

*Foundations of Adult Education and
Human Resource Development*

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PURPOSE

This course is designed both to give participants an overview of the current practice of adult education and human resource development and to help them to begin building a solid professional foundation for subsequent work that they may do in the field. More specifically, we want --

- (1) to familiarize you with *the breadth, the variety and the deep roots of adult education* in North America and overseas;
- (2) to help you *create or strengthen your own foundations for practice*, whatever form that practice takes -- in other words, the understandings *of the history, philosophy, research, policy and professional conduct of adult education* that inform and support our work; and
- (3) to help each of you identify the *other areas of study that you may wish to pursue in order to further reinforce these foundations*, to relate the topics examined here to other bodies of knowledge and experience you may already have or other courses you have already taken and to prepare MS students of the program for the coursework that they will be taking in pursuit of their degree.

The course experience is not intended solely for majors in adult education and human resource development (though it is a requirement for them). Adult education and training constitute a vital associated part of many other fields of study and professional practice, from public administration to health, and from higher education to business and criminology, to name a few. Anyone concerned with human services or education in the broadest sense of those terms is by definition also concerned with adult education activities, because they constitute a critical means for staff training and for public outreach. ADE 5080 is therefore intended as well to provide a grounding in the field to people from this wider audience.

In this course -- and our graduate degree area -- "adult education" is an umbrella term that covers the *many programs and efforts designed to facilitate continuing learning by adults in the workplace, the community and the home* as well as during those times when they return for new sequences of formal education. It includes, therefore, human resource development (HRD), continuing professional education (CPE), adult basic education and literacy (ABE), educational gerontology, public health education, adult higher education (AHE), distance learning for adults (DL), community education/community development (CD), religious adult education, residential learning and a number of related activities. In our degree program at present, we are giving a special emphasis to qualification in the professional area of Human Resource Development (which itself covers a wide range of activities in private businesses, public agencies and nonprofit organizations); but it is also important to understand how HRD relates to the larger field and draws upon its experience. To some degree, all these endeavors share a common concern with *promoting lifelong learning* among people who occupy the status of adults in their society and are no longer pursuing their initial formal education; and certain elements of the *foundations* of the field are common to all. Those shared elements constitute the focus of ADE 5080.

COURSE COMPONENTS

To accomplish this central purpose, we will examine five critical topics:

- I. The **NATURE OF THE FIELD** of adult education and human resource development (as broadly defined above) at the present time;
- II. The **HISTORICAL AND PHILOSOPHICAL ROOTS** of that field;
- III. The **DISCIPLINARY PERSPECTIVES** used by adult education practitioners to diagnose problems and understand the dynamics of adult learning.
These include –
 - the **psychology** of adult human development and learning,
 - the **sociology** of provision and participation,
 - the “**anthropology**” of cultural adaptation of curricula and cross-national comparison of strategies,
 - the **politics** of legislation and policy, and
 - the **economics** of investment in -- and returns to -- different kinds of programs;
- IV. The **TECHNICAL TOOLS** that they apply to solving problems and promoting adult learning; and
- V. The **PROFESSION** of Adult Education and Human Resource Development

The fifth topic is really the culminating one – the sum of all the others. The underlying goal of the course is therefore that you come out at the end of the semester with a clearer sense of the elements that will go to make up your own foundation as a professional in the area of human resource development and/or adult education – or as a person that will draw on this realm of experience and practice in her or his future professional work.

LEARNING OBJECTIVES

For each of these components of the course, there is a specific learning objective. Taken together, those objectives could be enumerated as follows:

- (a). **FIELD**: Become familiar with the breadth, scope and diversity of adult education activities and of the various ways in which they are organized;
- (b). **ROOTS**: Recognize and appreciate the main movements by which adult education has developed into its present forms, some of the key actors in that drama, and the principal philosophies that have guided their work;
- (c). **DISCIPLINES**: Improve the participant’s facility at using psychological, cultural, sociological, economic and political perspectives to analyze how adult education programs work as well as an appreciation for what insights from these academic disciplines have to offer the adult education practitioner or policymaker;

- (d). **TOOLS:** Gain increased familiarity with some of the tools and methods most used by adult educators of different kinds to promote adult learning and some of the newest techniques available in this realm* ;
- (e). **PROFESSION:** Examine trends currently shaping the profession of adult education and analyze the career opportunities now opening up and the factors that determine their nature and abundance.

The course is thus designed to help you develop a kind of personal “road map” to the fields of adult education and HRD -- and to situate yourself with respect to it.

Regarding the portion of the course that will be devoted to the development of practical research skills, activities included in their course are designed to help students to be able to:

- Efficiently use the resources of a research library.
- Use and critically evaluate resources available via the Internet.
- Correctly use the manuscript style of the American Psychological Association in preparing written assignments.
- Understand the basic concepts and language of scholarly discourse.
- Develop skill in the evaluation of published materials.

Course Goals for Your Own Learning

- Improve your "listening" abilities and your capacity to consider other points of views by carrying out a variety of discussion activities and an interview assignment.
- Increase your competence and confidence as a writer and thinker.
- Increase your tolerance for graduate-level pain.
- Have a good time with your learning and your co-learners (and recognize when the instructor has said something funny).

* We will work at learning some of the tools of the trade throughout the semester and not just during the section of the course devoted to this particular topic. That is most obviously the case with respect to internet and distance learning skills, since they are the “medium” for the entire course. But it will also be true of literature search and survey methods, bibliography composition and referencing techniques.

COURSE MATERIALS

Required Texts:

- Merriam, S., & Brockett, R. (1997) *The profession and practice of adult education: An introduction*. San Francisco: Jossey-Bass.
- Course Packet of Readings (Required or recommended readings not in the packet will be available on the web.)

Recommended but optional materials:

- *Publication manual of the American Psychological Association (5th ed.)*. (2001). Washington, D. C.: American Psychological Association. (We will be practicing and developing our skills at proper formatting and presentation of academic and professional materials. Most indications of style and format will be available online, but the APA Manual does constitute a valuable reference for one's professional library.)

As noted, readings not in the Merriam & Brockett text or the Course Packet will be available at sites noted in each week's Blackboard folder (Study Guide)—you need only click on the link to open the PDF version of each reading. Please note that copyright laws allow you to *print out these readings*, but they are not to be saved to your computer. Also, the readings are not to be modified. A copyright notice is posted within the Syllabus section of the course site.

