr. Leticia De León

Office Location: EDUC 2.638

Office Hours: Tuesdays Online in Zoom: 2:00 pm – 5:00 pm; by appointment

Please note that Zoom is a video conferencing application that is embedded in Blackboard. The links to all Zoom office hours can be found in Blackboard, so look for the “Virtual Office” link on the left hand side navigation when you login to Blackboard.

Telephone Number: 956-665-7353

*Please note that I do not answer this phone unless you have first set up an appointment with me through Course Messages in Blackboard. I like to give students my undivided attention, and the only way I can do that is if we have prearranged a call.

UTRGV email address: leticia.deleon@utrgv.edu

*Please do not use this email for communication when class is in session during the semester. You will get better results if you use the Course Messages in Blackboard, which I check twice a day, in the morning by 9:00 am, and in the afternoon by 5:00 pm.

For questions about assignments or other course requirements, post them in the Questions Forum in Blackboard. Please do not send private messages for questions that are not private.

If you do wish to set an appointment, or discuss a private matter, please do not hesitate to send me a Course Message from Blackboard, so we can agree on a convenient time for a phone call, virtual session, or a meeting.

Term: Spring 2020

Meeting Times and Location: This course is entirely online, using Blackboard as the “home base” location, but using other outside online applications, as well.

Wednesdays: 6:30 pm – 9:00 pm (Please see Blackboard for details on meetings)

Response Time:
Generally, I will respond to questions posted in the Community Questions Forum or Private Messages in Blackboard by 9:00 am and by 5:00 pm daily, except on weekends. If I plan to be away from my computer during those times, I will let you know in advance.
Any technical questions can be referred to Blackboard Support. Please review the Blackboard Support information farther in this email. You will also find this information in the Blackboard online course.

I will update the grades each time a grading session has been complete—typically 5-10 days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

TEXTBOOK AND/OR RESOURCE MATERIAL
This course does not require textbook purchase. All materials will be made available on Blackboard.

TEACHING PHILOSOPHY
I believe learning is a process of building blocks of activities. This is why the assignments in this course build in complexity from easy to challenging, so that you may gradually meet the learning expectations, which are both high and demanding.

LEARNING OBJECTIVES/OUTCOMES FOR THE COURSE

PROGRAM STUDENT LEARNING OUTCOMES

STUDENT LEARNING OUTCOME 1
1.1 Students will apply comprehensive systematic inquiry to analyze a research problem, review related literature, analyze research methodologies, and identify research findings and implications
1.2 Students will demonstrate scholarly writing conventions appropriate to educational research

Measure: Research Review; ACE- Comprehensive Exam; Dissertation

STUDENT LEARNING OUTCOME 2
2.1 Students will synthesize and apply curriculum theory and scholarship to design inquiry that advances the field of education, and more specifically the fields of curriculum theory and curriculum studies
2.2 Students will demonstrate scholarly writing conventions appropriate to curriculum inquiry

Measure: Curriculum Conference Proposal; ACE- Comprehensive Exam

STUDENT LEARNING OUTCOME 3
3.1 Students will demonstrate advanced knowledge and ability to reflect upon the implications of pedagogy, content, inquiry, and professional practice on teaching, learning, leading, and conducting research related to pedagogy
3.2 Students will demonstrate scholarly writing conventions appropriate to reflective inquiry in academic context

Measure: Pedagogy Portfolio; Ace-Comprehensive Exam

STUDENT LEARNING OUTCOME 4

This syllabus subject to change to better meet course objectives per discretion of instructor.
4.1 Students will critically analyze relevant sociocultural, psychological and developmental theories and apply them to educational practice and inquiry.

4.2 Students will demonstrate scholarly writing conventions appropriate to social and psychological foundations inquiry.

Measure: Social Foundations Ethnographic Case Study

STUDENT LEARNING OUTCOME 5

5.1 Students will synthesize a depth and breadth of specialization-specific knowledge and skills and apply these to original research appropriate to their specialization.

5.2 Students will demonstrate scholarly writing conventions appropriate to educational research and their specific specialization area.

