

CIRG 616 Language Structures, Spelling, Phonics, and Vocabulary: Word Study Concepts K-12

Instructor: Dr. Jeradi Cohen

Phone: 304.746.2033

Email: cohenj@marshall.edu

Course dates:

Time:

Office Hours: Virtual and live by appointment

COURSE DESCRIPTION:

This graduate 3-credit hour course presents an approach to spelling instruction that relies on an understanding of English orthography and the way in which all students develop as spellers, readers and writers. The connections between language structures, spelling, and vocabulary will be described. The linguistic and developmental approach to learning to spell applies especially in working with students of diverse backgrounds (culturally and linguistically). The five stages of spelling will be identified and described, as will methods for assessing students' current spelling knowledge. Vocabulary's role and its connection to spelling and writing will be considered as well. Strategies for planning and organizing for instruction that incorporate word study and the study of words will be included.

PREREQUISITES: Undergraduate degree

SPECIAL NOTE ABOUT TEXTBOOKS: One of the required textbooks, *Words Their Way: Word Study for Phonics, Spelling and Vocabulary Instruction* (5th ed.) will be used in CIRG 637, CIRG 643, and CIRG 654

GENERAL COURSE OBJECTIVES:

1. Identify and describe characteristics of how students, read, write, and spell at each stage of literacy development and recognize each of the five stages of literacy development:
 - ◆ the Emergent Stage
 - ◆ the Letter Name Stage
 - ◆ the Within Word Pattern Stage
 - ◆ the Syllables and Affixes Stage
 - ◆ the Derivational Relations Stage
2. Assess and analyze spelling samples from students at each stage.
3. Design appropriate sorts and develop instructional plans based on students' spelling and other assessment tools.
4. Describe the impact of language structures on spelling and vocabulary
5. Explore vocabulary development and instruction across all levels.

6. Describe connections between spelling stages and vocabulary development

INSTRUCTIONAL MODES and PROCEDURES: The course format is hybrid. It will predominantly occur in Blackboard. Scheduled Live Meetings will occur also. The course will involve a high level of interaction between and among participants and the instructor. Student interaction will take the form of class exercises including individual and small group oral and written presentations, contributions to the class discussions (f2f and online) with responses to critical reading, and practicum assignments that are submitted for grading.

COURSE POLICIES

University policies, including plagiarism, as well as other general policy information are available on the university web site.

UNIVERSITY DISABILITY STATEMENT

Full university statement needed here.

If you are a student with special needs, you should let your instructor know within the first week of class. Written documentation will be required. You should also visit the following website to review your rights and responsibilities as a student.

Course Expectations and Grading: All assignments must be word-processed using Microsoft Word and submitted through the class website. All submissions must be word-processed and they must follow APA format, www.apa.org. Use 12-point font and double spacing, title page, page headers and page numbers beginning on the title page. Assignments should be written with clarity that includes professional, scholarly word choices predominating, grammatically correct, and free of typographical errors and corrections. Unacceptable work will be returned. Archive all assignments on disk. Make backup copies!

Projects and assignments (including readings) must be completed at the beginning of class on the due date. There will be a 10% grade deduction for each day the assignment is late. Problems with due dates and exams must be discussed with the instructor before the exam date or date due. Any work that you submit must be your own. If it is not, it needs to be properly referenced. Failure of this course may result if you represent the work of others (including other students) as your own.

Incomplete: Should circumstances arise that prevent the student from completing the requirements by the due date, s/he needs to make arrangements

with the instructor prior to the end of the course. An agreement should be in writing and include a time line for coursework completion.

Professional Conduct: Professional conduct and courtesy in class and during activities is expected at all times. When f2f, this includes turning off cell phones during class sessions (unless you have made arrangements with the professor to receive an emergency call).

When online the rules of Netiquette are expected. See this web site for further elaborations and expectations: http://www.livinginternet.com/i/ia_nq.htm

Basically, respond to others as you would like to be responded to.

I can be reached via email or phone. My preference is email. I check it several times a day Monday through Friday and at least once a day on the weekend. My office hours are posted if you are on-campus during those times; please schedule an appointment so I will know to expect you. I can make arrangements for other times to meet with you as needed.

ASSIGNMENTS AND METHODS OF EVALUATION

The final grade will be based on the following requirements:

Participation	10%	Participates in weekly class discussions and/or presentations
Spelling Assessment Assignment	20%	Spelling assessment administered to a group of students, analyzed, and reflection paper on the results.
Stage Assignment #1	20%	Design a week's worth of instruction for a group of Emergent, Letter Name, or Within Word Pattern group of spellers.
Stage Assignment #2	20%	Design a week's worth of instruction for a group of Syllables and Affixes or Derivational Relations Spellers.
Vocabulary Assignment	20%	Design and implement a vocabulary lesson with a group of students.

