

## 476-889 Learning Disabilities: Literacy

<b>Credit Points:</b>	12.50
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	2009, This subject commences in the following study period/s: March, - Taught on campus.
<b>Time Commitment:</b>	Contact Hours: 18 hours 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; <p>&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> </p>
<b>Coordinator:</b>	Dr John Keith Munro
<b>Subject Overview:</b>	This subject reviews contemporary theories and explanations of learning disabilities in literacy and examine their underpinning assumptions and implications. Theories include schematic-interactive models, strategic models and orthographic learning models. Implementation issues such as word, sentence and topic level processes are examined. Contemporary diagnostic and education programs and practices for students with learning disabilities in literacy are analysed and evaluated in terms of current research. In addition, strategies for the provision of assistance at the systemic, school and classroom levels are examined.
<b>Objectives:</b>	Information not available
<b>Assessment:</b>	One written assignment totalling 4,000 words (100 per cent).
<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>	<p>Master of Education (Specific Learning Difficulties)</p> <p>Master of Education (Stream 100A) Coursework and Thesis A</p> <p>Master of Education (Stream 100B) Coursework</p> <p>Master of Education (Stream 150) Major Thesis</p> <p>Master of Education (Stream 150A) Coursework and Thesis A</p> <p>Master of Education (Stream 150B) Coursework</p> <p>Postgraduate Certificate in Educational Studies (Generalist)</p> <p>Postgraduate Certificate in Educational Studies (Specific Learning Diff.)</p> <p>Postgraduate Diploma in Educational Studies (Generalist)</p>