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Summer Semester 1998

**EDUC 422 - 4**  
**Learning Disabilities**

**D01.00**

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**PREREQUISITE**

60 credit hours & Educ 220

**COURSE DESCRIPTION**

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, and social aspects of LD.

Educ 422 will consist of lectures supported by tutorial sessions. For these tutorial sessions students will be divided into groups which will meet regularly with either an instructor or a teaching assistant. Tutorial participation is important because it ensures thorough understanding of text.

**OBJECTIVES**

This course focuses on the conceptual, research and assessment aspects of learning disabilities. It is the prerequisite course to Educ 424-4: Learning Disabilities Lab. Educ 424 focuses on providing students with instruction and practice in informal assessment of reading, mathematic and writing problems and remediation of them.

*A pointer from the instructor:*

Students are encouraged to take both courses (422 and 424) together. However, it is NOT mandatory for them to take both together. The advantages of taking both courses are that a student can better relate learning in Educ 422 to Educ 424. Students who took an integrated course load of both Educ 422 and Educ 424 in the past summers tended to report that despite the heavy demands of the course work, they found them to be worthwhile because they learned a lot from seeing theory translated into practice before their eyes. The disadvantages come from the heavy demands of course work, especially Educ 424. So students must make well-considered decisions when it comes to whether or not to take both courses together.

**REQUIREMENTS**

- Two quizzes, each worth 35% - total 70%
- Three short think papers, each worth 10% each - total 30%

**REQUIRED READING**

Wong, B.Y. L. The ABC's of Learning Disabilities. San Diego: Academic Press, 1996.  
ISBN 0-12-76254-3.