



## Language Arts Development Syllabus 2015-2016

### Summerville High School

*Instructor: Melyndee Dewey*

*Keep your dreams alive. Understand to achieve anything requires faith and belief in yourself, vision, hard work, determination, and dedication. Remember all things are possible for those who believe. –Gail Devers*

### Course Overview and Philosophy:

LANGUAGE ARTS DEVELOPMENT is designed as a supplemental course for English I and English II. It integrates reading, writing, speaking, and listening and its goal is to produce strategic, fluent, and effective readers, writers, speakers, and listeners, ones who will gain confidence and success in their regular English classes. Visuals, videos, academic games, discussions, creativity, and homework/ study skills and time will be provided to enhance such success. Supplements will complement the freshmen English curriculum, as the majority of students will be concurrently enrolled in English I.

COMMON CORE CURRICULUM SHIFTS include a slightly different approach to English. LAD will help students better adjust to these shifts, and students will be exposed to supplemental non-fiction and approach critical thinking in different ways.

### Our learning goals

Throughout the year and with practice and then mastery, students will make the following statements, which coincide with their English class goals:

- I can identify the literal and figurative meanings of words.
- I can distinguish between denotative and connotative meanings of words.
- I can analyze structures and formats of functional documents.
- I can explain how authors use the features in order to achieve their purpose.
- I can synthesize content from several sources and paraphrase ideas and connect them to other sources.
- I can judge how believable and author's argument is and examine how the author's intent, or purpose, influences the text's structure and tone.
- I can examine the conflicts, motivations, relationships, and influences of main and minor characters of a literary work and explain how those interactions affect the course of the story's plot.
- I can explain the importance of literary devices (metaphors, similes, imagery, allegory, and symbolism).
- I can use precise language, action verbs, sensory details, appropriate modifiers, and active rather than passive voice.
- I can write a clear, controlling thesis.
- I can revise my writing.
- I can develop the main ideas within the body of a text.
- I can synthesize information from multiple sources.
- I can demonstrate an understanding of: Proper English usage, control of grammar, paragraph and sentence structure, diction, and syntax.
- I can produce legible work.

## Performance Tasks:

- Highlighting and annotating novels, short stories, and non-fiction read throughout the course
- Deeper analysis of themes and literary devices and elements in fictional works from students' English classes
- Additional writing time, additional peer editing opportunities, and teacher feedback opportunities
- Grammar/ vocabulary development
- Silent reading
- Scaffolds to help on-demand and process writing in English classes
- Socratic Seminars

## POLICIES AND PROCEDURES

### Regular Attendance:

Be here and be on time! When you are not, it has a negative impact on your participation in the class and on your grade. I will follow the Summerville policy regarding tardies, which allows you one free tardy *per semester*, regardless of if it is excused or not. Don't be late – it is rude.

### Grading:

The grade you receive will be based on your actual English grade as well as your daily participation, any supplemental assignments, respect, and behavior in this class. Unless your absences are excused, they too will affect your English grade, as attendance is key to success. Skipping class results in a zero for the day and tardies result in lost points. 75% of your grade will be what you are already receiving in your current English class, and an additional 25% will be your participation in this LAD class period. Extra credit will not be offered, nor will homework passes.

### Leaving the Classroom:

Leaving the classroom is frowned upon! You're a mature student, and I assume that you are able to take care of your personal needs during your passing time. If an emergency arises and you feel you must leave the classroom for some reason, please wait until an appropriate time (not during the middle of a lecture!), and then approach me. You are allowed one bathroom break per 6-week grading period and must present your late work pass (which works for a bathroom pass) when you go. You will then fill out the hall pass clipboard with the time you left, take the bathroom pass, and you'll promptly return, signing in again with the time you returned. Only one student is allowed outside of the classroom at a time, so please be quick. Please do not leave within the first or last 15 minutes of the class.

### Required Materials:

- Assignment calendar (a planner, whether self-created on your iPad, or purchased hard copy. You must have these by the beginning of next week, or points will be taken from you.
- A three ring binder with plenty of college-ruled paper
- Bound Composition Book for warm-ups, writing prompts, and grammar work (*Composition book only*)
- Independent reading novel
- 3X5 notecards

### Eating and Drinking in class:

Please refrain from eating in class because it causes distractions. Feel free to bring water to class, but be prepared to clean up after yourself. Utilize breaks if and when you need snacks.

### Electronic Devices:

Your own cell phones and personal electronic devices are never permitted in class. If I see them out during this time, I will confiscate them for the school day and bring them to the office, where you can pick them up. If a

*entire class* positive behavior is for students to use iPads for music during quiet work time. I will let students know when they may be used. Individual writing assignments do not happen every day, and this reward will only be given on the day it is earned.

## General Classroom Rules

### 1. Be Respectful

Treat your classmates, your teacher, yourself, and your environment kindly.

Do NOT talk down to anyone. We all have different strengths—learn from each other! There will be no put-downs, no profanity, no “shut-ups,” but rather kind words as is useful for the moment.

Raise your hand to speak

Be silent when someone else is speaking, and always track the speaker

### 2. Be Responsible

OWN your education. It is what you make of it!

Don't make excuses, and always do your best.

Be on time and prepared; bring a pencil, notebook, textbooks, and binder to class every day.

### 3. Be Thankful

Stay appreciative of others and of your environment.

Learn to look for the good in all situations.

Rather than complaining, use positive words

Know that you are extremely valued by me, and I always wish to see your greatest potential.

## My Contact Information

**Email:** [mdewey@summbears.net](mailto:mdewey@summbears.net)

\*This is my preferred means of communication. Emails are quick and easy to respond to and I will return them as soon as I can upon receiving them.

**Website:** <http://deweysenglish.weebly.com>.

\*Daily agenda/ assignments will be posted before the class date. If a student misses a day of class, they are to check the website, email me, or call a student for makeup work. Excused absences will not affect their participation grade, but unexcused absences/ cutting class will.

**Phone:** 209.928.4228 ext 285

**Conferences:** I am available before school for parent/teacher or student/teacher conferences. Please feel free to email, call, or stop by my classroom (302) to discuss your student's progress. Due to scheduling, and with your best interest in mind, I would ask that you email or call to make an appointment in advance.

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Print student's name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

**Please sign and return this agreement, which is your first graded assignment. This is due at our next class period together.**

I, \_\_\_\_\_, have read and understand the above-stated expectations  
parent/guardian signature

I, \_\_\_\_\_, have read and understand the above-stated expectations  
student signature

Parent Contact Phone Number: \_\_\_\_\_

Parent Contact E-mail: \_\_\_\_\_