

1	Course title	Dyslexia
2	Course number	1804752
3	Credit hours (theory, practical)	3 hours (Theory)
	Contact hours (theory, practical)	3 hours (Theory)
4	Prerequisites/corequisites	None
5	Program title	MSc. in Speech language Pathology
6	Program code	07
7	Awarding institution	The University of Jordan
8	Faculty	School of rehabilitation sciences
9	Department	Department of Hearing and Speech Sciences
10	Level of course	Undergraduate/ Third year
11	Year of study and semester (s)	(Elective course) 2018-2019
12	Final Qualification	MSc.
13	Other department (s) involved in teaching the course	None
14	Language of Instruction	English
15	Date of production/revision	10-2018

16. Course Coordinator:

Name	
Rank	
Office number	
Office hours	
Phone number	
Email addresses	

17. Other instructors:

Name	-----
Rank	-----
Office number	-----
Office hours	-----
Phone number	-----
Email addresses	-----
Name	-----
Rank	-----
Office number	-----
Office hours	-----
Phone number	-----
Email addresses	-----

18. Course Description:

This course provides students with insight into the abilities, needs and issues of individuals with dyslexia in a training setting. It also aims to teach students about some of the central topics in the study of reading development and dyslexia.

It also discusses foundation skills children need to be successful readers and processing skills and knowledge required for learning to spell. Subtypes of dyslexia are discussed and links between research and practice will be introduced by reviewing methods of teaching reading, assessment and the remedial intervention of children with dyslexia.

19. Course aims and outcomes:**A- Aims:**

This course will allow students to demonstrate the ability to work collaboratively with peers and independently to identify literacy difficulties and develop intervention programs for effective instruction of literacy skills. Students will demonstrate the ability to think critically about current issues in literacy development and will examine the best practices in literacy instruction for reading, writing and mathematics.

B- Intended Learning Outcomes (ILOs):

Upon completing the program, students are expected to:

1. Program ILO: Demonstrate deep knowledge of the basic human communication processes, as well as the nature of speech, language, and hearing.

Specific Course ILO(s):	1.1 Learn how to relate various conditions that impede literacy development (cognitive and physical to the presence of learning disabilities).
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2. Program ILO: Identify and apply the basic principles and methods of prevention, assessment and intervention for individuals with communication and hearing disorders.

Specific Course ILO(s):	2.1 Learn how to demonstrate the best and most appropriate assessment instruments used for learning disabilities. 2.2 Demonstrate a working knowledge of a specific reading, writing and mathematics teaching model.
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	<p>2.3 Administer, score, and interpret the standardized assessment results.</p> <p>2.4 Select and implement appropriate instructional techniques and strategies to help remediate literacy difficulties.</p> <p>2.5 A variety of techniques to enhance reading, comprehension, writing and mathematics abilities.</p> <p>2.6 Effective scientific –based approaches to instruction to address literacy differences.</p>
3. <u>Program ILO:</u> Apply the basic clinical skills in working with individuals with communication and hearing disorders.	
Specific Course ILO(s):	3.1 Learn how to employ knowledge in evaluation and treatment of specific reading, writing and mathematics teaching model.
4. <u>Program ILO:</u> Formulate specific and appropriate intervention plans.	
Specific Course ILO(s):	Learn how to put plans into action and choose the most appropriate instruments in therapy.
5. <u>Program ILO:</u> Conduct appropriate diagnostic monitoring procedures, therapy or other actions safely and skillfully.	
Specific Course ILO(s): Learn how to put plans into action and choose the most appropriate instruments in assessment.	
6. <u>Program ILO:</u> Write professional reports for patient with communication and hearing disorders.	
Specific Course ILO(s):	Learn how to demonstrate the skills of writing evaluation reports, session plans, treatment plans, and other documentation reports that facilitate the patients' needs.
7. <u>Program ILO:</u> Apply principles of evidence-based practice in the assessment and intervention processes.	
Specific Course ILO(s):	7.1 Learn how to relate the current researches to the used evaluation and treatment approaches.
8. <u>Program ILO:</u> Identify ongoing effectiveness of planned activity and modify it accordingly.	
Specific Course ILO(s):	8.1 Learn how to demonstrate adequate on going dynamic assessment and consider that in treatment approaches.
9. <u>Program ILO:</u> Analyze the criteria of each assessment and intervention approach and accordingly choose the best technique for each individual case.	
Specific Course ILO(s):	<p>9.1 Administer, score, and interpret the standardized assessment results.</p> <p>9.2 Select and implement appropriate instructional techniques and strategies to help remediate literacy difficulties.</p> <p>9.3 A variety of techniques to enhance reading, comprehension, writing and mathematics abilities.</p> <p>9.4 Effective scientific –based approaches to instruction to address literacy</p>

	differences.
10. Program ILO: Employ time management skills in dealing with case loads and in delivering intervention for individual cases.	
Specific Course ILO(s):	Manage time administering the targeted goals for all the patients on the caseload.
11. Program ILO: Demonstrate commitment to lifelong learning, teamwork, scientific research, analysis, interpretation, has the ability to think critically and solve problems, and uses technology to monitor, manage, analyze, and transfer information to generate knowledge and employ it for future uses.	
Specific Course ILO(s):	11.1 Demonstrate a working knowledge of a specific reading, writing and mathematics teaching model.
12. Program ILO: Demonstrate the ability to take responsibilities and exercises their rights and duties within the value system of society and their public morals.	
Specific Course ILO(s):	12.1 Demonstrate a working knowledge of a specific reading, writing and mathematics teaching model.

