**Syllabus**

**LEARNING AND DYSLEXIA A - 51306**

Last update 11-09-2016

**HU Credits:** 2

**Degree/Cycle:** 2nd degree (Master)

**Responsible Department:** psychology

**Academic year:** 0

**Semester:** 1st Semester

**Teaching Languages:** Hebrew

**Campus:** Mt. Scopus

**Course/Module Coordinator:** Merav Ahissar

**Coordinator Email:** msmerava@mscc.huji.ac.il

**Coordinator Office Hours:** By appointment

**Teaching Staff:**
  Prof Merav Ahissar
**Course/Module description:**
We shall review the current research on Dyslexia

**Course/Module aims:**
Presenting Dyslexia in general, discussing recent topics in Dyslexia, critical reading and discussions, including in writing.

**Learning outcomes - On successful completion of this module, students should be able to:**
Understanding of current topics in the study of Dyslexia.

**Attendance requirements(%)**:
85% (11 out of 13 classes)

**Teaching arrangement and method of instruction:** Oral presentations and discussion, students' presentations and written homework assignments.

**Course/Module Content:**
Dyslexia is a persistent and substantial difficulty in acquiring adequate reading skills in spite of within-normal (or beyond) general reasoning skills. Namely a large discrepancy between one's potential reading skills and actual proficiency, in spite of adequate education. Dyslexia has a large genetic aspect (likelihood of having a learning deficit given that a first degree relative has a learning disability is ~50%), and is obviously not completely specific to reading (an evolutionary novel skill). It comes with a range of other language perceptual characteristics whose functional role in the etiology is still disputed.
The seminar will briefly review previous classical perspectives on Dyslexia based on main manifestations at the level of single word reading poor phonological decoding.

**Required Reading:**
3. Nash et al., 2016. Are the literacy difficulties that characterize developmental
dyslexia associated with a failure to integrate letters and speech sounds? Developmental Science.

Additional Reading Material:
1. Kraft et al., 2015. Cortical differences in preliterate children at familiar risk of dyslexia are similar to those observed in dyslexic readers. Brain.
2. Skeide et al., 2016. NRSN1 associated grey matter volume of the visual word form area reveals dyslexia before school. Brain.
Course/Module evaluation:
End of year written/oral examination 0 %
Presentation 0 %
Participation in Tutorials 0 %
Project work 0 %
Assignments 0 %
Reports 0 %
Research project 0 %
Quizzes 0 %
Other 100 %
see additional information

Additional information: