

George Mason University
College of Education and Human Development Literacy Program
EDRD 628-6L8 (Fall 2023) – Word Analysis: Phonics, Vocabulary, and
Spelling for K-12 Learners 3 Credits
Hybrid, In Person and Online

Faculty

Name: Dr. Michelle Picard
Office Hours: By Appointment, Classes Wednesdays 4:30 -7 PM See Calendar
Office Location: Loudoun County Public Schools, Administration Building (21000 Education Court, Ashburn, VA 20148)
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Meeting Days: Wednesdays 4:30-7:10 Pm
Location: LCPS Administration Building, 21000 Education Court, Ashburn, VA 20148

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 Delivery Method

This course will be delivered online (50 % 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 21, 2023.

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.

Blackboard's supported browsers

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

Supported operating systems on different device:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-system

- 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 Quicktime Player: <http://www.apple.com/quicktime/download>

Expectations

- Course Week
We will have several in-person classes and others are asynchronous. Because the asynchronous modules do not have a “fixed” meeting day, our week will start on Wednesday, and finish on Tuesday.
- 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 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 evaluate 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 eText 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 Wednesday. All activities and assignments due within that module must be submitted by 11:59 p.m. on the following Tuesday (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 and responses in the week they are assigned. 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.

<u>T</u>ell your peer something you like about their response and why you like it.	<u>A</u>sk your peer a thoughtful question about their work.	<u>G</u>ive your peer a suggestion to strengthen their response or idea.
<ul style="list-style-type: none"> ● 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... 	<ul style="list-style-type: none"> ● Did you consider...? ● What did you mean by...? ● How do/will you...? ● Why is/do...? ● Why did you...? ● Should you...? ● When does...? 	<ul style="list-style-type: none"> ● 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 <i>complete</i> <u>AND</u> submitted <i>on time</i> . (1 point)		Online activities are <i>incomplete</i> <u>OR</u> submitted <i>late</i> . (0 points)
Quality of Responses	Most responses reflect <i>thoughtful</i> contemplation of ideas, demonstrate a <i>clear understanding</i> of course content, and <i>include references</i> to course materials and concepts. (3 points)	Most responses demonstrate a <i>basic understanding</i> of course content, though <i>inaccuracies</i> may exist. <i>References</i> to course materials and concepts are <i>limited</i> . (2 points)	Most responses demonstrate <i>little or no understanding</i> of course content <u>OR</u> <i>no responses are submitted</i> . (0 points)
Collaboration with Peers	When required, responses to peers are <i>relevant, connected</i> to course content, and <i>stimulate</i> further thinking and discussion. (1 point)	When required, responses to peers are <i>vague</i> , with <i>few connections</i> to course content. (0.5 points)	<i>No responses</i> provided to peers. (0 points)

2. Reading Quizzes – 40 points (20%)

Throughout the semester, there will be eight 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.

Missed quizzes may not be made up. 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. 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. When submitting electronic files, please name the files using your first and last name 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 meet with you by phone or online by appointment.

Grading

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%)

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, sexual harassment, interpersonal violence, and stalking

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures 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. See expanded calendar and assignments which follow..

In Person Classes, Wednesdays 5-7 PM	Online Independent Learning Module
August 23, 2023	August 30, 2023
September 6, 2023	September 13, 2023
September 20, 2023	September 27, 2023
October 4, 2023	
October 11, 2023	October 18, 2023
October 25, 2023	November 1, 2023
	November 8, 2023
November 15, 2023	November 22, 2023
	November 29, 2023

