

**ADED 515: How Adults Change  
Summer, 2019**

**Instructor's Name: Jim Berger, Ph.D.**

**Office:**

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**Contact Info:**

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**Office Hours:**

By appointment only.

**Course Description:**

Psychological factors affecting adult development, learning, and motivation. Emphasis on how diverse academic career/experiential backgrounds and objectives affect classroom environments, teaching strategies, and testing and evaluation.

**Texts:**

- Merriam, S. B., & Caffarella, R. S., & Baumgartner, L. (2007). *Learning in Adulthood* (3<sup>rd</sup> Ed.) Jossey-Bass: San Francisco.
- Baumgartner, L., & Merriam, S. B. (2000). *Adult learning and development: Multicultural stories*. Krieger: Malabar, FL.
- Holman, P., Devane, T., & Cady, S. (2007). *The change handbook: The definitive resource on today's best methods for engaging whole systems*. San Francisco, CA: Barrett-Koehler Publishers, Inc. **(Be sure to keep this book as we will be using it throughout the program)**
- American Psychological Association. (2010). *The Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN 9781433805622

Articles posted to Blackboard.

**Course Objectives & Learning Outcomes:**

- A) The student will be able to analyze multiple theories/models of adult development and its role in change.
- B) The student will be able to demonstrate how adult development theories/models can be applied to individuals as they change.
- C) The student will be able to identify the role adult learning theories play in the change process (individually, organizationally, and societally)
- D) The student will be able to identify and apply strategies of data collection necessary to understand needed change.
- E) The student will be able to apply adult learning theories and adult education models to a particular context to effect change.
- F) The student will be able to evaluate the effectiveness of an implemented strategy of change.

- G) The student will be able to apply basic data gathering techniques to better understand the needs of an individual, organization, community/society.
- H) The student will be able to examine collected data to develop and implement an educational plan for an individual, organization, or community/society.
- I) The student will be able to identify and engage community members to aid in the change process
- J) The student will be able to describe local contexts to be considered in the implementation of change.

### **Instructional Methods and Activities:**

The course will include but is not limited to the following instructional methods and activities: Online lecture, quizzes, online presentations, outside work, papers, interviews, and online discussions.

### **Special Instructional Materials**

Access to the Internet and Blackboard.

[Adobe Acrobat Reader](http://www.adobe.com/products/acrobat/readstep2.html)

(<http://www.adobe.com/products/acrobat/readstep2.html>)

### **Grading:**

#### **Grading Scale:**

A = 90 -100

B = 80 - 89

C = 70 - 79

D = 60 - 69

F = < 60

**Grading Procedures** – The course grade will be calculated as follows:

<b>1. Learner Assessment Plan Paper</b>	<b>20</b>
<b>2. Stage/Phase paper</b>	<b>20</b>
<b>3. Organizational Development Analysis Paper</b>	<b>20</b>
<b>4. Blackboard Discussions</b>	<b>10</b>
<b>5. Final Paper/Project</b>	<b>30</b>
<b>Total:</b>	<b>100 points</b>

**Assignments MUST be turned in on time. Late assignments will not be accepted without a valid excuse (e.g. doctor's excuse, death in the family). Failure of technology is not an excuse. Be sure to work on functioning machinery and give yourself plenty of time to complete and turn in the assignment. Points will be taken off for each misspelling, grammatical error, omission, or other typographical error in each assignment. Please be sure to proofread your assignments before you submit them as they are a reflection of your efforts and work ethic. Assignments developed for other classes will not be accepted in this one. You are to do these assignments for this class and this class only. When citing any sources, be sure to use APA Style Manual, 6<sup>th</sup> Edition.**

**Please note:** Grades for each assignment are posted under Tools and then My Grades. If there are comments available for the grades, you can click on the grade itself and the comments will show. I try to put comments for all assignments except the discussion board.

### **Tentative Schedule:**

**Week**

**Activities**

## **Starting**

6/3 Introduction to Students, Instructor, Course, and BlackBoard. Sign Course Contract and e-mail that to me.

## **Learning in Adulthood**

Introduction to Adult Learning

- Merriam, Caffarella, Baumgartner: Chapter 1
- Merriam, Caffarella, Baumgartner: Chapter 11
- Merriam- Third Update Article
- Merriam – Adult Learning Theory for the 21<sup>st</sup> Century
- Knowles: Chapter 3

**DB 1 due by Monday – 6/10 at 11:59 P.M. CDT**

**Topic check for Learner Assessment Plan due by 6/10 at 11:59 P.M.**

**CDT**

6/10 Andragogy and Its Tenets

- Knowles: Chapters 1 & 2

**DB 2 due by Wednesday – 6/12 at 11:59 P.M. CDT**

Andragogy and Its Tenets (Cont'd)

- Knowles: Chapter 7
- Knowles: Chapter 9

**DB 3 due by Monday – 6/17 at 11:59 P.M. CDT**

**Learning Assessment Plan Paper due by Monday – 6/17 at 11:59 P.M. CDT**

Tenets of Adult Learning

- Merriam, Caffarella, Baumgartner: Chapter 5
- Merriam, Caffarella, Baumgartner: Chapter 15
- Merriam, Caffarella, Baumgartner: Chapter 14
- Merriam, Caffarella, Baumgartner: Chapter 7

Reflections on Learning and Teaching

- Knowles: Chapter 11
- Taylor & Lamoreaux
- Merriam, Caffarella, Baumgartner: Chapter 16

## How Adults Change through Development

6/17 **What is adult development?**

What is Adult Development?

