

Sabrina A. La Velle
Sample Syllabus (Fictitious)

Stellar Grace College
HR2061 Orion Ct.
Milky Way, MT 00777

Stellar Grace College is committed to the development of human beings and society through discovery, communication, and application of knowledge; to shape well-rounded, engaged citizens, employees, and community leaders; to prepare them to lead meaningful lives; to pursue truth, wisdom, and virtue; and to work toward a more just world.

ABE 210 Syllabus
Department of Education
ABE 210
Adult Basic Education Teaching Methods
Fall Semester (2027)
8/30/2027 to 10/22/2027

General Information:

Credit Hours: 3

Instructor: Sabrina A. La Velle

Office Phone and Fax: (928) 767-9400 ext.2233

Office address: Amelia Building Rm. 1022

Office hours: Monday through Thursday, 7 am to 9 am, or by appointment.

Email: Sabrina.LaVelle@stellargrace.edu

Class Meeting (Days and Time): Monday and Wednesday 9 am to noon

Class Meeting Location: Amelia Building Rm. 303

Course Description: Techniques and methods used to facilitate adult learning, participation, and retention of information, focusing on those skills used to teach literacy and mathematical skills to adults functioning below the 8th-grade level. Become familiar

with the essential components of adult education: techniques, tools, and processes for teaching and facilitating adults. Discover, analyze, and evaluate optimal methods of delivering remedial material to adult learners, assess student progress in adult education programs, and understand how to create an effective learning environment that is inclusive, challenging, and diversified.

Prerequisite/Co-Requisites: N/A

Instructional Method: Sequence of reading followed by Socratic dialogue and class lectures with some videos and whole-class discussion on the readings and quizzes, series of reflective writing, and small projects/presentations. Students will be expected to arrange an observation in an ABE classroom and write a paper on that observation. Students will collect resources and build a portfolio during the course, including a single detailed lesson plan and a year-long overview plan.

Basis/Rationale for this Course:

This course is designed to help teachers who intend to teach remedial subjects to adults improve their skills by using andragogical rather than pedogeological instruction methods to teach adult learners. This will be a single overview course on teaching adults using tested theories and methods that will help instructors improve student engagement and retention. The emphasis will be on teaching remedial subjects to adults.

Course Objectives:

After completing the course, students will be able to:

- Become a better practitioner of adult teaching and learning
- Describe and evaluate different concepts of adult learning
- Identify and articulate what makes an effective adult learning facilitator
- Compare and contrast best methods for teaching children vs. teaching adults
- Create effective assessments
- Develop a teaching style and plan

- Create a lesson plan and teach a mock lesson to classmates

Course Structure/Approach:

“I have no special talents. I am only passionately curious.” — **Albert Einstein**

Required Textbooks:

- La Velle, S. A. An Andragogical Approach to Remedial Teaching. Download available in the resources section of the class page.
- Wlodkowski, R. J. Ginsberg, M. Enhancing Adult Motivation to Learn: A Comprehensive Guide to Teaching All Adults, 3rd Edition. John Wiley & Sons, Inc., 2008

Course Content/Topics & Schedule:

An Andragogical Approach to Remedial Teaching – Chapter assignments to be read before the class will be notated this way: SL Ch. 1

Enhancing Adult Motivation to Learn: A Comprehensive Guide to Teaching All Adults - Chapter assignments to be read before the class will be notated this way: WG Ch. 1

8/30 – Introductions and History of Adult Education

9/1 – Pedagogy vs. Andragogy and Creating a respectful and inclusive environment
Discussions on SL Ch. 1 & 2

9/6 – Classroom environment cont. and understanding learning motivation in adults
Discussions on SL Ch. 3 & WG Ch. 4

9/8 – Using your students’ life experience to create engagement
Discussions on SL Ch. 4 *Paper Due*

9/13 – Adjusting your curriculum to be goal-oriented and relevant to the learners
Discussions on SL Ch.5

9/15 – **Quiz #1**

9/20 - **Presentations** on Adult participation trends and current issues, including the use of technology in the classroom

9/22 – **Presentations** on Adult participation trends and current issues, including the use of technology in the classroom

