



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, Literacies and Numeracies

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
SPE	3009	87464	1, 2009	WEB	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

REQUISITES

Co-requisite: EDC3100 and SPE3008

OTHER REQUISITES

Students must have successfully completed the entire previous year's professional experience courses in order to enrol in this course. Students must be available for a prescribed period of time to undertake a placement in a school or other approved site as required in this course. 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

Learning disabilities and learning difficulties (literacy and/or numeracy) represent the greatest single source of failure to progress in learning. Learning difficulties is a broad term which encompasses all difficulties in learning, in any curriculum area or in any skill. These difficulties may be long or short term. The cause of the difficulties is not an issue in identification. The term learning difficulties includes the narrower term of learning disabilities. "Learning disabilities are indicated by a great discrepancy between intellectual ability and actual school achievement" (Kirk, Gallagher, Anastasiow & Coleman, 2006). In Australian classrooms between 5-20% of students are identified with learning difficulties in literacy and/or numeracy. Research has provided educators with a range of effective techniques in order to enhance learning outcomes for all students in the inclusive classroom. Classroom teachers and support personnel need to be aware of these techniques.

SYNOPSIS

This course examines the area of learning disabilities and difficulties (literacy and numeracy). It provides a detailed examination of literacy and numeracy development emphasising where

difficulties commonly occur. In addition, this course provides many research-based effective curriculum and instructional adaptations to ensure learning success for all students in the inclusive classroom. A 15 day professional experience placement is attached to this course. NOTE: Minimum enrolment numbers apply to this offering. Should enrolments not reach the minimum number required for on-campus study, students may be transferred to the EXT or WEB offering and advised of this change before semester commences.

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 completion of this course students will be able to:

1. demonstrate an in-depth knowledge concerning the area of learning difficulties and learning disabilities, specifically in literacy and numeracy (Essay & Brochure).
2. demonstrate knowledge about appropriate assessment of students with learning disabilities in literacy and numeracy (Brochure).
3. provide a clear understanding of planning for and implementing effective adjustments in order to enhance learning outcomes for students with learning disabilities in literacy and numeracy (Essay & Brochure).
4. demonstrate competence in information literacy skills, including critical and reflective thinking (Essay & Brochure).
5. demonstrate competence in and appropriate use of language and literacy, including spelling, grammar, punctuation and bibliographic referencing (Essay & Brochure).

TOPICS

	Description	Weighting (%)
1.	Introduction to learning difficulties and learning disabilities	10.00
2.	Learning disabilities in literacy	30.00
3.	Learning disabilities in numeracy	30.00
4.	Assessment of students with learning difficulties and disabilities	10.00
5.	Curriculum and instructional adaptations in the inclusive classroom	20.00

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).

There is no set text for this course.

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>

Coyne, MD, Kameenui, EJ & Carnine, DW 2007, *Effective teaching strategies that accommodate diverse learners*, 3rd edn, Pearson Education, New Jersey.

Mastropieri, MA & Scruggs, TE 2007, *The inclusive classroom: strategies for effective instruction*, 3rd edn, Pearson, New Jersey.

Salend, SJ 2008, *Creating inclusive classrooms: effective and reflective practices for all students*, 6th edn, Pearson, New Jersey.

Tucker, BF, Singleton, AH & Weaver, TL 2006, *Teaching mathematics to all children: designing and adapting instruction to meet the needs of diverse learners*, 2nd edn, Pearson Education, New Jersey.

Westwood, P 2004, *Literacy and learning difficulties: approaches to teaching and assessment*, David Fulton Publishers, London.

Westwood, P 2004, *Numeracy and learning difficulties: approaches to teaching and assessment*, David Fulton Publishers, London.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessments	40.00
Directed Study	40.00
Lectures and Tutorials	30.00
Private Study	30.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
PROFESSIONAL EXPERIENCE	1.00	1.00	04 Mar 2009 (see note 1)
ESSAY	40.00	40.00	31 Mar 2009 (see note 2)
BROCHURE & INFORMATION PACK	60.00	60.00	02 Jun 2009 (see note 3)

NOTES

1. A mark of one (1) indicates you have passed the Professional Experience component. A mark of zero (0) indicates you have not passed the Professional Experience component. The weighting of 1% is used for administrative purposes only and is NOT included in the overall weighting for this course. Professional Experience dates as per the Professional

- Experience Timetable available on the web. Note: Completion of the professional experience component is a requirement for BEDU (Special Education) students only. Other students enrolled in this course do not undertake the professional experience component.
2. The Examiner will advise the due date for all assessment items. Full title of assessment component: Essay - effective literacy instruction for students with learning difficulties; students are to provide detailed research-based attitudes on the topic of effective teaching of literacy skills to students with learning disabilities in withdrawal or inclusive modes.
 3. The Examiner will advise the due date for all assessment items. Full title of assessment component: A. Develop a brochure for parents about numeracy for students with learning difficulties. B. Develop an information pack for teachers about numeracy for students with learning difficulties. Students must complete both Parts A and B.

IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:
It is the students' responsibility to attend and participate appropriately in all activities scheduled for them, and 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.
- 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 and must satisfactorily complete the sector-based professional experience and the combined academic component/s.
- 5 Method used to combine assessment results to attain final grade:
The final grades for students will be assigned on the basis of the aggregate of the weighted marks 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:
As there are no examinations in this course, there will be no deferred or supplementary examinations.
- 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 access to e-mail and have Internet access to USQConnect for this course.
 - 2 **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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