

**SYLLABUS**  
**EADU 8020 – WebCT Online Course**

**ADULT EDUCATION IN THE SOCIAL CONTEXT**  
**Fall Semester, 2008**

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

**Faculty**

Lorilee R. Sandmann, Ph.D.  
Department of Lifelong Education, Administration, & Policy  
850 College Station Road  
413 River's Cross Building  
Athens, GA 30602  
<http://www.coe.uga.edu/leap/faculty/sandmann/index.html>  
706.542.4014 Work Phone  
706.340.3746 Cell  
706.542.2214 Dept. Administrator's phone  
[sandmann@uga.edu](mailto:sandmann@uga.edu)

Ying Liu, Teaching Assistant  
Department of Educational Psychology and Instructional Technology  
[yliu@uga.edu](mailto:yliu@uga.edu)  
706.410.0869

**Technical Support**

UGA's EITS Computer Help Desk  
<http://www.eits.uga.edu/helpdesk/>  
Voice: 706. 542.3106

UGA EITS Request Assistance Online Form:  
<http://www.eits.uga.edu/~ucns/mail-forms/ct.html>

UGA EITS Frequently Asked Questions  
(*information/links to computer specs, internet access, email, etc.*)  
<http://www.eits.uga.edu/helpdesk/top/>

**OASIS Title**

AD ED IN SOC CONTXT

**Class Dates**

August 18 -- December 9, 2008

## Course Description

Relevant contemporary and historical, sociological, technological, economic, educational, and political factors that influence adult education theory and practice will be explored in this class. The social context of adult education including race, class, and gender will be analyzed in reference to how they influence the role of adult education in a global society.

## Course Objectives

The goal of this course is to provide an *introduction* to the field of adult education through an examination of the role of adult education in society. Students are expected to complete the course with a greater understanding of:

- a) The social context within which adult education/adult learning takes place
- b) The changing nature of the professional, practice, and theory of adult education is related to major social and global trends
- c) The ways in which race and ethnicity, class, gender, ability and other forms of diversity impact the theory and practice of adult education
- d) The many ways adult educators articulate important social issues related to their areas of interest or practice in adult education.

## Class Structure

The course is designed to reflect online activities based on readings, experiential/interactive work, dialogue/discussion with co-learners (students, instructor, and teaching assistant). Because of the centrality of participation, students will be expected to interact each week with the learning community (class). Your active, prepared, timely participation and critical reflection in relation to the readings, students'/instructor's comments, and other materials is the centerpiece of this class.

**Study Blocks:** The basic unit in this course is the *Study Block*. A *Study Block* is a two-week period during which related topics are developed, studies discussed, and hopefully, applied in your everyday activities as adult education practitioners. A listing of the *Study Blocks* is available via the *Course Schedule* hyperlink on the course homepage. Via the *Study Blocks* hyperlink, you will find a thorough description of the content and requirements for each study block for the two-week period. *Study Blocks* will begin on: August 21, September 4, September 18, October 2, October 16, October 30, November 13, and December 1. The first few days of the class are for you to become familiar with WebCT, your cohort, and the online course materials.

## Required Texts

Available at the UGA book stores or our favorite online e-business bookseller:

- Merriam, S. & Brockett, R. (2007). *The profession and practice of adult education: An introduction*. San Francisco: Jossey-Bass. (**MB** [Merriam & Brockett] in the course schedule and study blocks).
- Wilson, A.L. & Hayes, E.L. (Eds.) (2001). *The handbook of adult education*. San Francisco: Jossey-Bass Publishers. (**HB** [Handbook] in the course schedule and study blocks).

## Assignments and Due Dates

1. Read and reflect on the materials prior to engaging in online discussion.

2. Meaningful participation **each week**: A minimum of **five substantive** and timely postings per “study block.”
3. Select one of the two following projects described below:
  - Option 1: Adult Education Observation and Paper—**due on or before September 25th**
  - Option 2: Movie Review—**due on or before October 16<sup>th</sup>**
4. Complete Final Review Essay —**due on or before December 2**
5. Post Futures Presentation—**due on or before December 8**