20. Topic Outline and Schedule:

1.					
Topic	Week	Instructor	Achieved ILOs	Evaluation Methods	Reference
History and Theory of Literacy.	1		2. 1.1	- Presentation	- Morris, D. (2008). <i>Diagnosis and Correction of Reading Problems</i> . NY: Guilford Publications Inc. ISBN 978-1-59385-617-5 -Berch, D.B. & Mazzocom M.M. (2007). <i>Why is Math so Hard for Some Children? The Nature</i>
Stages of Literacy Development.	2		3. 1.1	- Group Discussion	
Introduction to Reading Difficulties.	3		4. 1.1	- Power Point	
Introduction to Reading Difficulties.(cont.)	4		5. 1.1		
Introduction to developmental and acquired reading and writing Difficulties.	5		6. 1.1		
Introduction to developmental and acquired reading and writing Difficulties.(cont.)	6		7. 1.1		
Introduction to developmental and acquired reading and writing Difficulties.(cont.)	7		8. 1.1		
Introduction to Fine	8		9. 1.1		

motor development and writing skills.					<i>and Origins of Mathematics Learning Difficulties and Disabilities.</i> MD: Paul H. Brookes Pub. Co. ISBN 978-1-557668647. -Articles, chapters from another books and websites will be provided during the semester.
Introduction to Fine motor development and writing skills.(cont.) Mid- Semester Exam	9		10.1.1		
Assessing Reading, writing and Math Difficulties.	10		2.1- 2.3- 7.1- 9.1, 9.2, 9.3, 9.4		
Assessing Reading, writing and Math Difficulties.(cont.)	11		2.1- 2.3- 7.1- 9.1, 9.2, 9.3, 9.4		
Teaching Learners with Reading, writing and Math Difficulties.	12		2.2- 2.4- 2.5- 2.6- 3.1- 7.1- 8.1- 9.1, 9.2, 9.3, 9.4- 11.1- 12.1.		
Teaching Learners with Reading, writing and Math Difficulties.(cont.)	13		2.2- 2.4- 2.5- 2.6- 3.1- 7.1- 8.1- 9.1, 9.2, 9.3, 9.4- 11.1- 12.1.		

Teaching Learners with Reading, writing and Math Difficulties.(cont.)	14		2.2- 2.4- 2.5- 2.6- 3.1- 7.1- 8.1- 9.1, 9.2, 9.3, 9.4- 11.1- 12.1.		
Revision, Presentation & Discussion.			-----		
Final Exam <i>(Date and time will be announced in class)</i>	15		-----		

21. Teaching Methods and Assignments:

Please pick the approaches that will be used to achieve course and clinical objectives related to the ILOs:

Select if applied	Instructional Methods	Learning Activities (Examples)
√	Direct Instruction	<ul style="list-style-type: none"> • Structured orientation lectures • Skills and procedures demonstrations
√	Interactive Instruction	<ul style="list-style-type: none"> • Clinical conferences and case presentations • Seminars and discussions
	Experiential Learning	<ul style="list-style-type: none"> • Experiential learning in clinical setting • Simulation • Hands-on learning
√	Independent Study	<ul style="list-style-type: none"> • Self-directed literature review and synthesis to address problems in a specific case study • Reflective Journaling
√	Blended Learning	<ul style="list-style-type: none"> • Combined face-to-face classroom practices with computer-mediated activities regarding content and delivery of course topics
	Other (please specify)	

22. Evaluation Methods and Course Requirements:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

Exams		
Exam	Date	Grade
Midterm	The 9 th week of the semester 5\11\2018	30
Final	Announced to the class by the registration	40
Quizzes and presentations	Announced to the class by the instructor	30

Assignments	
Assignment 1: None	
Assignment description:	-----
Assignment objective:	-----
Assignment due date:	-----
Grade:	-----
Rubric:	(can be in an appendix)

23. Course Policies:**A- Attendance policies:**

- Attendance will be taken periodically throughout the semester.
- Students are expected to attend and actively participate in all classes.
- Students are expected to be on time.
- When the student is unable to attend class, it is a courtesy to notify the instructor in advance using either e-mail or phone.
- Repeated tardiness or leaving early will not be accepted.
- Students who miss class (or any portion of class) are responsible for the content. Any student who misses a class has the responsibility for obtaining copies of notes, handouts, assignments, etc. from class members who were present. If additional assistance is still necessary, an appointment should be scheduled with the instructor. Class time is not to be used to go over material with students who missed class (es).
- An absence of more than 15% of all the number of classes, which is equivalent of (7) classes, requires that the student provides an official excuse to the instructor and the dean.
- If the excuse was accepted the student is required to withdraw from the module.
- If the excuse was rejected the student will fail the module and mark of zero will be assigned as suggested by the laws and regulations of the University of Jordan. Please refer to pages 133, 134 of the student handbook.

