

**Saint Mary's University of Minnesota**  
**Schools of Graduate and Professional Programs**

Winona Campus

Spring 2020

GPDI 5212B, Basic Orton-Gillingham Theory

3 Semester Credits

Blended Delivery Method

**Course Dates/Location**

December 2, 2019 – January 5, 2020 Pre-Meeting

January 6 – March 29, 2020; Online using The Reading Center platforms

**Prerequisite or Concurrent Courses:**

You are responsible for having a degree-granting undergraduate transcript that may be requested when you register for these graduate credit courses. If you are unsure if are eligible for these credits, please discuss with the instructor.

**Instructor Information**

Fay Van Vliet, Fellow/AOGPE

[fvanvliet@thereadingcenter.org](mailto:fvanvliet@thereadingcenter.org) or [davidandfay@gmail.com](mailto:davidandfay@gmail.com)

507-288-5271 or 507-250-6305

Office Hours: 9:00 a.m. – 5:00 p.m. Monday-Friday

**Course Description**

The Basic Orton-Gillingham Teacher Training Institute is designed to train teachers, educational therapists, parents, and other interested persons in the evidence-based scientifically researched Orton-Gillingham Approach to teaching reading, spelling, and writing. The full course includes theory and practicum and meets all of the five requirements as outlined in the “Every Student Succeeds Act”: phonemic awareness, phonics instruction, vocabulary instruction, fluency, and text comprehension instruction for the elementary-aged student. This course also fulfills coursework for Academy of Orton-Gillingham Practitioners and Educators Associate level.

Instructional emphasis is placed upon learning the sound/symbol associations for written language including the multisensory essential teaching techniques in literacy instruction based on the original work of Orton and Gillingham. Instruction encompasses sound/symbol associations, linguistic rules, structure of the English language, and an in depth look at learning differences specifically dyslexia. A required supervised practicum is integral to the course.

**Student Learning Objectives**

Upon completion of this course, students are expected to be able to do the following:

- a. Define dyslexia
- b. Demonstrate an understanding of the basic phonetic/linguistic structure of English

- c. Demonstrate an understanding of the philosophy and the teaching techniques involved in the Orton-Gillingham Approach
- d. Demonstrate an understanding of the essential elements included in the Orton-Gillingham Approach
- e. Recognize the necessary components in an Orton-Gillingham lesson
- f. Complete a set of notebooks that align with Orton-Gillingham instruction for teacher/student use

### Platform Access

The Reading Center will provide the learner with access information for their Google Docs. You will need access to the World Wide Web (WWW) in order to participate in the online theory course provided by The Reading Center. Internet service will need to be provided by an internet service provider. The Reading Center will not pay for costs associated with a service provider to obtain internet services. Obtaining internet services is the sole responsibility of the Trainee. Check with your Internet provider to ensure you have enough bandwidth to video stream smoothly. Courses provided by The Reading Center should be accessed on a desktop or laptop computer. Computer systems must support one of the browsers listed above. Access of Google Docs from a tablet or mobile device such as an Android or Apple phone device will not be supported by The Reading Center. It is your responsibility to determine whether your computer software and hardware is current to support access to The Reading Center's courses hosted on Google Docs. You will also need access to Microsoft Word and a printer. If you have questions about technology, please email technology support at [oltechsupport@gmail.com](mailto:oltechsupport@gmail.com)

### Required Text

Reading Center/Dyslexia Institute of MN. (2008). *Basic Orton-Gillingham Reference Manual*. Rochester, MN: Reading Center/Dyslexia Institute of MN. (BRM) This material is available on Google Docs and must be printed by the student at their own cost, prior to the assigned module.

