

Associated Canadian Theological Schools

LIN 582: Issues in Community Literacy

Wanda Davies, Instructor

Spring 2012

3 credit hours

Prerequisites: LIN 4/584 (may be taken concurrently with 582)

E-mail: wanda.davies@twu.ca

Phone: 604-513-2129

Class Dates: Jan. 11 – April 11, 2012

Class times: Monday/Wednesday 1:10-2:25

I. Course Description

This course takes an in-depth look at the issues of reading theory as well as community and human resource development and applies them to issues facing developing nations. Attention will be paid to cross-cultural issues in human resource development, barriers to technology transfer, poverty, funding and the nature of intercultural community work as related to literacy.

II. Objectives

By the end of this course, each student should:

- 1) Be able to explain the value of print literacy and its effect on oral societies.
- 2) Be able to encourage a community to develop an on-going and sustainable literacy program.
- 3) Be able to discuss various approaches to multi-lingual education and to literacy in special situations.
- 4) Be able to put into practice a participatory approach to designing and carrying out a community-based literacy program.

III. Course Textbooks

McCaffery, Juliet, Juliet Merrifield and Juliet Millican. 2007. *Developing Adult Literacy*.

Oxford: Oxfam. Also available on the internet at:

http://www.oxfam.org.uk/resources/downloads/AdultLit_wholebook.pdf.

All other reading materials are available in the CanIL library and/or on LinguaLinks[®] CD-ROM (Literacy Bookshelf), which is available on CanIL computers.

IV. Course Assignments

Reading Assignments: Students will turn in an annotated bibliography of 5 readings twice during the semester, taken from a reading list distributed by the teacher. Each of the annotated bibliographies should be about 5 pages long. Additional readings will be required in preparation for class discussion each class period. There will be a question for response on the myCourses forum site for each of the latter readings. Readings average 20 pages each. The annotations and forum responses are together worth 15% of the final score for the course.

Curriculum Project: Students will prepare a plan for recruiting and training people for a specific aspect of a literacy program (E.g. writing materials, teaching classes). including a curriculum for a specific training event. The paper will follow Vella's 7 steps for planning a training event. The paper should be 7-10 pages long, double-spaced, excluding charts and references. It will due in mid-March and is worth 15% of the final score for the course.

Literacy Program Evaluation Presentation: Students may work on this project either individually or in pairs. They will choose from a selection of program situations provided by the instructor (or a program of their own choosing if approved by the instructor), decide which kind of instructional method is most appropriate for the situation, prepare a summary of the most important and relevant points for a literacy program in that community, including an impact assessment for the program. An oral presentation about the program, supplemented by power-point or other visual aids, will be presented to the class at the end of the semester. This project is worth 20% of the final score for the course.

Research Paper: Students will do an in-depth research study on a specific topic related to literacy programs. Suggestions for topics will be given in class. The paper should be about 15 pages, double-spaced, excluding appendices. The paper will be due immediately following the reading break and is worth 25% of the final score for the course.

Final Examination: The final examination will be a take-home exam during the exam week. It is worth 25% of the final score for the course.

If a student is not able to turn in an assignment at the required time, it is the student's responsibility to discuss the issue with the instructor prior to the due date. Alternate arrangements for turning in the assignment may be made on a case-by-case basis. A grade penalty may apply.

Grading Scale

Letter Grade	Percentage	Grade Point
A+	97-100	4.30
A	93-96	4.00
A-	90-92	3.70
B+	87-89	3.30

B	83-86	3.00
B-	80-82	2.70
C+	77-79	2.30
C	73-76	2.00
C-	70-72	1.70
F	Below 70	0.00

V. Miscellaneous Notes/Policies

All written assignments, except the responses on the forum of myCourses, should be turned in as hard copy, formatted according to the CanIL Style Sheet (available on the CanIL Intranet student portal).

