

**Course Expectations**  
**7<sup>th</sup> Grade**  
**Mrs. Basinger**  
**School Phone: (702) 799-2260**  
**E-Mail: TKBasinger@interact.ccsd.net**

Course Scope:

This course will expand and enrich students' writing abilities by exposing students to challenging prompts and topics which train students to develop higher level thinking skills. Nevada State Analytic Scoring Traits (IOVC) will be implemented in all writing assignments to develop and improve students' ideas, organization, voice and conventions. All lessons will relate to the Nevada State English Language Arts Standards. Grammar and mechanics of writing will be taught as essential elements of writing within the Shurley Method program. Selections from literature will be used as models of writing as means of developing and applying thinking skills.

Course Goals:

- To expose students to a solid foundation of grammar using the Shurley Method program.
- To develop the fundamentals of writing as a process.
- To practice writing for a variety of purposes and audiences.
- To recognize models of quality writing.
- To apply principals of standard English usage and agreement in speaking and writing.
- To employ the common terminology needed to discuss correct usage, mechanics, and writing style.
- To use various types of sentences correctly and effectively in order to alter style.
- To expand vocabulary and increase spelling proficiency.
- To expand students' knowledge of various literary genres.
- To reinforce students' use of literary terminology.
- To read works of literature as a springboard to writing.
- To develop research skills and strategies.
- To develop speaking and listening skills.
- To respond respectfully to others.
- To apply students' knowledge of standard English, grammar, usage, sentence structure, punctuation, and spelling in writing.
- To develop an understanding of good character and ethics by responding to a wide variety of written and oral communication.
- To practice effective speaking and listening skills.

### Parent communication:

Open communication between the home and school is vital to a child's academic and behavioral success in school. Ensuring that parents are informed about their child's academic and behavior achievement is critical. At Miller, we encourage parents to play an active role in their child's educational journey. Although teachers have access to a telephone in their classrooms, they are unable to receive calls during the instructional day. The best way to contact me is through e-mail. Please feel free to e-mail me with questions and concerns. I check my email throughout the day. [TKBasinger@interact.ccsd.net](mailto:TKBasinger@interact.ccsd.net)

### Course Activities:

The teacher will administer tests and quizzes throughout the course of study to determine individual student development as well as the effectiveness of teaching strategies and methodologies. Tests will be given weekly and quizzes can be given at any time. A semester exam will be given at the end of each semester and will count for 20% of the final semester grade. Other activities will include the writing process, spelling, and the Schaffer Method. The Shurley Method will be used as a means to learn grammar skills.

### Warm-Ups:

The purpose of Warm-Up activities is to provide work for students to complete independently when they enter the classroom. Teachers utilize this time to take attendance and complete other "housekeeping" duties. Warm-ups should take no more than five-eight minutes to complete. Warm-ups may include writing and grammar skills including conventions and spelling. They will be collected to ensure they are being completed. Students may be tested on warm-up material.

### Assignments:

It is very important for students complete all assignments (homework & class work). The completion of homework/class work benefits a child's learning by reinforcing instruction. It also enables the teachers to provide feedback and identify areas for re-teaching.

Homework is due the day after it is assigned, unless a future date is given. Students will be provided the opportunity to make-up assignments if they have been absent. Assignments will be given throughout the week in accordance with the Bob Miller Middle School's homework policy. Please note that homework will be posted in the classroom and on my website. I will not be able to explain missed work before or after class as this is time set

aside for hall duty. Clearly, during class I will be teaching. For this reason, there is an opportunity period at 7:30 in the morning. I am also available after school. I am happy to assist at these times.

#### Late Work:

It is expected that work be turned in on time! Late work will be penalized!

- Each consecutive day when an assignment is late, 10% is deducted.
- \*\*\*\*\*Long-range assignments (assignments that are given more than one day to complete) WILL NOT BE ACCEPTED LATE!

#### No-Name Papers:

It is expected that every student write the correct Bob Miller heading on every assignment turned in. If a student forgets to write their heading, the assignment will not be scored. The no-name paper will be placed in a basket labeled "No-Names" and it is the student's responsibility to claim their no-name paper before or after school to earn credit. The teacher may deduct points from the score.

#### Bob Miller Heading:

Student's full name

Class Period

Date

Teacher

Assignment title

#### Missing assignments and absent work:

Missing assignments will receive a 0% and will be averaged into the student's grades. If a student is absent, they will receive a 0% in the grade book until the missing work is turned in. Under the CCSD policy, any student who misses an assignment due to an excused absence will be allowed three days to submit missing assignments. Upon returning from an absence, it is the student's responsibility to visit the website or use opportunity period for the make-up work. Failure to turn in absent work in a timely manner will result in a 0%.

#### Student Agenda

Every student is provided a Miller agenda. It is expected that students write the daily objective and homework for each subject. Agendas may be checked periodically for a grade.

### Binders

Students are required to keep their papers for each subject in a large 3-ring binder. It is recommended that students purchase colored tabs for organization.

Tab labels for English:

- Homework
- Notes
- Warm-ups
- Hand-outs

### Grading:

The grading scale is as follows:

A=90-100% B=80-89% C=70-79% D=60-69% F=59%

Weights: Tests and Quizzes=30%

Class work=40%

Writing assignments=30%

### Citizenship:

Good citizenship requires a positive attitude, cooperation, and responsibility in the classroom. Promptness, participation, good work habits, and respect for others will be utilized to determine each student's quarterly citizenship grade.

O=Outstanding

S=Satisfactory

N=Needs Improvement

U=Unsatisfactory

### Opportunity Period:

Opportunity period is a designated time for students to meet with their teachers to get extra help. Opportunity period is before and after school (7:30-7:52AM and 2:15-2:35PM) unless the teacher has a parent conference or staff meeting. Please check with your teacher first!

**Suggested Materials for English: *\*\*Please replenish school supplies as needed!***

- School planner (will be provided by the school)
- 1 Large Binder (will be used for every class)
- Divider tabs for each subject (at least 5 per subject)
- Loose-leaf (wide-ruled) notebook paper (3 pks)
- At least 2 blue ink pens
- At least 2 green ink pens
- At least 2 red ink pens
- At least 2 black pens
- At least 2 pencils
- Novel (chapter book) to read (ALWAYS bring to class!)
- Zipper/binder pouch for pencils and pens
- Mini pencil sharpener with shaving compartment

**Optional, but really needed in the classroom:**

1 box of Kleenex

Baby wipes

(Thank you in advance for your contribution to the classroom!)

Please print out the following page, sign, and return to Mrs. Basinger as soon as possible. If your computer won't print, please write the information from the next page on a sheet of paper and turn it in.

Thanks!  
Mrs. Basinger

**Please sign and return this sheet!**

Dear parents,

Please read the above information with your child and sign this page indicating that you have read and understand Mrs. Basinger's course expectations. Please do not hesitate to contact me if you have any questions. Thanks for your time!

Mrs. Basinger

\*\*\*Period: \_\_\_\_\_

Date: \_\_\_\_\_

Print Student's Name: \_\_\_\_\_

Student's Signature: \_\_\_\_\_

Print Parent's Name: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

Parent's E-Mail address: \_\_\_\_\_

(This is the easiest way for me to contact you, so thank you for sharing your information)

Home phone Number: \_\_\_\_\_

Cell: \_\_\_\_\_