

Syllabus

SCHOOL OF EDUCATION AND LEADERSHIP
EAD 507: Instructional Strategies for Adult Learners

6 Credits
Effective 7/1/2017

Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

Instructional Strategies for Adult Learners provides a substantial grounding in the skills and abilities associated with effective teaching or training in adult contexts. By examining current approaches and best practices, students build their skills and emerge with a “tool kit” of strategies to facilitate learning in a variety of settings and with diverse groups of learners. Educators working with adult students in educational or business settings also need a foundation in the legal and ethical dimensions that will inform their practice such as including students with disabilities, universal design, sexual harassment, and workplace or campus violence.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found under *Course Information* in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged “Purchase from the Canadian Bookstore.” Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

CITYU LEARNING GOALS

This course supports the following City University learning goals:

- Strong communication and interpersonal skills
- Commitment to ethical practice and service

COURSE OUTCOMES

In this course, learners:

- Assess instructional trends in adult education
- Compare and contrast instructional strategies to find best practices for adult learners.
- Examine legal or ethical issue pertaining to adult instruction.
- Evaluate ethical theories to create a personal ethical philosophy and use it to create recommendations for an actual ethical dilemma.

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Project 1: Instructional Trends Paper	20%
Project 2: Instructional Strategies Presentation	10%
Project 3: Instructional Strategies for Underserved or Vulnerable Populations	10%
Final Project: Ethical Philosophy Application Project	30%
Instructor Determined Assignments	30%
TOTAL	100%

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

Project 1: Instructional Trends Paper

Students will identify and discuss four (4) current instructional trends in adult education (preference should be given to finding trends in organizations or programs similar to your own) [Examples: kinesthetic learning, multi-cultural reading, universal design, disability accommodation, etc.].

Your paper will cover the following five (5) topics for each trend: (a) History - contextualize the trend historically; (b) Prevalence - present evidence for the prevalence of each trend; (c) Merits and Issues - discuss what research and experts say about the merits and issues with each trend; (d) Support - analyze the research and discuss who is the main proponent of the trends and who, if anyone, is a detractor; (e) Personal Opinion - finally, students will discuss their opinions on the merit of each trend and the future of each trend (part "e" can be in first person).

The paper should be in APA format (12pt Times New Roman font, double spaced); 6-8 pages (2100 to 2800 words not including cover page, and references); and have at least five (5) quality references.

Components	% of Grade
References and APA	10%
Exploring Instructional Trends	30%
Integration of Research	20%
Prevalence	10%
Critical Analysis	10%
Writing and Organization	20%
TOTAL	100%

Project 2: Instructional Strategies Presentation

Students will create a slide presentation showcasing five (5) instructional strategies (tools or practices) that are best practices for adult learners either in an educational or training context. For each strategy discuss the following:

- (a) name the strategy and describe it;
- (b) apply each strategy to real world practice;
- (c) identify what student population it was originally designed for and illustrate how it was (or how it could be) modified to be used with adult students; and
- (d) examine what makes it a best practice and defend your position.

Create a slide set for each strategy. The slide set will include a slide for each of the part of the assignment (4 slides for each strategy). Use the title of the strategy as the heading for each slide in the set. Each slide should answer the prompt in the notes using one or two long paragraphs (100-200 words) then put 4-5 bullets in the slide summarizing your notes. In the end, there will have 20 slides plus a title slide and a references slide. [Alternatively students may create a voice over PowerPoint and save it as a MPEG-4 video file (movie file) then upload it to YouTube- submit the slides without sound and a link to the video.]

Components	% of Grade
Selection of Tools or Practices	10%
Application of Strategies	20%
Presentation Elements	20%
Writing and Organization	20%
References and APA	10%
Examination of Best Practices	20%
TOTAL	100%

Project 3: Instructional Strategies for Underserved or Vulnerable Populations

Students will find a newspaper article that examines an underserved or vulnerable population in adult education (people with disabilities, the elderly, LGBT populations, people with learning impairments, prison populations, those from lower socio-economic groups, immigrants, ESL students, etc) and recommend an instructional strategy that will help to address the issues these students might face in the classroom.

