

Summer Session 1998

**EDUC 342 - 3**  
**Contemporary Approaches to Literacy**  
**Instruction**  
**D01.00**

C. Rodriguez  
Office: TBA  
Tel: 291- 3395

**PREREQUISITE**

Corequisite: Educ 341

**OBJECTIVES**

- To reflect on the literacy theory studied in Education 341 and its application to the field of literacy instruction.
- To reflect on historical, economic, social and political realities and their relationship to literacy/illiteracy issues.
- To arrive at a critical understanding of the development of different approaches to adult literacy instruction.
- To survey current approaches to literacy instruction.

**TOPICS**

- Literacy/ illiteracy issues: review of the theory, application to literacy instruction
- The purposes of literacy instruction, the role of the instructor
- The adult literacy learner
- An historical overview of literacy instruction: the "bottom-up" approach, language experience, whole language, Freirian education, popular education
- The reading process, the writing process
- Literacy programs in Canada, the U.S. and Latin America

**REQUIREMENTS**

Student evaluation will be based on completion of:

1. Midterm take-home exam - 30%
2. Group presentation - 30%
3. A final assignment - 30%
4. Class participation - 10%

**REQUIRED TEXTS** (Also available on 24 hr reserve at the library).

Joyce Cameron, *A Guide for Tutoring Adult Literacy Students*

*Adult Basic Literacy Curriculum Guide and Resource Book*

Audrey Thomas, *Exemplary Adult Literacy Programs and Innovative Practices in Canada*

Paula Davies & Ann McQuaid, *Whole Language and Adult Literacy Instruction*

*Fundamental Level English Theme-Units*

Carmen Rodriguez, *Educating for Change: Community-Based/Student-Centred Literacy Programming with First Nations Adults*

Katherine Kennedy and Stephanie Roeder, *Using Language Experience with Adults: A Guide for Teachers*

In addition to the above, the instructor will provide a package of required readings and a list of recommended texts.