

Learning Disabilities, The Invisible Disability

CAREER AND ACADEMIC ACCESS CENTRE

Course Number: GED5200	Contribution to Program: General Education Elective	Normative Hours: 45
Applicable Program(s): Multiple Programs	AAL: Multiple Levels	Approval Date: 18/02/2010
Prepared by: Campbell McBurney Professor		Approved by: Shelley Styles Chair
Co-Requisites N/A		Approved for Academic Year: 2009-2010
Pre-Requisites N/A		

COURSE DESCRIPTION

This course is Web based. It introduces the field of learning disabilities by providing an historical overview, definitions, characteristics, and various models of the causes of learning disabilities. Students have an opportunity to learn about the impact a learning disability has on a person's day-to-day life and the strategies that may be used to compensate for it. Students experience a variety of online learning activities facilitated by an expert in the field of learning disabilities. Activities also include group work, independent research, reflection, and case studies. Course participants are encouraged to share personal experience and knowledge. Some experience in using the Internet and doing online searches is recommended.

RELATIONSHIP TO VOCATIONAL LEARNING OUTCOMES

This is a general education course that supports learning in the following theme area: Social and Cultural Understanding

ESSENTIAL EMPLOYABILITY SKILLS

The course contributes to your program by helping you achieve the following Essential Employability Skills:

1	Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience.(T,A,CP)
2	Respond to written, spoken or visual messages in a manner that ensures effective communication.(T,A,CP)
5	Use a variety of thinking skills to anticipate and solve problems.(T,A,CP)
6	Locate, select, organize and document information using appropriate technology and information systems.(T,CP)
7	Analyze, evaluate and apply relevant information from a variety of sources.(T,A,CP)
8	Show respect for diverse opinions, values, belief systems and contributions of others. (T,A,CP)
9	Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals. (CP)
10	Manage the use of time and other resources to complete projects.(A,CP)
11	Take responsibility for one's own actions, decisions and consequences.(T,A,CP)

COURSE LEARNING REQUIREMENTS/EMBEDDED KNOWLEDGE AND SKILLS

COURSE LEARNING REQUIREMENTS When you have earned credit for this course, you will have demonstrated the ability to:	EMBEDDED KNOWLEDGE AND SKILLS
1. Describe the influences that led up to the emergence of the field of learning disabilities and, in particular, to appreciate the role of parent and professional groups in this development.	<ul style="list-style-type: none"> • pioneering research in LD • legal issues/legislation • explode some myths
2. Identify characteristics & prevalence of learning disabilities and understand the definitions from different perspectives (ie. educational vs. medical and psychological definitions)	<ul style="list-style-type: none"> • variations in the definition of LD • components of identification criteria and exclusion factors • incidence of LD in the general population • indicators: early, school

	<ul style="list-style-type: none"> • main characteristics of LD
3. Differentiate between the various types of LD and appreciate the unique learning characteristics of each person with a LD.	<ul style="list-style-type: none"> • categories of disabilities • reflection on attitude and bias • explode some myths
4. Explore the impact of LD in educational and social settings and identified strategies that assist persons with learning disabilities.	<ul style="list-style-type: none"> • individual learning styles • extraneous factors to learning • specific learning/social/behavioural strategies
5. Describe how adequate intelligence, motivation, instruction and emotional support may help LD adults compensate for difficulties they experience in educational and career pursuits.	<ul style="list-style-type: none"> • self-advocacy • adult profiles • post-secondary supports • work place accommodations • transition issues

LEARNING RESOURCES

<p>All readings and course notes are provided on-line.</p>

LEARNING ACTIVITIES

<p>During this course, you are likely to experience the following learning activities:</p> <ul style="list-style-type: none"> • group project work via email & electronic discussion groups • both directed and undirected group discussion via email & electronic discussion group • individual reading and research on the Internet • independent study & reflection • access to a group facilitator by email, or phone, (depending on geographic location) • detailed study guidelines & specific time lines for completing the course over a 15 week period
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EVALUATION/EARNING CREDIT

The following will provide evidence of your learning achievements:	This activity validates the following Course Learning Requirements and/or Essential Employability Skills:
2. Annotated Bibliography. Value 30%. Compile an annotated list of ten (10) Web resources on a selection of topics.	<ul style="list-style-type: none"> • Differentiate between the various types of LD and appreciate the unique learning characteristics of each person with a LD. - [CLR 3] • Explore the impact of LD in educational and social settings and identified strategies that assist persons with learning disabilities. - [CLR 4] • Describe how adequate intelligence, motivation, instruction and emotional support may help LD adults compensate for difficulties they experience in educational and career pursuits. - [CLR 5] • Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience. - [EES 1] • Locate, select, organize and document information using appropriate technology and information systems. - [EES 6] • Analyze, evaluate and apply relevant information from a variety of sources. - [EES 7] • Manage the use of time and other resources to complete projects. - [EES 10]
3. Participation in (on-line) discussions. Value 30%. These activities are embedded in the course content and require responses to specific topics in an ongoing participation throughout the semester.	<ul style="list-style-type: none"> • Identify characteristics & prevalence of learning disabilities and understand the definitions from different perspectives (ie. educational vs. medical and psychological definitions) - [CLR 2] • Differentiate between the various types of LD and appreciate the unique learning characteristics of each person with a LD. - [CLR 3]