To purchase the course packet, go to Xanedu.com, and register there as a student user. Once your registration is complete, click on the link entitled "Buy a new coursepack" and select coursepack "Foundations of Adult Education and Human Resource Development ADE 5080". This will enable you to access and download readings from the Xanedu website. Note that Adobe Acrobat is required to view/print the coursepack readings (and for a number of the Internet web sites visited or used during the course). Basic Adobe Acrobat software can be downloaded free at the following Internet address: www.adobe.com/

The course textbook (Merriam & Brockett) and the APA manual may both be purchased from amazon.com, the Barnes & Noble online bookstore or the publisher (Jossey-Bass in the first case and the American Psychological Association in the second).

CLASS ASSIGNMENTS

Learning in a course like this arguably involves at least three activities: (a) *acquiring* new information, (b) *processing* it in order to fully understand it and integrate it with what we already know, and then (c) *applying* it to practical uses in our life. To these we could add a fourth – (d) *producing* something concrete with our new knowledge in order to consolidate it and to assess how well we have mastered it. These four terms indicate how we will go about our work this semester.

Readings and Discussion Boards

We will *acquire* new information through our reading and our research, and also through exchanges among class members. You may *process* that information in a variety of ways, but a principal method that we will use is online discussion. Discussion Boards represent, in an online course, the equivalent of classroom participation and interaction in a face-to-face environment. Since we will not all be present at the same time in the same place, we carry on our exchange via the Discussion Board facility of our Blackboard website. Discussions there are largely asynchronous: that is, class members log into the Board at different times during the week (from early morning to late at night depending on their availability), they read what has been posted and they offer their own comments, reactions and analysis.

There is nonetheless a time-bound element in Discussion Board posting. For one thing, entries on any week's Discussion Board must be made before the end of the week. For another, you will usually want to post your initial comments at one time within this weekly timeframe, then return at another to see what people have said since – including what they have said about your own posting – in order to offer further reflections or a rejoinder. In fact, though the time scale is different, this is much like what happens in a face-to-face class, where I make a comment, next someone else “piggy-backs” on that to raise a related issue, then a third person responds to the two remarks just made and I may come back once again to add another opinion. Norms about Discussion Board participation are explained below, but the main point here is to recognizing the importance of this facility for our “processing” of the material presented in the course and clarifying some of its mechanics.

Because there are over 30 people enrolled in this Fall's edition of ADE 5080, we will divide ourselves into 6 discussion groups. It is hard to follow a substantive internet discussion with more than 7 or 8 participants (unless you're an Instant Messenger whiz like my kids!), especially when one is expected to pay attention and react to what all members of the group may be saying. This goes much better in a smaller discussion group. One of the course mentors will be assigned to each group and I myself will “visit” all of them to experience the nature of the conversation and throw in my two cents' worth.

Activities and Exercises

Next comes *application*. It will take three forms in this course: (a) journal critiques; (b) database research; and (c) field observation or interviews. The three will alternate from week to week.

The journal critiques are assignments for which you choose, or are given, an academic research article on some topic related to the course and then take responsibility for reading it carefully, analyzing what it has to say, evaluating the quality of the argument and writing up briefly your assessment and what you have learned from the task.

“Database research” refers to work you do investigating a topic by turning up references and sources of interesting information concerning it on the web, in the library or in computerized databases of journal articles.

Fieldwork designates work you do – largely away from the computer (!) though sometimes with an assist from email – to observe actual instances of adult education work in your environment or to interview knowledgeable people about it.

The type of applied work expected each week is briefly indicated in the course outline to follow and then more thoroughly explained in that week's Study Guide.

Finally, the *exercises* or products that you will accomplish basically include research papers and tests – specifically, one term paper, a concluding brief statement on your personal foundations in adult education/HRD, a mid-term examination and a final examination. Each is more thoroughly described in the Course Outline and the Study Guides. Both examinations are obviously of the take-home variety and must be completed within two days' time of its reception. Examinations are composed of a combination of short-answer objective items and longer-answer essay questions.

The course outline below specifies briefly, for each week of the course, the readings, discussion board work, other activities and test or paper exercises to be accomplished during that time period. The Study Guide for the week in question gives more detail.

Other Requirements and Expectations

- We will endeavor to create a democratic and inclusive learning climate and community that allows for freedom of expression, critical reflection, enhanced listening, constructive dialogue, meaningful participation and enhanced understanding.
- It is expected that you will actively participate in all class activities, conversations and assignments. Active participation includes raising thoughtful questions, making useful observations about the course content and process, engaging in critical reflection on your own and others' assumptions in a respectful manner, sharing ideas, providing useful feedback, and undertaking ongoing evaluation of different aspects of the course and your own learning.
- Online courses offer flexibility for learners' schedules, *but this does not make them easier than traditional face-to-face courses*. You should expect to spend at least 10 to 12 hours per week on this course—the same amount you would typically spend in a classroom and at home doing assignments.
- It is expected that everyone will provide constructive feedback on the quality of the course content, methods of instruction and learning processes. Efforts will be made to accommodate suggestions and resolve concerns. In the event that you must miss a week, it is your responsibility to review the material that you missed.
- You are expected to complete the assigned readings in a timely manner and submit written assignments on time. Written assignments are to be submitted via the "View/Complete" link that is found below certain assignment listings in each week's folder.
- In terms of technology requirements for the course, or for technical assistance, please refer to the Office of Distributed and Distance Learning's website:

<http://online.fsu.edu/onlinesupport/student/assistance/>

You may also call 850-644-8004 for any problems you experience with course websites.

COURSE OUTLINE

N.B. An “X” in front of readings listed below indicates that the text in questions is located in your Xanadu course packet. All other listed readings, except those in the Merriam & Brockett textbook, may be found by following the URL link listed after the citation.