Measure: ACE-Comprehensive Exam; Dissertation

CARNEGIE PRINCIPLES

1. Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.
2. Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.
3. Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.
4. Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.
5. Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.
6. Emphasizes the generation, transformation, and use of professional knowledge and practice.

COURSE GOALS

1. Explore personal motivations for understanding the adult learner.
2. Analyze the characteristics of adult learners.
3. Evaluate theories of adult learners and how they frame or facilitate learning.
4. Deconstruct the problems and goals a theory intends to address.
5. Determine applicable principles of adult learning theory that address career development.
6. Construct heuristics for evaluating the adult learner in professional contexts.

MAJOR REQUIREMENTS, DEMONSTRATION OF MASTERY AND EVALUATION

The table below includes alignment to standards relevant to the program.
### COURSE GOALS

<table>
<thead>
<tr>
<th>COURSE GOALS</th>
<th>PROGRAM SLOs</th>
<th>INTASC CATEGORIES</th>
<th>CAEP STANDARDS</th>
<th>ISTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore personal motivations for understanding the adult learner.</td>
<td>3.1</td>
<td>Standard 1: Learner Development&lt;br&gt;Standard 2: Learning Differences</td>
<td>1.1</td>
<td>1a, 5a, 5b, 5c</td>
</tr>
<tr>
<td>Analyze the characteristics of adult learners.</td>
<td>3.1</td>
<td>Standard 1: Learner Development&lt;br&gt;Standard 2: Learning Differences</td>
<td>1.1</td>
<td>1a, 5a, 5b, 5c</td>
</tr>
<tr>
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<td>4.1</td>
<td>Standard 1: Learner Development&lt;br&gt;Standard 2: Learning Differences</td>
<td>1.1</td>
<td>1a, 5a, 5b, 5c</td>
</tr>
<tr>
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<td>4.1</td>
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<td>1.1</td>
<td>1a, 5a, 5b, 5c</td>
</tr>
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<td>1.1</td>
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</tr>
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<td>Standard 1: Learner Development&lt;br&gt;Standard 2: Learning Differences</td>
<td>1.1</td>
<td>1a, 5a, 5b, 5c</td>
</tr>
</tbody>
</table>

### TECHNICAL REQUIREMENTS

**Computer Hardware**  
To participate in this course, you should have easy access to a computer less than 5-years old with high-speed internet connection via cable modem, LAN or DSL. To ensure you are using a supported browser and have required plug-ins please refer to Supported Browsers, Plugins & Operating Systems for Blackboard Learn from Blackboards resource page.

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This syllabus subject to change to better meet course objectives per discretion of instructor.
Student Technical Skills
You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

Software
Mozilla’s Firefox (latest version; Macintosh or Windows)
Google Chrome (latest version; Macintosh or Windows)
Adobe’s Flash Player & Reader plug-in (latest version)
Apple’s QuickTime plug-in (latest version)

Additional Online Accounts Needed:
Please note that all the online accounts below are available for free. You may click the link for each to go directly to the account setup page for each of the applications.
LinkedIn

BLACKBOARD SUPPORT CONTACT INFORMATION
If you need Blackboard support at any time during the course or to report a problem with Blackboard you can:
Visit the Blackboard Student Help Site
UTRGV’s Blackboard Support:
Brownsville Campus
Location: Casa Bella
Room 613
Phone: 956-882-6792
Edinburg Campus
Location: Education Complex
Room 2.202
Phone: 956-665-5327

Hours of Operation
Office: Monday - Friday, 8:00 a.m. - 6:00 p.m.
Phone: 24/7 COLTT Help Desk – Brownsville: (956) 882-6792, Edinburg: (956) 665-5327
Online: Submit a help request via Create Case

COURSE DESCRIPTION AND PREREQUISITES
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.

ASSIGNMENTS
The assignments in this course have been designed specifically to start from low level thinking, where thoughts are not original but restated from a given, and build to higher level thinking, where tasks are more challenging and require more independent thought.

CONTENT LESSON ACTIVITIES
This assignment occurs at the beginning of each module, which engages you in readings and comprehension and reflective activities that allow you to review the different concepts that are foundational to other complex tasks. You will complete a total of six content lesson activities, one for each of the six modules.