### **Writing and Submission Guidelines**

1. Double space all material using at least 11pt font in a format compatible with Microsoft Word (e.g. .doc, .rtf) following the *APA Manual, 5<sup>th</sup> Edition*, for paper layout, style and citation guidelines. Points will be deducted if APA style is not followed in all writing assignments. *Note*: This edition of the *Publication Manual* of the APA is an important part of your professional library. A link to a summary of the most frequently used elements of APA, 5<sup>th</sup> edition, is available at <http://www.coe.uga.edu/leap/adulted/pdf/apa.pdf>. Project papers (analysis of teaching observation or movie review) are to be no longer than 5 pages in length (excluding title page and references); the final paper is expected to be a research based analysis of 10-12 pages.
2. All course assignments are **due on or before 4:30** of the due dates indicated. **Late assignments will not be accepted.** To submit your assignments upload your electronic document via the Assignment Drop Box on WebCT. Feedback will be provided and uploaded to this site as well.
3. Quality written assignments meet the following criteria:
  - Identify issue/question being addressed or purpose of paper through a clear thesis statement
  - Define key terms and concepts
  - Give examples that enhance understanding of the concepts
  - Apply theory and principles from the assigned readings and elsewhere
  - Provide a strong summary and conclusion.

### **Evaluation**

Students with a sound grasp of the material and demonstrate an ability to analyze this material at a satisfactory to above average level for graduate students can expect to receive a grade of “B.” Grades below “B” will be assigned only for performance that is less than satisfactory. The grade of “A” will be reserved to designate excellence. This will require not only a sound grasp of the material and the demonstration to analyze them at a graduate level, but also a clear capacity to synthesize and critique the materials. There is no preconceived designation of the number of students to receive each grade, nor any ceiling on the number of “A’s” to be assigned if all students exhibit the high standards of performance expected for that grade.

- Class Participation            33 pts.
- Project Paper                    20 pts.
- Final Essay                        35 pts.
- Futures Presentation          12 pts.
- Total 100 points

Final grades will be assigned on the following numeric scale:

95 – 100	points	A
90 – 94	points	A-
87 – 89	points	B+
83 – 86	points	B
80 – 82	points	B-
70 – 79	points	C

Incompletes (I) will *not* be given except in the documented case of a medical or personal emergency. Please see the graduate school bulletin regarding the assignment of incomplete grades. These are reserved for situations in which a student who has otherwise been making satisfactory progress is unable to complete final course requirements due to extenuating circumstances. In such cases, the instructor must be contacted to negotiate a reasonable extension of time. Barring such a situation, the grade will be assigned on the date required by the registrar's office as earned according to the distribution described above.

### **Assignment Descriptions**

#### ***Project Option 1: Adult Education Observation Paper—5 pages 20 points***

This paper is based on your attendance at an adult education class, workshop, presentation, or event that occurs in the community, outside of your work or university setting. This educational experience or event could be a place where formal, non-formal, or informal learning occurs could be sponsored by non-government (NGO) entity in civil society, business, or government and could take place in a public or private sector. Your selection should reflect an interest that you have in a particular area of adult education. It is helpful, though not necessary, to do these observations in pairs. The reason is that two observers can usually "see" more than one. If you choose to do an observation in pairs, take note, during the write up of the differences between yours and your partner's comments.

There are two purposes for this assignment: First, it is to expose you to an adult education organization, process, learners, and educator with which you are not familiar. Second, it is to give you an opportunity to apply some of the theoretical concepts relative to social context which we will be discussing in class.

Visit an adult education class or experience. Take the opportunity to schedule some time with the person in charge of the program. Learn about the purpose and goals for the educational experience. You may also acquire some of the written information available about the program if it is available.

It will be helpful to review class readings to identify key concepts from the literature that will help you during your "observation".

Once you have educated yourself about the program, go and observe it. Take notes, just as you would if you were conducting research. What macro-environmental trend or issue did the experience address? Note the relationship between the adult educator and the learners. How was the learning experience managed? Who was responsible for managing it? Note the atmosphere of the class. Are all participants equally recognized? How is power shared in the class? Are there any social, financial, or political issues that shape the class? (NB. Some of these may be difficult to "see". You may have to ask questions of program staff or the director to learn more about these.) Describe how the experience was evaluated? What is your assessment of the experience and why?

Summarize what you have learned in a report. The report should be no more than **five pages**.

