

**EHRD 371-902 Applied Learning Principles
Spring 2007**

Class Information

Day: Monday
Time: 8:30 – 10:00 am
Location: Room 569, Harrington Tower
Texas A&M University
College Station, TX 77843

Instructor Information

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Office Hours

Mondays 1:00 – 2:00 pm
Available other times by appointment

Course Description and Purpose

This course is required at the undergraduate level for both the technology management and the human resource development strand of the Bachelor of Science Degree in Human Resource Development in the Department of Educational Administration and Human Resource Development, College of Education. In addition, it may be taken as an elective or support field course by undergraduate students in other programs upon approval by professor and based on available space.

The overarching purpose of this course is to influence adult educators to make more intentional choices toward developmental growth in their work with adult learners.

This course is a writing intensive (“W”) course, dedicated to the following goals: 1) to improve the writing skills of all Texas A&M students, 2) to provide an opportunity for Texas A&M students to learn the writing most commonly associated with their major field of study, 3) to increase the civic and professional effectiveness of Texas A&M students after they leave the university, and 4) to acquaint students with the understanding that writing is a process which requires practice, time, and energy. The University Writing Center has helpful resources online at <http://writingcenter.tamu.edu>.

Course Objectives

By the conclusion of this course participants will experience:

1. Concepts and Foundations of Adult Learning
2. Strategies and Exercises for Teachers and Trainers
3. Effective Practices for Teaching Adults

Prerequisite

Junior or Senior Classification or approval of departmental advisor.

Required Texts

Taylor, K., Marienau, C., & Fiddler, M. (2000). Developing adult learners: Strategies for teachers and trainers. San Francisco: Jossey-Bass.

Johnson, S. (1998). Who moved my cheese: an a-mazing way to deal with change in your work and in your life. New York: G.P. Putnam's Sons.

Other readings as indicated and required.

Course Outline

1. Concepts and Foundations of Adult Learning
 - o Linking Learning with Development
 - o Key Theories of Adult Learning
2. Strategies and Exercises for Teachers and Trainers
 - o Assessing
 - o Collaborating
 - o Experimenting
 - o Imagining
 - o Inquiring
 - o Performance-Simulating
 - o Reflecting
3. Effective Practices for Teaching Adults
 - o Teaching and Training
 - o Best Practices
 - o Challenges of Growth

Evaluation

Paper #1 (10%)

Points=10

Read Who Moved My Cheese by Spencer Johnson, M.D. Write a reflection paper on a changing, maturing, or individual growth experience that you have had as an adult. Using the text as a framework, describe a changing environment; describe how you adapted to the change.

Maximum length: 2 pages

Paper #2 (10%)

Points=10

Group Writing Assignment

Each team will be assigned an adult learning theorist to research. Each team member will have a specific area to research and write. As a team, you will review each other's contribution, combine, transition the sections into a single paper, and post on the class website. Be prepared as a panel to discuss your theorist and answer questions from the class.

Biographical Background

Educational Background

Professional/Employment Background

Research/Publishing Background

Maximum length: 4 pages

Paper #3 (15%)

Points=15

Select one theory of learning that has relevance to learning in adulthood. Describe the basic elements of the theory. Apply them to a learning experience that you have had. How does the theory help explain how you learned in that situation. Explore the usefulness of the theory.

Maximum length: 3 pages

Paper #4 (10%)

Points=10

Literature Review. Critique one article from the literature as it relates to human resource development and/or training.

Maximum length: 2 pages

Paper #5 (10%)

Points=10

Interview two adults about their learning and training experiences. Identify characteristics and objectives of their experiences, motivation for participation, and patterns of self-directed learning. Compare the data collected to the theories and training principles presented in class (see class notes and handouts).

Maximum length: 4 pages

You will need to consult sources beyond the text in order to get the most from these assignments. Use proper (APA) style for citations and references. Double space text. 12-point font.

Class Presentation (15%)

Points=15

You will be assigned a learning strategy.

Design and conduct a class activity (short training unit) utilizing your assigned strategy. Strategies in the text (Taylor, Marienau, & Fiddler) will be represented.

Each team will submit 1) Task assignments and time line, 2) Planning sessions record, 3) Presentation Outline, and 4) Copy of handouts.

Quiz (10%)

Points=10

Online quiz will include questions on learning theories and adult learning principles.

Final (5%)

Points=5

Oral presentation of principles learned from Paper #5.

Class Participation (15%)

Points=15

Includes attendance, participation during class activities and discussions, and completion of online assignments.

Grades

90 – 100 Points	A
80 – 89 Points	B
70 – 79 Points	C
60 – 69 Points	D
59 – 0 Points	F

Bring your textbook to class. Read the assignment prior to class!!

Web Support

Instruction for this class will be supported by resources available on the class educational portal website. The website is password protected. Each student will receive instructions on the log-on procedure. Only university neo email accounts will be used.

Each class will have resources on the web that will include 1) lecture notes, 2) resources (web links, additional readings), 3) assignments, and 4) review questions for both content and writing instruction.

Students are expected to download lecture notes prior to each class.

Late Work Policy

Assignments will be submitted electronically via the class educational portal at <http://elearning.tamu.edu> or by paper copy during class. All assignments are expected to be turned in by the appropriate deadlines. Each assignment will be time-stamped upon submission into the system. Late assignments will lose one point for each day the work is late.