**Total Value:** 180 points

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**CRITIQUE DISCUSSION**

This assignment involves a total of four online discussions, either synchronous through video conference, or asynchronous in a Blackboard discussion forum. These discussions will examine and critique four adult learning theories, their methods, and instructional approaches. Initial posts occur on Wednesdays. See Blackboard sequenced modules for synchronous dates.

**Total Value:** 160 points

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**EVALUATION OF ADULT TRAINING OR PD**

This assignment will be submitted once during week 9, which will require that you evaluate an online or face to face professional training, professional development, MOOC, or other form of adult learning relevant to your professional goals. You will evaluate the effectiveness of the training based on how well they address the learning needs of adults, follow a theory-based process, and validity of their evaluation of learners. This evaluation will be shared publicly as a multimedia blog in LinkedIn. See your Blackboard course for the full description of this assignment.

**Total Value:** 160 points

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**LITERATURE REVIEW SMACK DOWNS AND WIKIS**

This assignment is completed in two parts: the first is in a synchronous group session, and the second in a Blackboard wiki. This is a crowdsourcing opportunity to contribute to the shared knowledge base on each of the adult learning theories. This is an opportunity to find out what research says about each of the theory’s effectiveness for defining how adults learn, as well as under which conditions. You will be contributing one research article annotated citation to a shared wiki at the end of each content module, each worth 50 points.

**Total Value:** 250 points

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**CREATION OF ADULT TRAINING OR PD**

This assignment will be your final project, and it will be one that will be in progress throughout the semester. It involves planning a training or professional development, presenting it to a group of adult learners, and gathering evaluating data from those who participate. This planned training should engage adult learners appropriately, based on adult learner characteristics, and use one theory from which to base the methods used. This submission will include several items, as is typical when planning to train adults: presentation or engagement methods, participant materials, and evaluation tools. See your Blackboard course for the full description of this assignment.

**Total Value:** 250 points

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**GRADING POLICIES**

This syllabus subject to change to better meet course objectives per discretion of instructor.
This course uses a 1000-point scale, not a weighted scale. All the total point values of the assignments listed above should add up to 1000 points. If you earn less than the maximum score for any of them, the total points goes gradually down. Letter grades are earned in this 1000-point scale, in the manner listed below.

**LETTER GRADE**

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

**BONUS AND PENALTY**

**BONUS**

This course offers several optional bonus opportunities that you should watch for. These opportunities are sometimes enough to supplement points you may lose in some assignments, but they do not replace zero’s or missed assignments. There are two bonus opportunities listed below:

**Building Community Bonus:** You have an opportunity to earn this bonus for posting in the Community Questions Forum to ask an original, specific question or for responding to someone else’s question with an appropriate answer. This bonus may be earned once weekly but note that just posting that you agree or have the same question does not earn you this bonus. **+2 point bonus**

**Easter egg Bonus:** You will have random opportunities for bonuses that you have to uncover in the course, in announcements, and even in the forums we use together. Just like an Easter egg, you need to find them because they will not be planned. **+2 to +5 point bonus**

**PENALTY**

The penalty system is intended to be a warning system, and these are earned primarily if you are not paying attention to the rules of behavior or the instructions of a task.

**Netiquette Breaker:** You may be penalized for breaking the rules of communication and netiquette in the Community Questions Forum, in a private email to the professor, or in group-based blogs or other social interactions using online communication. Therefore, review the rules carefully and your online experience will be both respectful and pleasant. **-2 point penalty**

**Distraction Factor:** Following directions is important for success in any area of life. In an online class, following directions is a direct result of reading the instructions carefully. Our devices have made us skimmers of information, and while this works fine for reading through social media, it is unacceptable in an online course. Therefore, if you miss a detail in the instructions that asks you to submit a certain way or with a certain type of file, and you use something else, you will be subject to this penalty. **-2 point penalty**

**ASSIGNMENT GRADE BREAKDOWN**

This syllabus subject to change to better meet course objectives per discretion of instructor.
The following list is just a breakdown of total points for all the assignments that were already mentioned above. The total points for all those assignments should match the point values indicated previously.