- Bjorklund: Chapter 1
- Smith & Taylor
- Daloz
- Courtenay

Models of Adult Development

- Bee and Bjorklund

**DB 4 due by Monday – 6/24 at 11:59 P.M. CDT**

- 6/24 Impact of Aging on the Body
- Bjorklund: Chapter 2
  - Bjorklund: Chapter 3
  - Hayslip, Panek and Patrick: Chapter Two

**DB 5 due by Wednesday – 6/26 at 11:59 P.M. CDT**

### **Social Aspects of Adult Development**

Health and Health Habits

- Hayslip, Panek and Patrick: Chapter Four

**Stage/Phase paper due by Monday. – 7/1 at 11:59 P.M. CDT**

- 7/1 Changes in Intellectual Abilities
- Bjorklund: Chapter 4
  - Hayslip, Panek, and Patrick: Chapter Three

Changes in Personality/Social Roles

- Bjorklund: Chapter 7

Changes in Work

- Bjorklund: Chapter 8
- Merriam and Clark

**DB 6 due by Monday – 7/8 at 11:59 P.M. CDT**

- 7/8 Appreciative Inquiry – Chapter Five - Holman, Devane, and Cady (HDC)

**DB 7 due by Wednesday – 7/10 at 11:59 P.M. CDT**

**DB 8 due by Friday – 7/12 at 11:59 P.M. CDT**

**Organizational Development Analysis Paper due by Friday – 7/12 at 11:59 P.M. CDT**

**Final Papers are due no later than Sunday, July 14<sup>th</sup> at 11:59 pm CDT**

**No Final! Have a great break!**

### **Class Policies and Accommodations:**

#### **Plagiarism Policy**

To represent the ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own and for this class. Student work may

be checked using plagiarism detection software. Students must give the author(s) credit for **any** source material used. Credit must be either at the bottom of the material's page or in a list of references. To lift content directly from a source, even if it is from a website or friend's work, without giving credit and/or quoting is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Plagiarism or other act of academic dishonesty can and will result in an 'F' for this class and possible dismissal from the university. **DON'T DO IT!!! I HAVE FAILED STUDENTS BEFORE!**

### **Attendance Policy**

Participation is mandatory in an online class! Make sure you do not go "missing" as this will severely affect your grade. At the earliest moment when you detect you are having trouble, contact me to talk about it. It is especially important that you keep in touch with me during this web-based course.

### **Disability Accommodations Statement**

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). Please do not request accommodations directly from the professor or instructor without a Faculty Notification Letter (FNL) from The Student Accessibility Resource Center. However, if you are having difficulty with the materials or assignments, do not hesitate to contact me.

### **Title IX/Discrimination & Harassment**

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding [WKU's Title IX Sexual Misconduct/Assault Policy \(#0.2070\)](#) and [Discrimination and Harassment Policy \(#0.2040\)](#). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's [Counseling and Testing Center](#) at 270-745-3159.

**Bibliography/Reference/Websites**

[Blackboard](https://blackboard.wku.edu) - <https://blackboard.wku.edu>

[WKU Library website](https://www.wku.edu/library/) - <https://www.wku.edu/library/>

[KY Virtual Library Website](https://www.kyvl.org) - <https://www.kyvl.org>

## Course Contract

I, Dr. Jim Berger, promise the following to meet student expectations:

- a completed syllabus with clear descriptions of the class schedule and assignments
- timely beginnings and endings of a class
- consistent office hours posted in the syllabus and on my office door
- graded and returned papers/assignments within two weeks
- discussion of grading procedures, assignments and rubrics

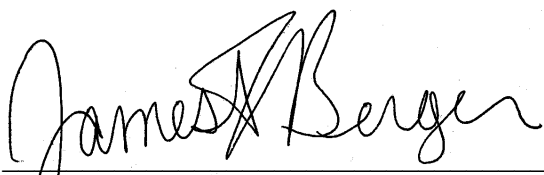
I, \_\_\_\_\_, a student in ADED 515, agree to:

(Please print your name)

- be prepared for discussion/activities
- discuss class concerns early on in the semester
- participate and be involved during class
- turn in assignments on time
- keep the lines of communication open
- be academically truthful
- proofread all work before I hand it in
- ask if I have a question, regardless of how silly or mundane I may think it is.
- Read the syllabus thoroughly and to make sure to clarify any questions with the instructor before the question becomes a crisis.

We, jointly, agree to the following:

- I will not make other students/teacher feel uncomfortable by inferring stereotypes or using disrespectful jokes or remarks.
- I will listen to my classmates/teacher and not interrupt others.
- I will be respectful when disagreeing with someone.
- I will step in politely if I notice others being hurtful or disrespectful to others.

  
\_\_\_\_\_  
James I. Berger, Ph.D.

6/3/2019

Date

\_\_\_\_\_  
Student

Date

Please print this page, sign, scan and e-mail to:

jim.berger@wku.edu

