

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**SAULT STE. MARIE, ONTARIO****COURSE OUTLINE**

COURSE TITLE:	The Adult Literacy Learner (Module 1)		
CODE NO. :	OEL808	SEMESTER:	
PROGRAM:	Teacher of Adults – Literacy Educator Certificate		
AUTHOR:	Sault College		
DATE:	March 04	PREVIOUS OUTLINE DATED:	New
APPROVED:	_____		_____
	DEAN		DATE
TOTAL CREDITS:	3		
PREREQUISITE(S):	None	Substitutie:	TA 237
HOURS/WEEK:	48		

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I. COURSE DESCRIPTION:

This module is designed to help you explore the principles of adult learning with a special emphasis on applying these principles to adult literacy settings. You will examine the theory behind shaping the literacy environment to the individual – the reason why - as well as ideas for putting the theory into practice – the how. Specifically, you will explore:

- presenting literacy instruction relevant to the individual by taking a look at how adults learn, and by involving adults in decision-making about their learning
- responding to the needs of the individual through goal setting
- maximizing opportunities for success by supporting adults with their learning according to the individual's personal

challenges and barriers

- discovering and applying how the individual learns most effectively through exploring learning styles.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, you will demonstrate the ability to:

1. Apply adult learning principles to literacy instructional situations with a focus on learner involvement.

Potential Elements of the Performance:

- Apply the general principles of how adults learn to literacy.
- Define adult literacy.
- Facilitate the participation of the adult learner in his/her learning.
- State as an outcome what the adult learns or wants to learn.

2. Design literacy instruction shaped to meet the specific goal of the individual adult learner.

Potential Elements of the Performance:

- Apply goals to how adults learn and to outcomes-based learning.
- Help the adult learner identify a goal.
- Plan literacy training based on the learner's goal.
- Deliver literacy training based on the goal.
- Evaluate the adult learner's progress based on his/her goal.

3. Work with adults to identify strategies that will allow them to become self-directed learners and support their ongoing participation.

Potential Elements of the Performance:

- Support adults in their efforts to continue with their learning.
- Identify situations where individuals need specific support in order to continue with their learning.
- Facilitate adult learners in accessing community resources and other assistance.
- Incorporate the individual's strengths and prior learning into his/her literacy training.
- Help adult learners manage or take control of their own learning.

4. Situate the learning to reflect and respect the preferred learning styles of the individual adult learner.

Potential Elements of the Performance:

- Understand the role the field of psychology has played in the field of adult education.
- Apply learning styles to help the adult learn in a way specifically suited to that learner.
- Use the theory of multiple intelligences to help the adult learn in a way specifically suited to that learner.
- Recognize and respond to the special needs of individual adult learners.

III. TOPICS:

1. The Adult Learner
2. Goal-Directed Learning
3. Supporting Adults with Their Learning
4. Life-Long Learning

IV. REQUIRED RESOURCES/TESTS/MATERIALS:

The Adult Literacy Learner (Module 1) Manual of the Adult Literacy Educator Certificate Program (available at each partner college)

V. EVALUATION PROCESS/GRADING SYSTEM:

1. Journal Entries (4)	15%
2. Unit Assignments(4)	40%
3. Discussions (4 - Group and 10 - Individual)	15%
4. Module Demonstration (1)	30%

Individual marks for items 1-3 are averaged and become the indicated percentage of your final mark.

Passing grade at Sault College is 50%. Your registering college will convert the percentage grade to the letter grade.

VI. SPECIAL NOTES:

1. If you are a student with a disability please identify your needs to the tutor and/or the Centre for Students with Disabilities at your registering college.
 2. Students, it is your responsibility to retain course outlines for possible future use to support applications for transfer of credit to other educational institutions.
 3. 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.
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