

**SIMON FRASER UNIVERSITY**

**EDUC. 422-4  
LEARNING DISABILITIES**

Fall Semester , 1990  
(Sept. 4 - Nov. 30, 1990)  
Monday, 16:30 - 20:20  
Location: MPX 8620

Instructor: Dr. Bernice Wong  
Telephone: 291-4115  
Messages: 291-3395

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Prerequisites:

60 hours of credit. Educ 220 or equivalent instructional Psychology course recommended.

Course description:

This course focuses on the conceptual, research and assessment aspects of learning disabilities. It is the prerequisite course to Education 424: Learning Disabilities practicum/lab. Educ 424 focuses on providing students with instruction and practice in informal assessment of reading and mathematics problems and remediation of them.

Major topics covered in Educ 422 include: A lifespan approach to understanding learning disabilities (LD), conceptual and definitional issues in LD, a language-oriented view to reading disability, visual processing problems, reading research and LD, metacognition and LD, social aspects of LD, assessment of reading problems, math problems and writing problems of LD students.

Textbook:

Introduction to learning disabilities. D. Hallahan, J. Kauffman, and J. Lloyd. (Prentice-Hall, 1985).

Grading:

Two exams: one midterm and one final exam (each worth 40%)

One essay: worth 20%

Intended audience of the course:

Students in education, psychology, counselling, nursing, and practicing teachers

EDUCATION 422-4: 1990-2

## ASSIGNMENTS

### 1. TASK ANALYSIS

A number of specific abilities are called into play in order to complete the cover page of the SFU exam answer booklet.

List these abilities and discuss the feasibility of this task for learning-disabled students.

**MAY 22: 15%**

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### 2. CURRENT EVENT

The Year 2000 document contains the following statement:

"The concept of continuous progress is central to the way in which student learning will be viewed in the Primary Program. Students will learn at their own rate, according to their own styles. Because the grade level barriers have been removed, students cannot 'fail' a grade, nor be forced to repeat a grade."

Discuss the implications of this statement for the young learning disabled student.

**June 12: 15%**

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### 3. DISCUSSION PAPER ON AN ISSUE RELATED TO LEARNING DISABILITIES

The purpose of this assignment is to provide opportunity for investigation of an issue of current concern re. LD.

Your choice of issue will be part of the assessment of this assignment. The issue should be addressed in a succinct and cogent fashion, and the presentation should contain your recommendation(s) vis-a-vis the topic.

Your paper should not exceed 5 double-spaced 8 1/2 x 11 pages.

**BEFORE JULY 10: 20%**

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#### 4. BIBLIOGRAPHY AND RESOURCE FILE

Development of a resource file for the area of learning disabilities—to include annotated references from the literature and research; descriptions of activities, ideas, materials, etc.

This is your file, and I hope you will continue to maintain it after the course is concluded. Use any format with which you are comfortable. However, I do recommend a card-index system because of the flexibility it offers in terms of access, replacement, extension, and its capability for sorting according to topic, as your future needs may prescribe. Or, you might choose to use a computer, in which case you would submit a hard copy for evaluation.

Criteria for evaluation of the file are:

- a) Number of entries (MINIMUM: 20)
- b) Relevance of entries
- c) Inclusion of your evaluations of entries
- d) Difficulty level of bibliographic references
- e) Amount of WORK

Note: I have used this assignment before and folks often have initial difficulty with the idea of it. An unsolicited evaluation of this assignment by a previous student, begins this way:

*"Although I entered into this task with dubious misgivings about the 'learning benefits' which would be accrued from this assignment (quality or quantity, says I) – may I say, in all sincerity that it has been one of the most beneficial learning experiences I have encountered."*

**AUGUST 3 (10 a.m. – 11 a.m.): 15%**

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#### 5. TAKE-HOME EXAMINATION

This document will be distributed in class on May 30. (Thus, you will have lots of time to work on it!)

Format will be "short essays," (4 questions)

If you wish, you may join forces with a friend(s) and submit a joint effort.

**AUGUST 3 (10 a.m. – 11 a.m.): 25%**

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## 6. PARTICIPATION IN CLASS

This component does not imply monopolization/interruption of in-class discussion! It does imply commitment to:

- a) attendance
- b) on-time submission of work
- c) special contributions (e.g., appropriately-timed offerings of substantive information; cogent articles for LIFT file; acting as a resource for others; formal sharing of ideas re intervention).

Compliance with a + b gets you a "C".

If, as well, you participate in category "c", an "A" or "B" is possible.

This grade category is discretionary and may counterbalance.

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**GRADE CONTRIBUTION: 10%**