GRADING SCALE

94-100% A	87-89% B+	77-79% C+	67-69% D+	59% or below F
90-93% A-	84-86% B	74-76% C	64-66% D	
	80-83% B-	70-73% C-	60-63% D-	

Required Texts

Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2011). *Words their way:*

Word study for phonics, spelling and vocabulary Instruction (5th ed.). New York, NY: Pearson.

Beck, I. L., McKeown, M. G., & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction* (2nd ed.). New York, NY: Guilford Press.

Recommended Texts

Bear, D. Helman, L., Templeton, S., Invernizzi, & Johnston, F. (2007). *Words their way with English learners*. New York, NY: Pearson.

Ganske, K. (2000). *Word journeys: Assessment-guided phonics, spelling, and vocabulary instruction*. New York, NY: Guilford Press.

Ganske, K. (2006). *Word sorts and more: Sound, pattern and meaning explorations K-3*. New York, NY: Guilford Press.

Graves, M. F. (Ed.). (2009). *Essential readings on vocabulary instruction*. Newark, NJ: International Reading Association.

ASSIGNMENTS

Attendance and Participation: All students are expected to contribute to this community of learners. This course will incorporate lecture, discussion (within Blackboard), individual and group (large and small) activities, cooperative learning, and use of technology. There will be a scheduled number of Live Meetings. You may miss one Live Meeting and earn credit for attendance by submitting an alternate assignment.

Bear in mind that excused or unexcused absences may lower your final grade; the above is one example. I realize that as an adult you have other responsibilities in addition to being a graduate student. However, you have made a commitment to the graduate program and I hope that you will consider it as one of your top priorities. I will respond to absences on a case-by-case basis in terms of the impact it has on your standing (grade) in the course.

For online discussions I will respond to you collegially in an authentic manner. This means I will not respond to each and every one of you in our online discussions when they are conducted. Rather, I will post in a genuine manner. There will be six discussions. The first one requires only that you post your introduction and a photo of yourself before the next class. The discussions require a main posting (of 250+- words) and two follow-ups (100+-words each). Main posts are due by Thursday (11:59 PM) of the week with follow-ups by Saturday (11:59 PM) of that week. Late postings will not be counted.

Spelling Assessment Assignment:

Choose one set of Spelling Assessments to administer to 10 students. Analyze the assessments. Complete an Individual Inventory Feature Guides for each student. Complete the Classroom Composite once you have a feature guide on each student. Create a Preliminary UBC chart that represents the following: students name, spelling stage, features mastered, and features used but confused, and features absent (if any). (Preliminary means that this is your first effort at creating the chart. It won't be perfect!) In one page, describe what you learned from administering this assessment and analyzing it.

***Stage Assignment #1:**

For this assignment you can use students from the assessment assignment (If they were Emergent, Letter Name or Within Word Pattern) OR you can use a fictitious group based on the sample assessments used in class. The focus of this assignment is to concentrate on a week's worth of word study instruction.

Begin by describing the group that you plan to focus on. Describe this group in terms of their reading, writing and spelling development. Create a "Using But Confusing" Chart (Can be used from the assessment assignment or your class work.) Create one week's worth of word study for these students:

- Create a sort and justify feature choices
- Describe how you will introduce the sort
- Create a weekly schedule for delivering word study (describe each day's plan)
- Choose a book that can be used as "connected text" for a word hunt
- How will you connect to writing?
- Create one game that students can play to practice the features they are studying

***Stage Assignment #2:**

For this assignment you can use students from the assessment assignment (If they were Syllables and Affixes or Derivational Relations) OR you can use a fictitious group based on the sample assessments used in class. The focus of this assignment is to concentrate on a week's worth of word study instruction.

Begin by describing the group that you plan to focus on. Describe this group in terms of their reading, writing and spelling development. Create a "Using But Confusing" Chart (Can be used from the assessment assignment or your class work.) Create one week's worth of word study for these students:

- Create a sort and justify feature choices
- Describe how you will introduce the sort
- Create a weekly schedule for delivering word study (describe each day's plan)
- Choose a book that can be used as "connected text" for a word hunt
- How will you connect to writing?
- Create one game that students can play to practice the features they are studying

Vocabulary Assignment

Design and implement a vocabulary assignment that incorporates support from research. Using research articles of your choosing, implement a vocabulary strategy with a small group of students. Include a formative assessment at the conclusion of the lesson. Write a collective paper that includes the justification for your selected strategy, a description of your lesson, anecdotal comments about its implementation, and a reflective description of the lesson's success and points for revision in the future.