**Language Arts Lab 2 Syllabus**

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| **Teacher**  | **Jerriann Garcia**  | **e-mail**  | **jgarcia11@lcps.net**  |
| **Phone**  | (575) 527-9330  | You may e-mail me at any time, but expect my reply during my next office hours.  C:\Users\jgarcia11\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\EA1F3B33.tmpOr call during office hours.  |
| **Office Hours**  | M, T, Th, F 2:45-3:30/W 2:52-3:30 PM OR By Appointment  |
| **Instructional Support Time/ Tutoring**  | **Wednesday's 3:30-4:00 PM** (Day and times may change, but will be announced)  |

**Course Description**

To develop students’ “skills for reading, such as how to figure out unknown words, how to think about what they’re reading, and how to understand and talk about what they’re reading. Students learn that reading is fun as they practice the skills they need to conquer reading assignments in their other high school classes.” (University of Kansas, Parent Q&A Flyer)

**Course Questions**

1 How does thinking about your hopes, expectations, and fears change the way you approach learning?

2 How do you use reading comprehension strategies to help you understand and learn from what you read?

3 How can studying word structures and word meaning help you to become an advanced level reader?

4 When reading text, why is it important to read accurately and fluently?

5 How and why do expert readers integrate and apply reading strategies?

6 How and why do expert readers regulate their reading behavior?

**Topics to be Covered**

■ The Vocabulary Process: a way to figure out the meaning of unknown vocabulary words

■ Book Study: an opportunity to select and read books of your choice

■ Thinking Reading: an opportunity to read and think about novels as a class

■ The Prediction Strategy: how to make predictions before and while you read

■ The Bridging Strategy: a way to figure out how to pronounce unknown vocabulary words

■ Strategy Integration: how to use all reading strategies together

■ Possible Selves for Readers: an opportunity to set goals for your future and plans for reaching them

**Classroom Expectations & Attendance (Engagement)**

The Covid-19 pandemic has changed the way we will engage in education. Whether we are in a face-to-face, remote, or hybrid model, your engagement in our online and offline interactions is important to your success. Participation and engagement looks like the following:

* Bringing your fully charged computer/lap top to school EVERY DAY.
* Logging into our Canvas course multiple times per week.
* Attempting every assignment and task to the best of your ability.
* Taking initiative to eliminate distractions in your work environment, including the use of

 cell phones.

* Limited breaks during class (please get water and go to the restroom BEFORE class).
* Participation in Book Study
* Participating in group/partner discussions.

Your job is to embrace self-advocacy and responsibility for your learning with grace and integrity. My job as your teacher is to pay attention, listen, and facilitate your growth in   reading skills.

**Late Work**

All assignments and quizzes have due dates set in Canvas.  I expect you to try your best to meet these deadlines.  **In case of an absence, you have one day for each missed day to submit make up work. Late work will be accepted for up to one week, with no more than a 25% penalty.  Any special circumstances must be communicated with me as soon as possible.**

There will be no homework for this course.  We will complete all assignments in class, so it is critical that you attend all classes.  Students that have work that has not been submitted within a week after the deadline***can expect a phone call home or an email to parents.***Procrastination is a slippery slope! It is critical to avoid falling behind.

**Unit Requirements**

Our semester consists of thirty-six (36) Units of Study from our newly adopted Reading Lab Curriculum, “Fusion Reading” materials. Every unit of study consists of the following components:

* predicting
* making connections
* decoding
* summarizing
* reflecting
* assessment

**Standards**

This course meets the Common Core State Standards for English Language Arts, Reading. Each unit, we will focus our learning on several standards related to grade 10 skills in Reading. You will see the learning objectives for each assignment in class and on Canvas.

Our Focus Standards for this year are:

Reading Literature (RL) 1, 4, 10

Reading Informational (RI) 1, 4, 10

**Course Policies & Procedures**

* Course routines: I will offer Student/Teacher engagement every day during scheduled class time.  I will offer Book Study times IF I have students interested in meeting to discuss books.
* Due Dates: posted on our Agenda Board in class, and Canvas Classroom.  Check your **Calendar** daily.  Your **To Do List** is also a great resource.
* Consequences for submitting late assignments: lower grade (up to 25%) and calls/emails from me :-)
* Turnaround time for responses to communications: Please feel free to email/inbox me at any time.  I will respond by or during my next office hours.
* Turnaround time for returning graded assignments to students:  Within one week of receipt of work-however, I try hard to have grades done ASAP.
* Discussion participation: I want to hear/read what you have to say!  Share your experiences with us, articulate your thoughts and ideas!

**Academic Integrity**

Academic integrity is very important in all areas of your life. You must always remember to cite the sources you use. If the idea is not your original thought, it is important to give the original writer recognition by listing the source of the information. You will learn proper citation in your English II course.  When in doubt, ask your teacher to help you determine proper citation.

**Communication**

Our success depends on our willingness to communicate in a respectful and timely manner. I would like all of us to think about and agree to these simple respect agreements:

* **STUDENT TO STUDENT INTERACTION**: Many assignments will require collaboration with your fellow students. You are expected to remain on topic, be courteous, and respectful in all interactions whether they are online, written, or in-person.
* **CONTACTING YOUR TEACHER:** Contact me if you don’t understand an assignment or if you are having trouble accessing the course materials.

**Grading**

Synergy [StudentVue, ParentVue] continues to be the official gradebook (not Canvas), which will be updated by Monday morning.

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| **Grade Distribution** **%**  | **Language Arts Lab 2 Grade**  | **Final Course Grade**  |
| 100-90 = A 89-80 = B 79-70 = C 69-60 = D 59 and below = F                   | Late work will be accepted for up to one week, with no more than a 25% penalty.  Any special circumstances must be communicated with me before due date.  Students requesting extended time will need to have a specific date in mind for turning work in to me.  If you receive a 50% it is because you did not turn in that assignment.  Notice that a 50% is not passing.  |  Semester Grade = 80%  Assessments = 20%  |

Language Arts Lab 2 Syllabus Confirmation and Acknowledgment

**Parents/Guardians and Students**

NOTE

By signing below, we, the parent or legal guardian, and the student, have read the entire syllabus that is located on Canvas on the Syllabus page and agree to abide by all the rules and policies of the syllabus.

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Student Name (Printed) Class Period

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Student Name (Signature) Date

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Parent/Legal Guardian (Printed) Date

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Parent/Legal Guardian (Signature) Contact email address