

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

Winona Campus

Spring 2020

GPDI 5318A, Advanced Orton-Gillingham Theory

3 Semester Credits

Online Delivery Method

Course Dates/Location

December 2 – December 22, 2019 Pre meeting dates

January 6 – February 23, 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 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 Advanced Orton-Gillingham Teacher Training Institute builds on foundational concepts introduced in the Basic Training Institute, adding skills that will enable the educator to provide Educational Therapy beyond the introductory grades. It applies the same Orton-Gillingham Approach targeting the specific needs of older students and adults.

The Advanced Orton-Gillingham Institute Training extends the examination of reading, writing, listening, speaking, and viewing competencies into all areas of language arts. The focus will be on continued learning of the multisensory teaching techniques based on the original work of Orton and Gillingham. This includes literacy competencies in word decoding and encoding, comprehension skills, vocabulary development, and knowledgeable use of grammar. This will also include assessment of an individual's specific instructional needs and ways to adapt instruction of essential concepts to fit those needs at all levels of literacy required by learners from kindergarten through high school. Students enrolled in this course must demonstrate mastery of the skills learned in theory by teaching students with reading difficulties under supervised conditions.

Student Learning Objectives

Upon completion of this class, the learner is expected to be able to do the following:

- a. Demonstrate an understanding of the advanced language structure of English including affixes and roots, meanings, accent placement, schwa, connective patterns, spelling patterns, grammar, and comprehension
- b. Demonstrate an understanding of teaching higher level language structure to older students or those decoding above a fifth-grade level
- c. Demonstrate an understanding of concepts and essential elements involved in multisensory teaching to older students
- d. Demonstrate mastery of selected affixes & roots in the Advanced Language Tool Kit – visually & auditorily
- e. Assemble a set of notebooks organized for teacher and advanced language student usage

Platform Access

The Reading Center will provide the learner with access information for their Google Docs and WebEx platforms. You will need access to the World Wide Web (WWW) in order to participate in the online courses 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 and WebEx 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, a printer, availability of a recording device, and a USB plug-in microphone. If you have questions about technology, please email technology support at oltechsupport@gmail.com

Required Text

Reading Center/Dyslexia Institute of MN. *Advanced Orton-Gillingham*

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

Rome, Paula & Osman, Jean. 2002. *Advanced Language Tool Kit*. Cambridge, MA: Educators Publishing Service. (Includes Advanced Cards and ALTK booklet)

Other Resources

Students in collaboratively delivered graduate courses can access additional resources through the GPDI 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 | Assignment 1 View the Walk-through YouTube Video Submit a 1-3minute video introducing yourself & why you are interest in taking this O-G Advanced Training Weekly Discussion Board #1 |
| Module 2 Monday – Sunday Dec 9 th -15 th | Pre-Meeting | Advanced language instruction Hierarchy of Language Review of Basic Training information Grammar information 8 parts of speech | Green LTK booklet p. 1-9, 13-14, 20-23 Weekly Discussion Board #2 |
| Module 3 Monday – Sunday Dec 16 th – 22 nd | Pre-Meeting | Sequencing of instruction for older students Accent placement Rote Memory Words Nouns & Pronouns | Green LTK booklet p. 10-12, 32, 57-59 Weekly Discussion Board #3 |
| Module 4 Monday – Sunday Jan 6 th – 12 th | Online Meeting | Drill procedures Adv lesson plan Techniques & procedures Finding starting point Adjectives | Green LTK booklet p. 15-18, 20-26 Weekly Discussion Board #4 |
| Module 5 Monday – Sunday Jan 13 th – 19 th | Online Meeting | Observation notes Lesson planning Verbs Introduction to sentence diagramming Lesson observations Verbs | Weekly Discussion Board #5 |
| Module 6 | Online Meeting | Language continuum | Green LTK booklet p. 50-54 |

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|---|----------------|--|--|
| Monday – Sunday Jan 20 th – 26 th | | Roots – facts & drill work Root meanings Sequence of presentation Connectives Adverbs Lesson observations Adverbs | Weekly Discussion Board #6 |
| Module 7 Monday – Sunday Jan 27 th – Feb 2 nd | Online Meeting | Language continuum Prefixes – facts & drill Teaching steps Chameleon prefixes Chameleon prefix groups Prefix families Prefix multiples Lesson observations Prepositional phrases | Green LTK booklet p. 35-39 Weekly Discussion Board #7 |
| Module 8 Monday – Sunday Feb 3 rd – 9 th | Online Meeting | Language continuum Suffixes Teaching steps Multiple spelling choices Noun suffixes Adjective suffixes Lesson observations Scenarios conjunctions | Green LTK booklet p. 40-49 Weekly Discussion Board #8 |
| Module 9 Monday – Sunday Feb 10 th – 16 th | Online Meeting | Reading Comprehension & Written Expression Comprehension strategies Scenarios Lesson observations Interjections Study Guide | Weekly Discussion Board #9 |
| Module 10 Monday – Sunday Feb 17 th – 23 rd | Online Meeting | Assessments | Assignment 10 Student-Teacher Notebook Written Explanation 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

Discussion Board: 5 points each (45 points)

Student-Teacher Notebook written explanation: 10 points – 5pts each

Course Reflection Paper – 10 points

Final Visual Affixes/Root Assessments: prefixes 25pts, roots 38pts, suffixes 22pts

Final Auditory Affixes/Root Assessments: prefixes 25pts, roots 38pts, suffixes 20pts

Final Assessment: 100 points

For three (3) graduate credits

1. Passing grade of “C” or better on all examinations (a, b, c, d, e)
2. Final visual (affixes/roots) assessment (d)
3. Final auditory (affixes/roots) assessment (d)
4. Final written assessment on advanced language structure, teaching higher level language, concepts and essential elements involved in multisensory teaching to older students (a, b, c)
5. Teacher/Student notebook assembly & written explanation– rubric check off (e) 5pts each
6. Reflective paper – Impact of Advanced Orton-Gillingham on my learning (a, b, c, d, e)
7. Reflective paper – Impact of Advanced Orton-Gillingham on student learning (a, b, c, d, e)

Student Expectations

1. Weekly Discussion Board: Each week learners will be engaging in discussion using an online discussion board in Google Docs. 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/>