	<ul style="list-style-type: none"> • Explore the impact of LD in educational and social settings and identified strategies that assist persons with learning disabilities. - [CLR 4] • Describe how adequate intelligence, motivation, instruction and emotional support may help LD adults compensate for difficulties they experience in educational and career pursuits. - [CLR 5] • Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience. - [EES 1] • Respond to written, spoken or visual messages in a manner that ensures effective communication. - [EES 2] • Analyze, evaluate and apply relevant information from a variety of sources. - [EES 7] • Show respect for diverse opinions, values, belief systems and contributions of others. - [EES 8] • Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals. - [EES 9] • Manage the use of time and other resources to complete projects. - [EES 10] • Use a variety of thinking skills to anticipate and solve problems. - [EES 5] • Locate, select, organize and document information using appropriate technology and information systems. - [EES 6]
<p>1. A Reflective Journal spanning the term. Value 40%. Entries should be dated and be made weekly. Some of the ten entries are directed by the facilitator in the unit activities, other 'open' entries can be your personal thoughts and reactions to the material and concepts you are learning.</p>	<ul style="list-style-type: none"> • Describe the influences that led up to the emergence of the field of learning disabilities and, in particular, to appreciate the role of parent and professional groups in this development. - [CLR 1] • Identify characteristics & prevalence of learning disabilities and understand the definitions from different perspectives (ie. educational vs. medical and psychological definitions) - [CLR 2] • Differentiate between the various types of LD and appreciate the unique learning characteristics of each person with a LD. - [CLR 3] • Explore the impact of LD in educational and social settings and identified strategies that assist persons with learning disabilities. - [CLR 4] • Describe how adequate intelligence, motivation, instruction and emotional support may help LD adults compensate for difficulties they experience in educational and career pursuits. - [CLR 5] • Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience. - [EES 1] • Respond to written, spoken or visual messages in a manner that ensures effective communication. - [EES 2] • Locate, select, organize and document information using appropriate technology and information systems. - [EES 6] • Analyze, evaluate and apply relevant information from a variety of sources. - [EES 7] • Manage the use of time and other resources to complete projects. - [EES 10] • Take responsibility for one's own actions, decisions and consequences. - [EES 11]

COLLEGE GRADING NUMERICAL EQUIVALENT TABLE

Final Grade	Mark Equivalent	Numeric Value	Final Grade	Mark Equivalent	Numeric Value
A+	90-100%	4.0	C+	67-69%	2.3
A	85-89%	3.8	C	63-66%	2.0

A-	80-84%	3.6	C-	60-62%	1.7
B+	77-79%	3.3	D+	57-59%	1.4
B	73-76%	3.0	D	53-56%	1.2
B-	70-72%	2.6	D-	50-52%	1.0
			F	0-49%	0
			FSP	0	0

PRIOR LEARNING ASSESSMENT AND RECOGNITION

1. A portfolio including a resume, documents to validate learning, letters of attestation/reference, and a bibliography of readings and videos on the topic.
2. An oral dialogue that (a) assesses the candidate's knowledge of the differing theories on the causes, types, and definitions of learning disabilities and (b) verifies the candidate's understanding of the impact learning disabilities have in a variety of settings.

RELATED INFORMATION

The following information is course-specific:

This course contains a detailed week by week study schedule that must be followed. It is to be found under Course Information in Blackboard.

The following information is school/department-specific:

The following information is College-wide:

Email

Algonquin College provides all full-time students with an e-mail account. This is the address that will be used when the College, your professors, or your fellow students communicate important information about your program or course events. It is your responsibility to ensure that you know how to send and receive e-mail using your Algonquin account and to check it regularly.

Centre for Students with Disabilities (CSD)

If you are a student with a disability, it is strongly recommended that you identify your needs to the professor and the Centre for Students with Disabilities (CSD) by the end of the first month of the semester in order that any necessary support services can be arranged for you.

Academic Integrity

Adherence to acceptable standards of academic honesty is an important aspect of the learning process at Algonquin College. Academic work submitted by a student is evaluated on the assumption that the work presented by the student is his or her own, unless designated otherwise. For further details consult Algonquin College Directives

E16 (<http://www.algonquincollege.com/directives/sectionE/E16.pdf>)

and E43 (<http://www.algonquincollege.com/directives/sectionE/E43.pdf>).

Course Assessments

It is Algonquin College's policy to give students the opportunity to complete a course assessment survey in each course that they take which solicits their views regarding the curriculum, the professor and the facilities. For further details consult Algonquin College Directive E38

(<http://www.algonquincollege.com/directives/sectionE/E38.pdf>).

Use of Electronic Devices

With the proliferation of small, personal electronic devices used for communications and data storage, Algonquin College believes there is a need to address their use during classes and examinations. During classes, the use of such devices is disruptive and disrespectful to others. During examinations, the use of such devices may facilitate cheating. For further details consult Algonquin College Directive E39

(<http://www.algonquincollege.com/directives/sectionE/E39.pdf>).

Transfer of Credit

Students, it is your responsibility to retain course outlines for possible future use to support applications for transfer of credit to other educational institutions.