EDME 365 562 Phonics and Orton-Gillingham

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XAVIER UNIVERSITY
College of Social Sciences, Health, and Education
Department of Secondary and Special Education

**Phonics and Orton-Gillingham**
EDME 362/562 (3 credits)

**Day and Time:** Tuesday, 4:15-6:45  
**Dates:** January 14 – May 6, 2014  
**Location:** To be announced  
**Instructor:** Carol Woods, M.ED.; Fellow, Academy of Orton-Gillingham Practitioners and Educators  
Email – woodsc1@xavier.edu; carol.woods12@gmail.com

Department of Childhood Education and Literacy Mission Statement
Xavier University's Department of Childhood Education and Literacy is dedicated to the pursuit of knowledge and to the orderly discussion of critical issues confronting educators in a free, inquiry-based environment committed to current and relevant scholarship and research related to our profession. Xavier University seeks to create awareness of social justice in all disciplines through its emphasis on living the Jesuit tradition of intellectual, moral, and spiritual preparation. The candidates in the Early Childhood, Middle Childhood, Montessori and Literacy programs, through their academic and professional training, are prepared to value the lives of children regardless of racial, linguistic, socio-economic, religious, or ethnic background and to work with and value family and school structures in both urban, rural, and suburban settings. Special attention is given to developmentally effective practices and advocacy for all children, with ethical issues and values as expressed through the Jesuit tradition. Thus, the Childhood Education and Literacy preparation at Xavier University strives to send out into the education community candidates who are morally sensitive to the academic and social needs of our time, foster an appreciation for human diversity, reason critically, and think creatively. Candidates in the Childhood Education and Literacy Department are encouraged to develop and maintain a disposition toward lifelong learning in the profession of education and to the service of their students and their students' families and communities.

How Course Content Connects to the Mission Statement for Department of Childhood Education & Literacy
The assignments and activities in this course support the mission statement of the Department of Childhood Education & Literacy by including reflective and interactive class discussions, participating in field experience opportunities in a variety of diverse settings, and completing assignments about current research in serving the needs of children and their families in the area of literacy and language acquisition. Creating developmentally appropriate language materials and lessons will be carefully considered for children in different school structures whether urban, rural, and suburban. This course will further develop the students’ ongoing professional knowledge of serving children with language related difficulties, using multisensory approaches and techniques, guided by current research trends.

**COURSE DESCRIPTION:**
This course provides a comprehensive study of the English language and the Orton-Gillingham approach to teaching children to read and spell. It includes extensive studies of the characteristics of dyslexia, the patterns of the English language, multisensory techniques for teaching the elements of literacy, and the application of skills through practice activities. The skills taught in the course are based on current research on the characteristics and needs of children with difficulties in the area of literacy, including brain research, and best teaching practices. The participants will learn about dyslexia and appropriate approaches for teaching children with learning difficulties. With the complexity of both dyslexia and the English language, the participants develop a deep appreciation for ongoing research and study so that they continue to refine their skills. They complete the course with a respect for the children and a desire to serve as them, both as teachers and advocates.
NAEYC STANDARDS (updated 2011 National Association for the Education of Young Children, Professional Preparation Standard):

Standard 1-Promoting Child Development and Learning
1a-Knowing and understanding young children’s characteristics and needs, from birth through age 8 (assessment—textbook readings and provided articles, field experience assessment and evaluation)
1b-Knowing and understanding the multiple influences on development and learning (assessment—textbook readings and provided articles, field experience assessment and evaluation)
1c-Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children (assessment—textbook readings and provided articles, field experience assessment and evaluation)

Standard 2-Building Family and Community Relationships
2a-Knowing about and understanding diverse family and community characteristics (assessment—field experience assessment and evaluation)
2b-Supporting and empowering families and communities through respectful, reciprocal relationships (assessment—field experience assessment and evaluation)
2c-Involving families and communities in their children’s development and learning (assessment—field experience assessment and evaluation)

Standard 3-Observing, Documenting, and Assessing to support Young Children and Families
3a-Understanding the goals, benefits, and uses of assessments—including its use in development of appropriate goals, curriculum, and teaching strategies for young children. (assessment—field experience assessment and evaluation)
3b-Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection (assessment—field experience assessment and evaluation)
3c-Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities (assessment—field experience assessment and evaluation)
3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments (assessment—field experience assessment and evaluation)