UNIT I: UNDERSTANDING THE FIELD	
<p>Week 1 8/23 – 8/31[†]</p>	<p>Introduction to Adult Education and Human Resource Development</p> <p>Core Readings: (26 pages)</p> <ol style="list-style-type: none"> 1. Merriam, S. & Brockett, R. (1997). Chapter 1 What counts as adult education? 3-25. (22 pages) 2. Dr. Jenny Grill’s summary of alternate definitions of adult education, available at http://www.fsu.edu/~adult-ed/jenny/Definitions.html (4 pages) 3. Syllabus, Study Guide and Blackboard Manual! <p>Key Activities: (further detailed in this week’s Study Guide in Blackboard)</p> <ul style="list-style-type: none"> • Become familiar with the course syllabus and website and tend to the housekeeping details outlined in this week’s Study Guide. • Explore the Blackboard User Manual to learn about our online course system, if you are unfamiliar with it. • Prepare your own student homepage and enter the information about yourself that you would like to share with us. • Go through the FSU online Bibliographic Tutorial (http://lib1000-01_fa01.fsu.edu/) to familiarize yourself with the literature resources you can access online and to test your own bibliographic skills. • Join the Discussion Board to which you have been assigned and respond to the first questions for this week. (See explanations below regarding use of Discussion Boards). <p>Tests and Papers:</p> <ul style="list-style-type: none"> • Nada! We’re just starting, so no need to break a sweat (yet).
<p>Week 2 9/1 - 9/7</p>	<p>Issues of Provision and Participation</p> <p>Core Readings: (65 pages)</p> <ol style="list-style-type: none"> 1. Merriam, S. & Brockett, R. (1997). Chapter 4 Adult education in contemporary society, 77-100; and Chapter 5, Providers of formal adult education, 101-128 (52 pages). 2. NCES (1999) “Participation in adult education in the United States: 1998-1999” At http://nces.ed.gov/pubs2000/2000027.pdf (13 pages).

[†] [NB: The first week runs nine days from Monday to following Tuesday]

3. The material you locate for yourself on a type of adult education or HRD with which you are not familiar (see instructions under Activities below and in Study Guide).

Optional Readings (more enrichment!)

- Look at INFED's interesting pages on informal and nonformal education. Available at -- <http://www.infed.org/> ; or Marcia Conner's site on informal learning: <http://agelesslearner.com/intros/informal.html>

Key Activities: (further detailed in this week's Study Guide in Blackboard)

- Post answers and comments regarding this week's questions on your Group Discussion Board.
- Research online one type of adult education or HRD with which you are unfamiliar – and recall one with which you have had a good deal of experience. Write up briefly the results of your work.
- Enter some information about yourself into your Student Web Page on the Blackboard site.

Tests and Papers

- Bone up on APA (American Psychological Association) format, which is the one you will need to use for your papers, journal critiques and all citations of references and bibliography preparation. See Study Guide for details.

UNIT II: APPRECIATING OUR ROOTS

Week 3	Philosophical Perspectives: Why Do We Educate?
9/8 – 9/14	<p>Core Readings: (57 pages)</p> <ol style="list-style-type: none">1. Merriam, S. & Brockett, R. (1997). Chapter 2 Philosophical perspectives 27-50. (23 pages)2. X-Dewey, J. (1984). Experience and education. In S. Merriam (Ed.), <i>Selected writings on philosophy and adult education</i> (pp. 13-16). Malabar, FL: Krieger. (3 pages)3. X-Lindeman, E. C. (1984). For those who need to be learners. In S. Merriam (Ed.), <i>Selected writings on philosophy and adult education</i> (pp. 17-21). Malabar, FL: Krieger. (4 pages)4. X-Skinner, B. F. (1984). The steep and thorny way to a science of behavior. In S. Merriam (Ed.), <i>Selected writings on philosophy and adult education</i> (pp. 51-66). Malabar, FL: Krieger. (15 pages)5. X-Rogers, C. (1984). The interpersonal relationship in the facilitation of learning. In S. Merriam (Ed.), <i>Selected writings on philosophy and adult education</i> (pp. 67-70). Malabar, FL: Krieger. (3 pages)6. Freire, P. (1984). Pedagogy of the oppressed. In S. Merriam (Ed.), <i>Selected writings on philosophy and adult education</i> (pp. 103-112). Malabar, FL: Krieger. (9 pages). Available at http://www.webster.edu/~corbetre/philosophy/education/freire/freire-2.html) <p>Optional Readings (more enrichment)</p> <ul style="list-style-type: none">• Spurgeon, L. and Moore, G. (1997) The educational philosophies of training and development professors, leaders and practitioners. <i>Journal of Technology Studies</i>. Vol. 29, No. 2. Available online at http://scholar.lib.vt.edu/ejournals/IOTS/Summer-Fall-1997/PDF/3-Spurgeon.pdf . <p>Key Activities:</p> <ul style="list-style-type: none">• Post answers and comments regarding this week’s questions on your Group Discussion Board.• Take Lorraine Zinn’s self-administered test of philosophical orientation in adult education (www.cals.ncsu.edu/agexed/ae523/paei.pdf) and score it (www.cals.ncsu.edu/agexed/ae523/paeiscore.pdf) to see where you come out.• Then consider the Discussion questions and enter the debate on your Group Board. <p>Tests and papers:</p> <p>Start thinking (if you haven’t already) about <i>a topic that you would like to research</i> for the term paper. See the instructions in this regard in this week’s Study Guide.</p>

