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 2021
Asynchronous, Online

Faculty
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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 23.

At Mason, one credit hour represents one hour in the classroom and a minimum of two hours of out-of-class work per week throughout a 15-week semester (see Academic Policy 2.3 in the University Catalog). Thus, this 3-credit course requires a minimum of 3 hours of classroom instruction (or the equivalent work for asynchronous learning activities) and 6 hours of out-of-class work each week. Please schedule your time accordingly.

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

  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

- 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/

Expectations
- Course Week:
  Because asynchronous courses do not have a "fixed" meeting day, our week will start on Thursday, and finish on Wednesday.
- 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
   (ISBN-13   9780136615507)

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

Additional readings will be made available on Blackboard and through GMU Library databases.

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.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, 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 Thursday. All activities and assignments due within that module

must be submitted by 11:59 p.m. on the following Wednesday (see the class schedule for specific dates). Work submitted more than one week after the due date will not be accepted. Once each module is opened, it 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 Sunday and then respond briefly but thoughtfully to at least two peers' posts by 11:59 p.m. on Wednesday. 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. Video entries should be 3 to 5 minutes in length. Your writing/speaking needs to be clear, concise, well-organized, and professional in tone. Responses to peers' posts should be specific, thoughtful, and respectful and vary from 50 to 150 words (or 1 to 3 minutes). They should also include connections to weekly content, reflect critical thinking, and generate further dialogue around meaningful application in teaching practice.

Consider using a TAG feedback format to help structure your responses to your peers. Below are suggestions for how to structure your feedback.

__Tell__ your peer something you like about their response and why you like it.	__Ask__ your peer a thoughtful question about their work.	__Give__ your peer a suggestion to strengthen their response or idea.
• I like how you…because… • I think your example is…because… • The strongest point is…because… • I could connect with…because… • It had an impact on me when…because…	• Did you consider…? • What did you mean by…? • How do/will you…? • Why is/do…? • Why did you…? • Should you…? • When does…?	• One suggestion is…because… • You might consider…because… • I was wondering if…because… • If you…it might… • Another option might be…because…

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
Timeliness & Completeness	Online activities are *complete* __AND__ submitted *on time*. (1 point)		Online activities are *incomplete* __OR__ submitted *late*. (0 points)
Quality of Responses	Most responses reflect *thoughtful* contemplation of ideas, demonstrate a *clear understanding* of course content, and *include references* to course materials and concepts. (3 points)	Most responses demonstrate a *basic understanding* of course content, though *inaccuracies* may exist. *References* to course materials and concepts are *limited*. (2 points)	Most responses demonstrate *little or no understanding* of course content __OR__ *no responses are submitted*. (0 points)

Criteria for Evaluation	Meets Expectations	Approaches Expectations	Below Expectations
Collaboration with Peers	When required, responses to peers are *relevant*, *connected* to course content, and *stimulate* further thinking and discussion. (1 point)	When required, responses to peers are *vague*, with *few connections* to course content. (0.5 points)	*No responses* provided to peers. (0 points)

2. Reading Quizzes – 40 points (20%)

Throughout the semester, there will be <u>eight</u> quizzes, each worth 5 points. Each multiple-choice quiz will focus on the big ideas and vocabulary presented in your assigned readings. Quizzes will open one week prior to their due date and close at 11:59 p.m. on the date indicated on the course schedule. <u>Missed quizzes may not be made up</u>. You may attempt each quiz twice—the highest grade will be recorded. You are allowed to use your textbook 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 and reflect on your understanding of assessment of students' orthographic knowledge.

4. Word Study Lesson Plan for Emergent, Beginning, or Transitional Learners – 30 points (15%)

You will design an explicit word study lesson featuring a teacher-directed closed sort to introduce a new feature to students at either the emergent, letter-name alphabetic, or within word pattern stage of spelling development. You will also identify extension activities students could use for this lesson, explain how you might assess students' knowledge of the feature, and provide at least 1 text that might be used to either introduce the feature or reinforce the feature.

5. Word Study Lesson Plan for Intermediate or Advanced Learners – 30 points (15%)

You will design an explicit word study lesson featuring an open sort to introduce a new pattern/feature to students at either the syllables and affixes or derivational relations stage of spelling development. You will also identify extension activities students could use for this lesson and explain how you might assess students' knowledge of the pattern/feature.

Other Requirements

Assignment Guidelines

All assignments and online tasks are due by 11:59 p.m. on the date listed in the class schedule. <u>Unless arrangements have been made beforehand with your instructor, 10% of the total points will be deducted from the assessment analysis or word study lesson plan assignments for *each* day they are submitted late.</u> When submitting electronic files, please name the files using your <u>first and last name</u> and assignment title (ex: JOHNDOEassessmentanalysis.docx).