Standard 4-Using Developmentally Effective Approaches to Connect with Children and Families
4a- Understanding positive relationships and supportive interactions as the foundation of their work with young children (assessment—field experience assessment and evaluation)
4b. Knowing and understanding appropriate effective strategies and tools for early education, including appropriate uses of technology (assessment—syllable sorting game, lesson plan for introducing a specific phonogram, field experience assessments and evaluation)
4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches (assessment—field experience assessments and evaluation)
4d. Reflecting on their own practice to promote positive outcomes for each child (assessment—field experience assessments and evaluation)

Standard 5-Using Content Knowledge to Build Meaningful Curriculum
5a-Understanding content knowledge and resources in academic disciplines: language and literacy (assessment—lesson plan for introducing specific Phonogram, syllable sorting game)
5b-Knowing and using the central concepts, inquiry tools and structures of content areas or academic disciplines (assessment—textbook readings and provided articles)
5c-Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful, challenging curricula for each child (assessment—lesson plan for introducing specific phonogram, syllable sorting game)
Standard 6-Becoming a Professional-
6a-Identifying and involving oneself with the early childhood field (assessment-field experience assessments and evaluation)
6b-Knowing about and upholding ethical standards and other early childhood professional guidelines
6c-Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource
6d-Integrating knowledgeable, reflective, and critical perspectives on early education (assessment-field experience assessments and evaluation)
6e-Engaging in informed advocacy for young children and the early childhood profession (assessment-field experience assessments and evaluation, filed experience assessments and evaluation))

REQUIRED TEXT:
- Language Tool Kit, Paula Rome and Jean Osmond (includes Card Deck)
- The Gillingham Manual, Anna Gillingham and Bessie Stillman
- Phonics and Orton-Gillingham Course Manual (provided)
<table>
<thead>
<tr>
<th>Course Competencies</th>
<th>OTPS</th>
<th>IDA Standards</th>
<th>NAEYC STANDARDS</th>
<th>Course Assessment Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gain an understanding of the structure of the English language in order to teach all children to read and spell, especially dyslexic children.</td>
<td>1.5, 2.1</td>
<td>B</td>
<td>1A,3C,</td>
<td>Quizzes, Midterm, Final Exam, Lesson Plans</td>
</tr>
<tr>
<td>Acquire the ability to teach all children to read, write, and spell, using the Orton-Gillingham approach.</td>
<td>2.1</td>
<td>E-2</td>
<td>1B, 4A,4B,4C,5A,5B,5C</td>
<td>Quizzes, Midterm, Final Exam</td>
</tr>
<tr>
<td>Identification of frequently occurring signs of Specific Language Disability in school-age children.</td>
<td>1.5</td>
<td>C</td>
<td>3A,3B,3C,3D</td>
<td>Quizzes, Midterm, Final Exam</td>
</tr>
<tr>
<td>Knowledge and understanding of the patterns and structure of the English Language.</td>
<td>2.1</td>
<td>A</td>
<td>1A,5B,</td>
<td>Quizzes, Midterm, Final Exam, Lesson Plans</td>
</tr>
<tr>
<td>Knowledge and understanding of the Orton-Gillingham philosophy.</td>
<td>7.2</td>
<td></td>
<td>1B,1C</td>
<td>Quizzes, Midterm, Final Exam, Lesson Plans</td>
</tr>
<tr>
<td>Knowledge and understanding of multisensory techniques for teaching children to read and spell.</td>
<td>2.1, 2.2, 4.5</td>
<td>E-2</td>
<td>4A,4B,4C,5A,5B,5C</td>
<td>Quizzes, Midterm, Final Exam, Lesson Plans</td>
</tr>
<tr>
<td>Knowledge and understanding of multisensory techniques for teaching handwriting.</td>
<td>2.1, 2.2, 4.5</td>
<td>E-2</td>
<td>4A,4B,4C,5A,5B,5C</td>
<td>Final Exam</td>
</tr>
<tr>
<td>Ability to discriminate the individual sounds of English.</td>
<td>2.1</td>
<td>E-1</td>
<td>5A,5B,5C</td>
<td>Quizzes, Midterm, Final Exam</td>
</tr>
<tr>
<td>Ability to articulate clearly the sounds associated with the symbols of the English language (phonics skills).</td>
<td>2.1</td>
<td>B</td>
<td>5A,5B,5C</td>
<td>Quizzes, Midterm, Final Exam</td>
</tr>
<tr>
<td>Ability to present elements of our language in a manner that organizes individual concepts clearly.</td>
<td>2.1</td>
<td>B</td>
<td>5A,5B,5C</td>
<td>Quizzes, Midterm, Final Exam, Lesson Plans</td>
</tr>
<tr>
<td>Ability to structure lessons so that the child moves gradually from simple to complex elements in our language.</td>
<td>2.2, 4.5</td>
<td>C, D</td>
<td>4A,4B,4C,4D</td>
<td>Quizzes, Midterm, Final Exam, Lesson Plans</td>
</tr>
<tr>
<td>Ability to incorporate multisensory techniques in teaching.</td>
<td>2.2, 4.5</td>
<td>E-2</td>
<td>4A,4B,4C,4D</td>
<td>Quizzes, Midterm, Final Exam, Lesson Plans</td>
</tr>
<tr>
<td>Ability to assess a child’s progress in determining goals for future lessons.</td>
<td>3.1</td>
<td>D</td>
<td>3A,3B,3C</td>
<td>Final Exam, Lesson Plans</td>
</tr>
<tr>
<td>Respect for all children, particularly those with characteristics of dyslexia.</td>
<td>1.5</td>
<td>C</td>
<td>1CM6B,6E</td>
<td>Quizzes, Midterm, Final Exam, Lesson Plans</td>
</tr>
<tr>
<td>Respect for the value of ongoing scholarship in deepening the understanding of the structure of the English language and the complexity of reading and spelling in English.</td>
<td>7.2</td>
<td>A</td>
<td>6A,6B,6C,6D,6E</td>
<td>Quizzes, Midterm, Final Exam</td>
</tr>
<tr>
<td>Respect for the need for ongoing refinement of skills used in teaching children.</td>
<td>7.2</td>
<td>F</td>
<td>4D,6C</td>
<td>Quizzes, Midterm, Final Exam, Lesson Plans</td>
</tr>
</tbody>
</table>
COURSE ASSIGNMENTS:

