

DEVELOPMENTAL ENGLISH—2005-2006

Students and Parents/Guardians,

Welcome Back! I hope everyone had a wonderful summer and is rested and ready to return to school. Unfortunately, I will not be able to start the year with you because I am recuperating from having both hips replaced—what a way to spend a summer. However, I am very excited to return as soon as the doctor gives me permission so I can catch up with those of you I had last year and to get acquainted with new faces. Until then, I am fortunate to have a wonderful substitute, Mr. Larry Griffin, to get everyone off to a great start.

Have you ever wondered what makes a good reader good? Well, this course will help answer that question. The focus of this course is to improve reading comprehension and fluency through the use of reading strategies and reading skills. The ability to read and the skills associated with reading are such important and powerful tools not only in the work place but also for academic success and personal enjoyment.

Although the focus of the course is on reading improvement, we will be working on other English skills as well. Grammar and mechanics will be discussed in a reading context and then applied to student's writing. Students will use the writing process to develop paragraphs.

Students, I know you are busy, but I challenge and encourage you to make the time to read 30 minutes everyday beyond reading required for school. It doesn't matter what you read—comics, cereal boxes, magazines, car manuals, newspapers, closed caption TV, etc.—just READ. Parents, I ask for your support in encouraging your child to read.

If you have any further questions or feel the need to talk with me at anytime, please do not hesitate to contact me. Students—I cannot read your minds so I will count on you to let me know if you are having difficulty with the material or you have any other concerns. I am usually available before and after school or by appointment. A schedule for the Help Room, which is available every period, will be posted.

I look forward to a great year and appreciate your support and cooperation.

(Mrs.) Rita Armstrong

Algebra I, Geometry, and Developmental English

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740-363-1993 ext. 2256

Please read the attached syllabus. I hope that it will address most questions and concerns. Then, fill out the information below and return this packet within one week. It does count as an assignment. Your signatures will indicate that you understand my expectations for the class. I will keep the front page and students are required to keep the syllabus in a two-pocket folder.

Student Signature: _____ Date _____

Parent/Guardian Signature: _____ Date _____

Phone: _____ Email: _____

Parents—Circle the contact method you prefer. Home Phone Work Phone Email

Use this space or the back if you have any questions or if there is anything about your child I should know.

**DEVELOPMENTAL ENGLISH COURSE SYLLABUS
2005-2006**

INSTRUCTOR: Mrs. Rita Armstrong

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DESCRIPTION OF THE COURSE

This course uses a variety of print materials to improve student's fluency and comprehension skills through the teaching of reading strategies. Supplemental materials are also used to enrich vocabulary, spelling, phonics, and writing skills. A variety of materials will be used in class, such as *SRA Reading Labs*, *Be a Better Reader*, *The Columbus Dispatch*, *Voices and Values-A Reader for Writers*, and other print materials. Both independent and instructional level materials will be used to maximize and challenge student's abilities.

COURSE OUTLINE

Below is a rough outline of the concepts we will be covering this year. As both strengths and weaknesses are assessed, the time spent on each topic may change. Various genres and reading material will be used to demonstrate the strategies. Then we will use those strategies to work on reading skills, writing, and literary genres and texts. Once a concept has been modeled and taught, it will be built upon and used during the remainder of the year

First Nine Weeks

- Introduction/syllabus/information sheet/discuss strategies
- Why read/fake reading/establishing purpose/preview the text/skimming
- Introduction to SRA labs and locator
- Reading actively: react and connect, clarify, mark or highlight, ask questions
- Visualization
- Before, during, and after reading/KWL
- Think alouds/monitoring/inner voices/rereading
- Making connections: text-to-self, text-to-world, text-to-text
- Short stories; fiction; non-fiction; self-select book

Second Nine Weeks

- Print convention/punctuation; text structure/reading rate/prereading
- Asking questions/questioning the author; Making sense/retell/summarize/reflect
- Predictions/inference/drawing conclusions
- Story structure: main characters, setting, conflict, main events, climax, resolution
- Details and main ideas/compare and contrast/fact and opinion
- Writing Process-paragraph and 5-paragraph essay
- Reading and writing-narratives
- Biography/Autobiography: self-select book/partner book and journal

Third Nine Weeks

- Graphic organizers/reading tests and textbooks
- Details and main ideas/compare and contrast/fact and opinion
- I wonder/research, reading, and writing/resources and reading the web
- Reading and writing-expository
- Mysteries; mythology; self-select book

Fourth Nine Weeks

- Self-select book
- Literary Devices
- Author's Purpose
- Reading and writing persuasive and editorials
- Plays and Poetry
- Self-select book

REQUIRED CLASS MATERIALS

- One 2-pocket folder
- Loose-leaf notebook paper
- Pencils with erasers and pens
- One spiral notebook (70+ pages)

NOTE: All materials are due in class by Monday, August 29. If this is a problem, please let me know as soon as possible.

