

8th Grade Language Arts
Ms. Miranda Popp
Email: Miranda_Popp@dpsk12.org
Phone: 720-424-1746

Office/Tutoring Hours: By appointment via schedule posted in Schoology

Hello, and welcome to what I believe will be an excellent year! My name is Ms. Popp, and I am your instructor for this class. This syllabus contains all needed information for this class and sets the precedence for student success.

Contacting Me: Email is the best way to contact me; I am constantly checking my inbox, and I will do my best to respond to all emails within 24 hours. Please note, however, that I try to filter emails through having **students** send emails to Miranda_Popp@dpsk12.NET and **parents** send emails to Miranda_Popp@dpsk12.ORG.

Rules:

- Only small snacks and drinks with lids in the classroom, virtual or not.
- Use appropriate language.
- Be respectful of yourself, of your classmates, and of the classroom, virtual or not.
- **Cell phones, electronics, and earbuds are NOT ALLOWED in class unless notified otherwise/being utilized for remote learning!**
- iPods, cameras or other recording devices may only be used with prior approval.

Expectations:

- Come to class prepared and ready to learn every day.
- Complete all assignments on time and to the best of your ability.
- Actively participate in all activities and discussions.
- Keep an open mind.
- Take risks and make mistakes. Learning from our mistakes helps us grow!
- Be accountable. Own your mistakes and take responsibility for your actions.
- Maintain an environment of respect for both yourselves and others.

Daily Materials: Being prepared means coming to class with all materials necessary for you to succeed. Students should bring the following with them to class every day:

- Both a pen and a pencil
- Colored pens for peer-editing in highly legible colors such as green or purple
- Class specific three-ring notebook – or binder – with dividers and filler paper
- Any required books, readings, or worksheets
- Your brain

Objectives:

- To increase understanding, appreciation and enjoyment of various types of literature.
- To improve writing skills through the study of audience, organization, clear sentences, effective word choice, ample and logical support, as well as standard grammar, usage and punctuation.
- To participate in meaningful discussion and oral presentations about literature.
- To increase reading skills in comprehension, critical thinking, and vocabulary.
- To improve organizational skills and study habits.

Course Overview: This class is designed to increase understanding, appreciation, and enjoyment of various types of literature, as well as help to develop best writing practices in regard to usage, punctuation, sentence and paragraph construction, grammar, and spelling. In order to achieve these goals students can expect:

- A considerable amount of reading. Being a survey course, we will read a variety of materials from various genres and time periods.
- A considerable amount of writing, both critical and creative. You will write a variety of different pieces including personal essays, literary responses, research papers, and creative texts.
- Grammar, punctuation, vocabulary, best writing practice review and practice, primarily through peer-editing tasks
- Class discussion, group projects, creative projects, note taking, presentations, etc.

Novels and other readings*: *Helium* by Rudy Francisco, *Maus: A Survivor's Tale* by Art Spiegelman, *Kindred* by Octavia Butler, *The Outsiders* by S.E. Hinton, and *The Perks of Being A Wallflower* by Stephen Chbosky, as well as many other selections and excerpts from various authors and sources.

*** We will utilize digital, PDF copies of these texts throughout remote learning, as well as audiobook readings.** Students can purchase texts at a bookstore or online or check them out at a library if they prefer to have a hard copy.

Grades: Grades will be available for parents and students through IC. I will also post grades in the classroom on a weekly basis by student number.

- Standard Grading Scale: 100-90= A, 89-80= B, 79-70= C, 69-60= D

In accordance with school policy we will use rolling semester grades. Each semester will be broken into three categories: Process (35%), Product (55%), Final Exam (10%).

Process (35% of quarter grade)

- **Daily Classwork**
- **Mini Quizzes**
- **Homework**

Product (55% of quarter grade)

- **Tests**
- **Projects**
- **Presentations**

Late Policy: Deadlines are an important part of life; therefore, they will be treated as such in the classroom. Everyone makes mistakes, but there will be escalating consequences.