Papers will be evaluated on:

- Critical observation and assessment
- Integration with course readings and discussions
- Judgment of lessons learned, potential application or implications
- Appropriate grammar and correct APA format

### ***Project Option 2: Movie Review—5 pages 20 points***

Select one of the movies listed below. While these are some of the “classics” and some contemporary, please contact the instructor if you wish to review a movie that is not on the list. Each movie listed incorporates adult learning as a central aspect of the plot. After viewing the movie, describe, analyze and review the adult learning experience. What macro-environmental trend or issue did the experience address, if any? Describe the adult education organization (if applicable), learning activity(ies), the learner(s), the adult educator(s), and the conditions or circumstances in which the learning takes place. Are there any social, financial, or political issues that shape the experience? What are the factors that seem to influence learning (either to promote or to inhibit) it? What concepts from the class readings were evident? What is your reaction to and learning from the learning experience in the movie?

The review should be no more than **five pages**. Papers will be evaluated on:

- Critical description and assessment
- Integration with course readings and discussions
- Judgment of lessons learned, potential application or implications
- Appropriate grammar and correct APA format

Stanley and Iris (1990) (PG-13). Jane Fonda, Robert DeNiro.

Synopsis: Two blue-collar workers help each other break free of their own personal prisons. For Stanley, the inability to read or write has plagued him all his life. Iris has just lost her husband and is suddenly emotionally paralyzed. Together they help each other to learn, live and, ultimately, to love again. (1 hr. 47 min.)

Renaissance Man (1994) (PG-13). Danny Davito, Gregory Hines, Cliff Robertson.

Synopsis: An advertising executive loses his high-paying job and finds work teaching remedial classes to Army recruits; he soon finds out that he doesn't really belong in the armed forces, but fights for his job and his style of doing things anyway. (2 hr. 8 min.)

Back to School (1986) (PG-13). Rodney Dangerfield, Sally Kellerman, Robert Downey.

Synopsis: A self-made millionaire decides to join his only son who is having difficulty in fitting in at school as a freshman in college. This impulse gesture sets him on a path to much laughter, a little romance, a lesson in things that money can't buy and unanimous acclaim as the most popular man on campus. (1 hr. 36 min.)

The Matrix (1999) (R) or its sequel. Keanu Reeves, Lawrence Fishburne, Carrie-Annie Moss.

Synopsis: Software employee and sometime hacker Thomas 'Neo' Anderson finds his world turned upside down when he learns the truth about 'reality' - it's all an illusion, an elaborate artificial reality

known as The Matrix. Anderson teams up with an underground resistance movement dedicated to liberating humanity from the thrall of the machines and learns that he may be The One, the savior who will overthrow the computers and their deadly agents. (1 hr.36 mins.) (Have fun with this one and the questions it raises about artificial intelligence, virtual reality, ethics and potential futures for adult education.)

Mona Lisa Smiles (2003) (PG-13). Julie Roberts, Kirsten Dunst, Julia Stiles.

Synopsis: Set in 1953, Katherine Watson (Roberts) is a free-spirited graduate of UCLA who accepts a teaching post at Wellesley College, a women-only school where the students are torn between the repressive mores of the time and their longing for intellectual freedom. (1hr.75 mins.)

Quiz Show (1994) (PG-13). Robert Redford, John Turturro.

Synopsis: An idealistic young lawyer (Rob Morrow) working for a Congressional subcommittee in the late 1950s discovers that TV quiz shows are being fixed. His investigation focuses on two contestants on the short "Twenty-One": Herbert Stempel (John Turturro), a brash working-class Jew from Queens, and Charges Van Doren (Ralph Fiennes), the patrician scion of one of the American's leading literary families. Based on a true story. (2 hrs.13 mins.)

Italian for Beginners (2002) (R). Anders W. Berthelsen, Ann Eleanora Jørgensen.

Synopsis: Six people in a small Danish town are all in such despair over their lives that their only source of happiness is the weekly Italian class they all take. Andreas is a minister whose wife has recently died. While staying in a local hotel, he befriends the lonely concierge, who has a crush on an Italian waitress from the hotel cafe. She, meanwhile, must deal with her rude and aggressive boss. Two women in the class are both caring for elderly parents, and both are having difficulties with their bad-tempered relatives. (1 hrs.40 mins.)

Pursuit of Happiness

Inspired by the true story of Chris Gardner, a San Francisco salesman who works to make a better life for his son and himself by taking an unpaid internship with a brokerage firm, where only 1 out of 20 in the group will be offered a permanent position. He deals with many barriers to learning along his path that eventually leads to success.