Rome, P.D. & Osman, J.S. (2002). *Language Tool Kit*. Cambridge, MA: Educators Publishing Service. (Includes Basic Cards) (BLTK)

### Other Resources

Students in collaboratively delivered graduate courses can access additional resources through the GPDI website at [pdi.smumn.edu](http://pdi.smumn.edu). Resources include access to SuperSearch, an extensive database of practitioner-oriented and research-based articles. The SuperSearch link is accessible once students log in to the website, using the same username & password that is available through your school's collaboration with Saint Mary's University. Guides for using SuperSearch are posted on that website. Additional library resources and assistance are available upon request, especially for students in degree-seeking programs at Saint Mary's University. Contact the PDI Program Office via email at [pdi@smumn.edu](mailto:pdi@smumn.edu) for further assistance.

## Topical Course Outline

Week/Dates	Type of Meeting	Topics/Activities	Assignments
Module 1 Monday – Sunday Dec 2 <sup>nd</sup> – 8 <sup>th</sup>	Pre-Meeting	Welcome and Course Information	Weekly Discussion Board #1
Module 2 Monday – Sunday Dec 9 <sup>th</sup> -15 <sup>th</sup>	Pre-Meeting	History of the English Language and Dyslexia	Weekly Discussion Board #2
Module 3 Monday – Sunday Dec 16 <sup>th</sup> – 22 <sup>nd</sup>	Pre-Meeting	Dyslexia (continued) Pathways of Learning	Weekly Discussion Board #3
Module 4 Monday – Sunday Jan 6 <sup>th</sup> – 12 <sup>th</sup>	Online Meeting	Essential Elements Overview of O-G Drill Procedures & Exercises	Weekly Discussion Board #4
Module 5 Monday – Sunday Jan 13 <sup>th</sup> – 19 <sup>th</sup>	Online Meeting	Phonemic Awareness Phonics Short vowel markers Vowel Patterns Sequence for Syllable Introduction	Weekly Discussion Board #5
Module 6 Monday – Sunday Jan 20 <sup>th</sup> – 26 <sup>th</sup>	Online Meeting	Schwa Scribal O Accent Placement Rules Words Containing S & C between vowels Syllable Division	Weekly Discussion Board #6
Module 7 Monday – Sunday Jan 27 <sup>th</sup> – Feb 2 <sup>nd</sup>	Online Meeting	Dysgraphia Handwriting Spelling	Weekly Discussion Board #7
Module 8 Monday – Sunday Feb 3 <sup>rd</sup> – 9 <sup>th</sup>	Online Meeting	Suffixes Affixing Rules	Weekly Discussion Board #8
Module 9 Monday – Sunday Feb 10 <sup>th</sup> – 16 <sup>th</sup>	Online Meeting	Plurals Possessives Drill Scenarios	Weekly Discussion Board #9
Module 10 Monday – Sunday Feb 17 <sup>th</sup> – 23 <sup>rd</sup>	Online Meeting	Comprehension	Weekly Discussion Board #10

Module 11 Monday – Sunday Feb 24 <sup>th</sup> – Mar 1 <sup>st</sup>	Online Meeting	Explain Rule Exercise (set 1) Essential Element Practice (set 1) Study Guide O-G in Classroom videos (set 1)	Weekly Discussion Board #11
Module 12 Monday – Sunday Mar 2 <sup>nd</sup> – 8 <sup>th</sup>	Online Meeting	Explain Rule Exercise (set 2) Essential Element Practice (set 2) Study Guide O-G in Classroom videos (set 2)	Weekly Discussion Board #12
Module 13 Monday – Sunday Mar 9 <sup>th</sup> – 15 <sup>th</sup>	Online Meeting	Study Guide	Weekly Discussion Board #13
Module 14 Monday – Sunday Mar 16 <sup>th</sup> – 22 <sup>nd</sup>	Online Meeting	Study Guide	Assignment 14 Work on final assignments due next week Weekly Discussion Board #14
Module 15 Monday – Sunday Mar 23 <sup>rd</sup> – 29 <sup>th</sup>	Online Meeting	Assessments	Assignment 15 S-T Notebook Assignment Course Reflection Paper SMU Course Reflection Paper

### Course Time Standards

#### Master's and specialist level courses:

One graduate credit requires 15 contact or instructional hours. In addition, it is suggested that students invest a minimum of two hours per contact/instructional hour in outside study.

