

## 26684 - Treatment of Disorders of Reading and Writing

### Syllabus Information

**Academic Year:** 2019/20

**Subject:** 26684 - Treatment of Disorders of Reading and Writing

**Faculty / School:** 107 -

202 -

301 -

**Degree:** 300 - Degree in Primary School Education

298 - Degree in Primary School Education

299 - Degree in Primary School Education

**ECTS:** 6.0

**Year:** 300 - Degree in Primary School Education: 4

299 - Degree in Primary School Education: 4

298 - Degree in Primary School Education: 4

**Semester:** 298 - First semester

298 - First semester

298 - First semester

298 - First semester

298 - First semester

298 - First semester

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300 - First semester

300 - First semester

300 - First semester

**Subject Type:** Optional

**Module:** ---

## 1.General information

### 1.1.Aims of the course

### 1.2.Context and importance of this course in the degree

### 1.3.Recommendations to take this course

## 2.Learning goals

### 2.1.Competences

### 2.2.Learning goals

1. Know what reading and writing tasks imply, and the basic psychological processes involved
2. Know how to relate difficulties with the psychological processes that underlie the performance of these tasks (PASS model and reader profiles)
3. Be able to make a functional evaluation and know the characteristics that delimit difficulties and/or disorders in written language. Know the tests that evaluate reading and writing
4. Be capable of considering significant objectives and coherent work sessions with children's needs. Know and evaluate intervention programmes and booklets
5. Understand the effect that repeated failure experiences may have on motivation and attributions

### 2.3.Importance of learning goals

Primary Education schoolchildren should enjoy reading and learning from reading, and enjoy constructing different texts. However in order to accomplish this, we must detect and respond to their needs.

Apart from the foreseen themes, we shall also study the reading and writing tasks that different children do (those who find it hard to decode new words, or do conventional compositions, or need considerable time to complete tasks, or do not make inferences). Combining theoretical aspects and real cases will help us to understand the difficulties and/or disorders that may emerge in written language, and to consider suitable intervention to cover needs. This could help to change the expectations of children and of those around them.

## 3.Assessment (1st and 2nd call)

### 3.1.Assessment tasks (description of tasks, marking system and assessment criteria)

## 4.Methodology, learning tasks, syllabus and resources

### 4.1.Methodological overview

The methodology followed in this course is oriented towards achievement of the learning objectives. It is based on active participation, case studies, teamwork etc. that favors the development of communicative skills and critical thinking. A wide range of teaching and learning tasks are implemented, such as lectures, practical activities, practice sessions, autonomous work, tutorials, and academic guidance.

Further information regarding the course will be provided on the first day of class.

### 4.2.Learning tasks

The course includes 6 ECTS organized according to:

- Lectures (3 ECTS): 30 hours.
- Practice sessions (2 ECTS): 20 hours.
- Autonomous work (ECTS): 87 hours.
- Tutorials (1 ECTS): 10 hours.
- Assessment (0,3 ECTS): 3 hours.

Lectures: the professor presents theoretical contents.

Practice sessions: they can involve discussion and presentation of case studies, practical work outside the classroom (field work or visits), and seminars.

Autonomous work: students do tasks such as autonomous study, reading of the course book, preparation of practice sessions and seminars, and summative assignments.

Tutorials: professors' office hours can be used to solved doubts and to follow-up students' work.

Assessment: final examination

### 4.3.Syllabus

1. The psychological bases of the teaching/learning process. Cognitive, metacognitive and motivational processes
2. Our task as readers: cognitive processes and reading. When reading is done with difficulty
3. Our task as writers: cognitive processes and writing. When writing is done with difficulty
4. Functional evaluation of reading/writing task. A test that evaluates reading and writing. Overall difficulties, specific difficulties
5. The PASS model and reading: different reader profiles, prevention and intervention programmes
6. Paying attention to reading/writing difficulties. Considerations from an integrative perspective
7. Written language in Special Education Centres

### 4.4.Course planning and calendar

For further details concerning the timetable, classroom and further information regarding this course please refer to the Facultad de Educación de Zaragoza website (<http://educacion.unizar.es/>); the Facultad de Ciencias Humanas y Sociales de

Teruel website (<https://fch.unizar.es/>) and the Facultad de Ciencias Humanas y de la Educación de Huesca (<https://magister.unizar.es/>)

#### **4.5. Bibliography and recommended resources**