

**EHRD 371: Applied Learning Principles**  
**Department of Education Administration and Human Resource Development**  
**College of Education**  
**Texas A&M University**  
**Fall 2009**

*The Aggie Code of Honor: "Aggies do not lie, cheat, or steal, nor tolerate those who do."*

**Instructor Information**

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**Meeting locations:**

Harrington Tower Room 569  
Day: Monday  
Time: 9:10 am-11:10 am  
Section 902

Harrington Tower Room 616  
Day: Wednesday  
Time: 9:10 am- 11:10 am  
Section 903

**Office Hours:** 12:20pm- 4:00pm.  
Monday & Wednesday

**Course Description**

EHRD 371 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://uwc.tamu.edu>.

### **Course Objectives**

By the end of this course, students should be able to:

1. Define learning and development
2. Link Learning with development
3. Describe major theories of Adult learning
4. Discuss strategies for learning
5. Recognize the need for teaching with developmental intentions
6. Understand effective practices for teaching adult learners
7. Be knowledgeable about the writing process and writing skills.
8. Apply concepts, principles, theories, and strategies studied in this course to various settings

### **Course Outline**

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

### **Prerequisites**

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 amazing way to deal with change in your work and in your life*. New York: G.P. Putnam's Sons.

Faigley, L. (2009). *The brief penguin handbook*. Pearson-Longman: New York.

### **Assignments and Evaluation**

Grades for students in this course will be determined by performance of written assignments, class projects, and participation as follows:

#### **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.

Minimum length: 2 pages

Final draft due: September 14; 11:30 PM

#### **Paper #2 (15%)**

Points=15

Group Writing Assignment

There are two parts to this writing assignment: an annotated bibliography and a research paper.

**Annotated Bibliography (5 points):** Each team will be assigned an adult learning theorist to research. As a team, compile an annotated bibliography of your assigned adult learning theorist to research. Use scholarly articles and/or books excluding Taylor. A minimum of 5 entries are required. Only a maximum of 2 of the entries should be from the internet (unless it is an online journal).

#### **Research Paper (10 Points):**

Refer to the annotated bibliography for resources to write a research paper on your assigned adult learning theorist. Your team needs to divide the workload and decide on a strategy. As a team, you will review each other's contribution, combine, transition the sections into a single paper, and post on the class website. Post one copy of your paper on Turnitin.com to review the report for possible missed citations. Use the APA guidelines.

Be prepared as a panel to discuss your theorist and answer questions from the class.

Biographical background

Summarize the work of the theorist

Whether the theory can still be applied today

Raise at least one question about the theory that has emerged from this project

Minimum: 5 pages

Final draft due: September 28; 11:30 PM

### **Theorists**

B.F. Skinner	Abraham Maslow
Jean Piaget	Jerome Bruner
Malcolm Knowles	David Kolb
Paulo Freire	Jack Mezirow
John Dewey	Albert Bandura
Sharon Merriam	Rosemary Caffarella

**Paper #3 (15%)**

Points=15

Select two theories of learning that have relevance to learning in adulthood. Choose the two that you consider particularly useful. Describe the basic elements of each theory. Apply them to a learning experience that you have had. How does each theory help explain how you learned in that situation. Explore the usefulness of both theories. Post one copy of your paper on Turnitin.com to review the paper for possible missed citations.

Minimum number of citations: 4, excluding Taylor

Minimum length: 5 pages

Final Draft due: October 12; 11:30 PM

**Paper #4 (20%)**

Points=20 (15% Article Critique, 5% Peer Review)

Using the TAMU library system, locate and review a refereed journal article on the topic of *Human Resource Development and/or Training*.

A refereed or peer reviewed journal is one that meets certain criteria and is reviewed by experts in the field before it is published. For example, professionals in the field of adult education who are conducting research on various topics might attempt to publish in the journal, *Adult Education Quarterly*. Refereed journals are the 'scholarly' journals one finds on the shelves in the library. Now, bear in mind we are not referring to magazines such as *People* or *Psychology Today*. As a TAMU student, you have online access to the library system, where the library pays for access to some of the refereed journals available. From the TAMU website, students can access search engines for journals related to many, many subject areas. Not all search engines provide the full text so you will need to find one that does. Search until you find an article that interests you. If you choose the first article, you are likely doing so just to make things easy. You also run the risk of covering an article several others will be reviewing. Select a peer-reviewed research article, less than four years old. Choose an article that reports on research (an investigation or study) as opposed to an editorial piece. A research article will cover the methodology used in the study as well as the conclusions.

