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>
</tr>
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<tr>
<td>EDU</td>
<td>8324</td>
<td>66533</td>
<td>2, 2007</td>
<td>EXT</td>
<td>1.00</td>
<td>Toowoomba</td>
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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 treating 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 1)
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**

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>The reading process; theory of reading; problem readers; the reading event; effective teaching</td>
<td>20.00</td>
</tr>
<tr>
<td>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>
</tr>
<tr>
<td>Programming for remediation; selecting instructional techniques; using instructional techniques; reading recovery; whole language; support a reader; computer assisted instruction</td>
<td>40.00</td>
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</table>

**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.


STUDENT WORKLOAD REQUIREMENTS

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Assessment</td>
<td>80.00</td>
</tr>
<tr>
<td>Directed Study</td>
<td>60.00</td>
</tr>
<tr>
<td>Private Study</td>
<td>25.00</td>
</tr>
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ASSESSMENT DETAILS

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks out of</th>
<th>Wtg(%)</th>
<th>Due date</th>
</tr>
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<tbody>
<tr>
<td>ASSIGNMENT 1</td>
<td>50.00</td>
<td>50.00</td>
<td>21 Sep 2007</td>
</tr>
<tr>
<td>ASSIGNMENT 2</td>
<td>50.00</td>
<td>50.00</td>
<td>02 Nov 2007</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 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 5% of the total marks available for the assignment may apply for each working day 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 complete and submit all of the summative assessment items and 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.

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 twenty-four (24) hours of receipt of request being made 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, 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. The Faculty will NOT accept submission of assignments by facsimile. Students who do not have regular access to postal services or who are otherwise disadvantaged by these regulations may be given special consideration. They should contact the Examiner of the course to negotiate such special arrangements.

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

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 a specified by the course Examiner.

3 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.