ALT 6603 Foundations and Contexts of Adult Education and Human Resource Development
Spring 2010
Mondays, 5:30-8:15
HSS 2.01.04

Joellen E. Coryell, PhD
Office: MB 2.240
458-7439
joellen.coryell@utsa.edu
Office Hours Monday: 3:30-5:00
and by Appointment

Interdisciplinary Learning & Teaching Departmental (ILT) MISSION
The mission of the department of ILT is to foster the intellectual and professional growth and integrity of students and faculty through critical reflection and dialogue, civic responsibility, and leadership. This mission will be accomplished by nurturing a community of interdisciplinary learners who:

- Promote excellence in academic and pedagogical knowledge and research
- Engage in reflective practice
- Embody a strong professional identity and can articulate their philosophies and values
- Value diversity and multiple perspectives
- Promote equality and social justice
- Care about their students and their profession
- Advocate for educational change and reform

ILT GOALS
The department of ILT will create a context that nurtures interdisciplinary learners who:

- Acquire and demonstrate content and discipline knowledge
- Demonstrate an awareness and acknowledgement of and engagement in research-based, reflective, culturally responsive practices
- Are producers, disseminators, and critical consumers of research
- Demonstrate an awareness and acknowledgment of and engagement in social justice and equitable practices
- Articulate their professional philosophy and demonstrate a strong professional identity

1. Course Description

ALT 6603 – Foundations and Contexts of Adult Education and Human Resource Development: This course is an overview of the field, designed to give participants an understanding of the history and current practice of adult education. Readings will trace the major historical developments and philosophical roots of adult education as well as examine administrative, programming, and instructional practices in the field. Participants will examine the social context of adult education, including race, class, and gender analyses, and the role of adult education in society. Relevant historical, sociological, political, and economic factors that influence adult education theory and practice will be discussed. The course will also examine emerging issues in adult education and their implications for future practice.
2. Course Objectives

In addition to pursuing the ILT goals listed above, this course will explore the role of the adult learner, including, but not limited to, non-traditional, first-generation, and minority college students and community adult education program participants. We will also investigate the range of and the responsibilities of adult education programs and instructors.

By the end of the course, participants will

- Have a greater understanding of the scope and nature of adult learning and human resource development and the social contexts within which adult education/adult learning takes place
- Differentiate among various philosophical orientations and understand their application and impact on the field of adult education
- Recognize and accommodate the changing nature of adult education theory and practice as it relates to major social and global trends
- Understand and articulate a personal philosophy of adult education
- Develop understandings of how race, ethnicity, class, age, gender and other forms of diversity impact the theory and practice of adult education
- Have reflected on current issues in adult education
- Increase their experience analyzing, presenting, and writing at the graduate level

3. Required Texts


Additional readings will be provided on Blackboard or handed out in class.

4. Course Requirements and Grading

This course will be run as a seminar and will accommodate different modes of teaching and learning, including short lectures, group discussions, individual presentations, small group activities, and videos. Classroom participation is absolutely essential to the success of this class; because of this, please plan to attend EACH class session and come prepared to share and learn with the class. Your active, engaged, prepared participation and critical reflection on readings and other class materials make up the very centerpiece of this class.
**Evaluation:**
Class participation, discussion, attendance 20%
Leading Class Discussion (15) and Reports on Educators (10) 25%
Issues Paper 25%
Philosophy Paper 30%

5. General Expectations

Participants are expected to read all assigned materials, submit written papers, and come to class prepared for dialog and in-depth discussion. Active participation in class activities is imperative, and there are multiple ways for you to participate. In addition to leading one class discussion and reporting on your assigned topic, other forms of acceptable participation include, but are not limited to:
- suggesting outside readings,
- films, documentaries, or television programs relating to course topics,
- and attending relevant activities outside of class and reporting on them in class.

Participants will be expected to attend all class sessions. Please let me know in advance (if possible) if you will be missing a class. One missed class is fine. Missing more without reasonable cause will be taken into account in the participation grade. Missing 3 sessions will result in either an extra assignment or the loss of one grade level. More than 3 will result in failure.

