



Instructor:	Margi Goertz	Dates:	January 4 – March 18
Office:	R230 Adjunct Area		Final exam: Tuesday, March 18 11:30 – 1:20
Office Hours:	By Appointment	Time:	Mondays and Fridays, 12:30 – 2:40
Phone Number:	425-564-3174		
E-Mail:	margaret.goertz@bellevuecollege.edu	No Class:	1/21; 2/18
Course:	Dev Ed 061A		
	Winter Quarter 2013		

**School Closure Line: (425) 401-6680**

**Required Materials:** All material are available at the Bellevue College Bookstore (Purchase by January 4)  
*ACTIVE Skills for Reading: Book 3* by Neil J. Anderson, ISBN#978-1-4240-0211-5  
*The Giver*, Lois Lowry ISBN# 9780385732550  
*Study Guide for Giver* (Available for purchase at the BC Bookstore)  
An English / English dictionary (Random House College, Webster's or Longman)  
A binder for your notes and your syllabus, assignments, and weekly written reading response

#### **Course Description and Objectives:**

The goal of this course is to improve your reading comprehension and vocabulary. In addition to class assignments and homework, you will read a novel, *The Giver*, by Lois Lowry. In this class, we will focus on:

- expanding vocabulary by at least 100 words
- guessing the meaning of unfamiliar vocabulary by using context clues
- skimming and scanning
- identifying main ideas and supporting details in a text
- making inferences
- predicting outcomes
- summarizing key points
- using an English / English dictionary effectively

#### **Reading Lab:**

Attending the reading lab is **part of the coursework** for DevEd 061/062.

1 credit = 22 hours of lab      2 credits = 44 hours of lab

#### **Important Note:**

If you are taking DevEd 061, you should also be taking DevEd 062. The two classes are **linked**. You are required to take DevEd 061 before English **073**. To move on to English 073, you **must**:

- receive a passing grade in 061 and 062 (C- 70% or better)

**and**

- demonstrate a minimum reading ability of **Level 6 or level F** on programs in the Reading Lab and based on an individual reading assessment.

*Strong and steady reading skills take time and effort. The **key** to building your reading level will be to work hard **every week in the Reading Lab**. Please be patient with yourself and persevere to improve your reading skills.*

#### **Financial Aid:**

If you receive financial aid, your financial aid will pay for **45 credits** of developmental classes (course numbers under 100). DevEd 061 is a 5-credit developmental class.

Consider your 45 credits carefully. Please ask about ESL classes if you want more time and practice before using your financial aid. Talk to your teacher if you have questions.

#### **Attendance:**

Poor attendance will affect your grade. Arriving late will also affect your grade.

- 3 late arrivals will be considered equal to one absence.
- If you are absent 5 or more times, your grade will be lowered **1/2** letter grade.
- If you are absent 10 or more times, you will probably receive a failing grade.

### Student Absence

If a student cannot attend, **the student is responsible for calling or e-mailing the instructor before class and leaving a message explaining why he or she cannot attend.** Material will not be re-taught and it is the responsibility of the student to find out what was missed on the day of the absence. It is suggested that each student find a partner to keep each other up to date on course materials, lectures, and homework if one is absent.

The student is responsible for initiating all communication about progress or concerns with the course.

Instructors are not obligated to inform students when work is overdue or constantly remind students to complete assignments, or call students who fail to attend class. Students need to keep themselves informed about changes to the syllabus. If a student needs to meet with the instructor, e-mail or call the instructor in advance. Instructors often work off campus.

### Homework:

Daily homework and practice is essential to successful college level study. You should expect **1 – 2 hours of homework per night** for this class. **Late assignments will receive a 10% deduction from the total possible points. You will receive a grade of 0 if the instructor does not get the assignment in a week from the due date.**

Time management is essential to your success in this class. Please manage your time efficiently and effectively. In addition, keep all returned assignments in your binder.

### Expectations for participation:

It is important to come to class on time and be ready to participate. For *your progress*, speak only English in class. You must be prepared for class, ahead of time, on a daily basis in order to participate well and learn effectively. Class participation is very important. We must show respect for each other even when we have different ideas and opinions. We learn from each other and can help each other succeed. When we work well together, we enjoy our learning time.

<b><u>Grades:</u></b>	<i>The Giver</i> quizzes	25%
	ACTIVE quizzes	25%
	WWRR & chapter summaries	25%
	Final exam	25%

Number of Points Lost	Percent	Letter Grade
0	100%	A+
1	99%	A+
2	98%	A+
3	96/97%	A
4	95%	A
5	94%	A-
6	92/93%	A-
7	90/91%	A-
8	89%	B+
9	88%	B+
10	87%	B+
11	86%	B+
12	85%	B
13	84%	B
14	82/83%	B-
15	80/81%	B-
16	78/79%	C+
17	76/77%	C+
18	74/75%	C
19	72/73%	C-
20	70/71%	C-
21	68/69%	D+
22	66-67%	D+
23	64/65%	D
24	62/63%	D-
25	60/61%	D-
26 or more	59% or lower	E

