

Subject card

Subject name and code	Reading and Writing Disorders - lecture, PG_00150668						
Field of study	Logopedics						
Date of commencement of studies	October 2026		Academic year of realisation of subject		2027/2028		
Education level	uniform Master's studies		Subject group		Obligatory subject group in the field of study Humanistic-social subject group Subject group related to practical vocational preparation		
Mode of study	full-time studies		Mode of delivery		at the university		
Year of study	2		Language of instruction		Polish		
Semester of study	4		ECTS credits		3.0		
Learning profile	practical		Assessment form		exam		
Conducting unit	Institute of Logopaedics -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr hab. Małgorzata Ročławska-Daniluk				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	30.0	0.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	30		2.0		43.0	75
Subject objectives	A detailed presentation of the rules of communication by means of writing, the structure of the phonetic-phonological system, linguistic issues related to reading and writing and disorders of these processes to the extent necessary to understand in-depth research issues and to undertake therapeutic measures.Presentation of basic dilemmas faced by a speech therapist working in a team of specialists focused on children with reading and writing disorders.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[LOGJ5_K01] He is ready to critically evaluate his linguistic (including speech therapy) knowledge and modify and supplement it, as well as improve his professional skills; he is ready to formulate moral problems and ethical dilemmas related to his own and others' therapeutic work.	Is ready to critically evaluate his/her linguistic knowledge of reading and writing, to modify and supplement it and to improve his/her professional skills, while being ready to formulate moral problems and ethical dilemmas related to his/her own and others' therapeutic work.	[SK2] presentation/project/paper/report [SK4] test/exam - oral or written
	[LOGJ5_U04] Can independently diagnose speech development disorders, language problems, speech disorders, literacy disorders and intake difficulties, indicate their etiology and program preventive measures and speech therapy according to the disorder, including in the case of complex medical disorders, including neurological disorders.	Can independently diagnose reading and writing disorders, identify their aetiology and plan corrective and preventive actions.	[SU1] oral statement/conversation/discussion
	[LOGJ5_W20] Understands in depth the phonetic-phonological system of the Polish language, including knowledge of orthophonic norms and linguistic correctness.	Understands to a deeper degree the structure of the phonological-phonetic system of contemporary Polish.	[SW4] test/exam - oral or written [SW2] presentation/project/paper/report
	[LOGJ5_W21] He has an in-depth knowledge of the characteristics of the modern Polish language and its historical transformations, as well as issues in ethnolinguistics and sociolinguistics.	Has an in-depth knowledge of the characteristics of contemporary Polish language.	[SW4] test/exam - oral or written
	[LOGJ5_W18] He knows and understands to a deeper degree the rules of linguistic communication and the principles of language culture both in speech and writing.	Knows and understands in depth the rules of written communication and the principles of language culture, both oral and written.	[SW4] test/exam - oral or written
	[LOGJ5_U07] He/she has an in-depth ability to prepare oral speeches and a variety of written works in Polish and in a foreign language considered basic for the fields of science and scientific disciplines relevant to the field of study of speech therapy. He/she is able to critically evaluate the composition and linguistic correctness and correct errors in his/her own and others' written and oral statements, using the acquired linguistic knowledge.	Has an in-depth ability to prepare oral speeches and a variety of written works in Polish and English, while critically evaluating the composition and linguistic correctness of written statements.	[SU2] presentation/project/paper/report
Subject contents	Symptoms of reading and writing disorders, the role of auditory function in reading and writing, maturity for reading and writing, diagnostic tools for reading and writing assessment, reading with comprehension versus reading technique, reading and writing disorders versus speech disorders, developmental dyslexia and dysgraphia.		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	attendance and activity	80.0%	25.0%
	credit work	51.0%	25.0%
	exam	51.0%	50.0%

Recommended reading	Basic literature	Koźmiska I. Olszewska E. (2010). Wychowanie przez czytanie. Warszawa: Świat Książki. • Rocławski B. (1998). Czytanie i pisanie. Metodyka zajęć korekcyjno-wyrównawczych. Gdańsk: Wydawnictwo UG • Rocławski B. (2007). Rozwój sprawności syntetyzowania wyrazów z fonemów w grupie dzieci 6-letnich. Studium językoznawcze. Gdańsk: Glottispol. • Milewski S. (1999). Lingwistyczne i dydaktyczne aspekty analizy fonemowej, seria: Komunikacja językowa i jej zaburzenia, t.17, red. S. Grabias. Wydawnictwo Uniwersytetu M. Curie-Skłodowskiej, Lublin. • Malmquist E. (1982). Nauka czytania w szkole podstawowej. Warszawa: WSiP • Wróbel T. (1985). Pismo i pisanie w nauczaniu początkowym. Warszawa: WSiP
	Supplementary literature	Bogdanowicz M. (2011 i nast.) Ryzyko specyficznych trudności w czytaniu i pisaniu: dysleksji, dysortografii i dysgrafii: skala ryzyka dysleksji wraz z normami dla klas I i II. Gdańsk: Wydawnictwo Harmonia Universalis Kaminska K. (1999) Nauka czytania dzieci w wieku przedszkolnym. Warszawa: WSiP H. Spionek (1965) Zaburzenia rozwoju uczniów a niepowodzenia szkolne. Warszawa: PWN Koźmiska I. Olszewska E. (2010). Wychowanie przez czytanie. Warszawa: Świat Książki.
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Example issues/ example questions/ tasks being completed	not specified	
Work placement	Not applicable	

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