Term Information

Effective Term: Spring 2016

General Information

Course Bulletin Listing/Subject Area: Education: Teaching & Learning
Fiscal Unit/Academic Org: School of Teaching & Learning - D1275
College/Academic Group: Education & Human Ecology
Level/Career: Graduate
Course Number/Catalog: 7430
Course Title: Phonics, Word Study, & the Complexities of English Orthography
Transcript Abbreviation: Eng Orthography
Course Description:
Learn the historical influences on contemporary American-English spellings. Study the technical vocabulary associated with phonics, word study, & English orthography; how to administer and analyze appropriate assessments for elementary and middle school students; and, how to implement instruction to support student learning.

Semester Credit Hours/Units: Fixed: 3

Offering Information

Length Of Course: 14 Week
Flexibly Scheduled Course: Never
Does any section of this course have a distance education component?: No
Grading Basis: Letter Grade
Repeatable: No
Course Components: Seminar
Grade Roster Component: Seminar
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Sometimes
Campus of Offering: Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Cross-Listings

Cross-Listings: ES SPED

Subject/CIP Code

Subject/CIP Code: 13.0101
Subsidy Level: Doctoral Course
Intended Rank: Doctoral
Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units.

Course Details

Course goals or learning objectives/outcomes

- Learn technical vocabulary associated with phonics, word study, & English orthography
- Learn historical influences on contemporary American-English spelling
- Learn to use appropriate diagnostic assessments related to spelling and phonics
- Understand diagnostic assessments
- Identify the strengths and weaknesses of various approaches to teaching phonics, word study, and spelling
- Demonstrate the ability to synthesize information relative to course objectives

Content Topic List

- History of English Orthography;
- Developmental Spelling;
- Assessment;
- Phonological Awareness, Phonics & Word Study;
- Instruction based on Individual Assessment.

Attachments

- Syllabus T&L 8890 spring semester 2013.doc: Syllabus
  (Syllabus. Owner: Scharer, Patricia Louise)
- Syllabus T&L 7430.doc: Final Approved Syllabus
  (Syllabus. Owner: Mercerhill, Jessica Leigh)

Comments

- Approved by GSC.

- Dyslexia Certificate is on hold and this course stands alone with no need for additional support. It will be taught by faculty within their load. (by Mercerhill, Jessica Leigh on 04/23/2015 01:19 PM)

- This course one of the proposed courses required for the Ohio Dyslexia Certificate. (by Scharer, Patricia Louise on 05/21/2014 05:34 PM)

Workflow Information

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<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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<td>Submitted</td>
<td>Scharer, Patricia Louise</td>
<td>05/21/2014 05:36 PM</td>
<td>Submitted for Approval</td>
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<td>Revision Requested</td>
<td>Mercerhill, Jessica Leigh</td>
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<td>Mercerhill, Jessica Leigh</td>
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<td>Pending Approval</td>
<td>Odum, Sarah A. Zircher, Andrew Paul Warnick, Bryan R. Achterberg, Cheryl L</td>
<td>04/23/2015 01:19 PM</td>
<td>College Approval</td>
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Course overview:
This course is intended for MA and PhD students interested in phonics, word study, and English Orthography. It will provide the background necessary for doctoral students to teach the undergraduate phonics course.

Course objectives/learning outcomes:
Students will:
• Learn the technical vocabulary associated with phonics, word study, & English orthography
• Learn the historical influences on contemporary American-English spelling
• Learn to use appropriate diagnostic assessments related to spelling and phonics
• Understand the nature of developmental spelling
• Understand bilingual research on learning to spell in English
• Identify the strengths and weaknesses of various approaches to teaching phonics, word study, and spelling
• Demonstrate the ability to synthesize information relative to course objectives

Required Readings:
1. Teaching Spelling (1st or 2nd ed.) by Edmund H. Henderson. (borrowed from Pat on first night of class)
2. Theoretical text of your choice
3. Pedagogical text of your choice
4. Assigned journal articles and book chapters