Read the article and write an article review using APA Style (3 pages).

Include the following:

- An introduction that provides a synopsis of the study
- The methodology used; how the study was conducted
- The results of the study
- Conclusions made by the author or authors

Final Draft due: November 2; 11:30 PM

**Paper #5 (15%)**

Points=15

A. Locate and interview an adult learner about his/her learning and training experiences. Identify characteristics and objectives of their experiences, motivation for participation, patterns of self-directed learning, and relationship between their stage in the life-span and learning. Compare the data collected to the guidelines presented by the readings from

each class module (class notes, handouts, and resource readings). Select adult learners who are in a formal or informal training or education class. (7.5 points) Minimum length 2 pages

B. Interview an adult educator; someone who teaches adults about their tips and techniques for teaching adults (7.5 points) Minimum length: 2 pages

Final Draft due: November 23, 11:30 PM

**Team Presentation (10%)**

Points=10

Your team 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, 4) List of Resources, and 5) Copy of handouts and PowerPoint if applicable.(Dates will be chosen later)

Team	Learning Strategy
A	Assessing
B	Collaborating
C	Experimenting
D	Imagining
E	Inquiring
F	Performance-Simulating
G	Reflecting

**Class Participation (10%)**

Points=10

Includes attendance, interaction in class, and Vista participation.

**Peer Reviews (5%)**

Points=5

Peer Review 1

Peer Review 2

Peer Review 3

Peer Review 4

Peer Review 5

Use proper (APA) style for citations and references. All assignments require citations of your references. Double space text. 12-point font.

**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: BB Vista. The website is password protected with your Net ID. Only university neo email accounts will be used.

### **Active Learning Approach**

In this course, I will use the active learning approach in which you, as students, are expected to play an active role in learning by exploring issues and ideas under the guidance of the instructor. You learn a way of thinking by asking questions, searching for answers, and interpreting observations. Knowledge is more than just facts and definitions. It is a way of looking at the world, an ability to interpret and organize future information. An **active learning approach will more likely result in long-term retention and better understanding of the nature of your own knowledge. This approach (teaching method) promotes active participation by all, with individual accountability to the group**, and shows student abilities to work cooperatively, thereby increasing social skills in team work. The active learning approach endorses the concept of “a learning organization.”

### **Classroom Participation**

Classroom participation is 10 % of your total grade. Classroom participation does not solely constitute class attendance. Participation will be measured using several factors one of which is classroom attendance. If you are absent from class you can not participate, therefore class attendances will be a factor in your overall participation grade. Other factors that contribute to a student's classroom participation grade include: in class quizzes, frequency of in-class and online contribution to the classroom/team discussions, actively asking questions, classroom attentiveness, punctuality of attendance, and cleanliness of classroom workspace.

### **Late Assignments**

A late assignment is any assignment that is turned in after class is dismissed or after the online submission deadline has passed. A “computer problem” is **NOT** an acceptable excuse for a late assignment. Ten percent will be deducted for each day late on **ALL** late assignments. Late papers should be emailed to the instructor. There are **NO** extra credit assignments.

**Respect for others:** Disrespectful outbursts and snide remarks will not be tolerated; I expect that each student will respect the opinions of others. Should such outburst occur the student responsible will be asked to leave the classroom and you are to meet with me in my office prior to coming back to class.

**Class Structure:** Class sessions may include lectures, discussion groups, guest speakers, case studies, role plays, article reviews, presentation of projects, networking opportunities, resume building, research writing, and strategic management reviews for evaluation/assessments, and/or audio-visual materials. During class we will strive to clarify, supplement, and analyze materials for application in the workplace. We will learn much more from each other's opinions, knowledge and experience, and you are all encouraged to contribute in class. **You are responsible for assigned readings and all materials presented in the class for the assigned date.** You are also responsible for all information disseminated in class (including speaker data,

for profit and nonprofit information, tests, text outlines, lecture notes, and resource handouts) and all course requirements, including honoring of assignment deadlines.

**Please turn off cell phones during class time, if you have an urgent need to use the phone I should be told at the beginning of class that you need to do so. Sounds of handhelds and laptops should be turned off as well. Use of laptops and PDAs should be for class use only as a courtesy to all, and if you choose to use them you will be required to sit in the front row of the class.**

### **Attendance**

Attendance is expected in this class as much of the learning occurs through interactions with the instructor and fellow students.. University Rules apply concerning attendance and approved absences. <http://student-rules.tamu.edu/rule7.htm> Appropriate documentation should be submitted for your files to obtain an excused absence. Texas A&M University Explanatory Statement for Absence from Class form available at <http://attendance.tamu.edu>.

