



AVID - Course Syllabus

2016-17

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Course Description:

AVID (Advancement Via Individual Determination) is an elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, and academic survival skills. The course emphasizes rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test-taking strategies, note-taking, and research.

Parent/Student Resources:

Synergy Parent Portal:
<http://vue.district6.org/>

To track grades, reports, standards alignment, and attendance

Central Point School District website:
<http://www.district6.org>

For district announcements, policies, and expectations

AVID Program Webpage:
www.avid.org

AVID program information and resources to support your student

Oregon Career-Related Academic Content Standards:
<http://www.ode.state.or.us/teachlearn/subjects>

For information about Oregon State Content Standards and how they apply to your child

Texts and Materials:

Instructor will provide all necessary reading materials and texts. Hardcopies will be issued during class sessions and digital copies will be available through instructor website. Students are responsible for maintaining a school planner and an AVID binder, complete with individual tabs for each class of the day. Instructor will aid students in locating a binder and course materials as necessary. A materials checklist will be issued to students in class and posted on instructor website. Students will also be responsible for periodically logging on to instructor website to engage in online academic discussions and support classmates' growth in learning. For more information about AVID course materials, please refer to instructor website.

Course Learning Targets (drawn from Oregon Career-Related Content Standards):

Personal Management

Develop competence in personal management that contributes to fulfilling and balancing responsibilities of multiple life roles.

- Identify tasks that need to be done and initiate action to complete the tasks.
- Plan, organize, and complete projects and assigned tasks on time, meeting agreed upon standards of quality.
- Take responsibility for decisions and actions and anticipate consequences of decisions and actions.
- Maintain regular attendance and be on time.
- Maintain appropriate interactions with colleagues.

Problem Solving

Develop and use productive and socially responsible approaches for resolving problems in family, school, community, and workplace settings.

- Identify problems and locate information that may lead to solutions.
- Identify alternatives to solve problems.
- Assess the consequences of the alternatives.
- Select and explain a proposed solution and course of action.
- Develop a plan to implement the selected course of action.
- Assess results and take corrective action.

Communication

Select and use appropriate communication strategies in family, school, community, and workplace settings.

- Locate, process, and convey information using traditional and technological tools.
- Listen attentively and summarize key elements of verbal and non-verbal communication.
- Give and receive feedback in a positive manner.
- Read technical/instructional materials for information and apply to specific tasks.
- Write instructions, technical reports, and business communications clearly and accurately.
- Speak clearly, accurately, and in a manner appropriate for the intended audience when giving oral instructions, technical reports, and business communications.

Teamwork

Develop and use interpersonal skills that contribute to cooperation and teamwork in working toward common goals in family, school, community, and workplace settings.

- Identify different types of teams and roles within each type of team; describe why each role is important to effective teamwork.
- Demonstrate skills that improve team effectiveness (e.g., negotiation, compromise, consensus building, conflict management, shared decision-making and goal-setting).

Grading:

Targeted skills and learning outcomes are assessed through daily assignments, binder and planner checks, tutorial form checks, and Cornell note taking across content areas. Students must maintain an organized binder, participate in tutorials, and take Cornell notes in all classes throughout AVID to earn a passing score. Students must maintain at least a 2.0 GPA, and demonstrate satisfactory citizenship and attendance in all classes to remain in AVID. If students cannot maintain the requirements of the course, a parent or guardian will be called in for a conference with staff to determine the best course of action. Students may be required to meet with teachers for additional tutoring or arrange to spend extra time on campus to complete coursework. If eligibility requirements cannot be maintained, students may be placed on a probationary contract, and could ultimately be dropped from the course.

STUDENT'S RESPONSIBILITIES

AVID equips students with the skills necessary to ensure college/career readiness, prepares students to be active/informed citizens of the 21st Century, and for successful performance on standardized tests (including SAT and ACT) and post-secondary options. It is important that students take lessons and the school environment

seriously. To ensure that the best possible outcomes, students need to take responsibility and ownership of the following behaviors:

1. Be **actively involved** in class, **ask questions, contribute** to discussions
2. Complete **all assignments** (no matter the point value or grade weight). Your assignments are designed to help enrich your learning and provide the practice that is necessary to improve skills. They are not busy work.
3. **Ask for help and ask questions** of fellow students (when appropriate) and the teacher (when appropriate) when you are confused or don't understand.
4. **Utilize your teacher's office hours.** Please take the time to seek the help and support you need.
5. **Do your homework on time** so feedback can be given quickly and your involvement in group discussions and projects is valuable.
6. **Prepare in advance** for tests, quizzes, projects and group learning activities. Review notes, re-read material given in class, use any and all practice or suggested materials your teacher gives you.
7. **Do not distract** self and/or other students from the opportunity to learn. This includes turning your cell phone OFF before entering and keeping social media, texts, and emails out of the classroom.
8. **Follow the guidelines** set by the school and the district student behavior code; a cell phone referral will be issued as per CAHPS discipline policy.
9. Come to class **on time and prepared.** Information is missed when you are tardy and it causes class disruption. It is not the responsibility of your teacher or peers to furnish you with school supplies.
10. **In group-work, use the 95 / 5 rule** (95% work / 5% social).
11. Remember that cell phones and other **electronic devices should be OFF** & out of sight unless explicitly teacher approved for a given activity and then it must only be used in the manner approved.
12. **It is ok to have fun**, but remember when to "turn it off".

Attendance:

Attendance and participation are **vital to your success** in school. Own your opportunity at success by seeking out what you missed. Your peers are great resources for finding out about the lessons for the day. Your teacher has a website that will often have assignments for the day(s) you missed. Utilize office hours to ask questions. Refrain from using class time to ask about missed materials, as this distracts from learning that should take place at that moment. **Athletes and club members:** It is YOUR responsibility to find out (IN ADVANCE) what you will miss for competition dates.

PARENTS

If you need to contact your student for an emergency or other reason during the school day, outside of our lunch period, PLEASE call the school phone number (541) 494-5260 and your student will be contacted. Please do **not** call or text your student's cell during class; it causes disruption and demonstrates a lack of respect for the learning environment.

The simplest way to reach me is by email (eric.hamilton@district6.org). Times that I am most available for parent meetings are mornings between 8 and 8:30 (by appointment). Please give me at least 24 hours notice, so I can plan accordingly. If I receive your email or call after 3:30, please allow me 12-24 hours to respond. I often respond much faster than that, but life happens. For student help outside of class, I am available Monday, Tuesday, Thursday, and Friday from 8-8:35 and from 3:45-4:15.

AVID SYLLABUS ACKNOWLEDGEMENT FORM

Note: Please read this syllabus carefully and sign it. Have your parents/guardians read it and sign it, and return by September 23rd.

I have read and understand the course expectations and policies:

Print Student Name (Please print neatly)

Student Signature

You, your daughter/son, and I are partners in your students' education. You can foster his/her success by checking often about their progress and looking with them at their assignment completion and/or needs. Please plan on attending parent/student teacher conferences in November and March.

Parent/Guardian Signature

Parent/Guardian Email – please print neatly

Best Phone Number(s) to reach you

First preference: _____

Second option (if available): _____

It is often easiest to call during the day, is it okay to call you at work if there is something I would like or need to talk to you about your student?

Yes

No

If yes, work number: _____