Please note: all assignments are due on the date noted on the syllabus. Grades for assignments submitted past the due date will be reduced five points for each day late.

I. Reading Assignments (See Course Calendar)

II. Syllable Sorting Game (5 pts.) *(Full assignment description found in Syllables Section of Manual)*
Create a syllable sorting game. Use Phonogram/Concept Chart as a guide in selecting words for all syllable type; include words that reflect Level 1 and early Level 2 phonograms. Use a minimum of size 20 font. Cut cards with words (word cards) so that they are equal in size and words are centered. Cards for labels are: Open, Closed, Silent-e, Vowel Team, Bossy-r, R-controlled, and Consonant –le (7 labels). Labels must be larger than word cards in both size and font, and cut so that they are equal to each other in size, with terms centered. Please see detailed instructions for Word Selection, and each type of syllable.

III. Lesson Plan Goal (5 pts.) *(Full assignment description found in Lessons Section of manual)*
Developing a goal: 1) Select phonogram for goal. 2) Select words with phonogram. 3) Create 2-3 simple sentences that feature words with new element. 4) Using Guided Discovery Steps (K-13), write out specific questions for Steps 1-5, including specific language.

IV. Required Field Experience (5 pts.) *(Full assignment description found in Lessons Section of manual)*
Failure to complete the required hours will result in an incomplete grade and an additional project will be assigned to fulfill the required field experience time.

Graduate students: 8 total field hours – 4 hours observation; 4 hours presentation (reflection/response)

Specific observations:
- 2 hours out of the required 4 should be Orton-Gillingham lessons and
- 2 hours out of the required 4 should be in a Special Education classroom/resource room.

Undergraduate students: 6 field hours-3 hours observation, 3 hours presentation (reflection/response)

Specific observations:
- 2 hours out of the required 3 should be Orton-Gillingham lessons (2 lessons) and
- 1 hour should be a Special Education classroom/resource room.

V. Graduate extension assignment (10 pts.)
- See Current Research Section of Manual: write a summary for each article that includes the relevant information contained in the article; relate the article to the content of this course. Include at least 5 quotes in each summary. Include accurate bibliographical references and source information.

