Course Information
Credit Hour: 1 (required)
Marking Period: Full Year Course
Class Location: Rm. 3218
Virtual Class Time: 10:05 – 10:50
HUB Link: Depending on class time

Teacher Information
Name: Rosanette Luther
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Office Hours: M 3:25 to 4:10, W&F 2:40 to 4:10, and by appointment
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Waltrip Mission

Waltrip High School fosters a safe and challenging learning environment, preparing students for post-secondary education and a competitive global workforce through rigorous core academic instruction, comprehensive social-emotional supports, an array of quality fine arts programs and comprehensive career and technology education.

Course Description

This section of Reading I is specifically designed for students who have been diagnosed with Dyslexia or other reading difficulties. This is the first year that HISD has offered this course, and I am excited to begin working with you.

Students with difficulties reading tend to struggle with expression while reading and to misunderstand phrasing and work formation, causing them to sacrifice smoothness, pace and understanding. We are using a program of study that will evaluate each student's current skill level before designing the starting point of our course. We will take words and phrases apart to help students better decode word and phrases. And we will work on fluency and comprehension. I hope students will feel the effects of this instruction in their other classes almost immediately.

Learning Objectives

Students who successfully complete Reading I will be competent in the following areas:

- Students will be able to decode words and phrases according to specific lexical rules of the English language
- Students will read, discuss, and analyze teacher-assigned and student-chosen books, articles, essays, poems, etc.; these pieces will serve as models for the students' own writing.
- Students will write and speak using Standard American English conventions of syntax and grammar.
- Students will be able to use new vocabulary words correctly, using context clues, knowledge of root words, and word origins as well as reference sources to decode and understand new words.

Student Evaluation

The grading system for the English Department at Waltrip High School is as follows:

Daily Grade & Participation	20%
Classwork & Homework	50%
Tests/ Projects/ Quizzes	30%

The above areas will be used as the basis for 90% of your grade per semester (30% per six weeks' grading period). The midterm and/or final exam will constitute the remaining 10% of your grade per semester.

Attendance

In these days of remote learning, students should be aware that daily contact with the teacher is tied to attendance. Therefore, students must make every effort to sign on to the HUB and complete daily assignments. This reading class also depends on face-to-face instruction; therefore, it will be extremely important for students to attend the face-to-face classes, instead of the recorded ones, in order to receive the maximum benefit from this program. Students must inform the teacher as soon as possible of any absence or technological delay as soon possible and must notify the appropriate person for assistance as needed, and as discussed below.

Class Requirements

This year is beginning in a most unusual way; however, students must make a point to attend to the assignments through synchronous classes (online with the teacher) a discussed above.

Students should make a point to be prepared for learning. This means students must have the tools necessary for learning, such as their computer, hot spot or other internet connection, writing implements and paper, if required, and reading materials required. Students must take responsibility for supplying these items for classes but must also be responsible for notifying the appropriate person for help when any of these items are missing. Students are encouraged to ask for help from a parent or guardian, teacher, counselor, or other school assistant, such as the information technologist or nurse. Failure to do so will result in wasted class time, slower learning and possible disciplinary action.

Methodology

A combination of lecture, class discussion, presentations, videos, cooperative learning, and problem-based learning will be used in this course. In addition, a very specific program of study will look at words and their formation. Grades will be determined by the satisfactory and timely completion of assignments. The grade for each assignment will based on the rubric or other criteria for each assignment. Please contact the teacher if you have any problems with the assignments themselves, their due dates oer their subject matter.

Academic Dishonesty

It is important for students to do their own work. We will be looking at many small pre-chosen readings, but students will be using the internet for some assignments. While it is very easy for students to find a well-written analysis, comment, or essay online, if the student copies those words, the student does not benefit from the thought put into the creation of those words. Students must practice forming their own thoughts and communicating them. Using someone else's words, except when properly cited, are unacceptable. Parent and students, please discuss this issue and let me know if you have any concerns. We will always try to make allowances, offer tutorials, and make adjustments to assignments for any student who is having trouble. Plagiarism is not the answer.

Except during designated group work, students are expected to complete homework, class work and tests independently. If the student uses someone else's work or copies someone else's words—even a phrase—in an essay or assignment or talks during a NO TALKING assignment, such as a quiz or test, the student will receive a ZERO, and the students' parents and possibly an administrator will be notified of what has occurred. Cheating is morally unacceptable and will not be tolerated, but more importantly, cheating does not prepare students to become independent.

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Reading I – Syllabus 2020-2021 Acknowledgement

Please read, sign (virtually), date and upload this page to the student's HUB page. This page will also be available in the assignments. It will be the first assignment of the new class.

We have received and reviewed the Reading I Course Syllabus. We understand what is expected of us as listed in the syllabus.

_____   _____
Student Signature   Date

_____   _____
Parent Signature   Date