COURSE OUTLINE

(1) GENERAL

SCHOOL	EDUCATION
ACADEMIC UNIT	PRIMARY EDUCATION
LEVEL OF STUDIES	GRADUATE
COURSE CODE	DEE801 **SEMESTER** 8th
COURSE TITLE	Difficulties in Reading and Writing

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	WEEKLY TEACHING HOURS	CREDITS
	3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special Background
PREREQUISITE COURSES:	Learning Difficulties - Dyslexia
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

Learning outcomes *The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.* *Consult Appendix A* • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area* • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B* • *Guidelines for writing Learning Outcomes*

To understand important concepts of the field

To be able to discriminate the characteristics of different written language difficulties and their aetiologies

To understand the processes involved in the acquisition of written language and the influence of orthographic transparency

To learn about the importance of early identification

To know the methodology of assessing and teaching written language

General Competences *Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management* *Respect for difference and multiculturalism*

Demonstration of social, professional and ethical standing and sensitivity on issues regarding special education

Adaptation to new situations

Searching, analyzing and incorporating data and information

(3) SYLLABUS

The importance of written language
Definitions
Reading and Writing Difficulties
Aetiology: Single or Multiple factor(s) problem
Orthographic Transparency
Diagnostic Approaches and the problem of Intelligence
Early Identification
Reading and Writing problems in the class – Issues of Assessment
Teaching Intervention and Differential Instruction

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	**Use of ICT in teaching**	
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	*Activity*	*Semester workload*
	Seminars	39
	Study and Essay Writing	30
	Study of the Literature	53
	Exams	3
	Course total	*125*
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving,*	Obligatory Mid-Term essay Final exam: Essay type questions	

written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:
- Related academic journals:

Polychroni, F. (2011) Specific Learning Difficulties- Dyslexia. Athens. Pedio.

Anastasiou, D. (2011) Dyslexia. Athens. Babalis.

Tzouriadou, M. (2011) Intervention Programmes for Children with learning Difficulties. Thessaloniki: Michalopoulos.