

**COURSE DATA****Data Subject**

Code	35290
Name	Reading and Writing Disorders
Cycle	Grade
ECTS Credits	4.5
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. year	Period
1203 - Degree in Speech Therapy	Faculty of Psychology and Speech Therapy	2	Second term

Subject-matter

Degree	Subject-matter	Character
1203 - Degree in Speech Therapy	17 - Literacy disorders	Obligatory

Coordination

Name	Department
VERGARA MARTINEZ, MARTA	305 - Developmental and Educational Psychology

SUMMARY

The speech therapists, as a communication specialist, must know the disorders that occur in the written language, both during learning and when it is already consolidated. In their field of work, they will interact with other professionals (psychologists, neurologists, etc.) who will detect and evaluate these types of disorders and must know and manage the appropriate terminology to be able to interact within different contexts and have the appropriate knowledge to intervene in this field. This knowledge will serve as the basis for the subject 'Intervention in Disorders of Literacy', to be taught in the third year.

Therefore, the general objective of this subject is to introduce the student to reading and writing disorders, taking into account the different theoretical positions and procedures. In this sense, it is intended to provide the students with a theoretical framework that will guide their professional performance in this field.



In written language, the different processes related to both reading and writing will be analyzed in detail, along with their conceptualization and learning. We will work on the components and difficulties that occur during learning to read and write and also on other related difficulties (learning mathematics).

Finally, we will work from a global perspective that takes into account the different social, school, emotional aspects, etc. that may be related to literacy problems.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

Although no enrollment restrictions have been specified with other subjects in the curriculum, it is important that the student knows the development of normative language and its disorders, in order to address the disorders that occur in written language. Specifically, we find relationships of this subject with others taught in the 1st course: Language Foundations of Speech Therapy, Neurology and General Neuropsychology and Language, Basic Psychological Processes and Language Psychology, Developmental Psyc

COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

1203 - Degree in Speech Therapy

- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.
- Master the terminology that allows an effective interaction with other professionals.
- Design and conduct speech therapy treatments, both individual and collective, by setting targets and stages, with the most effective and adequate methods, techniques and resources, and bearing in mind the different life developmental stages as well as gender perspective.
- Work in the school, healthcare and healthcare settings as part of the professional team. Advice on the development, implementation of care and education policies on topics related to speech therapy.



- Explain and argue the treatment selected for each patient.
- Know and critically evaluate the techniques and tools of assessment and diagnosis of speech therapy, as well as its intervention procedures.
- Understand and critically evaluate the terminology and research methodology of speech therapy.
- Communicate findings and conclusions to patients, their families and other professionals involved in their care, both orally and in writing, considering the sociolinguistic characteristics of the environment.
- Be familiar with literacy disorders.

LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

Evaluate and diagnose clinical cases in written language disorders and learning disabilities use reading as a cognitive process Differentiate between reading delay and dyslexia evaluate and diagnose problems in reading comprehension Assess and evaluate diagnostic problems in writing and diagnose problems in the numbering and calculat - what. Identify difficulties in problem solving Identify problems associated with written language disorders and learning difficulties.

DESCRIPTION OF CONTENTS

1. Introduction to Specific Learning Disorders

- 1.1. Historical aspects
- 1.2. Definitions of Learning Disorders
- 1.3. Classification
- 1.4. Etiology

2. Reading as a cognitive process

- 2.1. The writing system
- 2.2. Visual word recognition (VWR)
- 2.3. Reading fluency
- 2.4. Understanding the text

3. Learning to Read

- 3.1. The writing system
- 3.2. Visual word recognition: skill development in decoding
- 3.3. Reading fluency: underlying skills
- 3.4. Understanding the text: underlying skills



4. Reading Disorders

- 4.1. Specific reading learning disorder; dyslexia
- 4.2. Specific reading fluency disorder
- 4.3. Specific disorder of reading comprehension
- 4.4. Neurobiological bases
- 4.5. Classification and types of dyslexia
- 4.6. Etiology of dyslexia
- 4.7. Dyslexia comorbidity

5. Writing as a cognitive process

- 5.1. Introduction
- 5.2. Word writing
- 5.3. Written composition

6. Scripture: learning and disorders

- 6.1. Word writing learning
- 6.2. Word writing disorders
- 6.3. Learning written composition
- 6.4. Difficulties in written composition

7. Problems associated with literacy disorders

- 7.1. Difficulties in learning mathematics
- 7.2. Affective and motivational problems associated with TEAPs

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Classroom practices	15,00	100
Study and independent work	67,50	0
TOTAL	112,50	

TEACHING METHODOLOGY

Classroom (theoretical and practical

Student work (preparation of papers, case studies, reading research papers, organization of exhibitions).

Scheduled individual and group tutorials.



Study, preparation and conduct of examinations.

EVALUATION

FIRST CALL

The evaluation of the acquisition of the competences will be based on a combination of different types of information, linked to the different activities that students have carried out. The evaluation procedures will include:

- * 5%: Attendance and active participation in the classes and/or classroom activities.
- * 25%: The assistance to the Practice sessions is obligatory it is required to attend at least 80% of the sessions. Non-attendance should be due to well-documented force majeure reasons (health status, death of a third degree relative, judicial subpoena, official examination, accompaniment to first-degree relative for medical reasons). Activities carried out by the student may consist on the resolution of practical cases, individual and group activities, student exhibitions.
- * 70%: Exam, which will consist of written and/or oral tests, with objective and open questions.