Assignments:
Weekly Reading Responses (15%)—write a two-page, typed response to the assigned readings each week and send them to me by Tuesday evening. Identify the readings from your scholarly text and pedagogical text which relate to the topic we are studying that week and link them to the Henderson chapter if possible. At the top of your response, identify the 3 sources you have read (Henderson, scholarly text, pedagogical text) for that week. Then, reflect on new learning you gathered from your reading and how the readings link with one another (or not!). Go beyond writing a summary to analyzing your readings and pose questions you are wondering about. I will
read your responses before each class and use your questions to guide my instructional planning. The first response is due Week 2.

**Evaluating Technology Project (15%)**—Search the web and apps for phonics and word study learning tools. Select the strongest one based on the criteria we establish in class. Sign up to share your choice in Class #4 and provide a one-page handout for everyone.

**Choose Your Topic (25%)**—select one of the following topics for further study: Skills/Whole Language, Questions, Assessment, Intermediate, Alphabetic Learning, Names, Letters/Spelling, Spelling/Writing, Invented Spelling I, Invented Spelling II, Low Spellers, Multilingual/Bilingual Influences, or propose your own topic. Read the journal articles provided for you in the folder for your topic and identify additional readings until you have 5-6 articles to synthesize into a 5-page paper and PowerPoint which you will share with the class. Select 1 of your articles for the class to read in preparation for your presentation. Either scan the article and post it on Carmen or provide copies for each person the week before.

**Phonics and Structural Analysis Terminology (15%)**—sign up to teach the class review topics found in *Phonics and structural analysis for the teacher of reading* by Barbara J. Fox. I will model an interesting way to teach content on the first night of class. Be creative and thorough! Consider how to engage your colleagues in ways which will help them to remember the difference between a diagraph and a diphthong! I will loan my copies of the book to the students assigned to particular weeks so that you have sufficient time to prepare.

**Theoretical or Pedagogical Project (30%)**—choose to complete either a theoretical or pedagogical project. Write up your findings in a scholarly 15-20 page paper worthy of publication in a journal. Submit a one-page plan to Pat on Week 4 for feedback and support. Sign up to present your project to the class during Weeks 13 or 14. Final write-up is due the last week of class. Use APA format.

**Theoretical:** Select a topic related to this course and review the literature using either an historical perspective or a more current timeline. Include course readings when applicable and extend your search beyond assigned texts. This could be an extension of your “Choose your topic” paper.

**Pedagogical:** Work with a K-8 student using a range of appropriate assessments to create a thorough case study of the student’s understandings about phonics and word study. Based on your findings, plan lessons and tutor your student during 4 30-minute sessions. Document changes in student learning. In your paper, thoroughly discuss implications for classroom instruction.

**Note:** Final grades will be affected by the grade on the Post-test on Phonics and Structural Analysis taken on the last night of class.