B- Absences from exams and handing in assignments on time:

- The instructor will not do any make-up exams.
- Exceptions for make-up exams and late submission of class assignments will be made on a case-by-case basis for true personal emergencies that are described as accepted by the regulations of UJ (e.g., documented medical, personal, or family emergency).
- Make-up exams will be arranged if justifications for missing the exam satisfy the above. It is the student's responsibility to contact the instructor within 24 hours of the original exam to schedule a make-up session. A make-up exam should be taken within a week from the original exam date, unless the student can provide documentation that makes meeting that deadline impossible; otherwise, the recorded score for that exam for the student will be a zero.
- Late assignments will not be accepted and submission of assignments (due to unjustified absence from class) by other students will not be accepted regardless of how much work the student put into its preparation.

C- Health and safety procedures:

- Students will not be in direct contact with patients during this course.
- Students are not expected to use any heavy tools or equipment that might impose health and safety issues during this course.
- Students should work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner in accordance with health and safety legislation.
- Students should understand the importance of and be able to maintain confidentiality.
- Students should understand the importance of and be able to obtain informed consent.
- Students should know the limits of their practice and when to seek advice or refer to another

professional

D- Honesty policy regarding cheating, plagiarism, misbehavior:

- Students are expected to observe all University guidelines pertaining to academic misconduct.
- Any work submitted by a student for academic credit must be the student's own work. Submission of work taken directly from another source (e.g., book, journal, internet, clinic forms, or another student work) will be considered plagiarism and the student/group will get a zero grade for that work if part of an assignment. In addition, if copying occurred, both the student who copied the work and the student who gave material to be copied (if applicable) will receive a zero for the assignment.
- Students are expected to do work required for assignments on their own. Asking other instructors at the JU clinic or the staff, or other students to assist in or do any part of the assignment for them will negatively affect their grade on that assignment. The course instructor is the person the student needs to talk to if s/he has any difficulties pertaining to an assignment or project and is strongly encouraged to schedule an appointment with the instructor if such difficulties arise during the semester.
- Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited.
- Any forms of academic misconduct will be handled according to the University of Jordan guidelines.

E- Grading policy:

Grading for this course will be determined based upon the accumulation of points for variety of assignments and exams. All work will be evaluated on completeness, organization, clarity of information, and the integration and application of the material.

F- Available university services that support achievement in the course:

The University of Jordan provides many services to support social, health, and mental well-being of students in general and students with disabilities in specific. Students are advised to visit the Faculty of Students Affairs to learn more about those services. If you are a student with a disability for which you may request accommodations, please notify the staff of Services for Student with Disabilities (Faculty of Students Affairs) as soon as possible. Please also contact the instructor as soon as possible (email is acceptable) so the appropriate accommodations for this course can be made.

24. Required equipment:

Equipments that will be used:

- Computer
- Overhead projector
- Speakers

Websites that will be used for readings:

- The University of Jordan website (E-Learning).
- American Speech, Language, and Hearing Association website
- Using audio- visual materials when possible (e.g., power point, DVDs, audio tapes)

Note:

Please make sure to check the E- Learning website a day before the lecture, download and print the worksheets or the reading material uploaded for the session.

25. References:**A- Required book (s), assigned reading and audio-visuals:**

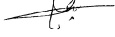
- Morris, D. (2008). *Diagnosis and Correction of Reading Problems*. NY: Guilford Publications Inc. ISBN 978-1-59385-617-5
- Berch, D.B. & Mazzocco M.M. (2007). *Why is Math so Hard for Some Children? The Nature and Origins of Mathematics Learning Difficulties and Disabilities*. MD: Paul H. Brookes Pub. Co. ISBN 978-1-557668647.

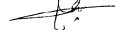
B- Recommended books, materials, and media:

- Articles, chapters from another books and websites will be provided during the semester.

26. Additional information:

Please make sure to check the E- Learning website a day before the lecture

Name of Course Coordinator: Prof. Yaser Natour Signature:  Date: 14-4-2019

Head of curriculum committee/Department: Dr. Yaser Al Natour Signature:  Head of

Department: Dr. Yaser Al Natour Signature: 

Head of curriculum committee/Faculty: Prof. Ziad Hawamdeh Signature: Z.H

Dean: Prof. Ziad Hawamdeh Signature: Z.H

Copy to:

Head of Department
Assistant Dean for Quality Assurance
Course File