However, I recognize that on occasion there are extenuating circumstances that may limit your ability to attend class. Therefore each student will have three unexcused absences. No documentation is required for missing this class. Although these absences are excused in regards to the attendance policy, you will still lose participation point for each missed class. Additionally, any absence whether it is excused or not will immediately disqualify a student from earning the attendance bonus. The attendance bonus is designed as an incentive based award for those students who go above and beyond the basic attendance requirements.

Each absence beyond the excused three will result in a deduction of 10 points (one letter grade) from the final grade for the course unless prior notification is given. **Please note:** Acceptable notifications include: doctor's note, university excuse letter, letter from student affairs office, or other official letters. For one or more absence, some form of documentation is required in order to explain the reason for your absence; otherwise absences will be considered unexcused.

The ability to be punctual is also a factor of attendance. I expect all class members to be in the classroom by the designated class start time. A ten minute grace period will be allowed, however after ten minutes, late students will not be admitted to the classroom and all participation/attendance points will be forfeited for that class session. I reserve the right to take attendance multiple times during a class session. If a student misses any of the multiple attendance collections during a single class period, then all participation/attendance points for that class period will be forfeited and the period will be considered as an unexcused absence (unless documentation, as noted above, has been provided).

If you know you will be absent for any reason please inform your instructor and team members in advance.

### **Advising and Office Hours**

I will try to be available as much as possible to meet your needs during the semester. These are three basic ways you can reach me:

- **E-mail:** This is the best way to contact me. I check e-mail frequently and, unless I am out of town, I will usually respond to your e-mail within 24 hours.
- **In Person:** Although I will try to make myself available to you if you ‘drop by’, please do not expect a substantive conversation; I may have other commitments. I am available for appointments, however, and will be happy to meet with you in person.
- **Phone:** If you are just trying to contact me, the phone is perhaps the least reliable mechanism since I may not check my voice mail everyday! However, I do try to check voice mail several times each week. I am happy to do advising by phone and will make appointments to do so.

**Americans with Disabilities Act (ADA) Policy Statement:**

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, Disability Services in Room B118 of Cain Hall, or call 845-1637. Helpful information is located at <http://disability.tamu.edu>.

**Copyright Policy:** All materials used in this class are copyrighted. These materials include but are not limited to sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted.

**Sexual Harassment:** Texas A&M University policy prohibits sexual harassment. Copies of this policy statement on sexual harassment are available and Complaints about sexual harassment should be reported to the EAHR Department or University Human Resources.

**Inclusive Language:** It is important 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. Gender inclusiveness means that usages such as “he” and “man” as generic references to humanity or people in are deeply ingrained, it is essential and possible to do so. Therefore, I suggest that you use plurals (e.g.” workers... they”, rather than “worker...he”), some combination of pronouns (e.g. (s) he, s/he, he/she or alternative words (e.g. “people” rather than “mankind). Cultural inclusiveness means that classroom discussion (and written materials) will not assume that everyone is from the same cultural group. Respect for the diversity of the class and the multicultural world in which organization operate will be expected.

**EAHR Department Social Justice Statement**

We, the faculty of the Department of Educational Administration and Human Resource Development in the College of Education and Human Development, abhor any incidence of prejudice, bias, or discrimination based on race, ethnicity, gender, religion, sexual orientation, culture, age, socioeconomic class, veteran status, nationality, disabilities, or any other social marker of group difference. In addition, we deeply value the richness of diversity and difference in all contexts.

In addition, we call on all leaders, units, and organizations within the University community to stand up and to emphasize our fundamental commitment to diversity, equity, and justice.

**Incompletes:** I expect all to finish assignments in a timely fashion. However, I do realize that extreme circumstances require students occasionally take an incomplete. If you cannot meet the class requirements by the end of the semester, you should contact me as soon as possible. Texas A&M University policy requires that grades submitted as incomplete (I) be converted to a letter grade no later than the end of the semester following the semester in which the course was taken. If the coursework has not been completed and, therefore, a grade change is not submitted, the “I” automatically converts to an “F”. My policy is that I will not consider converting an “F” to another letter grade if the coursework to complete the class was not turned in by the last class day of my class in the semester following the semester in which the course was taken.