MEETING FORMATS	TOPICS	READINGS	Due Dates
Week 1 August 23 In Person	<ul style="list-style-type: none"> • Course Overview • Why study language? • Five phases of literacy development • Syllabus Review • Developmental Spelling Assessments 	<ul style="list-style-type: none"> • <i>Words Their Way</i>, Chapters 1 & 2 	<ul style="list-style-type: none"> • Module 1 activities
Week 2 August 30 Online	<ul style="list-style-type: none"> • Developmental Stages of Literacy Development • Word Study Principles and Practices • English Orthography 	<ul style="list-style-type: none"> • Finish <i>Words Their Way</i>, Chapter 1 and 2 • <i>Speech to Print</i>, Chapters 1, 2, 	<ul style="list-style-type: none"> • Module 2 activities • Quiz 1- <i>Speech to Print</i> Chapters 1 and 2
Week 3 September 6 In Person	<ul style="list-style-type: none"> • Review Assessment and Grouping • Explore Principles and Practices of Word Study Instruction 	<ul style="list-style-type: none"> • <i>Words Their Way</i>, Chapter 3, Principles and Practices • Stahl et al., 2020, <i>Word Recognition and Spelling</i> 	<ul style="list-style-type: none"> • Module 3 activities • Elementary Spelling Inventory Analysis Activity • Word Study Lesson Evaluations
Week 4 September 13 Online	<p>Phonology Orthography Morphology What do we need to know about phonology? What do we need to know about</p>	<ul style="list-style-type: none"> • <i>Speech to Print</i> – Chapter 3 	<p>Quiz 2 - <i>Speech to Print</i>, Chapter 3</p>

	morphology?		
Week 5 September 20 In Person	Emergent Learners How do we support word knowledge for emergent readers, writers, spellers? Introduction to Letter Name	<ul style="list-style-type: none"> • Words Their Way – 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 5 activities Quiz 3 - Words Their Way Chapter 3
Week 6 September 27 Online	Online Major Assignment Catch up with other readings and modules		Major Assignment: Class Developmental Spelling Assessment Analysis
Week 7 October 4 In Person	Letter Name Spellers in Beginning Stage of Reading How do we support word knowledge for beginning readers and writers?	<ul style="list-style-type: none"> • Words Their Way – Chapter 5 • Duke & Mesmer, 2018 – Phonics Faux Pas: Avoiding Instructional Missteps in Teaching • Letter-Sound Relationships 	Module 7 activities Quiz 4 - Beginning Readers
Week 8 October 11 In Person	Within Word Pattern Spellers in Transitional Stage of Reading How do we support word knowledge for transitional readers and writers?	<ul style="list-style-type: none"> • Words Their Way, Chapter 6 	Module 8 activities Quiz 5 -Transitional Learners

Week 9 October 18 Online	Online Major Assignment Catch up with other readings and modules		Major Assignment: Lesson Plan for Emergent, Letter Name, or Within Word Pattern
Week 10 October 25 In Person	Syllables and Affixes Spellers in Intermediate Stage of Reading How do we support word knowledge for intermediate readers and writers?	<ul style="list-style-type: none"> Words Their Way, Chapter 7 	Module 9 activities Quiz 6 - Intermediate Learners
Week 11 November 1 Online	Derivational and Relations Spellers in the Advanced Stage of Reading and Writing.	<ul style="list-style-type: none"> Words Their Way, Chapter 8 	Module 11 activities
Week 12 November 8 Online	Structured Language and Literacy Instruction How do we learn about Morphology? How do we move forward with word study in our classrooms?	<ul style="list-style-type: none"> Speech to Print - Chapter 5 Speech to Print, Chapter 8 Structured Language and Literacy Instruction Vines et al., 2020 – Re-envisioning Spelling Instruction: Developmental Word Study Non Negotiables 	Quiz 8: Moats Chapter 5
Week 13 November 15 In Person	Serving English Language Learners How do we support English learners' word knowledge?	<ul style="list-style-type: none"> 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	
Week 14 November 22 Online	Planning Word Study Instruction for Intermediate & Advanced Learners Implementation of Word Study Instruction: Schedules, Routines, Materials, and Effective Practices	Words Their Way, Chapter 9	
Week 15 November 29			Major Assignment: Planning Word Study Instruction for Intermediate & Advanced Learners