

Code	L32
Title	Introduction to Literacy
Tutor	Catherine Young
School	Moorlands College
Brief description	<p>This module aims to extend students' understanding of both literacy programmes in minority language contexts and literacy theory, and to provide training in some of the skills necessary for them to be able to carry out an assignment at initial level in a literacy programme.</p> <p>Particular attention is given in this module to locating this work within current global initiatives in literacy and development, to pedagogical aspects of teaching literacy skills, including learning and reading theory, and to related fields of study including anthropology and sociolinguistics, particularly in the context of the area in which students expect to work in the future.</p>
Level of study	Level 7
CAT points	15
Approved base location	Validated delivery
Prerequisites	None
Corequisites	None
Restrictions	Not applicable
Indicative syllabus	<ul style="list-style-type: none"> ● International profile of literacy; ● Literacy and development; ● Family Literacy; ● Learning and reading theory; ● Types and components of literacy programmes; ● Instructional approaches; ● Curriculum planning; ● Teacher Training; ● Introduction to the development of teaching/learning materials; ● Transition materials.
Learning outcomes	<p>A student passing this module should be able to:</p> <ol style="list-style-type: none"> 1. critically evaluate various approaches to reading instruction and how these impact contemporary issues in development practice; 2. demonstrate a specific instructional approach based on current professional practice; 3. employ a systematic understanding of language, community and culture to identify and critique instructional materials and assess approaches to literacy programme design and delivery within contemporary approaches to development planning; 4. communicate effectively both verbally and in writing to specialist and non-specialist audiences.
Learning and teaching activities	<p>Total: 150 hours Scheduled learning and teaching activities: 75 hours Guided independent study: 75 hours</p>

Assessment	<p>A: 40% Assignment 1800 words</p> <p>B: 60% Portfolio; 2700 words or equivalent</p>
Indicative resources	<p>Bhola, H. S. 1994. <i>A Sourcebook for Literacy Work: Perspective from the Grassroots</i>. London: J. Kingsley Publishers ; UNESCO Pub.</p> <p>Fordham, Paul, Deryn Holland, and Juliet Millican. 1995. <i>Adult Literacy: A Handbook for Development Workers</i>. Oxford: Oxfam Publishing.</p> <p>Hult, Francis M., and Nancy H. Hornberger. 2016. 'Revisiting orientations in language planning: Problem, right, and resource as an analytical heuristic.' <i>Bilingual Review/Revista Bilingüe</i> 33, no. 3.</p> <p>Malone, Susan E., Unesco, and Asia and Pacific Regional Bureau for Education. 2004. <i>Manual for Developing Literacy and Adult Education Programmes in Minority Language Communities</i>. Bangkok: Unesco Asia and Pacific Regional Bureau for Education.</p> <p>Manji, Sheila. 2018. <i>Getting early grade reading right: A case for investing in quality early childhood education programs</i>. Report prepared for USAID/Global Reading Network. Available at: https://globalreadingnetwork.net/publications-and-research/getting-early-grade-reading-right-case-investing-quality-early-childhood.</p> <p>McCaffery, Juliet, Juliet Merrifield, and Juliet Millican. 2007. <i>Developing Adult Literacy: Approaches to Planning, Implementing, and Delivering Literacy Initiatives</i>. Oxford: Oxfam Publishing.</p> <p>Romaine, Suzanne. 2013. 'Keeping the Promise of the Millennium Development Goals: Why Language Matters'. <i>Applied Linguistics Review</i> 4, no. 1 (29 January): 1–21.</p> <p>Sadoski, Mark. 2004. <i>Conceptual Foundations of Teaching Reading. Solving Problems in the Teaching of Literacy</i>. New York: Guilford Press.</p> <p>Stringer, Mary, and Nicholas Faraclas. 2000. <i>Working Together for Literacy</i>. Wewak, Papua New Guinea: Christian Books Melanesia Inc.</p> <p>Tyler, Caroline. 2013. 'Towards a solid training and support framework for mother-tongue preschool teachers in the Guera region of Chad'. Unpublished MA dissertation: University of Gloucestershire.</p> <p>UNESCO. 2012. <i>World Inequality Database on Education</i>. Available from: http://www.education-inequalities.org</p> <p>United Nations. 2015. <i>Transforming Our World - The 2030 Agenda for Sustainable Development</i>.</p> <p>UNESCO. 2017. <i>Mother Tongue-Based Multilingual Education: The Key to Unlocking SDG 4 - Quality Education for All</i>. Available at: http://www.unescobkk.org/resources/e-library/publications/article/mother-tongue-based-multilingual-education-the-key-to-unlocking-sdg-4-quality-education-for-all/</p> <p>Vella, Jane Kathryn. 2002. <i>Learning to Listen, Learning to Teach: The Power of Dialogue in Educating Adults</i>. San Francisco, CA: Jossey-Bass.</p> <p>Waters, Glenys. 1998. <i>Local Literacies: Theory and Practice</i>. Dallas, TX: Summer Institute of Linguistics.</p> <p>Young Catherine & Matthew Wisbey. 2012. 'Seen But Not Heard: Addressing</p>

	Inequalities Surrounding Ethnolinguistic Diversity’.
Date of approval	Validation approval 8/2/19
Revision dates	
External Examiner	Dr. James P. Davies, Tutor of New Testament, Trinity College, Bristol.