#### Synopsis of Assignments

1. Assigned readings within each module of the Basic Orton-Gillingham Basic Training, Language Tool Kit (blue booklet plus sound cards) plus phonogram video and Assignment completion of O-G lesson viewing (a, b, c, d, e) 55 Points
2. A written explanation of the Teacher/Student Notebook Assembly – rubric check off (a, b, c, d, e) 10 Points

3. Final visual phonogram assessment (a, b, c, d, e) 208 Points
4. Final auditory phonogram assessment (a, b, c, d, e) 153 Points
5. Final written assessment on dyslexia, the Orton-Gillingham Approach, and the basic phonetic/linguistic structure of English (a, b, c, d, e) 100 Points
6. [Reflective Paper Guidelines](#) – Impact of Orton-Gillingham on student learning and how this course impacted your learning (a, b, c, d, e, f) 10 Points

### Student Expectations

1. Weekly Discussion Board: Each week learners will be engaging in discussion using an online discussion board in Blackboard. A question will be posted by the instructor for each discussion and learners will post their initial response. Learners will then return to the discussion board after 3 days and post a response to someone else's post to encourage discussion. The initial response must include learners thoughts and experiences about the initial question and include a question to the discussion group about something they are still wondering/wrestling with. Weekly Discussion Board assignments must be completed prior to the next Module start.
2. Passing grade of "C" or better on all requirements (a, b, c, d)
3. [Reading Center Greeting, Clarifications, & Expectations document.](#)
4. During this course, the learner will be involved in a variety of learning opportunities including lecture, small-group practice, lesson planning, guest speakers, and observations of master teachers working with students. Expect to spend at least 2-4 hours outside of class each day to study and complete lesson plans. Note: The amount of time outside of class for studying/lesson planning varies among individuals.

### Assessment of Student Performance/Grading Policies

Grading policies are consistent with university policy as stated in the current Catalog and Student Handbook. The grade of "I" (Incomplete) may or may not be given by the instructor at the student's request when the required work is not completed. The student must submit a written request to the instructor and PDI Program office prior to the final class session, indicating when the work will be completed.

Graduate Grading Scale		
A	90-100%	536- 482
B	80-89%	481 -429
C	70-79%	428 - 375
NC	below 70%	374 -0

### Access Services for Students with Disabilities

Saint Mary's University is committed to ensuring that students with documented disabilities have access to equal educational programs and activities at the university. If you have, or believe you may have, a disability that may interfere with your ability to participate in the activities, coursework, or assessments of this course, you may be entitled to accommodations. Please

contact Karen Hemker, Access Services Coordinator, as early in the semester as possible to arrange a confidential discussion about your need for accommodations.

Email: [accessservices@smumn.edu](mailto:accessservices@smumn.edu)

### **University Conduct and Academic Policies**

[Schools of Graduate and Professional Programs Student Handbook](#)

Included in the Handbook are details regarding SGPP Academic Policies, [Registration & Tuition Policies including Drops/Withdrawals](#) and University Conduct policy.

Transcripts may be requested, free of charge, by submitting a [Transcript Request](#) form, which is available on the [pdi.smumn.edu](http://pdi.smumn.edu) website. Requests are processed in the order received and will be mailed to you. If you prefer, you can order transcripts online through the [National Student Clearinghouse](#), a secure and confidential website. Transcripts sent directly to you or a third party by US mail or electronically through a secure PDF. Each transcript is \$3.00, payable by credit or debit card. Additional features of online ordering include order tracking, updates, and transcript request history. Follow this link to order your transcripts: <http://www.studentclearinghouse.org/>