- 9/27 – Incorporating metacognition, strategies for self-regulation, and community building into your instruction.
Discussions on SL Ch. 7 & WG Ch.6 & 7
- 9/29 – Finding the sweet spot – Zone of proximal development
Discussions on SL Ch. 8, 9 & WG Ch. 5, 6 *Paper Due*
- 10/4 – Literacy and numeracy instruction for adult learners functioning below the 8th-grade equivalency level
Discussions on SL Ch. 10
- 10/6 – *Quiz #2 Year-long Plan Due*
- 10/11 – Student assessment - Formal, informal, and what to do with the information
Discussions on SL Ch. 11
- 10/13 – Creating an education program that works for you and your students
Discussions on SL Ch. 12 & WG Ch. 9 *Outline Due*
- 10/18 – Mini-Lesson Plan *Presentations*
- 10/20 – Mini-Lesson Plan *Presentations*
Portfolio Due

Due Dates:

- 9/8 - Andragogy Motivation Paper
- 9/29 – Observation / Interview Paper
- 10/6 – Year-long Plan
- 10/13 – Outline of Lesson Plan
- 10/20 – Portfolio

Attendance/Class Participation Requirements:

Students are expected to participate in class discussions, projects, presentations and to attend classes regularly. A student who misses the first class without prior consultation will be dropped from the class. Additionally, students whose absences consist of 3 consecutive classes or four classes, in total, will be dropped by the instructor.

Course Management and Classroom Behavior

Respect should be maintained at all times. Students should act in a manner that is courteous and allows for an atmosphere of learning without disruption.

Mobile Device Policy - Please turn off your cell phone ringer while in class. Mind you, violation of this protocol will demand a consequence. You have two options to fulfill the consequences if your cell phone rings in class:

1. Bring a treat for the class - enough for everyone (This could be food, or stickers or something small)
2. Share a resource pertinent to what we are studying with the class, such as a short video, article, or one-minute presentation.

Evaluation Methods

60 points will be awarded for attendance and participation (4 points each non-quiz day)

2 Quizzes worth 20 points each consisting of short-answer and multiple-choice questions.

2 Papers worth 50 points each

1. Motivation of the adult learner
2. An observation and interview of an adult educator

One group presentation worth 100 points on adult participation trends, current trends in adult education, or use of technology in the classroom.

One 50 point single 15-minute mini-lesson taught in front of the class.

A culmination project consisting of a portfolio including a single detailed lesson plan and a year-long overview plan

25 points for a year-long overview plan

25 points for the rough draft for a lesson plan

100 points for the portfolio

450 – 500 points = A

400 – 450 points = B

350 – 400 points = C

300 – 350 points = D

Under 300 points = F

Late work will not be accepted, and make-up quizzes will not be offered. Instead, I will

offer one bonus question on each exam worth 2 pts.

What To Expect From Your Instructor: I check my email twice a day; I will be available both before and after class for brief consultations. Quiz grades will be available no later than two days following the quiz; papers and project grades will be available the Monday after they are due.

Policy Statements of the Fictitious Community College:

Plagiarism:

Plagiarism or any other form of cheating violates the ethical and professional behavior required of students in this course. Evidence of dishonesty in any academic work could result in a failing grade, suspension from class or the school, depending on the level of plagiarism detected. There are numerous online anti-plagiarism databases and software options available to instructors to use when grading written assignments. This software will detect word-for-word copied information. We consider acts of academic dishonesty to be grave offenses that will not be tolerated. Please, take care with your work.

Special Needs Students:

Students who believe they may need accommodations should contact the Special Resource Center on campus as soon as possible to better ensure such accommodations are implemented in a timely fashion, then contact me privately to discuss their specific needs.

Academic Support Services:

Stellar Grace offers several academic support services to its students, including tutoring, writing assistance, computer labs, and copying services. Some services are available on a drop-in basis; others require an appointment. All students are advised to take advantage of services. Tutoring Services are available at:

- The Writing Center, which has computers available for research, word processing, has staff available to help with your editing process, grammar, or formatting.

- The Basic Skills Study Center, which has computer programs that run diagnostic testing, creates individualized plans in basic reading and basic math and monitors student progress.
- Starla Tutoring Center offers free tutoring in more than 25 different subjects each semester by highly trained and certified tutors.
- The Math Study Center (MSC) is available for all levels of math. The highly trained and certified math tutors have access to each teacher's assignment lists and are ready to help. Bring a textbook and notes with you.
- The Special Resource Center (SRC) is designed with special needs students in mind. They have assistive technology, tutoring available in American Sign Language, and many other accessibility resources.

The instructor reserves the right to make modifications to this syllabus.