

Introduction to Structured Word Inquiry (SWI)

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Description:

This six-week online course (30-40 hours) will introduce participants to Structured Word Inquiry (SWI). Structured Word Inquiry (SWI) is a systematic exploration of words, examining how their components, structure, origins, and historical development converge to reveal their meanings, connections, and spelling. SWI is instruction that can be effective with all students, those with or without dyslexia. Participants will have multiple opportunities to practice the concepts and strategies they learn.

Participants will learn how to support students using inquiry-based word investigations to understand the spelling of English words so instructors no longer exclaim “Well, English is just crazy, you will have to memorize that word?”

Topics Covered	
Overview of Dyslexia	How phonology is integrated in SWI.
Structured Word Inquiry Terminology	In-depth discussion of the Schwa and its role in English
What are: Phonemes, Graphemes, Morphemes, Allomorphs	An introduction to the four questions in SWI to investigate
What is Morphology, Etymology and Phonology	How to analyze and understand ‘tricky’ English spellings
Strategies to identify morphemes in words, including affixes, free bases and bound bases.	An introduction to: word matrices and word sums
How etymology can aid in the understanding of English spellings.	Practical Strategies Suggestions for Instruction

Course Objectives:

- 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 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.

Evaluation:

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

Week 1 Topics:

- Pre-test
- What to expect and what not to expect
- Defining Dyslexia
- PB & J Simulation
- SWI Terminology
- Introduction to SWI

Week 2 Topics:

- What is a Phoneme
- Morphemes
- Matrices and Word Sums
- Overview of 7 Syllable Types and Comparison to Morphemes

Week 3 Topics:

- Allomorphs
- Suffixing
- Introduction to Etymonline and Word Searcher
- Understanding “Sight Words”
- Etymology

Week 4 Topics:

- Stress-timed Language
- Schwa
- Schwa and SWI
- Connecting Vowels
- Practical Strategies

Week 5 Topics:

- Bound Bases
- Homophones and Homophone Principle

Week 6 Topics:

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

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.

Knowledge and Practice Standards (KPS) for Teachers of Reading Covered in this Course:

1.1	Understand the (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, discourse.
1.2	Understand that learning to read, for most people, requires explicit instruction.
1.3	Understand the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge.
1.5	Identify (and explain how) environmental, cultural, and social factors contribute to literacy development.
2.1	Recognize the tenets of the (2003) IDA definition of dyslexia, or any accepted revisions thereof.
2.2	Know fundamental provisions of federal and state laws that pertain to learning disabilities, including dyslexia and other reading and language disability subtypes.
2.3	Identify the distinguishing characteristics of dyslexia.
2.4	Understand how reading disabilities vary in presentation and degree.
2.5	Understand how and why symptoms of reading difficulty are likely to change over time in response to development and instruction.
4A.1	Understand/apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction.
4A.2	Understand/apply in practice the rationale for multisensory and multimodal language-learning techniques.
4A.3	Understand rationale for/Adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.
4C.1	Know/apply in practice considerations for the structure of English orthography and the patterns and rules that inform the teaching of single- and multisyllable regular word reading.
4C.4	Know/apply in practice considerations for using multisensory routines to enhance student engagement and memory.