

## 472-697 Literacy Intervention Strategies

<b>Credit Points:</b>	25.00
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	2009, This subject commences in the following study period/s: Semester 2, - Taught on campus.
<b>Time Commitment:</b>	Contact Hours: 5 full days of contact Total Time Commitment: Not available
<b>Prerequisites:</b>	None
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	<p>&lt;p&gt;For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.&lt;/p&gt;         &lt;p&gt;It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: &lt;a href="http://services.unimelb.edu.au/disability"&gt;http://services.unimelb.edu.au/disability&lt;/a&gt;&lt;/p&gt;</p>
<b>Coordinator:</b>	Dr John Keith Munro
<b>Subject Overview:</b>	<p>This subject reviews contemporary theories and explanations of learning disabilities in literacy and examines reading as an information processing process. It examines how fluent readers read; levels of fluent text processing, oral language knowledge during reading, using attention while reading, short term memory capacity, metacognitive aspects, readers' self perceptions of reading; learning to read; pre-literate developments phonological, orthographic and oral language development, parent-child shared reading experiences; developmental trends in metacognitive knowledge, self-efficacy as readers and the attribution of success and failure. Reading difficulties are explored in terms of the information processing developmental frameworks: types of reading disabilities, verbal-linguistic explanations of reading disability, memory processes and reading disabilities, verbal-linguistic explanations of reading disability, memory processes and reading disabilities, motivation to read difficulties; visual explanations of reading disability, relevant neurological explanations and the implications for diagnosis and intervention; literacy diagnostic pathway. Procedures for engaging readers in the assessment process are explored; describing, analysing, explaining and reporting reading disabilities. Implementation of a reading intervention is examined: relevant prose reading strategies, the oral language knowledge, memory retrieval and verbal reasoning strategies necessary to support reading, teaching orthographic knowledge and individual word reading.</p>
<b>Objectives:</b>	Information not available
<b>Assessment:</b>	3 written assignments, 2,000 words each (33.3 per cent each assignment)
<b>Prescribed Texts:</b>	None
<b>Breadth Options:</b>	This subject is not available as a breadth subject.
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Links to further information:</b>	<a href="http://www.edfac.unimelb.edu.au">www.edfac.unimelb.edu.au</a>

<b>Related Course(s):</b>	Postgraduate Certificate in Early Literacy Intervention
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