

**George Mason University**  
**College of Education and Human Development**  
**Literacy Program**

EDRD 628.DL1 – Word Analysis: Phonics, Vocabulary, and Spelling for K-12 Learners  
3 Credits, Fall 2020  
Asynchronous, Online

**Faculty**

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Tuesdays, 7:15-8:15 pm, Wednesdays, 5:00-6:00 pm)  
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**Prerequisites/Corequisites**

None

**University Catalog Course Description**

Emphasizes the application of word analysis skills and strategies to support K-12 learners' reading and writing. Builds teachers' knowledge of evidence-based instructional strategies for teaching phonics, spelling, and vocabulary. Examines the complex nature of language acquisition and its connection to literacy development.

**Course Overview**

Not Applicable

**Course Delivery Method**

This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on August 24.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

*Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.

- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### *Expectations*

- Course Week:  
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Sunday.
- Log-in Frequency:  
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- Participation:  
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:  
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:  
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:  
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities, and assignments due.
- Instructor Support:  
Students may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:  
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:  
Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

### **Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

1. Explain the role of phonetics, phonology, orthography, morphology, syntax, semantics, and pragmatics in comprehension and literacy development.

2. Identify characteristics of reading, writing, and spelling development at all stages of developmental word knowledge.
3. Assess learners' word knowledge.
4. Design explicit and systematic phonics, spelling, and vocabulary instruction to support all learners in fluent reading and writing.

**Professional Standards** (aligned with standards from the International Literacy Association)

Upon completion of this course, students will have addressed the following *Standards for the Preparation of Literacy Professionals 2017*:

- 1 – Foundational Knowledge: Candidates demonstrate knowledge of the theoretical, historical, and evidence-based foundations of literacy and language and the ways in which they interrelate and the role of literacy professionals in schools.
  
- 2 – Curriculum and Instruction: Candidates use foundational knowledge to critique and implement literacy curricula to meet the needs of all learners and to design, implement, and evaluated evidence-based literacy instruction for all learners.

**Required Texts**

Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2020). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (7th ed.). Pearson.

\*\*Be sure to purchase both the Enhanced e-Text and access to Words Their Way Digital

**Optional Resources**

Blevins, W. (2017). *Phonics from A to Z: A practical guide* (3rd ed.). Scholastic.

OR

Blevins, W. (2017). *Teaching phonics & word study in the intermediate grades* (2nd ed.). Scholastic.

Koutrakos, P. (2019). *Word study that sticks: Best practices K-6*. Corwin.

Mesmer, H. A. (2019). *Letter lessons and first words: Phonics foundations that work*. Heinemann.

Moats, L. A. (2020). *Speech to print: Language essentials for teachers* (3rd ed.). Paul H. Brookes Publishing.

**Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

**Assignments and/or Examinations** (See Blackboard for specific guidelines and evaluation rubrics for all assignments.)

**1. Online Activities – 60 points (30%)**

Most weeks you will have online modules that involve an array of activities, mostly including recording your thoughts, reactions, connections, and questions related to assigned readings and content. These activities are designed to encourage you to think deeply about the materials you read/view as you critically analyze, synthesize, and reflect on the course content while applying your new understanding. Each weekly module will open on Monday. All activities and assignments due within that module must be submitted by 11:59 p.m. on the following Sunday (see the class schedule for specific dates). Once each module is opened, they will remain open so that you may go back and review content from previous weeks. There are 12 online modules (each is worth 5 points).

While specific instructions and evaluation criteria will be provided for all activities, the following general criteria apply to all online activities. For each online module, you should thoughtfully and thoroughly complete all activities in the module. Your discussions and other work should reflect learning from readings, videos, and any other online content within the module. While your current knowledge as an educator is important to your understandings, demonstrating the way that deep engagement with the course content expands your knowledge and skills as a reflective practitioner is expected and necessary for earning full credit for each online module.

When there are discussion board posts where you are to engage in online conversation with your peers, you should complete your initial discussion board post by 11:59 p.m. on Thursday and then respond briefly but thoughtfully to two peers' posts by 11:59 p.m. on Sunday.

Your initial discussion board posts or journal entries should be approximately 200 to 250 words in length and should capture your thinking around the prompts posted with insights gained through readings/materials in the module. Your writing needs to be clear, concise, well-organized, and professional in tone. Responses to peers' posts should be thoughtful and respectful and vary from 50 to 150 words. They should also include connections to weekly content, reflect critical thinking, and generate further dialogue around meaningful application in teaching practice.