**Reading Schedule for *Tuck Everlasting*** (This schedule may change).

WEEK 1	Intro to novel	1/4
WEEK 2	The Giver, Chapter 1-2	1/7
WEEK 3	The Giver, Chapters 3-5; Practice Quiz 1 chapters 1-5 WWRR#1	1/14
WEEK 4	Holiday – No class; Read chapters for next week	1/21
WEEK 5	The Giver, Chapters 6-7; The Giver Quiz 1 Chapters 1 - 5 WWRR #2	1/28
WEEK 6	The Giver, Chapter 8-10 WWRR #3	2/4
WEEK 7	Individual Reading Assessment by appointment (No regular class) WWRR#4 - bring to your appointment and leave with your teacher  The Giver, Chapters 11-13	2/11  2/15
WEEK 8	Holiday – No Class Turn in WWRR#5 to your Tuesday DevEd 062 class. The Giver, Chapters 14-16	2/18 2/19 2/22
WEEK 9	The Giver, Chapters 17-19; Practice Quiz 2 for chapters 6-19 Summary #1 due	2/25
WEEK 10	The Giver, Chapters 20-23 Summary #2 The Giver Quiz #2 for Chapters 6-19	3/4
WEEK 11	Review for Giver and the Active Final Exam	3/10
WEEK 12	Final Exam for Tuck Everlasting and Active Reading: <b>Tuesday from 11:30 – 1:130</b>	3/18

**Working with the novel – *The Giver***

*The Giver* is the story of Jonas, a twelve year-old boy who comes from a society in which every choice is controlled. The community has chosen Jonas as their future advisor and paired him with the seasoned mentor, the Giver. In a series of grueling tests, Jonas gains courage and wisdom from the Giver's teachings. At the end of the novel, Jonas must decide how he will use this wisdom to guide his community into the future. . We will do activities such as: vocabulary practice for each chapter, group discussions, and a Weekly Written Reading Response (WWRR). It is important to keep up with the schedule. If you get behind, it will be very difficult to catch up. I suggest that you will want to read each chapter more than one time for better understanding.

You will be required to write a **Weekly Written Reading Response (WWRR)** regarding the novel. These responses are due every **Monday** for the prior week's reading unless otherwise noted in the schedule above. Writing a response to what you have read is different than the other kinds of writing you will do. The purpose of the WWRR is to demonstrate your understanding of what you are reading, and an opportunity to write about your feelings as you read each chapter. **You will receive an example and clear instructions before your first WWRR is due.**

You are responsible for buying the Study Guide for the *Giver* . It is available at the Bellevue College Bookstore on campus. Read the Study Guide and answer the questions at home for homework and come prepared for discussion. We will discuss some of the activities in the Study Guide in class on Tuesdays.

**Permission to Register Early for STEPS**

During week 7, you will have a mid-quarter evaluation. If at this time you have at least a 6<sup>th</sup> grade reading level (level F with 80% average in Guided Reading, Cloze Plus, and a vocabulary program) in the Reading Lab **and** a grade of 90% or better in **both** Dev Ed 061 & 062, you will receive permission to register early for STEPS.

If during week 9 of class, you reach a reading level of 6 (level F with 80% average in Guided Reading, Cloze Plus and a vocabulary program) in the Reading Lab **and** you have a grade of 80% or above in both 061 and 062, you will receive permission to register early for STEPS. It is extremely helpful to reach level G or higher on reading lab programs to better succeed in STEPS.

If you have not reached a reading level of 6 (level F) in the Reading Lab and/or your grades are **below 80%**, you **will have to wait until the end of the quarter**. If at the end of the quarter, you reach a reading level of 6 (level F with 80%) in the Reading Lab **and** pass both 061 and 062 with 70% or higher, you will be able to register for the next class. If you have already been released to register STEPS, but your final grade fall below 70% your permission to register for STEPS will be taken away, and you will be required to retake the failed class again.

### Disability Resource Center (DRC)

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact the DRC as soon as possible.

If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc, please meet with your individual instructors to develop a safety plan within the first week of the quarter.

The DRC office is located in B 132 or you can call the reception desk at 425.564.2498. Deaf students can reach the DRC by video phone at 425-440-2025 or by TTY at 425-564-4110 . Please visit the DRC website for application information into the DRC's program and other helpful links at [www.bellevuecollege.edu/drc](http://www.bellevuecollege.edu/drc)

### Classroom Environment/Behavior/Academic Honesty for Dev Ed 061/062 - Syllabus Addendum #1

Dev Ed 061 and 062 are large classes that cover a large amount of material in ten weeks. Therefore, it is very important that the classes are conducted in an organized and respectful manner without disruption. Part of this respect involves professional behavior toward the instructor, colleagues and the class. Disruptive behavior is disrespectful behavior. The Developmental Education Department honors the right of its faculty to define "disruptive behavior," which often includes:

arriving late to class	doing homework from another class
leaving early	wearing headphones in class
leaving and returning during class time	using beepers and alarm watches
talking during the instructor's lecture time	using cell phones
talking during another classmate's talk time	making inappropriate comments or gestures

Such behavior interrupts the educational process and every student's right to learn. When you are in doubt of any behavior, consult your instructor during office hours. The Dev Ed department recognizes the judgment of the instructor as the final authority in these matters.