VI. Tentative Course Outline

General issues

- Introduction to course; world literacy challenges
- Why literacy?
- Orality and literacy
- Literacy and Scripture use
- Literacy and non-print media
- Introducing change
- Motivation and mobilization
- Ownership, sustainability and capacity building
- *1st set of annotations due*
- Networking and partnerships
- Advocacy, right-based literacy

Program issues

- Program ideology
- Getting started: assessing needs
- Program planning
- *Research paper due*
- Recruitment and training
- Curriculum planning and materials development
- Materials and method evaluation
- *2nd set of annotations due*
- Impact assessment
- Distribution, developing literacy habits
- When are we “finished”?
- *Curriculum project due*

Issues in specific programs

- Language planning

- Bilingualism and literacy
- Multilingual education
- Literacy in stressed situations
- *Literacy program evaluation oral presentation*

Supplement: Important Academic Notes from ACTS

Web Support – Student Portal <https://students.twu.ca>

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called “I forgot my password.” When you click on that link, you will be walked through the process of retrieving your account information.

Campus Closure

In the event of deteriorating weather conditions or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the following radio stations CKNW (980 AM), CKWX (1130 AM), STAR FM (107.1 FM), PRAISE (106.5 FM) and KARI (550 AM). As well, an announcement will be placed on the University’s campus closure notification message box (604.513.2147) and on the front page of the University’s website (<http://www.twu.ca> – also see <http://www.twu.ca/conditions> for more details).

An initial announcement regarding the status of the campus and cancellation of classes is made at 6:00 AM and covers all classes beginning before 1:00PM. A second announcement is made at 11:00AM that covers all classes which begin between 1:00PM and 5:00PM. A third announcement is made at 3:00PM and covers those classes which begin after 5:00PM.

Paper Formatting

Students need to adhere to Turabian Notes (Bibliography) format except for in counselling courses, for which APA format is used and for CanIL courses.

Students are strongly encouraged to use RefWorks (available through the library home page www.twu.ca/library) as their bibliographical manager and as a tool for formatting bibliographies. They will need to be aware of the need to “clean up” most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples:

http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html or

www.dianahacker.com/resdoc/. Note that in RefWorks the available formatting styles are those of Turabian (Notes), 7th edition, and APA – American Psychological Association, 5th edition. For Turabian, note that there are two formats – Notes (or Bibliography Style) and Reference List (a short format citation style). ACTS uses the Notes (Bibliography) format, not Reference List.

Counselling students are expected to purchase the APA Publications Manual. More information found at the following website. <http://www.apastyle.org/pubmanual.html>.

For free online programs that will enable you to create properly formatted bibliography citations, go to <http://www.calvin.edu/library/knightcite/> ("Chicago stands for "Turabian") or <http://www.sourceaid.com/citationbuilder/>

CANIL students can locate this on the CANIL intranet, under the “student” side. A hard copy is given to incoming students in the fall.

Please check with your professor to see which one he/she recommends you use!!

Course Evaluations

Course evaluations are an important aspect of improving teaching outcomes and for students and faculty professional development. Therefore, completion of course evaluations are considered a course expectation. Professors will schedule time to fill out the online course evaluation (20-30 minutes) during their last scheduled class of the semester, for students to complete on their personal laptop or a collegium computer. Students who are absent or otherwise unable to complete the online course evaluation in the last class, will be expected to make every effort to do so by the last day of exams. Information about how to access online evaluation forms will be provided to the faculty and students prior to the last week of classes by the ACTS Administration.

Research Ethics

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Information and forms may be found at <http://www.twu.ca/academics/research/ethics/> Those needing additional clarification may contact the ACTS Academic Dean's office. Please allow at least three (3) weeks from the date of submission for a review of the application.

Academic Integrity and Avoiding Plagiarism at TWU

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2008-09, pp. 37-38). Further details on this subject are contained in the

ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage (www.acts.twu.ca) at the following link: www.acts.twu.ca/Handbook.html.

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or used as flash (self running) tutorials of varying lengths from:

<http://www.acts.twu.ca/lbr/plagiarism.ppt>

<http://www.acts.twu.ca/lbr/Plagiarism.swf> (14 minute flash tutorial)

http://www.acts.twu.ca/lbr/Plagiarism_Short.swf (8 minute flash tutorial)

Equity of Access

It is the responsibility of a student with a learning disability to inform the ACTS Director of Student Life of that fact before the beginning of a course so that necessary arrangements may be made to facilitate the student's learning experience. We are unable to accommodate any student who informs the Director of Student Life of a disability after the beginning of class.