Across several modules, you will also use Hypothes.is (an online annotation tool) to collaboratively annotate assigned articles. For this task, you will need to provide at least 3 annotations per article, using the Connect, Extend, Challenge thinking routine. Use these questions as a guide: How are the ideas *connected* to something you know? What new ideas or impressions do you have that *extend* your thinking in new directions? What is *challenging* or confusing? What do you wonder about?

For each module, your engagement with the online activities will be scored using the following rubric:

| Criteria for Evaluation         | Meets Expectations   | Approaches Expectations   | Below Expectations  | No Submission                                 |
|---------------------------------|--|---|---|---|
| <b>Timeliness of Submission</b> | Online activities are complete <b>AND</b> submitted on time.<br>(1 point)  | Online activities are submitted late.<br>(0.8 points)   | Online activities are incomplete.<br>(0.6 points)   | No online activities submitted.<br>(0 points) |
| <b>Quality of Responses</b>     | All online responses show thoughtful contemplation of ideas and demonstrate a clear understanding of the course content. Include specific references to course materials and concepts.<br>(3 points) | Most online responses demonstrate at least a basic understanding of the course content, though some confusion or inaccuracies may exist. Include general references to course materials and concepts.<br>(2.4 points) | Online responses demonstrate little to no understanding of the course content. No attempt is made to reference course materials and concepts.<br>(2.1 points) | No responses submitted.<br>(0 points)         |
| <b>Collaboration with Peers</b> | When required, responses to peers are timely, relevant, connected to course content, and stimulate further thinking and discussion.<br>(1 point)   | When required, responses to peers are adequate, but may be slightly delayed <b>OR</b> contain only vague connections to course content.<br>(0.8 points)   | When required, responses to peers are significantly delayed <b>OR</b> are inadequate, failing to stimulate further thinking or discussion.<br>(0.6 points)    | No responses provided to peers.<br>(0 points) |

## 2. Reading Quizzes – 40 points (20%)

Throughout the semester, there will be five quizzes, each worth 8 points. Each quiz will focus on the big ideas and vocabulary presented in your assigned readings. They may include multiple-choice, short answer, matching, and/or other brief response questions. The quizzes will have a time limit and may only be attempted once. Each quiz will open one week prior to its due date and close at 11:59 p.m. on the date indicated on the course schedule. Missed quizzes may not be made up. You are allowed to use your text and notes as a resource during the quizzes.

## 3. Assessment Analysis – 40 points (20%)

Using provided assessment samples, you will analyze spelling inventory and writing sample data, along with other measures of word knowledge, to determine learners' stages of spelling development and word knowledge while also identifying their instructional needs. You will communicate your findings in a 3 to 4 page written report identifying results and instructional implications.

## 4. Instructional Planning – 60 points (30%)

You will design two explicit word study lessons, each worth 30 points. One will address emergent, beginning, or transitional learners. The other will address intermediate or advanced learners.

- **Grading**

| <i>Grading Scale</i> |                     |
|----------------------|---------------------|
| Points               | Grade               |
| 187 – 200            | A (93.5% to 100%)   |
| 179 – 186.9          | A- (89.5% to 93.4%) |
| 169 – 178.9          | B+ (84.5% to 89.4%) |
| 159 – 168.9          | B (79.5% to 84.4%)  |
| 139 – 158.9          | C (69.5% to 79.5%)  |
| 138.9 or below       | F (below 69.5%)     |

## Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

## Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

*WTW = Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction (7th ed.)*

| Dates                                   | Topic   | Reading   | Assignments         |
|---|---|---|---------------------|
| <b>Module 1</b><br>Aug.<br>24 – 30      | Course Overview<br><br>Why is word study important? | – syllabus<br>– WTW – Chapter 1   | Module 1 activities |
| <b>Module 2</b><br>Aug. 31 –<br>Sept. 6 | How do we assess learners' word knowledge?          | – WTW – Chapter 2<br>– Graves et al., 2018 – Empowering Students with Word-Learning Strategies: Teach a Child to Fish | Module 2 activities |
| <b>Module 3</b><br>Sept.<br>7 – 13      | How do we assess learners' word knowledge? (cont.)  | – Stahl et al., 2020 - Word Recognition and Spelling  | Module 3 activities |