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Lesson Activities</td>
<td>180</td>
</tr>
<tr>
<td>Critique Discussions</td>
<td>160</td>
</tr>
<tr>
<td>Evaluation of Adult Training or PD</td>
<td>160</td>
</tr>
<tr>
<td>Literature Review Wikis</td>
<td>250</td>
</tr>
<tr>
<td>Creation of Adult Training or PD</td>
<td>250</td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
</tr>
</tbody>
</table>

**CALENDAR OF ACTIVITIES**

UTRGV academic calendar can be found at [https://my.utrgv.edu/home](https://my.utrgv.edu/home) at the bottom of the screen, *prior to login*. Some important dates for Fall 2019 include:

- January 13: First day of classes
- January 16: Last day to add a course or register for Spring 2020
- January 20: Martin Luther King Jr. Holiday – NO classes
- March 9-14: Spring Break – NO classes
- April 9: Last day to drop a course; will count toward the 6-drop rule
- April 10-11: Easter Holiday – NO classes
- April 30: Study Day – NO classes
- May 1-7: Final Exams
- May 7: Spring classes end; Official last day of the term
- May 8-9: Commencement Exercises

*To see the course schedule of activities, please see the last table in this document.*

**COURSE POLICIES**

**LATE WORK POLICY**

Late work is accepted for a limited time only, and only for assignments that are completed independently, or where collaborators are not depending on you to submit on time.

Therefore, these are the only assignments that may be submitted up to 3 days late, with a penalty:

- Content Lesson Activities (-2 penalty per day it is late)
- Evaluation of Adult Training or PD (-5 penalty per day it is late)
- Literature Review Wikis (-5 penalty per day it is late)

The following assignment requires interactions with others, even if you create your information independently. Therefore, these are not accepted late:

- Critique Discussions
ASSIGNMENT SUBMISSION

Assignments are submitted in different formats and in different applications both inside and outside of Blackboard. Therefore, it is vital that you follow the unique assignment submission instructions for each of them. Some of them also require that you set up an account with external (and free) applications, which are listed in this syllabus and also mentioned in the assignment. Please make sure you create accounts with your full name, not with nicknames or other cute names. These are professional accounts.

Additionally, all assignments are created specifically so that you can be successful in the course objectives, as well as so that you demonstrate doctoral level higher level thinking, which challenges assumptions, which are supported by research.

Therefore, there are no make up assignments for assignments that you do not submit by the last allowed late day submission (3 days after the assignment was due or at due date). Make up work does not adequately show you have learned and can apply the professional learning, so that make up work has no place here.

COMMUNICATION SKILLS

Online courses use multiple modalities for communication, depending on the task and purpose. Face to face courses use more oral communication, and online courses use more written communication. Therefore, this requires several skills to be applied:

- Good writing skills, with appropriate grammar and usage
- Know and follow proper written etiquette and manners (and netiquette for online communication)
- Know and use appropriate language and voice for the professional audience
- Check your attitude and remember that there is a real person at the other end of a written communication
- Write emails or personal messages like a letter, not like a text.

NETIQUETTE

Netiquette describes the code of conduct for a face to face or online environment. It ensures respect for others and prevents misunderstandings or unintentional offenses to others.

Review the link that follows to see how Rasmussen College lists 10 rules of netiquette. This list better matches the online rules of behavior I want you to follow. Breaking any of these rules in communication will be subject to a penalty.

10 Netiquette Guidelines Online Students Need to Know

UTRGV POLICY STATEMENTS

STUDENTS WITH DISABILITIES

Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact Student Accessibility Services (SAS) as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who experience a broken bone, severe injury, or undergo surgery during the semester are eligible for temporary services.
PREGNANCY, PREGNANCY-RELATED, AND PARENTING ACCOMMODATIONS

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Accessibility Services for additional information and to request accommodations.

STUDENT ACCESSIBILITY SERVICES

Brownsville Campus: Student Accessibility Services is located in 1.107 in the Music and Learning Center building (BMSLC) and can be contacted by phone at (956) 882-7374 or via email at ability@utrgv.edu.