Lorenzo's Oil

About a couple whose son is afflicted with a rare disease they and most doctors of the time know nothing about. The doctor's pretty much give up and wait for Lorenzo to die, but the parents take it upon themselves to learn as much about the disease as they can and work to find a possible cure. The couple ends up educating the doctors about their findings.

Educating Rita

A hairdresser decides "to find herself" by taking an Open University course. She is aided by a depressed and often drunk university professor who sees Rita as a breath of fresh air; but, begins to feel a deep sadness as he watches her warm impulsive reactions being replaced by the sort of cold analytical approach he so much loathes in other students and colleagues.

The Guardian

Coast Guard rescue swimmer Ben Randall (Kevin Costner) is the only survivor after his helicopter is forced down and crashes into the water during a rescue mission at sea. Ben is coping with the loss of his entire crew when he is assigned to teach at the Coast Guard Rescue Swimmers School. He

doesn't want any other men to die during a rescue, so he uses his own training methods that put the new recruits through the toughest test they will ever encounter during a mission. Jake Fisher (Ashton Kutcher) is one of his raw recruits and Ben takes him under his wing. With Ben's training and Jake's dedication, Jake becomes the best of the best. Retrieved from [www.imdb.com](http://www.imdb.com)

### **Final Essay 35 points**

Write a **2,500** word essay on one of the below topics with support from the *Proceedings* in AERC (info available via *Resources* page on WebCT), recent publications from ERIC, or journal articles from *Adult Education Quarterly*, *Human Resource Development Quarterly*, or other journals in reference list, and also citing class texts. Your essay should contain *at least five* authoritative citations/references.

1. It can be argued that papers presented at AERC or articles written in the last 3 years represent cutting-edge issues in adult education. Drawing on current papers or articles, what would you say are the meaning and board purposes of adult education? How does this compare with the materials that we explored in the class?
2. Corporate interests have influences the field and practice of adult education in various ways. Some researchers have argued that they have essentially co-opted adult education, causing it to largely abandon its social action orientation, formally designed to improve lives of individualism and promote the public good. Other writers have contested this notion. How are these two beliefs negotiated in the literature?
3. It can be argued that adult education, under the influence of western industrial/technological societies, does not meet the fundamental development needs of third world nations (less technologically developed). What do scholars have to say about this? Reflect on their thinking in light of your readings/experience in the course.
4. "Adult Education is not pursued for ulterior rewards: entrance requirements, exams, academic degrees in true adult education." (Eduard Lindeman, *The meaning of adult learning*" *Progressive Education* Jan.-Mar. 1929). Do many writings in the last few years reflect this? Should they? Why or why not? What papers or articles seem to support Lindeman's notion?
5. The professionalization of the field of adult education has been a matter of debate. Argue a position supported by recent papers/writings as well as discussions from the class.
6. Construct a question of your own and answer it. The question must be approved by the instructor before proceeding.

Your essay will be evaluated on:

- Strength and justification of position
- Integration of references, course readings and discussions
- Appropriate grammar and APA style.

### **Futures of Adult Education 12 points, online presentation**

Based on the roots of adult education, its current theory and practice base, as well as the social context, what would you project to be the state of adult education in the year 2023? You will respond to this question via a "presentation" (PowerPoint, video, position paper) that you will post on the general discussion board as part of Study Block 8.

## **University Honor Code and Academic Honesty Policy**

All academic work must meet the standards contained in “A Culture of Honesty.” Each student is responsible to inform themselves about those standards before performing any academic work. “A Culture of Honesty” is the University of Georgia's policy and procedures for handling cases of suspected dishonesty and can be found online at <http://www.uga.edu/honesty/>. The UGA Student Honor Code states "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others."

## **Statement of Equity and Individual Assistance**

Every attempt will be made in this course to engage in equitable verbal and nonverbal behavior by the instructor and the students as related to age, sex, race, handicapping condition, and religion.

Class participants are encouraged to meet with the instructor—either by telephone or email—to discuss any aspect of the course and their respective projects. The instructor, or teaching assistant, will generally be available by email through our WebCT site.

If anyone in the class feels that they need special assistance due to a disability, please feel free to discuss this with me early in the session. The University of Georgia has resources available for students with certain disabilities. In addition, other accommodations may be made (such as providing materials in alternative formats, assuring physical access to class session or being sensitive to interaction difficulties that may be posed by communication and/or learning disabilities) in consultation with me or with other students.