

EDUC90247 Literacy Intervention Strategies

Credit Points:	25
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2010, Parkville This subject commences in the following study period/s: March, Parkville - Taught on campus.
Time Commitment:	Contact Hours: 5 full days of contact Total Time Commitment: Not available
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.
Coordinator:	Dr John Munro
Contact:	Education Student Centre
Subject Overview:	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.
Objectives:	Information not available
Assessment:	3 written assignments, 2,000 words each (33.3 per cent each assignment)
Prescribed Texts:	None
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Links to further information:	www.education.unimelb.edu.au
Related Course(s):	Postgraduate Certificate in Early Literacy Intervention