



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 Difficulties: Reading

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
EDU	8324	90414	2, 2009	EXT	1.00	Toowoomba

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

STAFFING

Examiner: Janice Stenton
Moderator: Barry Fields

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

People with low levels of literacy encounter grave difficulties in coping in a 'reading based' society. It is essential that at risk readers be promptly identified and that early intervention programmes be implemented. The expertise of the classroom teacher in the identification and remediation of children with reading difficulties is deemed to be a critical factor in the prevention of serious reading disabilities.

SYNOPSIS

This course focuses on the teaching of children with specific learning difficulties in reading. The emphasis is on assessment and diagnosis of children with reading problems and on the structuring, implementation and analysis of appropriate intervention programmes. Note: Students will require regular access to a classroom for completion of this course.

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. At the conclusion of this course, students will be able to demonstrate:

1. an in-depth knowledge of the range of the complex skills involved in the teaching of reading and an understanding of the reading process from both a skill-based and a developmental viewpoint (Assessment item 1 and 2)

2. a knowledge of factors which contribute to reading failure (Assessment item 1)
3. the ability to design and implement a reading assessment programme which provides for efficient class screening and for individual diagnosis and which includes a wide range of instruments - standardised, teacher constructed, informal (Assessment item 1 and 2)
4. competency in identifying, diagnosing and teaching students with reading difficulties (Assessment item 1 and 2)
5. competency in developing programmes for group remediation and for individualised instruction of the child with a reading disability in the classroom (Assessment item 1 and 2)
6. competency in structuring sequential courses for the remediation of skill deficits in reading, using a variety of corrective strategies (Assessment item 2)
7. the ability to develop and evaluate specific materials for teaching reading to under-achievers in the classroom (Assessment item 1 and 2)
8. the ability to select, evaluate and modify resources for programming (Assessment item 2)
9. the ability to work with other professionals in the assessment and remediation of children with reading problems. (Assessment item 1 and 2)
10. Demonstrate competence in and appropriate use of language and literacy, including spelling, grammar, punctuation and bibliographic referencing. (Assessment item 1 and 2)

TOPICS

	Description	Weighting (%)
1.	The reading process; theory of reading; problem readers; the reading event; effective teaching	20.00
2.	Assessment and diagnosis; general introduction; norm-referenced and criterion-referenced measures; diagnostic teaching; informal assessment; selecting tests; protocol of test administration; synthesising information; assessment using diagnostic lessons; assessment using portfolios; profiling	40.00
3.	Programming for remediation; selecting instructional techniques; using instructional techniques; reading recovery; whole language; support a reader; computer assisted instruction	40.00

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).

Walker, BJ 2008, *Diagnostic Teaching of Reading. Techniques for Instruction and Assessment*, 6th edn, Pearson/Merrill/Prentice Hall, Upper Saddle River, NJ.

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.

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>

Gunning, TG 2006, *Assessing and Correcting Reading and Writing Difficulties*, 3rd edn, Allyn & Bacon, Boston.

Konza,D 2006, *Teaching children with reading difficulties*, Thomson, Melbourne.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessments	80.00
Directed Study	60.00
Private Study	25.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
ASSIGNMENT 1	50.00	50.00	11 Sep 2009
ASSIGNMENT 2	50.00	50.00	30 Oct 2009

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 satisfactorily complete an individual assessment item a student must achieve at least 50% of the marks or a grade of at least C-. (Depending upon the requirements in Statement 4 below, students may not have to satisfactorily complete each assessment item to receive a passing grade in this course.)
- 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 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 grades obtained for each of the summative assessment items in the course.

- 6 Examination information:
There is no examination in this course.
- 7 Examination period when Deferred/Supplementary examinations will be held:
There will be no Deferred or Supplementary examinations in 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>.

OTHER REQUIREMENTS

- 1 Students will require regular access to a classroom for completion of this course. Students are advised not to enrol in this course if this access is not possible.
 - 2 Students are to use a recognised referencing system as specified by the course Examiner.
 - 3 Students will require access to e-mail and Internet access to UConnect for this course.
 - 4 **IMPORTANT NOTE:** Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the state of Queensland*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc..) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. **DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'**. For further information:
<http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>. *If you are undertaking practical experience outside the state of Queensland, Australia you should check local requirements.
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