

English 8/8H Syllabus
Alice Domínguez
Room 13

Google Classroom Codes

Period 1	Period 2	Period 5
mxzpx3t4	mut2ywxj	jvwr6rwk

Course Description

Eighth grade English is designed to foster student growth in a variety of literacy-based skills, including reading, writing, speaking, listening, and critical thinking. Units are based on New Mexico Adopted Common Core State Standards, feature genres such as fiction, poetry, drama, and nonfiction to grow as lifelong readers and thinkers, and culminate in meaningful projects and a variety of forms of writing. Honors students enrolled in this course will receive frequent opportunities to challenge themselves in daily assignments and ongoing projects.

Year-at-a-Glance

Note: this is a tentative outline. All units are designed to prepare students for rigorous coursework in high school, the NM-MSSA, and more importantly, the opportunity to develop unknown talents and passions. Units will be adjusted according to students' strengths, interests, and discussions in previous units.

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit 1: Graphic Novel Study: George Takei, <i>They Called Us Enemy</i> , culminating creative project	Unit 3: Novel Study: Sherman Alexie's <i>Absolutely True Diary of a Part-Time Indian</i>	Unit 5: Drama: Shakespeare's <i>A Midsummer Night's Dream</i> , Culminating creative projects	Unit 7: Research: Long-form journalism produced individually and published to the public
Unit 2: Gothic Short Stories: several short stories, socratic seminars, and culminating academic essay	Unit 4: Review of Skills: Short story, poetry, nonfiction reading; socratic seminars; on-demand writing	Unit 6: Poetry reading and writing; publishing a personal, thematic collection of poetry	Unit 8: Review of Skills: Short story, poetry, nonfiction reading; analytical responses

Contact me: adominguez@paparts.org

- Correspondence for extended deadlines, missing work after an absence, or other procedural concerns should come from students. I welcome inquiries about performance or concerns from parents and guardians. Please note that I am unable to consistently check my email at home to preserve time for my family.

- Office hours: As your teacher, I am here to help you succeed—I am available after school, during independent work, during lunch, or via email. However, you have a better chance to get quality guidance from me if you email me in advance for an appointment time.

Supplies Needed Daily

- Your chromebook and charger
- 1 notebook (composition or spiral, college or wide-ruled, your choice)
- Writing utensils of your choice

Optional Supplies Needed Occasionally

- Highlighters
- 1 folder to organize your short stories
- Post-its (I have plenty for you to use, but if you like your own color, please know we'll use them a lot to annotate novels)
- Art supplies of your choice (I have colored pencils, markers, scissors, and glue. If you need others, that's great, but it's not required).

Grading Policies

In your introductory surveys, many of you reported a need for accepting late work. I agree that this is a fair way to ensure that you continue to work on the skills learned in this class. Some students expressed that late work should be allowed with a reduced grade while others believed there should be no late penalty. Most students shared that they wanted clarity in when late work will no longer be accepted. Therefore, I have the following policies in place to address your concerns and ideas:

- **Late work**
 - Option 1: Turn in what you have. You can always revise and resubmit later. Perfection is the enemy of the good.
 - Option 2: Submit your late work with a Grade Update Request form for a 10% deduction. This deduction does not accumulate over the number of days your work is submitted late. Work submitted after the unit has ended will not earn above 50%. Please do not submit late work after a unit has ended because we are moving on to new content and skills. Late Work request forms are located at the top of our Google Classroom.
 - Please note that late work of any kind will be graded after on-time submissions. Your feedback will likely be minimal.
- **Revisions and Resubmissions**
 - Students may revise and resubmit quizzes, essays, projects, and other significant work for a higher grade. Please take all feedback into account and reflect on your own work as you make revisions. Highlight your work or use "suggesting" mode in Google Docs when revising essays. Your higher grade on subsequent submissions will replace your original grade.
- **Plagiarism**
 - Plagiarism is the **use of** another's words or ideas and the **presentation of** them as though they were one's own. Acts of plagiarism include, but are not limited to:

- Using words or ideas from any source without proper documentation and/or using sources without permission.
- Using the work of another student (copying homework, essays, or projects partially or in its entirety).
- Using excessive editing suggestions of another student, teacher, parent, or any other editor. Students' writing should reflect their own ideas and voice, not another's.
- Using AI-generated materials and presenting it as one's own (this includes, but is not limited to, ChatGPT, Quillbot, Grammarly, Paraphrase, etc.). All work will be screened through Draftback and work that is suspected of AI-assisted plagiarism will be screened through multiple detection tools. Students are required to complete all work for the same project in the same Google Doc and to not delete this document. Students who have been caught using AI will be required to redo the assignment by hand, without devices, in front of me or another teacher who can verify that the assignment was completed without technology assistance. If a student has repeatedly been caught using AI to complete assignments (more than two occasions), this work will be completed for a reduced grade, as determined by severity and in agreement with a parent or guardian. This consequence, which might feel lenient to some, is to ensure students still practice the skills on the assignment, and to deter students who seek AI assistance in an effort to circumvent work.
- What constitutes excessive editing? Students learn to write well by doing just that: writing. Struggling independently through the writing process produces growth and will eventually reveal individual style and voice. Students– when you're seeking feedback on your writing, advocate for yourself so that well-meaning peers or adults don't accidentally take the steering wheel. You might say something like "Is this sentence awkward?" or "Can you tell what I mean by this?" and if they begin to make suggestions to your writing, you can say something like "It sounds like you want me to be more concise. I'll work on that and show you a second draft soon."
- Consequences for plagiarism will be consistent with policies in student handbook

Grade distribution

Semester Course Work = 80% of semester grade. This includes:

Essays/tests/projects	50%
Quizzes, seminars, and other assessments	30%
Classwork, Exit Tickets, Homework	20%
Final Exam = 20% of semester grade	

Honors Enrollment

A portion of our class includes students who are enrolled in the Honors section of this course. With varying frequency in the unit, students will meet for separate lessons to work on advanced skills, participate in informal discussions, and increase the rigor of a unit. On these days, honors

students might have an increased homework load due to missing independent work time on assignments; however, honors students will never be assigned additional work. Honors students will be required to attend the additional lessons designed to meet their instructional needs. Students not enrolled in honors classes will always have the option to participate in that lesson. On all essays and writing exams, honors prompts will be made available to all students, and all students have the option of answering the honors prompts.

Publication of Student Writing

Throughout the year, students will be encouraged to submit work to writing contests and other publication opportunities. Some writing contests include scholarship prizes and other forms of notoriety. If you prefer your child to not participate in writing activities with peers in an online format, please inform me, and I will monitor which sites your child chooses to publish their work and will communicate with you prior to submission.

Independent Reading

Students can select books from my classroom library, a public library, or even purchase them on their own (though purchasing is never required). As with all libraries, the books in my classroom library may not be suitable for all readers. Students have been instructed to select books that are consistent with their family's values. I recommend monitoring student choices as thoroughly as you monitor their social media or TV/movie consumption.

Syllabus Signature

Dear Parents and Guardians,

Thank you for trusting your child's education with me and my colleagues at PAPA. I'm thrilled to be joining the staff this year and look forward to learning more about what makes your child shine.

In lieu of a syllabus signature, please email me adominguez@paparts.org to verify that you have read and understood the syllabus outlined in this document. In addition, you may also include any other information about your student that might be helpful for their teacher to know. I will respond to this email in no more than two weeks. This verification is required for all students, but the extent to which your family chooses to share is up to you. This email can be as brief or detailed as you desire. I look forward to hearing from you!

Sincerely,
Ms. Domínguez