Edinburg Campus: Student Accessibility Services is located in 108 University Center (EUCTR) and can be contacted by phone at (956) 665-7005 or via email at ability@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); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available on or about:

- Module 1: Feb 19-25, 2020
- Module 2: Feb 15-21, 2020
- Full Spring Semester: April 10-29, 2020

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.

Yes, even online courses have attendance requirements. This course runs on a schedule of deadlines and content release. In this course, attendance is counted on logging in at the beginning of each unit in the online course and reviewing the To Do list for that week.

Not logging in at the time designated will be counted as an absence, and you will be subject to being dropped for excessive absences. Remember that there is no make up work, and submissions have deadlines. You can’t decide to login for the first time at the middle of the semester and expect that you can just catch up. All content you missed will be closed to you by that point.

Attendance is important in both online and face to face.

SCHOLASTIC DISHONESTY

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 (including self-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, STU 02-100, and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to Student Rights and Responsibilities.

SEXUAL MISCONDUCT AND MANDATORY REPORTING:

In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report to the Office of Institutional Equity & Diversity (oie@utrgv.edu) any instance, occurring during a student’s time in college, of sexual misconduct, which includes sexual assault, stalking, dating violence, domestic violence, and 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, 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 that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like confidential assistance, or have questions, they can contact OVAVP (Office for Victim Advocacy & Violence Prevention) at 665-8287, 882-8282, or OVAVP@utrgv.edu.

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.

STUDENT SERVICES

Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the Students Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email (ucentral@utrgv.edu) or telephone: (888) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.

Students seeking academic help in their studies can use university resources in addition to an instructor’s office hours. University Resources include the Advising Center, Career Center, Counseling Center, Learning Center, and Writing Center. The centers provide services such as tutoring, writing help, critical thinking, study skills, degree planning, and student employment. Locations are:

