

Subject card

Subject name and code	Reading and Writing Disorders - exercises, PG_00150667						
Field of study	Logopedics						
Date of commencement of studies	October 2025		Academic year of realisation of subject		2026/2027		
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		1.0		
Learning profile	practical		Assessment form		credit		
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	0.0	15.0	0.0	0.0	0.0	15
	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	15		1.0		9.0	25
Subject objectives	To get to know the most relevant scientific and popular sources using ICT , which will become the stimulus for undertaking a critical analysis of the presented content.To prepare students to critically analyze scientific sources and to undertake diagnosis and therapy of literacy disorders.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[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.	[SW2] presentation/project/paper/report
	[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 and phonetic system of contemporary Polish.	[SW2] presentation/project/paper/report
	[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 literacy disorders, identify their aetiology and plan corrective and preventive actions.	[SU1] oral statement/conversation/discussion [SU5] implementation of a problem task
	[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
	[LOGJ5_K05] He is ready to build proper ties in the social environment and to initiate activities for the benefit of the social environment, prepared to responsibly perform the professional roles of a teacher and school speech therapist, including adherence to the principles of professional ethics and demanding this of others, as well as caring for the achievements and traditions of the profession.	He/she is prepared to foster good relationships in the workplace, in accordance with ethical principles.	[SK8] observation of student's independent or team work
Subject contents	The essence of reading and writing, prevention of reading and writing disorders, texts for reading in primary school (importance of motivation to read), methods of remedying reading and writing difficulties.		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	project work	51.0%	50.0%
	attendance in classes	80.0%	50.0%

Recommended reading	Basic literature	Kozmińska I. Olszewska E. (2010). Wychowanie przez czytanie. Warszawa: Świat Książki. Rośławska-Daniluk M. (2018) Czytanie i pisanie. Metodyka zajęć korekcyjno-wyównawczych. Gdansk: Wydawnictwo UG Rośławska-Daniluk M. (2007). Rozwoj sprawności syntetyzowania wyrazów z fonemów w grupie dzieci 6-letnich. Studium językoznawcze. Gdansk: Glottispol. Rośławski B. (1998). Badanie tempa i techniki czytania. Teoria i praktyka. Gdansk: 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. Gdansk: Wydawnictwo Harmonia Universalis Kamińska K. (1999) Nauka czytania dzieci w wieku przedszkolnym. Warszawa: WSiP H. Spionek (1965) Zaburzenia rozwoju uczniów a niepowodzenia szkolne. Warszawa: PWN Kozmińska I. Olszewska E. (2010). Wychowanie przez czytanie. Warszawa: Świat Książki.
	eResources addresses	
Example issues/ example questions/ tasks being completed	not specified	
Work placement	Not applicable	

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