Graduate level writing is expected for all assignments in this course. If you find that you need support, the University Writing Center (https://writingcenter.gmu.edu/) is available to you. They offer one-to-one consultations at any stage of the writing process. You can schedule in-person or video appointments with writing tutors on Mason's Fairfax and Arlington campuses. You can also use their Online Writing Lab (OWL) to receive written feedback on drafts of your writing if you are not able to meet during the Center's hours of operation.

Communication

Email is my preferred form of communication, so please check your GMU email account daily, as that will be the account I use to contact you. I am always available via email, but please allow a 48-hour

response time for replies. If you have not heard from me within 48 hours, please email me again. I will also host regular online office hours throughout the semester or will meet with you by phone or online at other times by appointment.

Grading

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Grading Scale

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%)

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Professional Dispositions
See https://cehd.gmu.edu/students/polices-procedures/

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 VIA should be directed to VIAhelp@gmu.edu or https://cehd.gmu.edu/aero/assessments. 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.

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

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.)
STP = Speech to Print: Language Essentials for Teachers (3rd ed.)

Dates	Topic	Reading	Assignments
Module 1 Aug. 26 – Sept. 1	Course Overview Why study language? What are speech sounds?	– syllabus – STP – Chapters 1 & 2	Module 1 activities Quiz 1
Module 2 Sept. 2 – 8	Why is word study important and what does it look like? What do we need to know about the structure of English orthography?	– WTW – Chapters 1 & 3 – STP – Chapter 4	Module 2 activities
Tuesday, September 7 – Last Day to Drop Classes (with 100% tuition refund)			
Module 3 Sept. 9 – 15	How do we assess learners' word knowledge?	– WTW – Chapter 2 – Stahl et al., 2020 - Word Recognition and Spelling	Module 3 activities
Tuesday, September 14 – Last Day to Drop Classes (with 50% tuition refund)			
Module 4 Sept. 16 – 22	Assessing Learners' Word Knowledge	– none	Assessment Analysis
Module 5 Sept. 23 – 29	What do we need to know about phonology?	– STP – Chapter 3	Module 5 activities Quiz 2
Monday, September 27 – Last Day to Withdraw from Classes (with no tuition refund)			
Module 6 Sept. 30 – Oct. 6	How do we support word knowledge for emergent readers and writers?	– WTW – Chapter 4 – Kaye & Lose, 2019 – As Easy as ABC? Teaching and Learning about Letters in Early Literacy – Stahl, 2014 – New Insights about Letter Learning	Module 6 activities Quiz 3
Module 7 Oct. 7 – 13	How do we support word knowledge for beginning readers and writers?	– WTW – Chapter 5 – Duke & Mesmer, 2018 – Phonics Faux Pas: Avoiding Instructional Missteps in Teaching Letter-Sound Relationships – Rawlins & Invernizzi, 2019 – Reconceptualizing Sight Words: Building an Early Reading Vocabulary	Module 7 activities Quiz 4

Dates	Topic	Reading	Assignments
Module 8 Oct. 14 – 20	How do we support word knowledge for transitional readers and writers?	– WTW – Chapter 6	Module 8 activities Quiz 5
Module 9 Oct. 21 – 27	Planning Word Study Instruction for Emergent, Beginning & Transitional Learners	– none	Word Study Lesson Plan (Emergent, Beginning, or Transitional)
Module 10 Oct. 28 – Nov. 3	What do we need to know about morphology?	– STP – Chapter 5	Module 10 activities Quiz 6
Module 11 Nov. 4 – 10	How do we support word knowledge for intermediate readers and writers?	– WTW – Chapter 7	Module 11 activities Quiz 7
Module 12 Nov. 11 – 17	How do we support word knowledge for advanced readers and writers?	– WTW – Chapter 8 – Bhattacharya, 2020 – Syllabic Versus Morphemic Analysis: Teaching Multisyllabic Word Reading to Older Struggling Readers – Hendrix & Griffin, 2017 – Developing Enhanced Morphological Awareness in Adolescent Learners	Module 12 activities Quiz 8
Module 13 Nov. 18 – Dec. 1	Planning Word Study Instruction for Intermediate & Advanced Learners	– none	Word Study Lesson Plan (Intermediate or Advanced)
Module 14 Dec. 2 –8	How do we support English learners' word knowledge?	– Helman et al., 2012 – Word Study with English Learners and the Development of Orthographic Knowledge – Ganske, 2018 – Voices on Word Learning and Instruction: Researchers Address English Learners and Effective Interactions	Module 14 activities
Module 15 Dec. 9 – 15	How do we organize our classrooms for word study instruction?	– WTW –Chapter 9 – STP – Chapter 8 – Vines et al., 2020 – Reenvisioning Spelling Instruction: Developmental Word Study Nonnegotiables	Module 15 activities