GRADING PROCEDURES

Grades are based on a point system.

DAILY (10 points/day)

20% of grade

- Arrive on time
- Come prepared
- Participate in class
- Make good use of class time
- Follow class rules and procedures

NOTE: Missing more than 5 days or excessive tardiness during a 9-week grading period will significantly lower your grade.

ASSIGNMENTS**

50% of grade

- Write down assignments in your agenda. I will periodically check your agendas.
- Assignments are due the next day unless otherwise noted.
- Write the following on the top right of the first page: full name, class period, date, and page number(s) if applicable.
- Take advantage of any class time you are given because once you leave class, you may have fewer resources for help. If you waste your time, you will have more outside work to do (homework) and you will lose daily points.
- Points will be deducted for: late work; incomplete work; careless work; corrections or revisions not attempted; format/directions not followed.

**If you have no missing assignments during a given time, you will be eligible for a drawing. Details will be given in class.

ASSESSMENTS

30% of grade

- Tests and quizzes are the primary means of assessing student performance. Other assessments, such as projects, portfolios, and running records, may be used.
- Point values will be given for each assessment.
- You will be permitted to use notes and handouts on some quizzes and tests.

Receiving Grades

The Delaware Area Career Center grading scale is as follows (based on 100%).

A+ 100-97%	B+ 89-87%	C+ 79-77%	D+ 69-67%	F below 60%
A 96-93%	B 86-83%	C 76-73%	D 66-63%	
A- 92-90%	B- 82-80%	C- 72-70%	D- 62-60%	

You will be updated weekly, usually Monday or Tuesday, on your progress. If you request, a grade sheet will be provided. When it becomes available, you may also access your grades through the school's website

CLASS RULES

In order for you to get the best education possible, rules are necessary to insure a positive and safe learning environment. *Anything that gets in the way of someone's opportunity to learn is against the rules.* These rules are in addition to those in the agenda.

General Rules

1. Respect yourself, others, property, and the environment.
2. Be polite, kind, and helpful to others.
3. Expect the best from your teachers, peers, and yourself.

Specific Rules

1. *Everyone should be in their seat and ready to work, with materials, when class begins.*
2. *Listen to and follow directions the first time they are given.* They may not be repeated.
3. *Use proper language and keep topics and body language appropriate.*
4. *No grooming (includes sprays and lotions).*
5. *No electronic devices without permission.*
6. *Do not leave the classroom until you are dismissed.* The teacher ends class, not the bell.
7. *No food or drink without permission.*
8. *When we are in the computer lab, stay on task and only the permitted sites.* This means no internet surfing, checking email, etc. Unauthorized use of computer could lead to a zero and loss of computer use.

Possible Consequences

I don't expect you to break the rules, but if you do, be assured that something will be done. I expect a verbal or nonverbal warning to be sufficient. If it is not, then violation of these rules will result in escalating consequences.

- First Violation: Warning—I will warn you once if a rule is being violated to give you the opportunity to correct it. The incident will be recorded.
- Second Violation: A call to parents and you will be assigned an after school detention for 30-45 minutes. You will need to provide your own transportation. You will be given a writing assignment and be expected to bring other materials to work on. Failure to serve a detention will result in an office referral.
- Third and above violations will result in a call home, detention, creation of a behavior plan, and a possible office referral which will lead to other consequences ranging from detentions, ISS, OSS, SAP, etc.

NOTE: It is my option to send you to the office at any time and to follow-up later or to modify the consequence based on the situation.

ABSENCE, TARDIES, and MISSED WORK**

If you are absent from class, it is your responsibility to find out what you missed. I will not chase after you to tell you. The following guidelines should help.

1. Write down missed assignments from the calendar on the bulletin board. Handouts are filed in the crate under the day they were passed out.
2. Check with another student for additional information on notes, assignments, and announcements.
3. All work missed is to be made up. One day per day of absence is given to complete work and the amount of credit will be determined based on excused or unexcused absence.
4. Arrangements will have to be made to make up tests or quizzes because they will not be given during regular class time. You have two days after you return or no credit will be awarded.
5. If you are aware of a future absence, notify me prior to the absence.
6. Tardy: *If you come in late, do so quietly.* Place your excuse on my desk, and then take your seat. Three unexcused tardies will result in a detention. After this, the school policy will be followed.

**If you have no absences or tardies during a given time, you will be eligible for a drawing. Details to be announced in class.

HALL PASSES

No trips may be made during the first ten minutes of class. I will honor reasonable requests to use the restroom pass, but will revoke that privilege for students who leave without permission or misuse the hall pass. Final say is mine. Exit quietly, make your trip direct and short, and when you return, enter class quietly and resume working. Any other request to leave the room must be approved by me and the appropriate pass filled out. Hall pass procedure will be covered in class.

ABILITY is what you're capable of.
MOTIVATION determines what you do.
ATTITUDE determines how well you do it. –Lou Holtz