- All process late assignments can be turned in until the end of the quarter for a maximum of 50% of the original points possible for the assignment.
- All product late assignments can be turned in up until the end of the quarter. Students will lose 10% of the original points, and up to 40% for every day the assignment is late.
- Of course, life happens... In the event of a health or family emergency, please reach out to Popp as soon as possible (preferably with a parent/guardian contact or a doctor's note), so that she may accommodate you.

Academic Integrity: Academic honesty is a fundamental principle of learning; therefore, written or other work which students submit must be their own and must follow proper citation guidelines. Please become familiar with the citation formats that will be used in this class. Presenting someone else's work as your own, no matter where it originated, is cheating. This also applies to self-plagiarism: it is also cheating to submit a previously submitted work or large chunks of a previously submitted work as completely brand new without citing yourself.

Consequences for students violating the academic dishonesty policies are to include the following:

Since work submitted is not the student's original academic work, proficiency of the requirements in the teachers standards aligned rubric will not have been demonstrated. Therefore, a grade of zero will be earned for the assigned work.

The first violation of scholastic dishonesty will result in action taken by the classroom teacher. All other violations of the scholastic dishonesty policy will be referred to the assistant principal overseeing 8th grade, Ms. Conley, for appropriate disciplinary action.

Collaboration & Peer Review: This course includes a form of peer evaluation (small groups and/or read-arounds) required for each of the students' out-of-class essays. Students must bring a working draft to these sessions and actively critique fellow students' work during these sessions. All students who do not have their working draft at these sessions will still need to participate in peer-editing, but will not receive full credit for the day's activities.

I want to make it very clear that I am not a peer – I am the person who evaluates your final work. In class, through one-on-one writing conferences, I am happy to offer help surrounding specific questions such as troublesome sentences, clarifying thesis ideas, and sentence-specific grammatical concerns; I will not, however, edit your work. The editing process belongs to the students.

Attendance: Please review and become familiar with DSA's attendance policies and procedures in the Community Handbook. Please try to schedule any appointments or other activities outside the school day as attendance is necessary to be successful.

Tardy Policy: When you are late to class not only do you miss important information, but you also disrupt the flow of the class and the learning of others. As such the following tardy policy will apply:

- 1st and 2nd tardy = Freebie- no-consequence warning recorded in IC
- 3rd tardy = Level A offense- Lunch Detention and DPS behavior packet #1
- 4th tardy = Level A offense- Lunch Detention and DPS behavior packet #2
- 5th tardy = Level B offense and call home
- After 5 = Sent to Ms. Conley as a Level C offense

**** If you miss a class because of a school based absence you are responsible for all assignments in accordance with the DSA Policy ****

A NOTE ABOUT THE USE OF TEXT AND FILM IN THE CLASSROOM

Parents,

One of the Common Core Standards addressed in 8th grade language arts is to “analyze the purpose of information presented in diverse media formats and evaluate the motives (social, commercial, political) behind its presentation.” In order to achieve this, we will be watching a variety of films in our class. We will be using these films to compare and contrast print vs. film as well as to address the standard above.

Course films MAY include (changes yearly):

Louder than a Bomb

The Birds (1963) Alfred Hitchcock (NR)

Spider-Man: Into the Spider-Verse (2018) -- as a companion piece to our study of graphic novels

The Outsiders

The Perks of Being A Wallflower

Extremely Loud and Incredibly Close

How I Live Now

Cut here (you keep the syllabus)

Texts studied throughout the course of the year will deal with explicit topics such as: racism, sexism, sex, prejudice, classism, religion, war, ethics, sexual assault, 9/11. Choice novels might involve: drug use, autism, Asperger's, cousins kissing, and relationship content. Be aware of what your student is reading! If it's out there in life, it's in a book/film/song/work of art/etc. We analyze everything from graffiti to popular music videos, from minstrelsy to MP3.

**CLICK [HERE](#) TO COMPLETE THE SYLLABUS SURVEY
DUE FRIDAY 9/4**

If the above link does not work, please copy/paste the following into your browser:
<https://forms.gle/BTBjGvcNSqfMewR1A>

Thank you, and we look forward to having another great year!