

EDUC-8400. Language, Culture, and Society

Learning Outcomes

Last Updated: November 14, 2014

(PDC141030-5.5)

Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of this course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. <ul style="list-style-type: none">▪ Read and appraise about some of the critical theory that has influenced the development of multiliteracies.▪ Critically reflect on how literacy and language theories have been developing in response to classroom pedagogy, school board policies, and government supports for literacy and second language acquisition.▪ Investigate and analyze the value of practical resources that would empower educators to teach from a multiliteracies perspective, recognizing the needs of diverse learners.	A. the acquisition, application and integration of knowledge
B. <ul style="list-style-type: none">▪ Define, research, examine, and articulate questions posed about a particular area of literacy.▪ Create, synthesize, and assess multimodal pedagogical tools as a classroom resources.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. <ul style="list-style-type: none">▪ Engage in critical thinking to demonstrate the application of a multiliteracies theoretical framework, which takes into account second language acquisition core principles.▪ Posit ways to improve teaching/learning strategies as well as assessment and evaluation practices based on a multiliteracies theoretical framework.	C. critical thinking and problem-solving skills
D. <ul style="list-style-type: none">▪ Demonstrate by application to curricula how definitions of literacy and numeracy skills have expanded significantly in the last two decades.▪ Show evidence of knowledge transfer between L1 and L2 in the acquisition and development of literacy and numeracy skills and apply this evidence in research and teaching practice.	D. literacy and numeracy skills
E. <ul style="list-style-type: none">▪ Respond constructively to some common issues, such as equity, in the implementation of both formal and informal language-acquisition processes.▪ Examine the implications of citizenship in relation to language acquisition.	E. responsible behaviour to self, others and society
F. <ul style="list-style-type: none">▪ Utilize strong interpersonal and communications skills through effective and accountable participation in in-class group learning tasks	F. interpersonal and communications skills

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G. <ul style="list-style-type: none"> ▪ Utilize teamwork, personal, and group leadership skills in the completion of the group tasks 	G. teamwork, and personal and group leadership skills
H. <ul style="list-style-type: none"> ▪ Explore the potential of creative literacies within a multiliteracies theoretical framework through the design and implementation of multimodal pedagogical tools. 	H. creativity and aesthetic appreciation
I. <ul style="list-style-type: none"> ▪ Investigate the role of multiliteracies in relation to the study of lifelong learning and adult education. 	I. the ability and desire for continuous learning