

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Professional Pathways in Adult Literacy, Module 7
CODE NO. : OEL837 **SEMESTER:**
PROGRAM: Teacher of Adults – Literacy Educator Certificate
AUTHOR: Sault College
DATE: June 08 **PREVIOUS OUTLINE DATED:** New

APPROVED:

	_____	_____
	DEAN	DATE
TOTAL CREDITS:	3	
PREREQUISITE(S):	None	
HOURS/WEEK:	48	

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For additional information, please contact
School of Continuing Education, Contract Training & Hospitality
(705) 759-2554, Ext. 2405

I. COURSE DESCRIPTION: Developing a personal definition of literacy and understanding our philosophy toward adult literacy learners and the learning environment are critical to our success as adult literacy educators. In this course, students will explore both of these as they examine the skills, knowledge and abilities they have, and need, to be effective adult literacy educators.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Understand the context in which literacy service provision and support occurs locally, regionally, provincially, nationally and worldwide.
Potential Elements of the Performance:
 - Identify local literacy agencies and support services, and the role they play in your community and region.
 - Identify provincial literacy organizations and support services, and the role they play across Ontario.
 - Identify national literacy organizations and support services, and the role they play across the country.
 - Identify international literacy organizations and support services, and the role they play globally.
2. Describe their personal definition of literacy and relate the definition to meeting the needs of learners.
Potential Elements of the Performance:
 - Develop a personal understanding of literacy through reflection upon theories of learning.
 - Further develop your personal understanding of literacy through reflection upon recent surveys that measure literacy.
 - Further develop your personal understanding of literacy through reflection upon the role of community in shaping a response to literacy needs.
3. Examine and discuss the range of skills, knowledge and abilities needed by adult literacy educators.
Potential Elements of the Performance:
 - Identify and discuss the range of skills needed by adult literacy educators.
 - Explore a variety of ways in which new skills can be gained and current skills can be acknowledged.
 - Reflect critically on your own strengths and needs by examining the skills and knowledge that you have at present.
4. Demonstrate their commitment to ongoing professional development through the planning of a personal skills portfolio.
Potential Elements of the Performance:

- Understand the role and value that a skills portfolio plays in professional development.
- Demonstrate current skills through the development of a skills portfolio.

III. TOPICS:

1. WORKING TOGETHER TO MEET LITERACY NEEDS
2. UNDERSTANDING LITERACY
3. DEVELOPING COMPETENCY
4. DEVELOPING EXPERTISE

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Professional Pathways in Adult Literacy (Module 7) Manual (OEL837/TA 243)
of the Adult Literacy Educator Certificate Program (available at each partner
college, Algonquin, Conestoga, Sault)

V. EVALUATION PROCESS/GRADING SYSTEM:

To successfully complete each unit of *Professional Pathways in Adult Literacy* you must participate in a number of learning activities and also complete and submit for evaluation a number of assignments.

There is no final examination for this course. You must, however, complete a module demonstration.

1. Unit Assignments (4)	40%
2. Discussions and Case Studies	15%
3. Professional Development Learning Activities (4)	15%
4. Module Demonstration (1)	30%

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

Professional Development Learning Activities (4) 15%

You will not be graded for each of the professional development learning activities but your participation in all the activities will be assigned a value that will be used to calculate your final mark for the course.

Criteria for Assessment:

- ⇒ Demonstrates an ability to link what you learned in the course to-date with what you believe and practice as an adult literacy educator.
- ⇒ Demonstrates the ability to reflect on the linkages between literacy perspectives (local, national and global), personal definitions of literacy and personal commitment to ongoing professional development.
- ⇒ Completes and submits by due date.
- ⇒ Stays within word limit.

Discussions and Case Studies 15%

Criteria for Assessment:

- ⇒ Student participates in the discussion.
- ⇒ Student offers relevant and insightful comments for each question presented for discussion.
- ⇒ Student responds to comments from your peers and instructor in a constructive way that encourages positive interaction and that shows you have carefully reflected upon what has been said.
- ⇒ Student listens to the viewpoint of others and demonstrates respect for differing views.

- ⇒ Case Studies are submitted on time.

Unit Assignments (4) 40%

Each unit assignment will be marked independently as per the rubric or other evaluation tool included with the assignment. Your final mark for unit assignments is a simple averaging of all the marks assigned to each individual assignment. A value will be assigned by the instructor to each assignment based on how well the student completed the assignment.

Demonstration Activity 30%

The demonstration activity will be assessed using the rubric provided and then a mark will be assigned based on your successful completion of each element of the rubric and on the course instructor's comments.

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.