<p>Week 4</p> <p>9/15 – 9/21</p>	<p>Historical perspectives: Where do we come from?</p> <p>Core Readings: (49 pages)</p> <ol style="list-style-type: none">1. Merriam, S. & Brockett, R. (1997). Chapter 3 Perspectives on the past. 51-76. (25 pages)2. Sleight, D. A. “A developmental history of training in the United States.” Available at http://www.msu.edu/~sleightd/trainhst.html. (11 pages)3. History of the Highlander Research and Education Center (a series of six webpages). Available at http://www.highlandercenter.org/a-history.asp (10 pages)4. History of the Mechanics’ Institutes. Available at -- http://www.milibrary.org/hist.html (3 pages) <p>Optional Readings (more enrichment!)</p> <ul style="list-style-type: none">• Jones, G. and Garforth, C. (1997) The history, development and future of agricultural extension. In Swanson, B et al. (Eds.) <i>Improving agricultural extension: A reference manual</i>. Rome: Food and Agricultural Organization. Available at http://www.fao.org/docrep/W5830E/w5830e03.htm#TopOfPage . (16 pages)• Valvo, P. “Grundtvig and the Danish Folks School Movement.” Available at -- http://www3.nl.edu/academics/cas/ace/resources/nfsgrundtvig.cfm• Booker T. Washington National Monument. “History of Booker T. Washington and the Movement for Education of Rural African-Americans” Available at http://www.nps.gov/howa/btwhbio.html <p>Key Activities:</p> <ul style="list-style-type: none">• Post answers and comments regarding this week’s questions on your Group Discussion Board.• Perform your first <i>database research activity</i>. Follow the instructions in the study guide.• Examine the overview and set of links concerning Adult Education History on Dr. Jenny Grill’s “Time Machine”: http://www.fsu.edu/~adult-ed/jenny/history.html <p>Tests and Papers:</p> <ul style="list-style-type: none">• Term paper proposal due next week! Complete work.• Take the “Technical Points of Writing Quiz” to check on your strengths and weaknesses in composition. See details in this week’s Study Guide. Available at http://ccc.comnet.edu/grammar/quiz_list.htm
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UNIT III: BUILDING A CRITICAL PERSPECTIVE	
<p>Week 5</p> <p>(9/22-9/28)</p>	<p>The Psychology of Learning and Adult Development</p> <p>Core Readings: (62 pages)</p> <ol style="list-style-type: none"> 1. Merriam and Brockett (1997): Chapter 6: “The Adult Learner and Concepts of Learning.” pp. 129-159. (31 pages) 2. Read the section on “Adult Learning” on Dr. Jenny Grill’s website: http://www.fsu.edu/~adult-ed/jenny/learning.html (14 pages) 3. Ross-Gordon, Jovita (1999) “Gender development and gendered adult development.” <i>New Directions for Adult and Continuing Education</i>. (5 pages) Available at www.fsu.edu/~elaps/ae/download/ade5385/Ross-Gordon.pdf (10 pages) 4. Beck, Klaus. “Organizational learning,” Available at http://www.sfb504.uni-mannheim.de/glossary/orglearn.htm (2 pages) <p>Optional Readings (more enrichment!)</p> <ul style="list-style-type: none"> • Read over Marcie Conner’s pages on andragogy. Available at -- http://agelesslearner.com/intros/andragogy.html • See also her “Introduction to Learning Styles” at http://agelesslearner.com/intros/lstyleintro.html and her site on “How adults learn”: http://agelesslearner.com/intros/adultlearning.html <p>Key Activities:</p> <ul style="list-style-type: none"> • Post answers and comments regarding this week’s questions on your Group Discussion Board. • Time for your first <i>Journal critique</i>! See instructions in this week’s Study Guide. <p>Tests and Papers</p> <ul style="list-style-type: none"> • <u>Finalize your term paper proposal</u> for submission at the end of the week and include a tentative reference list.
<p>Week 6</p> <p>9/29 – 10/5</p>	<p>Cultural Understandings of Practice</p> <p>Core Readings (47 pages)</p> <ol style="list-style-type: none"> 1. Talmadge, Guy. (1999) “Culturally relevant adult education: Key themes and common purposes.” <i>New Directions in Adult and Continuing Education</i>. Available at http://www.fsu.edu/~elaps/ae/download/ade5080/Talmadge.pdf (6 pages) 2. Guptara, Prabhu (1990), “The art of training abroad.” <i>Training and Development Journal</i>. pp. 13-18. Available at -- http://www.fsu.edu/~elaps/ae/download/ade5080/Guptara.pdf (6 pages) 3. Easton, P. (2000) “Senegalese Women Remake their Culture”. <i>IK Notes</i>, Number 3. World Bank. Available at http://www.worldbank.org/afr/ik/iknt3.pdf (5 pages) 4. Pun, A. (1992) Action learning : Encountering Chinese culture. In Jones, M. and Mann P. (Eds) <i>HRD: International Perspectives on Development and Learning</i>. Hartford: Kumarian Press. Pp. 166-181. Available at http://www.fsu.edu/~elaps/ae/download/ade5080/Pun.pdf (16 pages)

	<p>5. X - Ziegahn, L. (2000). Adult education, communication, and the global context. In A. L. Wilson & E. R. Hayes (Eds.), <i>Handbook of adult and continuing education</i> (pp. 312-226). San Francisco: Jossey-Bass. (14 pages)</p> <p>Optional Readings (more enrichment!)</p> <ul style="list-style-type: none"> • See what the World Bank has been promoting in the way of adult education and literacy in developing nations. Available at -- http://www1.worldbank.org/education/adultoutreach/ • Winton, S. "Reflecting on the workplace: An international critique." Available at -- http://www.usm.maine.edu/~dlarson/WintonS.htm (11 pages) • Counihan, M. (June 2000) "General and cultural adult education: Policy and practices" [about cross-cultural adult education in the new Europe} Available at -- http://www.soton.ac.uk/~counihan/rep.html <p>Key activities</p> <ul style="list-style-type: none"> • Post answers and comments regarding this week's questions on your Group Discussion Board. • This is the week for you first "field" activity: <i>interview or observation</i>. See instructions in the Study Guide. <p>Test and Papers</p> <ul style="list-style-type: none"> • Time to prepare for midterm, just two weeks away. See study guide.
<p>Week 7</p> <p>10/6 – 10/12</p>	<p>Socio-Political Perspectives</p> <p>Core Readings: (57 pages)</p> <ol style="list-style-type: none"> 1. Merriam, S. & Brockett, R. (1997). Chapter 8 Examining access and opportunity 187-216. (29 pages) 2. X-Johnson-Bailey, J., & Cevero, R. M. (2000). The invisible politics of race in adult education. In A. L. Wilson & E. R. Hayes (Eds.), <i>Handbook of adult and continuing education</i> (pp. 147-160). San Francisco: Jossey-Bass. In Xanedu packet. Also available at www.fsu.edu/~elaps/ae/download/ade5080/Brown.pdf (12 pages) 3. Fenwick, T. (2004) Toward a critical HRD in theory and practice. <i>Adult Education Quarterly</i>. V. 54 n0. 3: 194-209. Available at http://www.fsu.edu/~elaps/ae/download/ade5080/Fenwick.pdf (16 pages) <p>Optional Readings (more enrichment !)</p> <ul style="list-style-type: none"> • Higgins, J. (2004) Sharing sociological stories: Reflections on teaching sociology in prison. <i>International Journal of Lifelong Education</i>. Vol. 25 No. 3: 243-257. Available at http://www.fsu.edu/~elaps/ae/download/ade5080/Higgins.pdf (15 pages) • McMath, R. (1974) <u>Populist Vanguard: A History of the Southern Farmers' Alliance</u> Chapter on . "Education for Political Action: Formal Pedagogy in the Farmers' Alliance." Available at http://www.fsu.edu/~elaps/ae/download/ade5080/McMath.pdf (30 pages) • Narushima, M. (2004) A gaggle of raging grannies : the empowerment of older Canadian women through social activism. <i>International Journal of Lifelong Education</i>. Vol 23, no 1: 23-42. Available at

