

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

Winona Campus

Spring 2020

GPDI 5213B, Basic Orton-Gillingham Practicum

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

In person attendance required for the following dates & times:

January 2nd pre-meeting

January 9th, 16th, 23rd @ 5:30-7:00pm

January 27th, 30th @ 5:30-8:00pm

February 3rd, 6th, 10th, 13th, 17th, 20th, 24th, 27th @ 5:30-8:00pm

March 2nd, 5th, 9th, 12th @ 5:30-8:00pm

March 16th – 22nd built in storm week if needed

March 23rd, 26th @ 5:30-8:00pm

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 or 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 class, the learner is 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) only if you wish to send your lesson plans and accompanying documents to your Master Teacher via email. 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 only if you do not plan to print from your home computer. If you have questions about technology, please email technology support at 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 GDI website at 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 for further assistance.

Topical Course Outline

Week/Dates	Type of Meeting	Topics/Activities	Assignments
Module 1 Monday – Sunday Dec 2 nd – 8 th	Pre-Meeting	Welcome and Course Information	Phonogram tabs and card work Weekly Discussion Board #1
Module 2 Monday – Sunday Dec 9 th -15 th	Pre-Meeting	History of the English Language and Dyslexia	View and study phonogram videos Complete auditory practice videos for assigned phonograms. Study Phonogram cards. Weekly Discussion Board #2
Module 3 Monday – Sunday Dec 16 th – 22 nd	Pre-Meeting	Dyslexia (continued) Pathways of Learning	View and study phonogram videos Complete auditory practice videos for assigned phonograms. Weekly Discussion Board #3
Module 4 Monday – Sunday Jan 6 th – 12 th	Online Meeting	Essential Elements Overview of O-G Drill Procedures & Exercises Lesson Plan	View and study phonogram videos Complete auditory practice videos for assigned phonograms. Study O-G Procedures & Exercises Study Lesson Plan View lessons taught by RC Master Teachers Weekly Discussion Board #4
Module 5 Monday – Sunday Jan 13 th – 19 th	Online Meeting	Phonemic Awareness Phonics Short vowel markers Vowel Patterns	View and study phonogram videos Complete auditory practice videos for assigned phonograms.

		Sequence for Syllable Introduction	Study lesson planning documents and view lessons taught by RC Master Teachers Weekly Discussion Board #5
Module 6 Monday – Sunday Jan 20 th – 26 th	Online Meeting	Schwa Scribal O Accent Placement Rules Words Containing S & C between vowels Syllable Division	Review all phonograms visually & auditorily Study & practice O-G techniques & procedures View lessons taught by RC Master Teachers Weekly Discussion Board #6
Module 7 Monday – Sunday Jan 27 th – Feb 2 nd	Online Meeting	Dysgraphia Handwriting Spelling	Practicum lessons Observe MT teach O-G lesson Plan & Teach first practicum lesson Study and practice O-G Techniques and procedures prior to lesson delivery Weekly Discussion Board #7
Module 8 Monday – Sunday Feb 3 rd – 9 th	Online Meeting	Suffixes Affixing Rules	Practicum lessons Study and practice O-G Techniques and procedures and perfect your lesson delivery Make sure student/teacher notebooks are up to date and documents filed accordingly Weekly Discussion Board #8
Module 9 Monday – Sunday Feb 10 th – 16 th	Online Meeting	Plurals Possessives Drill Scenarios	Practicum lessons Study and practice O-G Techniques and procedures and perfect your lesson delivery Make sure student/teacher notebooks are up to date and documents filed accordingly Weekly Discussion Board #9
Module 10 Monday – Sunday Feb 17 th – 23 rd	Online Meeting	Comprehension	Practicum lessons Study and practice O-G Techniques and procedures and perfect your lesson delivery

			Make sure student/teacher notebooks are up to date and documents filed accordingly Weekly Discussion Board #10
Module 11 Monday – Sunday Feb 24 th – Mar 1 st	Online Meeting	Explain Rule Exercise (set 1) Essential Element Practice (set 1) Study Guide O-G in Classroom videos (set 1)	Study and practice O-G Techniques and procedures and perfect your lesson delivery Practicum lessons Make sure student/teacher notebooks are up to date and documents filed accordingly Weekly Discussion Board #11
Module 12 Monday – Sunday Mar 2 nd – 8 th	Online Meeting	Explain Rule Exercise (set 2) Essential Element Practice (set 2) Study Guide O-G in Classroom videos (set 2)	Practicum lessons Review and practice procedures & techniques, and lesson delivery. Make sure student/teacher notebooks are up to date and documents filed accordingly Weekly Discussion Board #12
Module 13 Monday – Sunday Mar 9 th – 15 th	Online Meeting	Study Guide	Practicum lessons Review and practice procedures & techniques, and lesson delivery. Make sure student/teacher notebooks are up to date and documents filed accordingly Weekly Discussion Board #13
Module 14 Monday – Sunday Mar 16 th – 22 nd	Online Meeting	Study Guide	Make-up any lessons if needed. Make sure student/teacher notebooks are up to date and documents filed accordingly Weekly Discussion Board #14
Module 15 Monday – Sunday Mar 23 rd – 29 th	Online Meeting	Assessments	Assignment 15 S-T Notebook Assignment Course Reflection Paper SMU Course Reflection Paper Final check of student-teacher notebooks – submit for MT to check

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

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 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/>