VI. Quizzes & Exams: (75 pts.)
*Quizzes* - 30 pts.  
*Midterm* - 20 pts.  
*Final* - 25 pts.
VII. Attendance: (25 pts.)
Class attendance is required and is an essential part of the course work. Review the attendance rubric carefully. Absences must be made up. **There is no such thing as an excused absence.** Class attendance is required and an essential part of the course. Failing to attend, to be tardy, to leave early, and/or not participate in class discussions will affect your grade. As professionals, all students are expected to be on time.

VIII. Participation: (25 points)
Part of the final grade is calculated upon class participation. This is reflected in such things as participation in class discussions and using materials in class to participate in activities.

**Class Participation expectations:**
- All students are expected to read all assigned materials and professionally contribute/participate in class discussions.
- The instructor will not lecture from the assigned readings. The purpose of these readings is to assist the students in their process of becoming an intervention specialist to discuss professionally the issues and areas of curriculum development and instructional planning/implementation involved with general and special education.
- **Distracting behaviors such as, texting, talking, and unrelated computer use during class are not acceptable and will reduce your participation grade.**
- All students are expected to participate in the class experience. Participation is also required as part of the final grade.
- All students are expected to participate in reading reflections, discussions, and activities during class, as well as to come to class prepared.

**Full participation:** asking questions, listening respectfully to all others’ questions and comments, supportive and constructive colleague to all class members; students are expected to create a conversation and share information during class time. An 80% participation rate is required to earn participation points.

Class attendance is required and an essential part of the course. Failing to attend, to be tardy, to leave early, and/or not participate in class discussions will affect your grade.

**Attendance and Participation Rubric**

<table>
<thead>
<tr>
<th>Attendance 25 points</th>
<th>Unprofessional Quality 0 Points</th>
<th>Needs Improvement 5 Point</th>
<th>Acceptable Quality 15 Points</th>
<th>Professional Quality 25 points</th>
<th>Your Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absent 2 or more times &amp;/or 3 tardies (10 min.). (0 points)</td>
<td>Absent 1 or more times</td>
<td>One absences and/or two tardies (10 minutes) (3-5 points)</td>
<td>One absence and/or one tardy (10 minutes) (13-15 points)</td>
<td>No absences. (25 points)</td>
<td></td>
</tr>
<tr>
<td>Absent more than two times may result in withdrawal from class.</td>
<td>Participation 25 points</td>
<td>Obvious lack of participation in group activities and other behaviors such as sleeping and/or inattentive in class; (0 points)</td>
<td>Frequently disengaged in group discussions, rarely asks questions or volunteers information (3-5 points)</td>
<td>Mostly attentive with some hesitation, occasionally asks questions or volunteers information (13-15 points)</td>
<td>Is attentive and participatory in group discussions, frequently asks questions or volunteers information (25 points)</td>
</tr>
</tbody>
</table>

**There is no such thing as an excused absence!**

Syllabus & Course Information; Section A 6
Professionalism:

- Professional behavior is that which is expected of all teachers and is what you have come to expect of your teachers. This course is part of a teacher preparation program that leads to professional licensure.
- Students are required to demonstrate behavior consistent with a professional career.

In particular, students are expected to:

- Attend all class meetings and be on time. The professor should be notified of any absences in advance. More than two absences can result in failure of the class. Extended Medical or Family Emergency absences should be approved through the Dean of Social Science, Health and Education’s office. “Reasonable attendance at all class meetings of courses for which a student has registered is expected of students as a condition for granting of academic credit. Lack of reasonable attendance as determined by the individual faculty member is reason for denial of credit for a course and possible course failure.” (Xavier University Catalogue)
- Be responsible for your learning, prepare carefully and completely for class. Students should read the text and handout assignments as indicated on the course calendar and prepared to discuss the assigned readings during class. Correct grammar, mechanics, and spelling must be evident in all work that is submitted. All assignments must be typed. The standards for quality of written assignments are high.
- Interact professionally with professor, classmates, and cooperating teachers. Professional behavior includes cooperation with other students, faculty and school personal. Be on time and be prepared! (See the Professional Disposition paper)
- Be Honest! The Childhood Education and Literacy Department values academic honesty. It is expected that each student will submit original work. Where others’ works and ideas are used, citations must be included. Please refrain from texting and taking phone calls during class. You will have a break during class. Students who engage in texting during class will be considered absent. (To learn, one must be fully present.)
COURSE ASSIGNMENTS AND EXPECTATIONS (cont.):

Accommodations:

• Xavier University’s Learning Assistance Center is located in suite 514 in the Conaton Learning Commons can be reached by calling 745-3280.
• The Writing Center is located Room 400 in the Conaton Learning Commons and the phone number is 745-2875. Please discuss necessary accommodations with the professor.