	<p>http://www.fsu.edu/~elps/ae/download/ade5080/Narushima.pdf</p> <p>Key Activities:</p> <ul style="list-style-type: none"> • Post answers and comments regarding this week’s questions on your Group Discussion Board. • This is the week for your second database research activity. Check the Study Guide. • You should also prepare the tentative reference list for your term paper this week to hand in by the end of the week. <p>Tests and papers:</p> <ul style="list-style-type: none"> • Mid-term exam coming up next week. All hands on board!
<p>Week 8</p> <p>10/13 – 10/19</p>	<p>The Economic Viewpoint</p> <p>Core Readings (26 pages)</p> <ol style="list-style-type: none"> 1. Leiken, S. (1999). Who pays for lifelong learning? http://www.newecon.org/leiken-lifelonglearning.pdf (3 pages) 2. Wurzburg, G.K. (1989) “Demand, Supply, and Finance of Adult Education.” In Tuijnman, A.C. (Ed.) <i>International Encyclopedia of Adult Education and Training</i>. pp. 285-292. (8 pages) Available at -- http://www.fsu.edu/~elps/ae/download/ade5080/Wurzburg.pdf 3. Worthen, B. (February 2001) “Measuring the ROI of training” <i>CIO Magazine</i>. Available at http://www.cio.com/archive/021501/roi.html (8 pages) 4. Davenport, T. “The human capital metaphor: What’s in a name?” <i>LineZine</i>. Available at http://linezine.com/7.2/articles/tdfthcmwian.htm (7 pages) <p>Optional Readings (more enrichment)</p> <ul style="list-style-type: none"> • U.S. Census Bureau (2001) The big payoff: educational attainment and synthetic estimates of work-life earnings. Washington, DC: Census Bureau. [Glance at this for an idea of the correlation between education and earnings]. Available at http://www.fsu.edu/~elps/ae/download/ade5080/McMath.pdf • Look at the home page of <i>LineZine</i> -- the web journal on “Learning in the New Economy.” Available at http://linezine.com/ <p>Key Activities :</p> <ul style="list-style-type: none"> • Post answers and comments regarding this week’s questions on your Group Discussion Board. • Nothing else in order o allow you to give “quality time” to the midterm! <p>Tests and Papers :</p> <ul style="list-style-type: none"> • Yup – it’s that time. Mid-term test this week. See specifications in the Study Guide and break a leg!

UNIT IV: SHARPENING OUR TOOLS	
<p>Week 9</p> <p>10/20 – 10/26</p>	<p>Instructional Design and Program Development</p> <p>Core Readings: (57 pages)</p> <ol style="list-style-type: none"> 1. Don Clark’s “Big Dog” pages with an Introduction to Instructional Systems Design: Available at -- http://www.nwlink.com/~donclark/hrd/sat1.html (14 pages) 2. Boyle, P. (1981). “A Rationale for Involvement of People.” In Boyle, P. <i>Planning Better Programs</i>, NY: McGraw-Hill, pp. 91-119. Available at -- http://www.fsu.edu/~elps/ae/download/ade5080/Boyle.pdf (28 pages) 3. Dr. Jenny Grill’s overview of Program Development in Adult Education. Available at - http://www.fsu.edu/~adult-ed/jenny/program.html (15 pages) <p>Optional Readings: (more enrichment!)</p> <ul style="list-style-type: none"> • MacKenzie, J. Stories of adult learning, a chapter in MacKenzie’s book, <i>Just in Time Technology: Doing Better with Fewer</i> (2002, FNO Press). Available at -- http://www.fno.org/sum03/adult.html • Hendricks, S. Contextual and individual factors and the use of influencing tactics in adult education program planning. <i>Adult Education Quarterly</i> V. 51 no 3: 219-235. Available at http://www.fsu.edu/~elps/ae/download/ade5080/Hendricks.pdf <p>Key Activities</p> <ul style="list-style-type: none"> • Post answers and comments regarding this week’s questions on your Group Discussion Board. • This is the week for your second journal critique. Rejoice – and check the Study Guide <p>Tests and Papers</p> <ul style="list-style-type: none"> • Time to submit the draft version of your term paper (by the end of the week).
<p>Week 10</p> <p>10/27 – 11/2</p>	<p>Methods of Teaching Adults and Delivering Instruction</p> <p>Core Readings: (61 pages)</p> <ol style="list-style-type: none"> 1. Caffarella, R.S. (1996). “What women have taught us about teaching adults.” <i>Journal of Staff Development</i>, 17, pp.40-45. (6 pages) www.fsu.edu/~elps/ae/download/ade5080/Caffarella.pdf 2. X-Brookfield, S. (1989). Facilitating adult learning. In S. B. Merriam & P. M. Cunningham (Eds.), <i>Handbook of adult and continuing education</i> (pp.201-210). San Francisco: Jossey-Bass. (10 pages) 3. X-Vella, J. (2002). Twelve principles for effective adult learning. In <i>Learning to listen learning to teach: The power of dialogue in educating adults, Revised ed.</i> (pp. 3-27). San Francisco: Jossey-Bass. (25 pages) 4. LearnFrame, “Facts, figures and forces behind elearning” Available at http://www.learnframe.com/aboutelearning/elearningfacts.pdf (Read only executive summary: 2 pages). 5. Fidishun, D. <i>Andragogy and Technology: Integrating Adult Learning Theory as we</i>

