



**Karolinska
Institutet**

Course syllabus for

Reading and Writing Difficulties, 3 credits

Läs- och skrivsvårigheter, 3 hp

This course has been cancelled, for further information see Transitional provisions in the last version of the syllabus.

Please note that the course syllabus is available in the following versions:

Spring2012 , Autumn2012 , Autumn2013 , Autumn2014 , Autumn2015

Course code	2LG046
Course name	Reading and Writing Difficulties
Credits	3 credits
Form of Education	Higher Education, study regulation 2007
Main field of study	Speech and Language Pathology
Level	AV - Second cycle
Grading scale	Pass, Fail
Department	Department of Clinical Science, Intervention and Technology
Decided by	Programnämnd 4
Decision date	2012-05-03
Revised by	Programme Committee 4
Last revision	2014-04-28
Course syllabus valid from	Autumn 2014

Specific entry requirements

For admission to semester 7, the grade pass in all courses from semester 1-5 is required. Student may lack 7.5 credits from courses on G2-level semester 6.

Objectives

On completion of the course, the student is expected to be able to:

- describe typical reading and writing acquisition
- characterize reading and writing difficulties and dyslexia and problematize causal theories and scientific paradigms
- describe and explain the relationship between various types of speech and language disorders and reading and writing difficulties
- describe reading and writing difficulties in individuals with various types of developmental aberrations and discuss comorbidity and differential diagnosis
- explain and argue for different assessment methods and interventions for reading and writing difficulties

- explain the reading and writing process from a multilingualism perspective
- reflect on the relationship and difference between reading and writing difficulties, mathematical difficulties and other additional needs
- discuss the attitude of schools to reading and writing difficulties.

Content

The course includes basic theoretical knowledge about prevalence and reasons for reading and writing difficulties in children, adolescents and adults. The connections between various types of speech and language disorders and reading and writing difficulties and between reading and writing difficulties, mathematical difficulties and other additional needs are highlighted. The course also covers methods for assessing reading and writing difficulties and various types of interventions: preventive, compensatory and intervening. Further, the course includes aspects of the reading and writing process from a multilingual perspective and reading and writing difficulties in individuals with various types of developmental problems. The attitude of schools to reading and writing problems is also highlighted.

Teaching methods

Lectures, group discussions, seminars and exercises.

Participation in group discussions/seminars is compulsory.

The course coordinator decides whether, and if so how, absence from compulsory course elements can be made up. Study results cannot be reported until the student has participated in compulsory course elements or compensated for any absence in accordance with instructions from the course coordinator. Absence from a compulsory course element could mean that the student can not retake the element until the next time the course is offered.

Examination

Participation in compulsory group discussions/seminars.

Written examination

In case of absence from a compulsory part, the student is responsible for contacting the course coordinator for a complementary assignment.

The written examination is graded anonymously (using an identification number for each student). Students who do not pass the written examination are entitled to five more examination sessions, the first within fourteen days of the notification of the exam result. The third re-examination is the next regular examination session of the course. Each occasion the student participates in the same test counts as an examination. Submission of a blank exam paper is regarded as an examination. In case a student is registered for an examination but does not attend, this is not regarded as an examination.

Transitional provisions

Examination may take place with the previous reading list during a period of one and a half years after the date of any renewal of the reading list. Examination will be provided during a period of three years after possible discontinuation of the course.

Other directives

The course evaluation will be carried out in accordance with the guidelines established by the Board of Education. The course evaluation for each module will be mainly web-based.

Literature and other teaching aids

Mandatory literature

Articles corresponding to 150 pages may be added.

Kamhi, Alan G.; Catts, Hugh W.; Kamhi, Alan G.

Language and reading disabilities

3. ed. : Boston : Pearson, cop. 2012 - xvi, 303 p.

ISBN:978-0-13-707277-4 LIBRIS-ID:12285390

[Library search](#)

Wengelin, Åsa; Nilholm, Claes

Att ha eller sakna verktyg : om möjligheter och svårigheter att läsa och skriva

1. uppl. : Lund : Studentlitteratur, 2013 - 188 s.

ISBN:9789144059143 LIBRIS-ID:12340459

[Library search](#)

Beukelman, David R.; Mirenda, Pat; Beukelman, David R.

Augmentative and alternative communication : supporting children and adults with complex communication needs

4. ed. : Baltimore : Paul H. Brookes Pub., cop. 2013 - 593 s.

ISBN:978-1-59857-196-7 (inb.) LIBRIS-ID:13496609

[Library search](#)

Reference literature

Myrberg, Mats

Dyslexi : en kunskapsöversikt

2007 Ingår i:

Vetenskapsrådets rapportserie

Stockholm : Vetenskapsrådet (The Swedish Research Council), 2002-

ISSN:1651-7350 LIBRIS-ID:8471801

URL: [Länk](#)

(2007)

Hartelius, L.; Nettelbladt, U.; Hammarberg, B.

Logopedi

1. uppl. : Lund : Studentlitteratur, 2008 - 540 s.

ISBN:978-91-44-03886-5 (inb.) LIBRIS-ID:10352718

[Library search](#)