If you miss a class, it is your responsibility to find out what you missed and obtain copies of any materials/hand-outs from a classmate.

6. Assignments and Due Dates
- Read assigned materials **prior** to each class session. Take notes about what you’ve read highlighting the most salient issues, questions, and prior knowledge/experiences you’ve had that connect with the content.
- Participate actively in each class session
- Each week, two participants will be asked to lead class discussion on the week’s topics and readings. Assignments will be made the second week of class. Please refer to the guide for leading class discussion that will be given out the 2nd week of class.
- Each week, I will ask two persons to work as a team and report on one foundational adult educator. Reports are to be given to the class with (brief) handouts to class participants.
- Foundations and Issue Paper—Students may choose from the proposed question topics for the paper. **Due: March 8.**
- Philosophy Paper & Personal Teaching Philosophy **Due: April 29**

7. General Requirements Related to Assignments
- All written material should be double spaced and in no larger than 12 point font.
Please use APA (6th edition) of citation and references in your papers. I will be taking correct APA formatting and style into account when assigning grades.

- In your assignments, please make every effort to use inclusive language.
- In the scholarly community, the ability to write well is probably the single most important skill a person can possess. I therefore, believe that honing your academic writing skills is one of the most important tasks you will do in graduate school. Use the Tomás Rivera Center! Your fees are paying for it and they have special assistance for graduate students. Take advantage of their services. I will expect high quality in your written assignments. You should be using the TRC throughout the writing process for you papers. In addition, there will be a peer review process for the final Philosophy paper.
- Writing is a process that takes numerous drafts/revisions. Please start working on your papers soon enough in advance to ensure your best work by the due date. Papers are due on the due date.
- If you receive a lower grade on a paper, you may choose to rewrite it as a part of your continuing development. A revision will be due within one week of receiving your grade. Revisions will not be accepted after that one week period.

8. Classroom Behavior Expectations

*Classroom Behavior:* All members of the class are expected to behave with courtesy and respect toward others. Should behavioral disruptions interfere with the business of the classroom and the ability of class members to learn, they may be reported to the Office of Student Judicial Affairs in accordance with Section 202 of the UTSA Student Code of Conduct ([http://www.utsa.edu/OSJA/index.cfm](http://www.utsa.edu/OSJA/index.cfm)).

I have designed this class to be a safe place for learning and discussion. Any rude or intolerant behavior toward others will not be accepted.

As a courtesy to the class and to facilitate your own learning, **turn off cell phones before entering the classroom.** *Any laptop use must be directly related to what we are doing in class.* Please make every attempt to be on time and prepared for class in order to minimize disruptions.

9. University Policy on Academic Dishonesty

Students are expected to be above reproach in scholastic activities. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. "Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an exam for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (UT Regent's Rules of Regulation). Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. If you have any questions about this (especially what constitutes plagiarism), please stop by my office.
and I'd be most happy to discuss it. You can also refer to the UTSA Student Code of Conduct on scholastic dishonesty and disciplinary action. This is available at: http://www.utsa.edu/OSJA/index.cfm

10. Academic Success and the Tomás Rivera Center

*Academic Success and the Tomás Rivera Center:* The TRC provides an array of services to assist students in achieving learning success. For graduate students, they offer help with graduate level writing, basic quantitative research, library skills, APA citation, and presentation skills. The TRC is located in the University Center 1.01.02 (far west end of the UC). You can reach them via the web (www.utsa.edu/trcss) or by phone (458-4694).

11. Other Student Support Services

UTSA students with documented disabilities have access to an array of support services through the Office of Disability Services (office: MS 2.03.18; phone: 458-4157; web: http://www.utsa.edu/disability/).

*Thank you to R.R. Wright for her input in this syllabus.*

This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. I reserve the right to make any changes I deem necessary and/or appropriate. I will make my best efforts to communicate any changes in the syllabus in a timely manner. Students are responsible for being aware of these changes.