| <b>Dates</b>                            | <b>Topic</b>   | <b>Reading</b>   | <b>Assignments</b>             |
|---|--|--|--------------------------------|
| <b>Module 4</b><br>Sept.<br>14 – 20     | Assessing Learners' Word Knowledge   | – none   | Assessment Analysis            |
| <b>Module 5</b><br>Sept.<br>21 – 27     | What do we need to know about word study instruction?                            | <ul style="list-style-type: none"> <li>– WTW – Chapter 3</li> <li>– Erickson &amp; Wharton, 2019 – Fostering Autonomous Motivation and Early Literacy Skills</li> <li>– Kaye &amp; Lose, 2019 – As Easy as ABC? Teaching and Learning about Letters in Early Literacy</li> </ul>   | Module 5 activities            |
| <b>Module 6</b><br>Sept. 28 –<br>Oct. 4 | How do we support word knowledge for emergent readers and writers?               | <ul style="list-style-type: none"> <li>– WTW – Chapter 4</li> <li>– Rawlins &amp; Invernizzi, 2019 – Reconceptualizing Sight Words: Building an Early Reading Vocabulary</li> <li>– Stahl, 2014 – New Insights about Letter Learning</li> </ul>  | Module 6 activities<br>Quiz 1  |
| <b>Module 7</b><br>Oct.<br>5 – 11       | How do we support word knowledge for beginning readers and writers?              | <ul style="list-style-type: none"> <li>– WTW – Chapter 5</li> <li>– Block &amp; Duke, 2015 – Letter Names Can Cause Confusion and Other Things to Know about Letter-Sound Relationships</li> <li>– Duke &amp; Mesmer, 2018 – Phonics Faux Pas: Avoiding Instructional Missteps in Teaching Letter-Sound Relationships</li> </ul> | Module 7 activities<br>Quiz 2  |
| <b>Module 8</b><br>Oct.<br>12 – 18      | How do we support word knowledge for transitional readers and writers?           | – WTW – Chapter 6  | Module 8 activities<br>Quiz 3  |
| <b>Module 9</b><br>Oct.<br>19 – 25      | Planning Word Study Instruction for Emergent, Beginning, & Transitional Learners | – none   | Lesson Plan 1                  |
| <b>Module 10</b><br>Oct.26 –<br>Nov. 1  | How do we support word knowledge for intermediate readers and writers?           | <ul style="list-style-type: none"> <li>– WTW – Chapter 7</li> <li>– Flanigan et al., 2012 – What's in a Word? Using Content Vocabulary to Generate Growth in General Academic Vocabulary Knowledge</li> </ul>  | Module 10 activities<br>Quiz 4 |

| Dates                                   | Topic  | Reading   | Assignments                    |
|---|--|---|--------------------------------|
| <b>Module 11</b><br>Nov.<br>2 – 8       | How do we support word knowledge for advanced readers and writers?         | <ul style="list-style-type: none"> <li>– WTW – Chapter 8</li> <li>– Hendrix &amp; Griffin, 2017 – Developing Enhanced Morphological Awareness in Adolescent Learners</li> </ul>   | Module 11 activities           |
| <b>Module 12</b><br>Nov.<br>9 – 15      | How do we support word knowledge for advanced readers and writers? (cont.) | <ul style="list-style-type: none"> <li>– Kieffer &amp; Box, 2013 – Derivational, Morphological Awareness, Academic Vocabulary, and Reading Comprehension in Linguistically Diverse Sixth Graders</li> <li>– Bhattacharya, 2020 – Syllabic Versus Morphemic Analysis: Teaching Multisyllabic Word Reading to Older Struggling Readers</li> </ul> | Module 12 activities<br>Quiz 5 |
| <b>Module 13</b><br>Nov.<br>16 – 22     | Planning Word Study Instruction for Intermediate & Advanced Learners       | <ul style="list-style-type: none"> <li>– none</li> </ul>  | Lesson Plan 2                  |
| <b>Module 14</b><br>Nov.<br>23 – 29     | How do we support English learners' word knowledge?                        | <ul style="list-style-type: none"> <li>– Helman et al., 2012 – Word Study with English Learners and the Development of Orthographic Knowledge</li> <li>– Brooks, 2017 – She Doesn't Have the Basic Understanding of a Language: Using Spelling Research to Challenge Deficit Conceptualizations of Adolescent Bilinguals</li> </ul>             | Module 14 activities           |
| <b>Module 15</b><br>Nov. 30 –<br>Dec. 6 | How do we organize our classrooms for word study instruction?              | <ul style="list-style-type: none"> <li>– WTW – Chapter 9</li> </ul>   | Module 15 activities           |

### Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

### GMU Policies and Resources for Students

#### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/> ).

- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

*Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.**