



Introduction to Structured Word Inquiry 6 Week Course Syllabus

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Description:

This six-week class (30-40 hours) will provide participants an overview of Structured Word Inquiry (SWI) and how to begin to use SWI to provide remediation. SWI provides a logical process, based on linguistics, for analyzing and developing an understanding of the underlying structure of the spelling of English words. Developing true understanding of spellings will assist students with reading *and* spelling. SWI is instruction that assists ALL students, those with or without dyslexia.

Participants will learn how to support students through word investigations to understand the spelling of any English word so instructors no longer utter, "Well, English is just crazy, you will have to memorize that word?" Each week participants will watch recorded narrated PowerPoints on specific topics, complete assignments, and interact with instructors via discussion boards. Every two weeks participants will be invited to participate in a live Qu&A session. All live sessions are recorded and posted on the virtual classroom site for participants unable to attend live sessions.

Participants have 24 hours/day, 7 days/week access to course content for the duration of the course.

Goals:

Participants will be able to define morphology and be able to identify morphemes in words, including affixes, free bases and bound bases.

Participants will be able to define etymology and the role it has in helping understand English spellings.

Participants will be able to define phonology and how it is integrated in SWI.

Participants will be able to define and identify graphemes and phonemes.

Participants will be able use the four questions in SWI to investigate and analyze English spellings, including so called "sight words."

Participants will be able to create a hypothesis of a words morphemes and collect evidence to support or negate their hypothesis.

Participants will be able to construct word matrices.

Participants will be able to construct and announce word sums.

Participants will be able to understand and explain the difference between spoken and written syllables.

Participants will be able to understand and explain the difference between syllable division and morphological divisions.

Participants will be able to create lesson plans based on SWI

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**Requirements:**

- Participants will be expected to complete the assigned readings.
- Participants will be expected to view PowerPoint presentations and instructional videos.
- Participants will be expected to complete and submit assignments.
- Participants will be expected to actively participate on board discussions with instructors and class participants by posting your responses to questions, posting your questions, and sharing your reflections and learning.

Resources:

www.icohere.com/dti

www.dyslexiatraininginstitute.org

all other resources will be posted for download by participants

Evaluation:

- Participants will be required to take a pre-test and post-test.
- A Certificate of Completion will be presented upon completion of all class assignments and a passing grade of the post-test.

Week 1 Topics:

- What to expect and what not to expect
- Linguistic Terminology
- Phonetics & Phonology
- Dyslexia and SWI
- Introductory overview to SWI
- PB & J simulation

Week 2 Topics:

- Morphemes - The difference between a base, root and stem
- Introduction to the Lexical Matrix
- Introduction to Word Sums
- Introduction to the Lexical Matrix
- Comparing syllables and morphemes

Note: A live Qu&A will be scheduled for this week.

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Week 3 Topics:

- Suffixing
- Introduction to Etymonline
- Introduction to Word Searcher
- Student Lesson Example
- "Sight Words"
- International Phonetic Alphabet (IPA)

Week 4 Topics:

- Connecting Vowels
- Schwa: understanding it, identifying it, teaching it
- Stress-timed versus Syllable-timed languages

Note: A live Qu&A will be scheduled for this week

Week 5 Topics:

- How to identify bound and twin bases
- Homophones and the Homophone Principle
- How to incorporate grammar
- How to Organize the Information for a Student – Student Binder

Week 6 Topics:

- Student Lesson Examples
- Functions of the final <e>
- What can SWI look like in the classroom
- What can SWI look like in a one-on-one environment

Note: A live Qu&A will be scheduled for this week

****NOTE: Topics may shift during the course to best facilitate learning of the group and additional topics may be added.***

Graduate Level Extension Credits Offered Through the University of San Diego

• Participants may register for 2.5 graduate level extension credits through USD for this course. An additional fee is paid directly to USD for the credits. These credits are optional and not a requirement for participating in the course. Interested participants will register for the credits after the course begins. Information for registering for the credits will be provided on the virtual class website once the course begins.