	<p>Teach with Technology. (http://www.mtsu.edu/~itconf/proceed00/fidishun.htm) (5 pages)</p> <p>6. Cooper, M. (October 2000) "Disconnected, disadvantaged and disenfranchised: Explorations in the digital divide." Consumer's Union. Available at http://www.consumersunion.org/pdf/disconnect.pdf. READ ONLY EXECUTIVE SUMMARY (6 pages)</p> <p>Optional Readings (more enrichment!)</p> <ul style="list-style-type: none"> • Connor, M. "Introduction to Community Development and the Online Community" Available at http://agelesslearner.com/intros/community.html (7 pages) • Molenda, M (1994) Historical and philosophical foundations of instructional design. Available at -- http://www.indiana.edu/~molpage/Hist%20Phil%20Found%20ID.pdf <p>Key Activities</p> <ul style="list-style-type: none"> • Post answers and comments regarding this week's questions on your Group Discussion Board. • Your second field observation or interview activity comes due at the end of this week. Check the Study Guide. <p>Tests and Papers</p> <ul style="list-style-type: none"> • Term paper due at the end of next week. Time for the big push! • Final exam coming up in three weeks' time.
<p>Week 11 11/3 – 11/9</p>	<p>Evaluating Programs and Researching the Dynamics of Practice</p> <p>Core Readings: (54 pages)</p> <ol style="list-style-type: none"> 1. Marisck, V. and Gephart, M. (2003) "Action research: Building the capacity for learning and change. <i>HR: Human Resource Planning</i>. Vol 26 No 2: 14-18) Available at http://www.fsu.edu/~elaps/ae/download/ade5080/MarsickAR.pdf (5 pages). 2. Kasworm, C.E., Marienau, C.A. (1997). Principles for assessment of adult learning. <i>New Directions for Adult and Continuing Education</i>, 75, pp. 5-16. www.fsu.edu/~elaps/ae/download/ade5080/Kasworm.pdf (12 pages) 3. Big Dog on ISD Evaluation: http://www.nwlink.com/~donclark/hrd/sat6.html (5 pages) 4. McKnaught, J "The ten rules for perfect evaluations" http://www.karinrex.com/tc_evals.html (9 pages) 5. Masie. M. Benchmarking newsletter on Elearning research. Available at http://www.masie.com/masie/researchreports/fromLD/LDresearch.htm (2 pages) 6. X - Sample, J. (2004). Learning vs. performance: Implications for human resource development. <i>The 2004 Pfeiffer Annual Training Handbook</i>. Pages 191-196. (6 pages) 7. X - Bierema, L. L. (2000). Moving beyond performance paradigms in human resource development. In A. L. Wilson & E. R. Hayes (Eds.), <i>Handbook of adult and continuing education</i> (pp. 278-293). San Francisco: Jossey-Bass. (15 pages) <p>Optional Readings (more enrichment!)</p> <ul style="list-style-type: none"> • Finnish Adult Education Council, "Adult education program evaluation strategy"

	<p>Available at http://www.minedu.fi/aikuiskoulutusneuvosto/adult_edu_council/publications/number_13.html#1 (7 pages)</p> <ul style="list-style-type: none"> • St. Clair, R. A beautiful friendship? The relationship of research to practice in adult education <i>Adult Education Quarterly</i> v. 54 no 3: 224-241. Available at www.fsu.edu/~elps/ae/download/ade5080/St_Clair.pdf • Alamprese, Judith (1998) Linking research and evaluation to policy and practice in adult education: Final report. Cambridge, MA: Abt Associates. Available at http://www.c-pal.net/pdf/linking_research.pdf • Farmer, Deborah. "Evaluation of the effectiveness of training programs." Available at http://research.umbc.edu/~hodell/602rp7.htm <p>Key Activities</p> <ul style="list-style-type: none"> • Post answers and comments regarding this week's questions on your Group Discussion Board. • No other special activities except tending to all the stuff to complete by the end of the semester! <p>Tests and Papers</p> <ul style="list-style-type: none"> • It never rains but it pours! Term Paper due at the end of this week and Final Exam and Personal Foundations Statement due dates just two weeks off. When the going gets tough, the tough take a walk around the block.
<p>UNIT V: DEVELOPING THE PROFESSION</p>	
<p>Week 12</p> <p>11/10 – 11/16</p>	<p>Policy and Trends: Where is the Field Going and What is Pushing it There?</p> <p>Core Readings: (33 pages)</p> <ol style="list-style-type: none"> 1. Cervero, R.M. (2000). "Trends and issues in continuing professional education." <i>New Directions for Adult and Continuing Education</i>, 86, pp. 3-12. (www.fsu.edu/~elps/ae/download/ade5080/Cervero.pdf) (10 pages) 2. Pugsley, R.S. (1999). "Adult Education in the United States: A Rudder Held by Many Hands." In Madhu Singh (Ed.). <i>The Economics and Financing of Adult Learning</i>. Hamburg: UNESCO Institute for Education Available as pages 67-79 in the UNESCO document at -- http://www.unesco.org/education/uie/confintea/pdf/finance.pdf (12 pages) 3. Wellner, A.S. (2002). "Tapping a silver mine." <i>HR Magazine</i>, Mar, pp 26-32 4. (www.fsu.edu/~elps/ae/download/ade5080/Wellner.pdf) (7 pages) 5. Willmore, J. (1999). "Four HRD scenarios of the future." <i>Training & Development</i>, Dec. pp. 38-41. (www.fsu.edu/~elps/ae/download/ade5080/Willmore.pdf) (4 pages) <p>Optional Readings (more enrichment!)</p> <ul style="list-style-type: none"> • X - Marquardt, M., & Berger, N. O. (2003). The future: Globalization and new roles for HRD. <i>Advances in Developing Human Resources</i>, 5, 283-295. • About, Inc. "New skills for a new economy: The key role of adult education." Available at http://adulted.about.com/cs/workplaceliteracy/a/new_skills.htm • ASEAN. "Trends in HRD" (in Southeast Asia). Available at

	<p>http://www.hrdgateway.org/hub5/hrdgateway/6-2003/</p> <ul style="list-style-type: none"> • Learnativity, "What are the hot training trends?" Available at -- http://www.learnativity.com/trends.html <p>Key Activities</p> <ul style="list-style-type: none"> • Post answers and comments regarding this week's questions on your Group Discussion Board. • Spend the rest of the time meditating on all the wonderful things you have learned this semester! <p>Tests and Papers</p> <ul style="list-style-type: none"> • The Grand Finale is just around the corner: Final Exam and submission of Personal Foundations Statement next week!
<p>Week 13 11/17 – 11.29</p>	<p>The Profession of HRD/Adult Education: Defining Our Future and Our Foundations</p> <p>Core Readings</p> <ol style="list-style-type: none"> 1. Merriam, S. & Brockett, R. (1997). Chapter 9 Adult education as a developing profession, 217-238. (21 pages) 2. Merriam, S. & Brockett, R. (1997). Chapter 11 Reframing practice: The future of adult education, ONLY pp. 280-289. (9 pages) <p>Optional Readings (more enrichment!)</p> <ul style="list-style-type: none"> • Wlodkowski, R. (2003) Fostering motivation in professional development programs. <i>New Directions for Adult and Continuing Education</i> Issue 98: 39-48. Available at http://www.fsu.edu/~elaps/ae/download/ade5080/Wlodkowski2.pdf • X - Quigley, B. A. (2000). Adult education and democracy: Reclaiming our voice through social policy. In A. L. Wilson & E. R. Hayes (Eds.), <i>Handbook of adult and continuing education</i> (pp. 208-223). San Francisco: Jossey-Bass. <p>Key activities:</p> <ul style="list-style-type: none"> • Post answers and comments regarding this week's questions on your Group Discussion Board. • Prepare yourself to go out there and change the world with your newfound knowledge of adult education and HRD! <p>Tests and papers:</p> <ul style="list-style-type: none"> • Crunch time: Final exam and submission of Personal Foundations Statement this week.