**Plagiarism Policy:** As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which 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 sins, for the plagiarist destroys the trust among colleagues without which plagiarism, please consult the latest issue of the Texas A&M University Student Rules, <http://studentrules.tamu.edu/> under the section “Scholastic Dishonesty.”

**Scholastic Misconduct:** Texas A&M University encourages Academic Integrity and strictly enforces policies against any form of scholastic dishonesty or misconduct. Scholastic misconduct is broadly defined by this university as “any act that violates the rights of another student in academic work or that involves misrepresentation of your own work is considered scholastic misconduct.” Scholastic dishonesty includes, but is not necessarily limited to cheating, plagiarizing, interfering, and depriving as explained below. Any student who engages in scholastic misconduct will be subject to University disciplinary action. Please review the Student Rules at <http://student-rules.tamu.edu> for more information regarding these policies.

### **Cheating on assignments or examinations**

Plagiarizing, which means misrepresenting someone else’s work as your own, or submitting the same paper or substantially similar papers to meet the requirements of more than one course without the approval of all involved instructors, Interfering with another student’s work  
Depriving another student of necessary course materials

### **Academic Integrity Statements**

AGGIE HONOR CODE: “An Aggie does not lie, cheat, or steal or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: <http://www.tamu.edu/aggiehonor>

**Student Grade Disputes:** Texas A&M University has a procedure in place for students to appeal a grade. You will find the information on the following webpage:

<http://studentrules.tamu.edu/rule 48.htm>. In our department, to appeal a grade:

1. Meet with the professor for mutual agreement of the grade you have earned.
2. Student collects the documents to appeal.
3. Initiate the appeal within 180 days of the last day of the semester in which the grade was earned.
4. Appeals needs documentation as: copies of assignments, attendance record, copies of excused absences, and other data that supports the student's appeal

### **Disclaimer**

The instructor reserves the right to make changes as necessary to the syllabus and agenda. If changes are made, advance notification will be given to the class.

### **Guidelines for Written Assignments**

Written assignments should follow the guideline provided as a minimum, unless alternative arrangements are made with the instructor:

- Use APA 5<sup>th</sup> edition formatting for your papers. (see the Online Writing Lab at Purdue University for a fantastic APA web resource <http://owl.english.purdue.edu/owl/resource/560/01/>)
- Papers should be **stapled** in the upper left corner.
- Time New Roman, 12pt, Double Spaced

For additional assistance, please contact the Writing Center on the 2d floor of Evans Library or consult the Writing Center website at <http://uwc.tamu.edu/>.

Some basics you should consider in all written assignments:

- Have a clear and concise thesis statement very near the beginning of your paper. Thesis statements in the social sciences are somewhat different than what you might have experienced in the humanities. While in the humanities the general preference is to make the thesis statement blend seamlessly with the introduction, the general preference in the social sciences is to make the thesis statement stand out very clearly in articulating the purpose of the paper. In many cases, thesis statements begin with phrases such as, "The purpose of this paper is" or "In this paper, I will."
- If a sentence requires more than four lines, it is probably too long. Break it up into two or more sentences.
- If a paragraph takes up more than one computer screen or more than half of a double-spaced page, it is probably too long. Break it down into two or more paragraphs. I suggest that you try to have a minimum of three sentences per paragraph.
- Proofread before you turn in any materials. If you find a typing error, at least make the correction with a pen or pencil. If errors become distracting, your grade will suffer.
- Follow basic grammar guidelines. For example, be sure that your sentences have subject-verb and tense agreement and that you are using punctuation appropriately. Do not trust blindly the spell and grammar checkers on your word processor; they are often incorrect!

- Make effective use of structuring techniques for your paper. Academic papers should be written in a professional, formal manner. (Note: This does not mean that you cannot use “I” in your papers. See the APA manual for guidelines on when and how to use “I” in your writing.) Every paper should have a beginning, a middle, and an end. Help the reader understand the structure of your paper by including appropriate headings (e.g., Literature Review, Conclusion).
  - The introduction informs the reader where you are going by introducing the main points. It is the “roadmap” for the rest of the paper and should include the thesis statement.
  - The body of the paper often contains separate sections for each of the main points. In these sections, each of the points is explained in detail and, in particularly long papers, separate headings are even used for each point.
  - The conclusion or summary of the paper should summarize how the points you developed in the body of the paper support the main points you described in the introduction. Just as its name suggests, the summary ‘sums up’ your paper by tying it all together.