<table>
<thead>
<tr>
<th>Center Name</th>
<th>Brownsville Campus</th>
<th>Edinburg Campus</th>
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</thead>
<tbody>
<tr>
<td>Advising Center</td>
<td>BMAIN 1.400 (956) 665-7120</td>
<td>ESWKH 101 (956) 665-7120</td>
</tr>
<tr>
<td><a href="mailto:AcademicAdvising@utrgv.edu">AcademicAdvising@utrgv.edu</a></td>
<td></td>
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<tr>
<td>Career Center</td>
<td>BCRTZ 129 (956)882-5627</td>
<td>ESSBL 2.101 (956) 665-2243</td>
</tr>
<tr>
<td><a href="mailto:CareerCenter@utrgv.edu">CareerCenter@utrgv.edu</a></td>
<td></td>
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<tr>
<td>Counseling Center</td>
<td>BSTUN 2.100 (956) 882-3897</td>
<td>EUCTR 109 (956) 665-2574</td>
</tr>
<tr>
<td><a href="mailto:Counseling@utrgv.edu">Counseling@utrgv.edu</a></td>
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<tr>
<td>Counseling and Related Services</td>
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<td>List</td>
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<table>
<thead>
<tr>
<th>Center Name</th>
<th>Brownsville Campus</th>
<th>Edinburg Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Food Pantry</strong></td>
<td>BCAVL 101 &amp; 102</td>
<td>EUCTR 114</td>
</tr>
<tr>
<td><a href="mailto:FoodPantry@utrgv.edu">FoodPantry@utrgv.edu</a></td>
<td>(956) 882-7126</td>
<td>(956) 665-3663</td>
</tr>
<tr>
<td><strong>Learning Center</strong></td>
<td>BMSLC 2.118</td>
<td>ELCTR 100</td>
</tr>
<tr>
<td><a href="mailto:LearningCenter@utrgv.edu">LearningCenter@utrgv.edu</a></td>
<td>(956) 882-8208</td>
<td>(956) 665-2585</td>
</tr>
<tr>
<td><strong>Writing Center</strong></td>
<td>BUBLB 3.206</td>
<td>ESTAC 3.119</td>
</tr>
<tr>
<td><a href="mailto:WC@utrgv.edu">WC@utrgv.edu</a></td>
<td>(956) 882-7065</td>
<td>(956) 665-2538</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Week</th>
<th>Modules &amp; Topics</th>
<th>Readings &amp; Materials</th>
<th>Activities &amp; Due Dates</th>
<th>Alignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 1</td>
<td>1 – Begin Here to Explore Personal Motivations</td>
<td>Begin Here to Explore Personal Motivations</td>
<td>Begin Personal Motivations Content Lesson Activity: <strong>Due Friday, January 17, 2020</strong></td>
<td>InTASC Standards 1, 2, CAEP Standards 1.1, ISTE Standards 1a, 5a, 5b, 5c</td>
</tr>
<tr>
<td></td>
<td>Course Policies, Procedures, and Personal Learning Context</td>
<td></td>
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<tr>
<td>WEEK 2</td>
<td>2 – Foundations of Adult Learning</td>
<td>Overview of Andragogy, the theory, and its instructional approaches</td>
<td>Andragogy Content Lesson Activity <strong>Due Friday, January 24, 2020</strong></td>
<td>InTASC Standards 1, 2, CAEP Standards 1.1, ISTE Standards 1a, 5a, 5b, 5c</td>
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<tr>
<td></td>
<td>Andragogy</td>
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<td>Characteristics of Adult Learners</td>
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<td>WEEK 3</td>
<td>2 – Foundations of Adult Learning</td>
<td>Overview of Andragogy, the theory, and its instructional approaches</td>
<td>Literature Smack Down: <strong>Wednesday, January 29, 2020</strong> Andragogy Literature Review Wiki: <strong>Due Friday, January 31, 2020</strong></td>
<td>InTASC Standards 1, 2, CAEP Standards 1.1, ISTE Standards 1a, 5a, 5b, 5c</td>
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<td>Characteristics of Adult Learners</td>
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<td>WEEK 4</td>
<td>3 – How Learning Occurs</td>
<td>Overview of Transformative learning, Connectivism, Heutagogy or Experiential learning</td>
<td>Theory Pick 1 Content Lesson Activity: <strong>Due Friday, February 7, 2020</strong></td>
<td>InTASC Standards 1, 2, CAEP Standards 1.1, ISTE Standards 1a, 5a, 5b, 5c</td>
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<td>Facilitating Learning with Transformative Learning, Connectivism, Heutagogy, and Experiential Learning</td>
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<td>WEEK 5</td>
<td>3 – How Learning Occurs</td>
<td>Critique of Learning Frameworks in Transformative learning, Connectivism, Heutagogy or Experiential learning</td>
<td>Theory Pick 1 Critique Discussion: <strong>Initial Post Due Wednesday, February 12, 2020 Replies Due Friday, February 14, 2020</strong></td>
<td>InTASC Standards 1, 2, CAEP Standards 1.1, ISTE Standards 1a, 5a, 5b, 5c</td>
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<td>Facilitating Learning with Transformative Learning, Connectivism, Heutagogy, and Experiential Learning</td>
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<td>WEEK 6</td>
<td>3 – How Learning Occurs</td>
<td>Research into Transformative learning, Connectivism, Heutagogy or Experiential learning</td>
