



The University of Southern Queensland

Course specification

The current and official versions of the course specifications are available on the web at <http://www.usq.edu.au/coursespecification/current>.
Please consult the web for updates that may occur during the year.

Description: Learning Disabilities: Theory and Practice

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
EDU	8321	96189	3, 2009	EXT	1.00	Toowoomba

Academic group:	FOEDU
Academic org:	FOE002
Student contribution band:	National Priority Teaching
ASCED code:	070113

STAFFING

Examiner: Nicole Todd
Moderator: Janice Stenton

OTHER REQUISITES

State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.)
Also see: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>

RATIONALE

Since the mid 1960s the educational community has focussed increasing attention on children who fail to learn despite apparently normal ability and an absence of obvious disabling conditions. Students with learning disabilities are found across all ages, races and socio economic levels, and the nature of the difficulties faced range from mild to severe, and are specific or general. Extensive research over the last three decades has provided educators with a range of effective instructional techniques, some highly specialised and some which are adaptations of approaches commonly used in the regular classroom. Since almost all children with learning disabilities attend regular schools, it is important for teachers to have knowledge of learning disabilities and the instructional approaches that have proven most effective.

SYNOPSIS

This course will include a brief, historical survey of the field of learning disabilities, and will examine the phenomenon from psychological, medical, and educational viewpoints. Students will study the most effective approaches to assessment and instruction and will be expected to demonstrate in assignments the ability to use their knowledge in practical applications. The approaches presented in this course are those for which sound research evidence exists for their efficacy.

OBJECTIVES

The course objectives define the student learning outcomes for a course. The assessment item(s) that may be used to assess student achievement of an objective are shown in parenthesis. On successful completion of this course students will be able to:

1. describe the major historical trends and controversial issues in the field of learning disabilities (Exam)
2. demonstrate an understanding of proposed etiologies of learning disabilities (Project)
3. describe the major instructional approaches to learning disabilities within the context of a range of curriculum areas (Project)
4. demonstrate an understanding of the social and emotional consequences of learning disabilities on the affected student and on his or her family (Exam)
5. show how instructional approaches for students with learning disabilities may be applied successfully in regular school and clinical settings (Project).
6. demonstrate competence in written language and scholarly writing including correct spelling, grammar, and bibliographic referencing.

TOPICS

Description	Weighting (%)
1. History and issues	10.00
2. Medical, psychological, and educational views of etiology	15.00
3. Instructional approaches, including assessment	50.00
4. Applications	25.00

TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

Lerner, J with Kline, F 2008, *Learning disabilities and related disorders: characteristics and teaching strategies*, 11th edn, Houghton Mifflin, Boston.

REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

There are numerous texts on learning disabilities; any recent publications would be useful supplementary material.

Journals: Australian Journal of Learning Disabilities (formerly Australian Journal of Remedial Education); Australasian Journal of Special Education; International Journal of Disability, Development and Education; Journal of Learning Disabilities

Whether you are on, or off campus, the USQ Library is an excellent source of information <http://www.usq.edu.au/library>. The gateway to education resources is here: <http://www.usq.edu.au/library/faculties/education/default.htm>

Cole, P & Chan, L 1990, *Methods and strategies for special education*, Prentice Hall of Australia, Sydney.

(An Australian publication with detailed information about instructional strategies.)

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessments	20.00
Directed Study	105.00
Private Study	40.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
PROJECT/ESSAY	40.00	40.00	20 Jan 2010
EXAMINATION - PART A	50.00	25.00	END S3 (see note 1)
EXAMINATION - PART B	35.00	35.00	END S3 (see note 2)

NOTES

1. APA style is the referencing system required in this course. Students should use APA style in their assignments to format details of the information sources they have cited in their work. The USQ library provides advice on how to format information sources using this system. http://www.usq.edu.au/library/help/ehelp/ref_guides/apastyle/default.htm
Examination - Part A contains 50 multiple choice questions, all of which are to be answered. Students will be advised of the examination date for this course when the official timetable for the semester has been finalised.
2. Examination - Part B contains 5 short answer questions, of which only two (2) are to be answered.

IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:
There are no attendance requirements for this course. However, it is the students' responsibility to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
- 2 Requirements for students to complete each assessment item satisfactorily:
To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available for each assessment item.
- 3 Penalties for late submission of required work:
If students submit assignments after the due date without (prior) approval of the examiner then a penalty of 5% of the total marks gained by the student for the assignment may apply

- for each working day late up to ten working days at which time a mark of zero may be recorded. No assignments will be accepted after model answers have been posted.
- 4 Requirements for student to be awarded a passing grade in the course:
To be assured of receiving a passing grade a student must achieve at least 50% of the total weighted marks available for the course.
 - 5 Method used to combine assessment results to attain final grade:
The final grades for students will be assigned on the basis of the weighted aggregate of the marks obtained for each of the summative assessment items in the course.
 - 6 Examination information:
In an Open Examination, candidates may have access to any material during the examination except the following: electronic communication devices, bulky materials, devices requiring mains power and material likely to disturb other students.
 - 7 Examination period when Deferred/Supplementary examinations will be held:
Any Deferred or Supplementary examinations for this course will be held during the examination period at the end of the semester of the next offering of this course.
 - 8 University Regulations:
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

OTHER REQUIREMENTS

- 1 Students will require access to e-mail and Internet access to UConnect for this course.
 - 2 Students are to use a recognised referencing system as specified by the examiner.
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