Description: Learning Difficulties: Reading

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
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<tr>
<td>EDU</td>
<td>8324</td>
<td>24900</td>
<td>2, 2003</td>
<td>EXT</td>
<td>1.00</td>
<td>TWMBA</td>
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Academic Group: FOEDU
Academic Org: FOE002
HECS Band: 1
ASCED Code: 070113

STAFFING
Examiner: Michelle Aniftos
Moderator: Barry Fields

RATIONALE
Inadequate readers 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 a specific learning disability in reading. The emphasis is on assessment and diagnosis of problem readers and on the structuring of appropriate intervention programmes. Note: Students will require regular access to a classroom for completion of this course.

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

- 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.
- A knowledge of factors which contribute to reading failure.
- 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.
- Competency in identifying, diagnosing and treating students with reading difficulties.
- Competency in developing programmes for group remediation and for individualised instruction of the child with a reading disability in the classroom.
- Competency in structuring sequential courses for the remediation of skill deficits in reading, using a variety of corrective strategies.
- The ability to develop and evaluate specific materials for teaching reading to under-achievers in the classroom.
- The ability to select, evaluate and modify resources for programming.
- The ability to work with other professionals in the assessment and remediation of children with reading problems.

**TOPICS**

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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</thead>
<tbody>
<tr>
<td>1. The Reading Process; Theory of reading; Problem readers; The reading event; Effective teaching</td>
<td>20.00</td>
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<tr>
<td>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</td>
<td>40.00</td>
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<tr>
<td>3. Programming for remediation; Selecting instructional techniques; Using instructional techniques; Reading recovery; Whole language; Support a reader; Computer assisted instruction</td>
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**TEXT and MATERIALS required to be PURCHASED or ACCESSED:**

Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at http://bookshop.usq.edu.au by entering the author or title of the text.


**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.

Audio cassette (supplied).

STUDENT WORKLOAD REQUIREMENTS

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>80</td>
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<tr>
<td>Directed Study</td>
<td>60</td>
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<tr>
<td>Private Study</td>
<td>20</td>
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</table>

ASSESSMENT DETAILS

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
<th>Required</th>
<th>Due Date</th>
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<tr>
<td>ASSESSMENT AND DIAGNOSIS</td>
<td>50.00</td>
<td>50.00</td>
<td>Y</td>
<td>26 Sep 2003</td>
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<tr>
<td>INTERVENTION PROGRAM</td>
<td>50.00</td>
<td>50.00</td>
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<td>31 Oct 2003</td>
</tr>
</tbody>
</table>

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 (or at least a grade of C-) for each assessment item.

3. Penalties for late submission of required work:
   If students submit assignments after the due date without prior approval then a penalty of 10% of the total marks available for the assignment may apply for each week late.

4. Requirements for student to be awarded a passing grade in the course:
   To be assured of receiving a passing grade a student must submit all of the summative assessment items and achieve at least 50% of the available weighted marks for those items.

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 (or 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
ASSESSMENT NOTES

1 The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the Examiner.

2 Students must retain a copy of each item submitted for assessment. This must be produced within five days if required by the Examiner.

3 The examiner may grant an extension of the due date of an assignment in extenuating circumstances.

4 The Faculty will NOT accept submission of assignments by facsimile.

5 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded IDS (Incomplete - Deferred Examination; IDM (Incomplete Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).

6 When there is more than one marker for a single item of assessment, the distributed patterns and means for the different markers will be compared and marks adjusted if necessary.

7 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.

8 All assessment items must be attempted/submitted and passed.

OTHER REQUIREMENTS

1 Students will require regular access to a class of students in order to complete course requirements.