ONGOING ACTIVITIES

Regular weekly activities include reading, writing, and participating in discussions. Below are some frequently asked questions about participation in discussion boards, followed by some guidelines for writing.

How often should I log on to the Discussion Boards?

Attendance and online presence are required for this class. **Students are expected to log on at least four times per week and to contribute to class discussions online.** Simply saying "hello," "I agree" or "no way" is not considered a substantive contribution. Students must support their position when posting to the discussion. At the same time, however, short comments are a natural part of any discussion—you won't be penalized for this—but in terms of your participation grade, if most of your posts are short and lack substance, this will affect your grade.

What is a post?

A post is a message in the Discussions area. It is simply your part of the conversation about a particular topic. A post may be a question, response to a question, or a comment.

How long should my posts be?

A post can be as long as you like, however it is best to keep them fairly short and succinct. This makes your post easier for others to read and respond to. A good general rule is half a page of writing (125 to 150 words) for a substantial post. Of course, in some discussions, it may be more appropriate to write a series of very short posts, rather than one or two longer ones. You may wish to compose your posts in a word processor then copy and paste to a discussion message (just use the preview button to check for any inconsistencies with transfers of symbols like dashes and apostrophes). The main idea here is that the discussion board should be a discussion! In other words, it's okay, and quite natural, to make short and long posts.

What is "netiquette"?

Netiquette refers to how you participate in online exchanges. Here are some examples of good netiquette:

- Check the discussion frequently and respond appropriately and on topic.
- Focus on one subject per message and use meaningful subject lines when beginning new messages.
- Use appropriate sentence case and capitalize additional words only to highlight a point. Capitalizing otherwise is known as shouting.
- Be professional and respectful in your online interaction.
- Cite all quotes, references, and sources—this way everyone can have access to good information.
- Ask permission before forwarding a class message to someone outside of the class.
- It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Emoticon symbols such as :-), or ;-)) will let others know when you are being humorous.

- The class discussion area is not an appropriate place for forwarding ads, chain letters, or other unrelated e-mail.

How are Posts Evaluated?

To know what a "good" post is, please read the next section below. In terms of evaluation, however, points are **not** docked for getting things "wrong." The point of our discussions is to work through the materials in our course in a thoughtful manner. You may not understand new items when you first encounter them—this is fine! If you knew everything about this course to begin with, you wouldn't have to take it ☺ You may also find that you completely disagree with some of the authors you read and/or with the instructor—also fine. Remember the course objectives listed at the beginning of this syllabus? Note that nowhere in the objectives does it state that learners must agree with the instructor, nor should they feel that they must read the instructor's mind in order to produce "right" answers. A "correct" response in this course is any idea, muddled thought, or opinion that is fully supported. "I don't get it," is a perfectly acceptable response to new learning, it is true. However, on the discussion boards, please explain *why* you find a particular reading or issue confusing—by doing so, you will allow others to enter into a conversation with you (and hopefully attain some clarity).

Another point about the evaluation of postings: You can do the minimum that is expected of you and get a good grade, but making an extra effort will earn you points towards a better final grade. For example, if you are required to post two or three times by certain dates for one week; do this and you will get all the points. If, however, you consistently enter the discussion beyond the basic requirements and contribute appropriately, this will also be recorded throughout the semester and will help to boost your final grade, should it need any boosting.

In this class, the participation grade is worth 20 points. Each week (Weeks 2 – 13) you can earn up to 1.5 points. Fractions of points are taken off for posting late, submitting too few postings, and for poor quality of postings. We also may add some points in at the end of semester (and notify you to that effect) if the overall consistency and quality of your contributions are particularly good.

What Constitutes a Good Online Discussion Response?

The following factors have been identified as necessary for a good response in online discussion, in an online forum, or as a post to a bulletin board. Please keep these factors in mind when composing your posts; posts should be:

- Substantial (relates to the course material)
- Concise (one screen may be the ideal message length)
- Provocative (encourages others to respond)
- Hermeneutical or interpretative (expands concepts or connects ideas in new ways)
- Timely (occurs in a reasonable time frame - when the topic is under discussion)
- Logical (supports point of view with reasons and evidence)
- Grammatical (is well written).

WRITTEN ASSIGNMENTS

Below are some guidelines for writing. before reading them, however, you need to understand my personal philosophy about writing. Writing is not something that you learned in sixth grade and "got" once and for all (though you may have improved your handwriting a lot at that point!) Writing is a *craft* and an important skill; and learning to write well is an ongoing process for all of us. In other words, there is always room for improvement. **Please view writing as a professional skill that can always benefit from additional practice.** There is no need to fear writing in this course! I will provide opportunities for feedback and revision in written assignments—good writing is not about "getting it right the first time;" good writing is about developing a critical eye and learning to revise, revise, revise. We will discuss writing more in the online forums, but here are some general guidelines for assignments:

1. Double-space type all academically written material (i.e. reflection papers, critical incident paper, learning project, etc).
2. Follow the APA Manual, 5th Edition for style and citation guidelines.
3. Use inclusive language (that means avoiding the exclusive use of masculine pronouns when referring to women and men) in your writing.
4. Many people have been led to believe that academic writing never uses the word "I." This is true in some cases, but we will be doing a lot of work that draws on personal experience, so the "I's" have it! Academic writing should not be overly formal for formality's sake. Good academic writing is carefully planned and yields a well-crafted argument or position.
5. Ensure that the quality of your written work reflects the quality of your paper's content. Correct grammar and spelling errors, as well as awkward or unclear sentences and paragraphs before the final paper is submitted.
6. A quality written assignment generally meets the following criteria:
 - Includes the title, name of the author, date, course number (ADE 5080), and the instructor's name at the beginning of the paper.
 - Clearly identifies the question being addressed or the purpose of the paper.
 - Provides an overview of the structure and organization in the introductory section of the paper.
 - Defines key terms, concepts and slogans.
 - Gives examples when they enhance the understanding of the concept being discussed.
 - Applies theory from the assigned readings or elsewhere.
 - Demonstrates the ability to self-reflect and discover core values and beliefs.
 - Considers implications and/or consequences.
 - Provides a strong summary or conclusion.

