

**COURSE DATA****DATA SUBJECT**

Code: 35290
Name: Reading and Writing Disorders
Cycle: Undergraduate Studies
ECTS Credits: 4.5
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1203 - Degree in Speech Therapy	Facultat de Psicologia i Logopèdia	2	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1203 - Degree in Speech Therapy	Literacy disorders	COMPULSORY

COORDINATION

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SUMMARY

The speech therapist, as a communication specialist, must be familiar with the disorders that occur in written language, both during its learning process and once it has been consolidated. In their professional field, they will work with other professionals (psychologists, neurologists, etc.) who will detect and assess these types of disorders, and they must know and manage the appropriate terminology in order to interact in various contexts and have the necessary knowledge to intervene in this area. This knowledge will serve as the foundation for the subject `Intervention in Reading and Writing Disorders`, which will be taught in the third year.

Therefore, the general objective of this subject is to introduce students to reading and writing disorders, taking into account different theoretical approaches and procedures. A theoretical framework will be provided to guide their professional practice in this field.

In written language, the various processes related to both reading and writing will be analyzed in detail, including their conceptualization and learning. Work will focus on the components and difficulties that arise during the learning of reading and writing, as well as other related difficulties (such as learning mathematics).



PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

Although there are no specific enrollment restrictions with other subjects in the curriculum, it is important for the student to understand normative language development and its disorders in order to address the disorders that occur in written language. Specifically, this subject is related to others taught in the first year: Linguistic Foundations of Speech Therapy, Neurology and General and Language Neuropsychology, Basic Psychological Processes, and Psychology of Language.

COMPETENCES / LEARNING OUTCOMES

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Be familiar with literacy disorders.

Communicate findings and conclusions to patients, their families and other professionals involved in their care, both orally and in writing, considering the sociolinguistic characteristics of the environment.

Design and conduct speech therapy treatments, both individual and collective, by setting targets and stages, with the most effective and adequate methods, techniques and resources, and bearing in mind the different life developmental stages as well as gender perspective.

Explain and argue the treatment selected for each patient.

Know and critically evaluate the techniques and tools of assessment and diagnosis of speech therapy, as well as its intervention procedures.

Master the terminology that allows an effective interaction with other professionals.

Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

Understand and critically evaluate the terminology and research methodology of speech therapy.



Work in the school, healthcare and healthcare settings as part of the professional team. Advice on the development, implementation of care and education policies on topics related to speech therapy.

DESCRIPTION OF CONTENTS

1. Introduction to Specific Learning Disorders

- 1.1. Historical aspects
- 1.2. Definitions of Learning Disorders
- 1.3. Classification
- 1.4. Etiology

2. Reading as a cognitive process

- 2.1. The writing system
- 2.2. Visual word recognition (VWR)
- 2.3. Reading fluency
- 2.4. Understanding the text

3. Learning to Read

- 3.1. The writing system
- 3.2. Visual word recognition: skill development in decoding
- 3.3. Reading fluency: underlying skills
- 3.4. Understanding the text: underlying skills

4. Reading Disorders

- 4.1. Specific reading learning disorder; dyslexia
- 4.2. Specific reading fluency disorder
- 4.3. Specific disorder of reading comprehension
- 4.4. Neurobiological bases
- 4.5. Classification and types of dyslexia



- 4.6. Etiology of dyslexia
- 4.7. Dyslexia comorbidity

5. Writing as a cognitive process

- 5.1. Introduction
- 5.2. Word writing
- 5.3. Written composition

6. Scripture: learning and disorders

- 6.1. Word writing learning
- 6.2. Word writing disorders
- 6.3. Learning written composition
- 6.4. Difficulties in written composition

7. Problems associated with literacy disorders

- 7.1. Difficulties in learning mathematics
- 7.2. Affective and motivational problems associated with TEAPs

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	30,00
Classroom practices	15,00
Total hours	45,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	4,50



Individual or group project	15,00
Independent study and work	20,00
Preparation of lessons	7,50
Preparation for assessment activities	10,00
Resolution of case studies	10,50
Total hours	67,50

TEACHING METHODOLOGY

Theoretical classes: lectures delivered by the professor with audiovisual support, explanation of course content, and in-class discussion. 30 in-person hours.

Practical classes: presentation of different assessment tools, including description, application, and score calculation; case study analysis; participation in practical activities under supervision. 15 in-person hours.

EVALUATION

The evaluation system will be the same for both the first and second examination periods.

SE1 70%: Assessment of theoretical and practical content through written exams. This component will account for 70% of the final grade (recoverable in the second exam period if failed in the first). It will be necessary to pass this part in order to pass the course.

SE2 25%: Attendance at practical sessions and completion/submission of tasks assigned in each session. Attendance at practical sessions is mandatory; to pass this component, students must attend at least 80% of the sessions. Absences must be due to well-documented force majeure reasons (sudden health issues, death of a relative up to the third degree, court summons, official examination, or accompanying a first-degree relative for medical reasons). (Recoverable in the second exam period if failed in the first, by means of a practical exam.) It will be necessary to pass this part in order to pass the course.

SE3 5%: Attendance and active participation in lectures and/or classroom activities as proposed (non-recoverable).

In cases of fraudulent practices, action will be taken in accordance with the Protocol for Action against Fraudulent Practices at the University of Valencia (ACGUV 123/2020): <https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

As established in the regulations for the awarding of Honours Distinctions, they will be granted strictly in order of final grades. In the event of a tie, the distinction will be awarded to the student with the highest grade in SE1. If the tie persists, the grade in SE2 will be considered. If all scores are still equal, the lecturer may assign an additional test to the students involved.

REFERENCES



Basic

- Defior, S., Serrano, F., y Gutiérrez, N. (2015). Dificultades específicas de aprendizaje. Madrid: Síntesis.
- SORIANO, M. (2014). Dificultades en el Aprendizaje. Granada: GEU.
- Dehaene, S. (2014). El Cerebro Lector (5ª Ed.). Argentina: Siglo XXI Editores.

Supplementary

- JIMENEZ, J.E; y ORTIZ, M.R. (2001). Conciencia fonológica y aprendizaje de la lectura: Teoría, evaluación e intervención. Madrid. Editorial Síntesis.
- MIRANDA, A., VIDAL-ABARCA, E. y SORIANO, M. (2000). Intervención psicoeducativa en estudiantes con dificultades de aprendizaje. Madrid. Pirámide.
- Dehaene, S. (2015). Aprender a leer: de las ciencias cognitivas al aula. Buenos Aires: Siglo XXI Editores.
- Wolf, M. (2008). Cómo aprendemos a leer: historia y ciencia del cerebro y la lectura. Barcelona: Ediciones B.
- Dehaene, S. (2019). ¿Cómo aprendemos? Los cuatro pilares con los que la educación puede potenciar los talentos de nuestro cerebro. Buenos Aires: Siglo Veintiuno Editores.