<td>Literature Smack Down: <strong>Wednesday, February 19, 2020</strong> Theory Pick 1 Literature Review: <strong>Due Friday, February 21, 2020</strong></td>
<td>InTASC Standards 1, 2, CAEP Standards 1.1, ISTE Standards 1a, 5a, 5b, 5c</td>
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<td>Facilitating Learning with Transformative Learning, Connectivism, Heutagogy, and Experiential Learning</td>
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<td>WEEK 7</td>
<td>4 – Addressing Problems</td>
<td>Overview of Transformative learning, Connectivism, Heutagogy or Experiential learning</td>
<td>Theory Pick 2 Content Lesson Activity: <strong>Due Friday, February 28, 2020</strong></td>
<td>InTASC Standards 1, 2, CAEP Standards 1.1, ISTE Standards 1a, 5a, 5b, 5c</td>
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<td>WEEK 8</td>
<td><strong>4 – Addressing Problems</strong></td>
<td>Critique of problem-based aims in Transformative learning, Connectivism, Heutagogy, and Experiential learning</td>
<td>Theory Pick 2 Critique Discussion: Initial Post Due Wednesday, March 4, 2020 Replies Due Friday, March 6, 2020</td>
<td>InTASC Standards 1, 2 CAEP Standards 1.1 ISTE Standards 1a, 5a, 5b, 5c</td>
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<td>March 2 – 6, 2020</td>
<td>Spring Break: March 9 – 13, 2020</td>
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<td>WEEK 9</td>
<td><strong>4 – Addressing Problems</strong></td>
<td>Research into Transformative learning, Connectivism, Heutagogy or Experiential learning</td>
<td>Literature Smack Down: Wednesday, March 18, 2020 Theory Pick 2 Literature Review Wiki: Due Friday March 20, 2020</td>
<td>InTASC Standards 1, 2 CAEP Standards 1.1 ISTE Standards 1a, 5a, 5b, 5c</td>
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<td>March 16 – 20, 2020</td>
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<td>WEEK 10</td>
<td><strong>5 – Career Development</strong></td>
<td>Overview of Transformative learning, Connectivism, Heutagogy or Experiential learning</td>
<td>Theory Pick 3 Content Lesson Activities: Due Friday, March 27, 2020</td>
<td>InTASC Standards 1, 2 CAEP Standards 1.1 ISTE Standards 1a, 5a, 5b, 5c</td>
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<td>WEEK 11</td>
<td><strong>5 – Career Development</strong></td>
<td>Critique of career development in Transformative learning, Connectivism, Heutagogy or Experiential learning</td>
<td>Theory Pick 3 Critique Discussion: Initial Post Due Wednesday, April 1, 2020 Replies Due Friday, April 3, 2020</td>
<td>InTASC Standards 1, 2 CAEP Standards 1.1 ISTE Standards 1a, 5a, 5b, 5c</td>
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<td>Week 12</td>
<td><strong>5 – Career Development</strong></td>
<td>Research into Transformative learning, Connectivism, Heutagogy or Experiential learning</td>
<td>Literature Smack Down: Wednesday, April 8, 2020 Theory Pick 3 Literature Review Wiki: Due Thursday, April 9, 2020</td>
<td>InTASC Standards 1, 2 CAEP Standards 1.1 ISTE Standards 1a, 5a, 5b, 5c</td>
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<td>April 6 – 10, 2020</td>
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<td>Week 13</td>
<td><strong>6 – Evaluating the Adult Learner</strong></td>
<td>Overview of Transformative learning, Connectivism, Heutagogy or Experiential learning</td>
<td>Theory Pick 4 Content Lesson Activities: Due Friday, April 17, 2020</td>
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<td>April 13 – 17, 2020</td>
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<td>Week 14</td>
<td><strong>6 – Evaluating the Adult Learner</strong></td>
<td>Critique of adult learner evaluation in Transformative learning, Connectivism,</td>
<td>Theory Pick 4 Critique Discussion: Initial Post Due Wednesday, April 22, 2020</td>
<td>InTASC Standards 1, 2 CAEP Standards 1.1 ISTE Standards 1a, 5a, 5b, 5c</td>
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<td>April 20 – 24, 2020</td>
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This syllabus subject to change to better meet course objectives per discretion of instructor.
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<td>Replies Due Friday, April 24, 2020</td>
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<td>Research into Transformative learning, Connectivism, Heutagogy, and Experiential learning</td>
<td>Literature Smack Down: Wednesday, April 29, 2020</td>
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<td>Theory Pick 4 Literature Review Wiki: Due Friday, May 1, 2020</td>
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<td>WEEK 16</td>
<td>All Modules</td>
<td>All Readings</td>
<td>Creation of Adult Training or PD: Due Wednesday, May 6, 2020</td>
<td>InTASC Standards 1, 2 CAEP Standards 1.1 ISTE Standards 1a, 5a, 5b, 5c</td>
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