The University of Southern Queensland

Course specification

Description: Learning Disabilities: Theory and Practice

<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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<td>30652</td>
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Academic group: FOEDU
Academic org: FOE002
Student contribution band: 1
ASCED code: 070113

STAFFING
Examiner: Don Rice
Moderator: Barry Fields

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
On successful completion of this course students will be able to:

- describe the major historical trends and controversial issues in the field of learning disabilities;
- demonstrate an understanding of proposed etiologies of learning disabilities;
• describe the major instructional approaches to learning disabilities within the
context of a range of curriculum areas;
• demonstrate an understanding of the social and emotional consequences of learning
disabilities on the affected student and on his or her family; and
• show how instructional approaches for students with learning disabilities may be
applied successfully in regular school and clinical settings.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. History and issues</td>
<td>10.00</td>
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<tr>
<td>2. Medical, psychological, and educational views of etiology</td>
<td>15.00</td>
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<tr>
<td>3. Instructional approaches, including assessment</td>
<td>50.00</td>
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<tr>
<td>4. Applications</td>
<td>25.00</td>
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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).


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.

, , 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, ProEd publication, USA.
, , Learning disability quarterly, Sage UK.
, , Remedial and special education,
, , The journal of special education,

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

**STUDENT WORKLOAD REQUIREMENTS:**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Assessment</td>
<td>20.00</td>
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<tr>
<td>Directed Study</td>
<td>105.00</td>
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<td>Private Study</td>
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**ASSESSMENT DETAILS**

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks out of</th>
<th>Wtg(%)</th>
<th>Due date</th>
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<tbody>
<tr>
<td>PROJECT/ESSAY</td>
<td>40.00</td>
<td>40.00</td>
<td>05 May 2004</td>
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<tr>
<td>EXAMINATION - PART A</td>
<td>50.00</td>
<td>25.00</td>
<td>END S1</td>
</tr>
<tr>
<td>EXAMINATION - PART B</td>
<td>35.00</td>
<td>35.00</td>
<td>END S1</td>
</tr>
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</table>

**NOTES:**

1. Letter grades will be used in this course and displayed in the Notes Section.
2. Examination - Part A contains fifty (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 Semester 1 2004 has been finalised.
3. Examination - Part B contains five (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 (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 may will apply for each working day late.

4. Requirements for student to be awarded a passing grade in the course:
To be assured of a passing grade, students must demonstrate, via the summative assessment items, that they have achieved the required minimum standards in relation to the objectives of the course by satisfactorily completing all summative assessment items (the examination and assignments).

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:
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.

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. The student must retain this copy until the grade for this course has been finalised.

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

4 In the event that a due date for an assignment falls on a local public holiday in their area, such as a Show holiday, the due date for the assignment will be the next working day. Students are to note on the assignment cover the date of the public holiday for the Examiner's convenience.

5 Students who have undertaken all of the required assessments in a course but who have failed to meet some of the specified objectives of a course within the normally prescribed time may be awarded the temporary grade: IM (Incomplete - Make up). An IM grade will only be awarded when, in the opinion of the examiner, a student will be able to achieve the remaining objectives of the course after a period of non-directed personal study.

6 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).

7 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.

8 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media.

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

10 All assessment items must be submitted and passed.


**OTHER REQUIREMENTS**

1 Students will require access to e-mail and Internet access to USQConnect for this course.

2 Students are to use a recognised referencing system as specified by the course examiner.