SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

Sault College

COURSE OUTLINE

COURSE TITLE:	STRATEGIES FOR TEACHING LITERACY & NUMERACY SKILLS
CODE NO. :	TA 236 **SEMESTER:**
PROGRAM:	Teacher of Adults – Literacy Educator
AUTHOR:	
DATE:	Jan 05 **PREVIOUS OUTLINE DATED:**
APPROVED:	

_____ _____

DEAN   **DATE**

TOTAL CREDITS:	8
PREREQUISITE(S):	
HOURS/WEEK:	48 HOURS

Strategies for Teaching Literacy   TA 236
& Numeracy Skills

I.   COURSE DESCRIPTION:
In this 48-hour Module for literacy practitioners you will examine strategies for
teaching literacy and numeracy skills for the literacy classroom or one-to-one
tutoring settings. You will learn a variety of strategies for facilitating the learning
of reading, writing, spelling and math. In addition, you will examine some uses
for a computer in literacy learning.

II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate:

1.   Identify and implement both holistic and skills-based strategies for
      teaching reading to literacy learners.

2.   Identify and use strategies to help literacy learners improve the
      quality of their writing.

3.   Use assessment and instructional techniques to help literacy learners
      improve their spelling.

4.   Assess numeracy skills and devise appropriate learning activities to
          help learners improve numeracy skills.

III.   TOPICS:

1.   Reading
2.   Writing
3.   Spelling
4.   Numeracy

IV.   REQUIRED RESOURCES/TEXTS/MATERIALS:
Literacy Opportunities in Ontario North, Strategies for Teaching Literacy
and Numeracy Skills Study Guide, Module 4.

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V.   EVALUATION PROCESS/GRADING SYSTEM:
The evaluation process will consist of:

1. Assignments (3)   50%
   a. Group Work
   b. Presentation
   c. Research
2. Participation   50%
   a. Discussion of your choice of learning activities with co-participants and facilitator
   b. Attendance at teleconferences / learning circles
   c. Contribution to AlphaPlus workshops and support conferences.

The following semester grades will be assigned to students:

Grade	Definition	Grade Point Equivalent
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00

CR (Credit)	Credit for diploma requirements has been awarded.
S	Satisfactory achievement in field /clinical placement or non-graded subject area.
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

VI.   SPECIAL NOTES:

Special Needs:
If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 703 so that support services can be arranged for you.

Retention of Course Outlines:
It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:
Students should refer to the definition of "academic dishonesty" in *Student Rights and Responsibilities*. Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course Outline Amendments:
The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VII.   PRIOR LEARNING ASSESSMENT:

There is no PLAR in Teacher of Adults: Literacy Educator courses.

VIII.   DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.