This Semester's Written Assignments:

A. *Short Assignments* (4 assignments, each worth 5 points, for a total of 20 points)

- Creating APA References
- Creating an APA Reference List
- In-text Citations
- Technical Points of Writing Quiz

B. *Journal Critique* (1 ½ - 2 pages/375 - 500 words, 10 points)

For journal critiques, all class members should use the following outline with the headings indicated:

1. **Complete citation.** Note that most, if not all, of the scholarly journals in education will be formatted according to requirements established by the American Psychological Association (APA). A complete citation will often be found in the top or bottom left hand corner of the first page of the article. An example of a complete citation is:

Noe, R. A. & Schmitt, N. (1986). The influence of trainee attitudes on training effectiveness: Test of a model. *Personnel Psychology*, 39, 497-523.

2. **Research Question.** Summarize the research objectives or research hypotheses in your own words. What is the problem, issue or question that is being researched?
3. **Methodology.** How was the study conducted? Who were the subjects or participants (How were they obtained, and how many?) How was data collected? What procedures were used (quantitative, qualitative, or mixed methods?)
4. **Results.** What were the results? This section of a research study reports the empirical findings of the study. Oftentimes, results are reported with tables or graphs of statistical information with a text discussion.
5. **Discussion.** What points were raised in the discussion? This section is more of a non-technical discussion of the results section in which the author(s) explain their findings. May also include references to existing theory from the literature and discuss the results in more practical terms. Often will reference the need for additional research and may suggest additional research questions.
6. **Impact on Your Practice and Relationship to Course.** End the critique with a reflection on how the research may impact its particular niche within adult education (e.g., HRD, higher education, etc.), and discuss the findings within the context of this course. How do the research findings potentially enrich your practice of training or education?

C. *Mini Term Paper* (8 pages/2000 words, 30 points)

The term paper is meant to be an exercise in which students practice scholarly investigation, reading and writing; expand their awareness of part of the foundations of the field; and

demonstrate their ability to research topics of interest to their practice and to present the results in an acceptable format.

Topic example

A higher education student in this course could write about the establishment of land grant universities. To further tailor this topic to the particular foundational slant of ADE 5080, he or she could examine the philosophical underpinnings and historical significance of the movement, the instructional delivery strategies and/or technologies used or the economic benefits realized. Any of these angles would give the writer a little “purchase” to examine the impact of the movement on adult education and training in this country.

Students will demonstrate their skill in the use of research tools and APA style, their understanding of the language of inquiry, and ability to evaluate research materials through the completion of an exploratory review of the literature on a selected topic in adult education or human resource development. **This paper should include a minimum of ten references at least one of which will be an informative website. At least five of the sources referenced will be from peer-reviewed journals.**

Steps along the way

A variety of shorter exercises will lead up to turning in a final draft of this paper. These short exercises include:

1. Topic proposal (Week 5)
2. Creation of a(n initial) reference list (Week 7)
3. Submission of first draft paper (Week 9)
4. Correction of first draft and submission of final draft (Week 12)

Our purpose in scheduling the completion of the term paper in this staged-out fashion is to give you an opportunity to build up your research effort and then to revise and correct it on the basis of a first round of feedback. As you're doubtless aware, revision is an essential component of good writing, and it is perhaps the best way to improve one's writing skills.

Personal Foundations (2 pages/500 words, 10 points)

In this short paper, due near the end of the semester, you are asked to express clearly and concisely what you now take to be the elements of the foundations of adult education/HRD that seem the most important for your own future work. You may find it helpful to review the work done earlier in the semester on various philosophical approaches to education, on specific historical movements or eras that you feel a connection to and on psychological, social, cultural and economic views of education. Additionally, you may want to skim through some of your discussion board postings to get an overall feel for how your opinions and attitudes have been shaped over the semester.

View this paper as a way of pulling together the thinking you've done throughout the semester. Make the effort to be as genuine as you can with your opinions and beliefs, and explain what has led you to have

these beliefs. As an added professional benefit, this paper will make an excellent addition to a portfolio of your work as a graduate student and/or for future job searches.

EXAMINATIONS

Two examinations are given in the course of the semester – a mid-term near the end of Week 7 and a final examination near the end of Week 13. In each case, the exam will be made available to you electronically on Sunday afternoon and you will be expected to submit it no later than 6 PM on the Tuesday following. As mentioned above, each exam will include a mix of short-answer items and longer essay-type questions designed to prompt you not just to recall but to make connections among the various materials covered in the course. The exam itself should take at least one hour but no more than two to complete, though no time limit is set, other than the submission deadline.

Grading

Assignment/Activity	Due Date	Points
Participation/ Disc Boards	Continual	20
Application activities 2 journal critiques 2 database searches 2 fieldwork exercises	6 during Weeks 2 - 7	18 (3 pts. Each)
Papers Mini Term Paper Personal Foundations Statement	Week 11 Week 13	18 (including drafts) 10
Examinations Mid-term Final	Week 8 Week 13	10 24
Total Points		100

Grading Scale

A 93 – 100	C+ 78 - 79
A- 90 – 92	C 73 - 77
B+ 88 – 89	C- 70 - 71
B 83 – 87	D 60 - 69
B- 80 - 82	F 00 - 59

I -- Incomplete grades will only be given to students who have been regularly submitting assignments and who have completed most of the work for the course, but who have a serious emergency near the end of the semester.

COURSE POLICIES

Learners with Disabilities

Students with disabilities needing academic accommodations should within the first week of class:

- Register with and provide documentation to the Student Disability Resource Center (SDRC).
- Send a letter to the instructor from the SDRC indicating you need academic accommodations. This should be done within the first week of class.

(This syllabus and other class materials are available in alternative formats upon request.)

For more information about services available to FSU students with disabilities, contact the Assistant Dean of Students by e-mail at sdrc@admin.fsu.edu or at Disabled Student Services, 08 Kellum Hall, Florida State University, Tallahassee, FL 32306-4066, (850) 644-9566.

Honor Code

Students are expected to uphold the Academic Honor Code. The Academic Honor Code System of Florida State University is based on the premise that each student has the responsibility to:

- Uphold the highest standards of academic integrity in the student's own work.
- Refuse to tolerate violations of academic integrity in the University community.
- *Foster a high sense of integrity and social responsibility on the part of the academic community.*

For a full statement of the Honor Code, see the FSU Student Handbook or click on and go to <http://www.fsu.edu/Books/Student-Handbook/codes/conduct.html>