

COURSE OUTLINE **Spelling Improvement II**

Course Description

IS 125. Spelling Improvement II. 1 hour credit. This course will enable the student to spell correctly the crucial core words of the English language by applying the major spelling rules.

Course Relevance

Spelling is a very integral part of the English language. This course will enable the student to present his/her written documents both in the college setting and in the private sector.

Required Materials

Brown, J. and Pearsall, T. (1996). *Better spelling, fourteen steps to spelling improvement*. (5th ed.). Lexington, MA: D. C. Heath and Co.

Supplemental materials

The student will have available PLATO Learning Systems Courseware, Shawnee Mission, KS (North Region): TRO Learning, Inc., 2001 and video tapes to correlate with each chapter in the *Better spelling* text.

Learning Outcomes

The intention is for the student to be able to:

1. Spell correctly by applying the major spelling rules to the crucial core words of the English language

Learning PACT Skills that will be DEVELOPED and/or documented in this course

Through the student's involvement in this course, he/she will develop his/her ability in the following PACT skill areas:

Analytical Thinking Skills

1. Problem solving
 - Through the analysis of basic spelling rules the student will learn problem solving.

Major Summative Assessment Task(s)

These learning outcomes and the Learning PACT skills will be demonstrated by

1. Proofreading an essay and identifying and spelling correctly misspelled words.

Course Content

- I. Themes – Key recurring concepts that run throughout this course:
 - A. Use of correct spelling rules
 - B. Employability or career choices

- C. Deficiencies in prerequisite studies
- II. Issues – Key areas of conflict that must be understood in order to achieve the intended outcome:
 - A. How rules clarify spelling
 - B. Consultation of dictionary for exactness of spelling
 - C. Why phonetic sounds do not reveal exact spelling
 - D. Deficiencies in prerequisites studies
 - E. Areas of conflict involved in correct spelling
- III. Concepts – Key concepts that must be understood to address the issues:
 - A. Spelling rules
 - B. Linkage of correct spelling to student’s self-esteem
 - C. Use of auditory and visual learning styles
 - D. Phonograms
 - E. Blends
 - F. Silent letters
 - G. Recurring prefixes and suffixes
- IV. Skills/Competencies – Actions that are essential to achieve the course outcomes:
 - A. Ability of student to recognize incorrect spelling
 - B. Ability of student to apply correct rules of spelling

Learning Units

- I. Introduction: “So you want to improve your spelling”
 - A. Diagnosis – first determine what you already know
 - 1. Auditory-centered skills
 - 2. Visual-centered skills
 - B. Using the dictionary
 - 1. Learning to use the dictionary
 - 2. Recognizing the necessity of a dictionary
- II. Part one – Auditory-centered problems
 - A. Words with ie, ei
 - B. Final y
 - C. The final consonant rule
 - D. Vowel length
 - E. Pronunciation difficulties
 - F. Unstressed vowels
 - G. Sound-alikes
- III. Part Two – Visual-centered problems
 - A. Additive elements
 - B. Final silent ‘e’
 - C. Assimilative changes
 - D. Plurals
 - E. The hyphen
 - F. Apostrophes
 - G. The demons

IV. Post-test

Learning Activities

Learning activities will include assigned textbook exercises and student/instructor interaction.

Grade Determination

Grade determination will be based on learning activities including the following: chapter exercises, chapter tests, a cumulative final and an assessment task.