The paper will include the following:

- (a) Article Summary - a summary of the article you found including a citation;
- (b) The Population - a discussion of the population you have chosen that includes the issues these students might face in the classroom or in a training;
- (c) The Instructional Strategy - an explanation of the instructional strategy you believe would help address the issues you mentioned above.
- (d) Reflection - a personal reflection (in first person) about what you have learned from this exercise and how you will incorporate it into your practice.

Include an introduction and conclusion. The paper should be in APA format, 12pt Times New Roman font, 6-8 pages (2100 to 2800 words not including the cover page and references), and have at least five (5) quality references.

Components	% of Grade
Writing and Organization	20%
References and APA	10%
Article Summary	20%
Population Analysis	10%
Instructional Strategy	20%
Reflection	20%
TOTAL	100%

Final Project: Ethical Philosophy Application Project

Students will analyze ethical theories and frameworks within the field of adult education and create a personal ethical teaching philosophy. They will then examine an ethical issue discovered from a peer's interview.

Part One: Students will use their analysis to create a personal ethical teaching philosophy. This philosophy will include both professional and personal ethical ideals and consist of two parts: (a) an introduction discussing the theories or frameworks that will be used for the statement; and (b) the personal ethical teaching philosophy. Part 1 of the paper will be 3-5 pages (1050 to 1750 words).

Part Two: Students will interview one class peer about an ethical situation that classmate experienced or witnessed in a professional education environment (this could be in a classroom, while working on an academic honesty committee, an issue seen in a training, or a dilemma experienced in the workplace that involved a lack of training. Using the interview data, the student will discuss the ethical implications of the situations and examine best practices should the incident happen again from their ethical philosophy completed in Part One.

Part Two of the paper should include:

- (a) a summary of the ethical situation discovered in the interview (protect the anonymity of your participant – change names and possibly places);
- (b) an analysis of the theories and frameworks that relate to this situation;
- (c) finally, present two (2) to three (3) recommendations of best practices in case the situation happens again or to prevent a situation like this from happening in the future.

Part 2 of the paper will be 3-5 pages (1050 to 1750 words).

The entire paper will be in APA format: 12 point, Times New Roman font, double spaced and include at least four (4) quality references (two of which should be academic). Also add a title page and references which will not be included in the page count.

<i>Components</i>	<i>% of Grade</i>
Ethical Philosophy Statement	20%
Future Contexts	10%
Analysis	20%
Apply the highest ethical standards of adult education and training to specific organizational cultural and individual contexts.	20%
Writing and Organization	20%
References and APA	10%
TOTAL	100%

Formative Assessments

Class participation through formative assessments is an integral part of this course. Formative assessments can be journals, papers, activities, quizzes, discussions, wikis, or other activities determined by the course manager and instructor. Each formative assessment includes its own rubric and/or due date as outlined within the activity to balance participation and enhance learning. Whether in class, online, or in a mixed mode setting, students will be graded on their ability to present, explain, or defend alternative viewpoints and the degree to which they have mastered the concepts and principles inherent in the study of leadership. Written work is assessed on relevance to the subject presented, adherence to writing mechanics and organization, and professional presentation.

<i>Components</i>	<i>% of Grade</i>
Use of Course Concepts	100%
TOTAL	100%

COURSE POLICIES

Late Assignments

Students are required to submit all assignments by the due dates stated in the course schedule. A late assignment is one that is submitted after the due date or after any extension has expired.

If circumstances prevent a student from meeting the due date, the student needs to contact the instructor and request an extension at least 48 hours prior to the date the assignment is due. Emergency situations will be considered on a case-by-case basis.

Being busy, pressured with outside work, technical issues, or having competing academic commitments are not valid reasons to grant extensions. A student who receives an extension in advance of the due date and abides by the agreement with the instructor is not subject to late penalties.

Without prior arrangement with the instructor, students who submit assignments late will receive a 5% deduction in grade each day or part of the day that the assignment is late up to a maximum of 25% off. Coursework received after 10 days will not be graded and will receive a zero grade, unless prior arrangements have been made.

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

Participation

Participation is determined through your active engagement in classroom activities each week. This can be measured through your discussion board posts or by submitting an assignment when due.

UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the University Catalog that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Academic Integrity Policy under Student Rights & Responsibilities*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Attendance under Student Rights & Responsibilities*.

Final Assignments Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support Services

Disability Services Accommodations Statement

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.