### Four Rules to Practice in Every College Class

1. Respect everyone in class and their right to learn.
2. Listen when the instructor is talking.
3. Listen when another student is talking.
4. Raise your hand when you want to speak. The instructor will call on you when the time is appropriate.

If disruptive behavior occurs, the instructor will speak to the student concerned and give a verbal warning. The student is then responsible for immediately ending the disruptions. **If the behavior continues after a verbal warning has been given, the student will be asked to leave the class immediately and will not be allowed to return until they have met with the Dean of Student Services (Office B-125), or Tom Graham, Program Chair, Department of Developmental Education (R-130).** If a student continues to be disruptive after a meeting, the student can be dropped from the class at the determination of the instructor and division head. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Vice President of Student Services. The Student Code, Policy 2050, in its entirety is located at:

[http://bellevuecollege.edu/policies/2/2050\\_Student\\_Code.asp](http://bellevuecollege.edu/policies/2/2050_Student_Code.asp)

### Academic Honesty

According to the website <http://bellevuecollege.edu/artshum/policy.html> "The principle of academic honesty underlies all that we do and applies to all courses at Bellevue College. One kind of academic dishonesty is plagiarism, which may take many forms, including, but not limited to, using a paper written by someone else, using printed sources word-for-word without proper documentation, and paraphrasing or summarizing the ideas of others without acknowledging the source. Plagiarism can also occur when non-written ideas are taken without documentation-using someone else's design or performance idea, for example. In short, plagiarism is passing off someone else's ideas, words, or images as your own; it amounts to intellectual theft-whether or not it was your intention to steal. Bellevue College instructors have access to commercial plagiarism detection software, so please be advised that any work you submit may be tested for plagiarism."

**Plagiarism**, which we will discuss in class, will **not** be tolerated. Plagiarism work will receive a grade of **0 without** the possibility of make up. Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) are violations of the Student Code of Conduct at Bellevue College

**Check out this site if you want more information about plagiarism** <http://bellevuecollege.edu/asc/writing/essays-guides/documents/plagiarism.pdf>

**Privacy**

We respond only to direct inquiries from students. Therefore, we discourage third parties (parents, spouses, and friends) from involving themselves because this can slow student growth and progress. We do so because we are committed to student self-advocacy and independence. We also do it because federal law (the Family Educational Rights and Privacy Act) mandates that we protect the privacy of student education records, and BC policy mandates that we keep academic performance as a matter between the institution and the student. Requests by students to include third parties in any instructor-student discussion of academic performance will be considered at the discretion of the instructor. You may see the full text of this entire policy (**Arts and Humanities Commitment to Student Growth and Development**) at [www.bellevuecollege.edu/artshum](http://www.bellevuecollege.edu/artshum).

**Affirmation of Inclusion**

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination.

We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect. <http://bellevuecollege.edu/about/goals/inclusion.asp>

**Accommodating Observance of a Religious Holy Day**

The Arts & Humanities Division of Bellevue College, committed to advancing pluralism, recognizes its students' diverse religious beliefs. Those students who wish to observe a religious holy day should not be penalized for doing so. Whenever feasible, students should be allowed to make up academic assignments that are missed due to such absences. *However, the student must notify the instructor in writing at the beginning of the quarter (no later than the end of week 2). Because religious holidays are scheduled in advance, instructors have the right to insist that course work be completed prior to an anticipated absence for religious observances.*

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To the students: This signed statement will be kept on file this quarter in the Department of Arts and Humanities.

I, \_\_\_\_\_, have completely read the syllabi for  
(print name)

Dev Ed 061/062, in addition to *Syllabus Addendum #1 Classroom Environment and Behavior*. I understand my responsibilities as a student outlined in these documents, and I will follow these responsibilities to the best of my ability.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## DevEd 061 Scan for Class Information

Directions: With a partner find answers to the following questions by reading your syllabus. Using your Bellevue College student email account, email your answers to [margaret.goertz@bellevuecollege.edu](mailto:margaret.goertz@bellevuecollege.edu)

**Due by Monday, January 7 (Bring copy with you to class only if you are unable to email it to me.)**

1. What day and time do we take the final exam for DevEd 061?
2. If you will be absent from class or if you have a question you should contact your instructor, Margi Goertz. Please complete the information below.
  - Office telephone number:
  - Email address:
3. Which textbooks should you purchase for DevEd 061?
4. How many late arrivals (after Margi has already taken attendance) equal one class absence?
5. How many class absences equal a ½ lowered grade?
6. What happens if you are absent 10 or more times?
7. How many hours of homework should you expect for each one hour of class?
8. What happens if you turn an assignment in late?
9. How will you earn a grade in this class?
10. You should complete reading Chapter 1 in *The Giver* by which date?
11. Which day will you usually turn in your WWRR assignment for *The Giver*?