SECOND CALL

The evaluation procedures will include:

- * 30%: Oral exam using digital recording of the same and/or written exam about the skills-to-be-acquired in classroom as well as practical work and activities.
- * 70%: Exam, which will consist of written and/or oral tests, with objective and open questions.

Given the characteristics of the subject and the degree, a high command of written language will be required.

The teacher may require individual or small group interviews to verify the degree of participation and the achievement of the objectives that are pursued in any task developed. In turning down this request, it will not allow to pass the task / activity in question.

The manifest "copy" of any test, task, activity or report, whether individual or group, that serves for evaluation purposes in the subject, will make it impossible to endorse the subject matter.

REFERENCES



Basic

- CUETOS, F. (2008). Psicología de la escritura. Barcelona. Madrid: Wolters Kluwer.
- CUETOS, F. (2008). Psicología de la lectura. Barcelona. Madrid: Wolters Kluwer.
- DEFIOR, S. (1996). Las dificultades de aprendizaje. Un enfoque cognitivo. Málaga: Ediciones Aljibe.
- SORIANO, M. (2006). Dificultades en el Aprendizaje. Granada: GEU.

Additional

- JIMENEZ, J.E; y ORTIZ, M.R. (2001). Conciencia fonológica y aprendizaje de la lectura: Teoría, evaluación e intervención. Madrid. Editorial Síntesis.
- MIRANDA, A., VIDAL-ABARCA, E. y SORIANO, M. (2000). Intervención psicoeducativa en estudiantes con dificultades de aprendizaje. Madrid. Pirámide.
- Dehaene, S. (2014). El Cerebro Lector (5ª Ed.). Buenos Aires: Siglo XXI Editores
- Dehaene, S. (2015). Aprender a leer: de las ciencias cognitivas al aula. Buenos Aires: Siglo XXI Editores
- Wolf, M. (2008). Cómo aprendemos a leer: historia y ciencia del cerebro y la lectura. Barcelona: Ediciones B

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

1. CONTENTS

All the contents initially programmed in the teaching guide for the theoretical and practical sessions are maintained.

2. VOLUME OF WORK AND TIME PLANNING OF TEACHING

THEORY section: Both in semi-presential and non-presential teaching, by means of a video conference at the corresponding time.

PRACTICE section: In blended learning, by attending the classrooms indicated in the course guide. In non-attendance teaching, by means of videoconference and/or online supervision of programmed activities in the scheduled time.



3. TEACHING METHODOLOGY

THEORY section: Both in semi-presential and non-presential teaching, replacement of the classroom by synchronous videoconferencing through the creation of "Videoconference" tasks in the virtual classroom and execution of these by Blackboard Collaborate on the day and time of the classroom. Use of the virtual classroom forum to answer questions at the end of the video conference.

Tutorial system. The electronic tutoring program is maintained (attention in 48 working hours maximum by email) and in the schedule of face-to-face tutoring, immediate availability of the teacher.

PRACTICES section: what was initially established in the teaching guide is maintained.

4. EVALUATION

Applicable to semi-attendance or non-attendance teaching format.

CONTINUOUS EVALUATION BASED on activities with a weight of 50% of the grade. The maximum score will be 5 points. Of these 5 points, 3 correspond to the practical sessions, at the rate of 0.6 points maximum per practice (attendance and file card: 5 x 0.6, max: 3). The attendance criteria are maintained as a minimum requirement to be evaluated in this section. It is necessary to pass this section (minimum 1.5 points) in order to pass the course. If this section is not passed in call 1, this section will be recoverable in call 2 by means of a written exam about the competences worked in the classroom activities as well as in the works and practical activities. The remaining 2 points are obtained through exercises based on the theoretical information given. This section (practical sessions and exercises) is not recoverable in C2.

FINAL TEST (call 1 or 2): based on a multiple-choice exam with a weight of 50% of the grade with 30 multiple-choice questions of 3 alternatives (5 points max.; the correction criterion is maintained with respect to the original). It is necessary to pass this section in order to pass the course.

Specifications in case of taking the exam without attendance:

- Students must be connected via BBC videoconference with the camera activated and the microphone muted.
- A "mock" exam will be held to check the procedure, on the day indicated in the schedule of the course.
- If a person does not have the means to establish this connection and access the virtual classroom, he/she should contact the faculty by e-mail (e-mail account @alumni.uv.es) at the time of publication of this annex to the teaching guide.
- In case of connection difficulties on the day of the exam, the student must communicate it to the teacher from her email @alumni.uv.es, describing the difficulties, to arrange with the teacher the realization of an oral exam (via Blackboard or by telephone) that will be recorded, the same day of the exam.
- Interviews via videoconference may be required to verify participation in the tasks performed, individually or in groups. Declining this verification by the student will mean not passing the activity - individual or group- in question.



- UV plagiarism detection systems will be used in the evaluation evidences. The obvious copying of any assignment or activity, whether individual or group, which serves for evaluation purposes in the course, will make it impossible to pass the course.
- The obtaining of Honor's Degree will depend on the overall grade (in any case, higher than 9.5). In case of a tie, it will be subject to an extraordinary exam. In no case will it subtract a grade.

5. BIBLIOGRAPHY

The recommended manuals are replaced by the notes, reference documents and videos that are uploaded to the AV.

Recommended readings are maintained as they are available in the databases to which the UV is subscribed (requires VPN).