Course Grades:
Course assignments and requirements may be changed to meet the needs of the student and/or the instructor.

GRADING SCALE: 150 total points, percentage scale below

<table>
<thead>
<tr>
<th>PERCENTAGE SCALE EQUIVALENT</th>
<th>POINTS FROM ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>97-100</td>
<td>145.5-150</td>
</tr>
<tr>
<td>93-96</td>
<td>139.5-144</td>
</tr>
<tr>
<td>90-92</td>
<td>135-138</td>
</tr>
<tr>
<td>87-89</td>
<td>130.5-133.5</td>
</tr>
<tr>
<td>84-86</td>
<td>126-129</td>
</tr>
<tr>
<td>81-83</td>
<td>121.5-124.5</td>
</tr>
<tr>
<td>75-80</td>
<td>112.5-120</td>
</tr>
<tr>
<td>74 OR BELOW</td>
<td>111 OR BELOW</td>
</tr>
</tbody>
</table>

97 – 100 A
93 – 96 A-
90 – 92 B+
87 – 89 B
84 – 86 B-
81 – 83 C+
75 – 80 C
74 or below F
**UNDERGRADUATE:**

<table>
<thead>
<tr>
<th>PERCENTAGE SCALE EQUIVALENT</th>
<th>POINTS FROM ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>130-140</td>
</tr>
<tr>
<td>90-92</td>
<td>126-129</td>
</tr>
<tr>
<td>87-89</td>
<td>122-125</td>
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<tr>
<td>84-86</td>
<td>118-121</td>
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<tr>
<td>81-83</td>
<td>113-117</td>
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<td>78-80</td>
<td>109-112</td>
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<tr>
<td>75-77</td>
<td>105-108</td>
</tr>
<tr>
<td>72-74</td>
<td>101-104</td>
</tr>
<tr>
<td>69-71</td>
<td>97-99</td>
</tr>
<tr>
<td>0-68</td>
<td>96 or below</td>
</tr>
</tbody>
</table>

93 – 100  A
90 – 92   A-
87 – 89   B+
84 – 86   B
81 – 83   B-
78-80     C+
75 – 77   C
72-74     C-
69-71     D
68 or below F
### Syllable Sorting Game: 5 points

<table>
<thead>
<tr>
<th>Requirements of the Assignment and Accuracy of the Content (5)</th>
<th>Unprofessional Quality</th>
<th>Needs Improvement</th>
<th>Acceptable Quality</th>
<th>Professional Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Few or none of the requirements of the assignment are present. Little or none of the content is accurate.</td>
<td>Some of the requirements of the assignment are present. Some of the content is accurate.</td>
<td>Most of the requirements of the assignment are present. Most of the content is accurate.</td>
<td>All of the requirements of the assignment are present. All of the content is accurate.</td>
<td></td>
</tr>
</tbody>
</table>

### Lesson Goal: 5 points

<table>
<thead>
<tr>
<th>Requirements of the Assignment and Accuracy of the Content (5)</th>
<th>Unprofessional Quality</th>
<th>Needs Improvement</th>
<th>Acceptable Quality</th>
<th>Professional Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Few or none of the requirements of the assignment are present. Little or none of the content is accurate.</td>
<td>Some of the requirements of the assignment are present. Some of the content is accurate.</td>
<td>Most of the requirements of the assignment are present. Most of the content is accurate.</td>
<td>All of the requirements of the assignment are present. All of the content is accurate.</td>
<td></td>
</tr>
</tbody>
</table>

### Lesson Observation: 5 points

<table>
<thead>
<tr>
<th>Requirements of the Assignment and Written Responses (5)</th>
<th>Unprofessional Quality</th>
<th>Needs Improvement</th>
<th>Acceptable Quality</th>
<th>Professional Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Few or none of the requirements of the assignment are present. The observation and written responses do not show reflection of the observation.</td>
<td>Some of the requirements of the assignment are present. The observation and written responses show few reflections of the observation.</td>
<td>Most of the requirements of the assignment are present. The observation and written responses show an adequate reflection of the observation.</td>
<td>All of the requirements of the assignment are present. The observation and written responses show an accurate reflection of the observation.</td>
<td></td>
</tr>
</tbody>
</table>