

Syllabus Outline for an Online Unit of Instruction

Template		Self-Check
Course Information	<p>English Language Arts 6</p> <p>Welcome to Mrs. Luther's 6th grade Language Arts class. I am very excited to get to know you this year. This year our school is taking a big step; we will be offering this course entirely online. I realize this will be a new and perhaps scary journey for some parents and students here at McCleskey Middle School, but I want you to know that I am always available for questions. You can reach me at anna.luther@cobbk12.org or on our class social learning tool, Edmodo.com or on our Learning Management System, Blackboard.</p> <p>This year, we will be doing four novel studies. Each student is strongly advised to have their own personal copy of the book. However, students may borrow a copy of the novel from the school. This year we will be reading <i>Hoot</i> by Carl Hiaasen, and <i>The Seven Habits of Highly Effective Teenagers</i> by Sean Covey.</p>	Did you include course title, instructor information, grade level, subject area, office hours and required textbooks or resources?
Expected Student Audience	<p>My students live in Cobb County, Georgia, a suburb of Atlanta. They have recently satisfactorily completed 5th grade Language Arts as assessed by the Georgia Milestones.</p>	Is the expected student audience described? (Are your students in the USA?)

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Teacher Communication	Please feel free to email me at any time via my school email at anna.luther@cobbk12.org . I typically respond within one work day. This is my preferred method of communication. I am also open to you calling or texting me at 706-266-9316.	Did you provide at least two forms of communication are included in the syllabus?
Course Description	In this course, students will be expected to master the standards set in place by the Common Core. Language Arts is broken into four domains Reading, Writing, Speaking, and Listening.	Does this clearly identify the broad goals or topics to be covered? Does it outline the general topics, concepts and skills to be covered?
Learning Outcomes	<ul style="list-style-type: none"> • Students will be able to cite evidence from primary sources. • Students will be able to cite evidence correctly in writing. • Students will be able to develop grammatically correct sentences. • Students will read to gain vocabulary. • Students will write narratives to describe life events. • Students will use technology to create projects. 	Are these measurable and/or observable? Do they describe what students must know and be able to do? Do they involve some cognitive challenge and active learning?

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Topics by Week	<p>Week 1: Introduction to the Course and Learning Management System</p> <p>Week 2: Jigsaw and discuss Seven Habits of Highly Effective Teens</p> <p>Week 3: Identifying and Citing Evidence</p> <p>Week 4: Introduction to MLA Format</p> <p>Week 5: Writing a Research Paper with Evidence and MLA Format</p> <p>Week 6: Peer Editing</p> <p>Week 7: Web Quest Introduction to Hiaasen unit</p> <p>Week 8: Author's Purpose</p> <p>Week 9: Midpoint Review and Midterm</p> <p>Week 10: Argumentative Writing- Which was domesticated first cats or dogs?</p> <p>Week 11: Sentence Structures</p> <p>Week 12: Writing Personal Narratives using a variety of sentence structures</p> <p>Week 13: Endangered Animal Project- Screencast</p> <p>Week 14: Theme- The Message of the Story</p> <p>Week 15: Identifying Themes in Poetry</p> <p>Week 16: Figurative Language in Poetry</p> <p>Week 17: Write your own poem with figurative language</p> <p>Week 18: Comprehensive Course Review and Final</p>	<p>Did you list the topics to be covered each week?</p>
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Expectations of Student Participation	Students are expected to participate in discussion posts weekly, and monthly class meetings. Beyond that, it is expected that the students will contact the teacher if they need further assistance.	Did you outline class participation with descriptions of how it is measured (expectations for discussion forums, number and frequency of logins, amount of time in online class, group project participation, synchronous sessions, etc.)?
Student Communication Expectations	Students are to be prompt and professional while participating in online discussions. While interacting with others, students need to follow the "ABC" method for commenting A- Acknowledge something they said in their post B- Build on what they said by adding personal experience C- Continue to conversation by inserting an open-ended question.	Did you describe the expectations for student behavior when communicating online?
Late Work Policy	Each day an assignment is late it will be ten points off. Work will not be accepted more than ten days late.	Did you explain the consequences for not submitting assignments on time?
Grading Policy	Grades will be based off a point scale. The maximum number of points possible is 2000. Bonus points will be made available sporadically throughout the course. 2000-1800 :A 1799-1600:B 1599-1400:C 1399-0:F	Is a grading policy defined with point distribution or weighting scheme? Is the grading scale is included?

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Assessments	Students will be expected to participate in a variety of assessments including: writing papers, discussions posts, discussion comments for their peers, online assessments, and projects.	Area a variety of assessment types included? Is at least one assessment requiring either applying, analyzing, evaluating, or creating?
Academic Honesty	Students are expected to complete their own work. When submitting papers, students should turn it in to turnitin.com to avoid plagiarism. If a student is caught plagiarizing they will have to appear before an academic panel.	Do conduct and academic honesty requirements clearly explain the policy on cheating and plagiarism. Are consequences for inappropriate behavior included?
Acceptable Use Policy	Students and parents are expected to utilize the Web 2.0 tools we need to be successful in class.	Is the Acceptable Use Policy (AUP) described or linked? Are consequences for noncompliance described?
Student Right to Privacy	In this course, we have taken extreme measurements to protect students' privacy.	Did you include the conditions for sharing or not sharing student information?
Technology Requirements	Students should have internet access in their own home in order to be successful in this course. When technical problems occur, please reach out to the county support at 1-800-COBB-TECH	Do the technology requirements outline technical specifications for student computers? Did you describe the procedures to follow when technical problems occur?

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Copyright Statement	This course is managed by Mrs. Luther; however, the Cobb County School District owns all content with the exception of the class novels that are being used. Course and course materials are not to be copied, edited, or redistributed for any purpose; they are for individual student use only.	Did you provide a copyright statement and disclaimer that identifies the owner of the course?
Students with Disabilities	<p>Cobb County School District has an obligation under the Individuals with Disabilities Education Act (IDEA '04) to identify, locate, and evaluate all students with disabilities in the district who are in need of special education and related services from ages 0 through 21 years, regardless of the severity of their disability.</p> <p>Under the IDEA, Free Appropriate Public Education (FAPE) is defined as an educational program that is individualized to a specific child, designed to meet that child's unique needs, provides access to the general curriculum, meets the grade-level standards established by the state, and from which the child receives educational benefit.</p> <p>Cobb County School District complies with Title II of the ADA, which prohibits discrimination against qualified individuals with disabilities in all programs, activities and services provided by state and local governments.</p> <p>Our school district is dedicated to providing each student with an equal education in the least restrictive environment. To do this teachers work with special education teachers and case workers to design an individual education plan. Mrs. Luther works with the learning coach to enact this plan for each child. Please contact Mrs. Luther if you have any concerns regarding current or possible accommodations for your learner.</p>	Did you indicate your willingness to provide reasonable accommodations to a student with a disability?

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*This document pairs with *Designing a Syllabus for an Online Unit of Instruction (Peer Evaluation Checklist)* by Lokey-Vega (2014).