Class Schedule
EHRD 371-902: Applied Learning Principles
Spring 2007

Class	Date	Topic	Assignment Due
1	Jan. 22	First Day of Class Introductions; Read Chapter 1 pp 3-16 <i>Linking Learning with Development</i> Writing Process Overview; Resources for Writing	Write a short bio of yourself and post on the class website under the Discussion tool
2	Jan. 29	Read Chapter 2 pp 17-30 <i>Key Theories of Adult Learning</i> Writing Process: Getting Started and Planning Draft; Reflection Paper	Prepare Paper #1
3	Feb. 5	Read Chapter 3 pp 31- 43 <i>Developmental Intentions</i> Writing Process: Finding, Using, Evaluating Sources	Paper #1 Due Team assignments
4	Feb. 12	Read Chapter 4 pp 49-77 <i>Assessing</i> Writing Process: Plagiarism and Documentation	Prepare Paper #2
5	Feb. 19	Read Chapter 5 pp 78-89 <i>Collaborating</i> Writing Process: Paraphrasing, Summarizing, Quotations	Paper #2 Due
6	Feb. 26	Read Chapter 6 pp 90-95 <i>Experimenting</i> Writing Process: Grammar and Punctuation	Online Quiz Prepare Paper #3
7	March 5	Read Chapter 7 pp 96-129 <i>Imagining</i> Writing Process: Style and Clarity	Paper #3 Due
	March 12	Spring Break	
8	March 19	Read Chapter 8 pp 130-181 <i>Inquiring</i> Writing Process: Types of documents – literature and article critiques	Select Article
9	March 26	Read Chapter 9 pp 182-241 <i>Performing/Simulating</i> Writing Process: Proofreading and revision	Prepare Paper #4
10	April 2	Read Chapter 10 pp 242-296 <i>Reflecting</i> Writing Process: Types of documents – abstracts, summaries, proposals	Paper #4 Due Prepare Team Pres.
11	April 9	Presentations: Team 1 & 2 & 3	Prepare Team Pres.

12	April 16	Presentations: Team 4 & 5 & 6	Prepare Team Pres.
13	April 23	Presentations: Team 7 & 8 & 9	Prepare Paper #5
14	April 30	Read Chapter 11 pp 297-316 <i>Teaching & Training</i> Read Chapter 12 pp 317-325 <i>Best Practices</i> Read Chapter 13 pp 326 - 335 <i>Challenges of Growth</i> Writing Process: Business writing - reports and training manuals	Paper #5 Due
15	May 4	Final Exam 10:00 am - noon	Oral Presentation of Paper #5

The professor has the right to alter the syllabus if situations arise that deem it necessary to do so.

AMERICANS WITH DISABILITIES ACT (ADA) INFORMATION

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Cain Hall, or call 845-1637. Helpful information is located at <http://disability.tamu.edu>. Due to emergency evacuation requirements, if you feel accommodations will be needed, the department requires you to fill out a disability information form and provide a class schedule for the current semester. This form will be supplied to the instructor and placed in the students file for easy accessibility in case an emergency should arise. The forms are available in the academic advising office, 511 Harrington Tower.

SCHOLASTIC MISCONDUCT/ACADEMIC DISHONESTY

The Aggie Code of Honor

The Honor Code, based on the long-standing affirmation that An Aggie does not lie, cheat, or steal or tolerate those who do, is fundamental to the value of the A&M experience. Know the Code. Aggie Code of Honor **“An Aggie does not lie, cheat, or steal or tolerate those who do.”** <http://www.tamu.edu/aggiehonor>

Scholastic misconduct is defined broadly as any act that violates the rights of another student in academic work or that involves misrepresentation of your own work. Scholastic dishonesty includes (but is not necessarily limited to) cheating on assignments or examinations; plagiarizing (which means misrepresenting as your own work any part of work done by another); submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student’s work. Students who participate in any of

these activities will receive a "no pass" grade in this class and will be subject to University disciplinary action.

Copyright Policy

All materials used in this class are copyrighted. These materials include, but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted.

Plagiarism Policy

As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., that belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic violations, for the plagiarist destroys trust among colleagues without which research cannot be safely communicated. If you have questions regarding plagiarism, please consult the latest edition of the Texas A&M University Student Rules, <http://student-rules.tamu.edu/> under the section "Scholastic Dishonesty."

SEXUAL HARASSMENT

Texas A&M University policy prohibits sexual harassment. Copies of this policy statement on sexual harassment are available at

<http://www.coe.tamu.edu/COEguidelines/I.Administration/I62-64/I62-64.pdf>

Complaints about sexual harassment should be reported to the EAHR Department or University Human Resources.

INCLUSIVE LANGUAGE

It is imperative in this class, as well as important in an education/work setting, that inclusive language be used in both oral and written communication. Inclusiveness refers to the use of language that assumes equality of the sexes and the equal importance of members of all cultural groups. Respect for the diversity of the class and the multicultural world in which organizations operate will be expected.

ATTENDANCE

You are expected to attend class. University Rules apply concerning attendance and approved absences. You should email the instructor if you are absent from class. If absence is due to injury or illness less than three days, submit the TAMU Explanatory Statement for Absence form located at <http://attendance.tamu.edu> for review.

CELL PHONES and PAGERS

As a courtesy to your classmates, please put your cell phones and pagers on mute/vibrate or turn them off during class hours.