**Topical Outline and Reading Assignments:**
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Getting to know the course and each other.</td>
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<td>Week 2</td>
<td>History of English Spelling Developmental Spelling Assessment</td>
<td>Henderson, CH 1</td>
<td>Reviews #2-3 Consonants Self-evaluation</td>
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<td>Week 3</td>
<td>A Developmental Picture: Preliterate to Within Word</td>
<td>Henderson, CH 2, part 1 CYT: Alphabetic Learning</td>
<td>Reviews #4-5 Consonants CYT: Alphabetic Learning</td>
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<td>Week 4</td>
<td>Phonological Awareness The Role of Dialect in Spelling Criteria for using technology</td>
<td>NRP: Phonological Awareness Patton-Terry &amp; Connor article CYT: Names</td>
<td>Reviews #6-7 Consonants CYT: Names One-page plan for final project.</td>
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<td>Week 5</td>
<td>Phonics</td>
<td>NRP: Phonics Henderson, CH 2, part 1 CYT: Letters/Spelling</td>
<td>Reviews #8-9 Consonants CYT: Letters/Spelling</td>
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<td>Week 6</td>
<td>Invented Spelling</td>
<td>CYT: Invented Spelling I &amp; II</td>
<td>Reviews #10-11 Consonants CYT: Invented Spelling I &amp; II</td>
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<td>Week 7</td>
<td>Assessment</td>
<td>Henderson, CH 7 CYT: Assessment</td>
<td>Reviews #12-13 Consonant Clusters &amp; Blends/ Vowels CYT: Assessment</td>
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<td>Week 8</td>
<td>Spelling Instruction: Grades 1-3</td>
<td>Henderson, CH 4 CYT: Skills/Whole Language</td>
<td>Reviews #14-15 Vowels CYT: Skills/Whole Language</td>
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<td>Week 9</td>
<td>A Developmental Picture: Syllable Juncture &amp;</td>
<td>Henderson, CH 2, part 2 CYT: Intermediate</td>
<td>Reviews #16-17 Vowels CYT: Intermediate</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Instructor(s)</td>
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<td>Break Week</td>
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<td>Week 10</td>
<td>Methods of Spelling Instruction</td>
<td>Henderson, CH 3</td>
<td>Reviews #18-19 Vowels CYT: Questions</td>
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<td></td>
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<td>CYT: Questions</td>
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<td>Week 11</td>
<td>Spelling Instruction: Grades 4-8</td>
<td>Henderson, CH 5</td>
<td>Reviews #20-21 Other Vowel Pairs &amp; Onsets/Rimes CYT: Spelling/Writing</td>
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<td>CYT: Spelling/Writing</td>
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<td>Week 12</td>
<td>Library/Study session to work on final projects</td>
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<td>Week 13</td>
<td>Project Sharing</td>
<td>CYT: Low Spellers</td>
<td>Reviews #22-23 Syllabication &amp; Accents CYT: Low Spellers</td>
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<td>Week 14</td>
<td>Project Sharing</td>
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<td>Reviews #24-25 Structural Analysis</td>
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<td>Week 15</td>
<td>Final Thoughts &amp; Catching Up</td>
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<td>Final Papers Due Post-test on phonics and structural analysis</td>
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**Suggested Theoretical Texts:**


**Suggested Pedagogical Texts:**


**Evaluation:**
Participants will receive a letter grade (A, A-, B+, etc.). Grades will be assigned based on the instructor’s judgment relative to the student satisfying the stated objectives of the course. Please note that grades of A and A- are only used when the work is of an excellent standard. The Ohio State University Course Offerings Bulletin states grading guidelines indicating that quality determinations are based on a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor’s personal expectations relative to the stated objectives of the course, based on the instructor's experience and expertise.

Students are expected to complete their assignments using appropriate citations. Cases of suspected plagiarism will be reported as required by university policy.

Incompletes will only be given under special circumstances. See me as soon as possible if you think we need to discuss this. Absences will affect your grade.

**Policies for Student Conduct and Participation** – Attendance and class participation are expected. Please contact me if you will not be in class. An alternative assignment may be designed.

**Academic Integrity (Academic Misconduct)** -- Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University’s *Code of Student Conduct* and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s *Code of*
Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages (COAM Home)
- Ten Suggestions for Preserving Academic Integrity (Ten Suggestions)
- Eight Cardinal Rules of Academic Integrity (www.northwestern.edu/uacc/8cards.html)

Office of Disability Services Statement – Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

Grievances and Solving Problems – According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor: Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department.”

Statement on Diversity – The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

The College of Education and Human Ecology is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the College seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The College of Education and Human Ecology prohibits discrimination against any member of the University’s community on the basis of race,
religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

**ODS Statement** – Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; [http://www.ods.ohio-state.edu/](http://www.ods.ohio-state.edu/). Please make sure that students know they will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

**Statement of Student Rights:** “Any student with a documented disability who may require special accommodations should self-identify to the instructor as early in the quarter as possible to receive effective and timely accommodations.”