

English I Pre-AP/Honors Fall 2025 Syllabus

Ms. Hepburn ~ Room B109

Course Description

In this course, students will develop their written and oral communication skills while strengthening their ability to understand and analyze literature in a variety of genres. We will read short stories, poetry, drama, novels, essays, and more. Important skills, such as close reading, critical analysis, and collaboration, will be our focus this semester. This is a core course, meaning that students are required to maintain an average of a 60 or higher in order to be promoted to the next grade level on time. Students who fail to maintain this average may be required to stay at Dorman Freshman Campus until they earn this credit rather than be promoted to the tenth grade.

Communication

I can be reached Monday–Friday from 8am–4pm via email or phone. I will do my best to respond to emails and voicemails within 24 hours. When calling, please try to do so during my planning period (8:10am–9:40am) if you urgently need to speak with me. You may also request a phone or in-person conference with me via email.

Email: ahepburn@spart6.org

Phone: 864–582–9479 ext. 5109

Learning Objectives

- Read and write for a variety of purposes, including academic and personal, for extended periods of time.
- Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
- Make inferences to support comprehension.
- Collaborate with others and use active listening skills.
- Cite evidence to explain and justify reasoning.
- Create quality work by adhering to acceptable formats.

Course Materials

REQUIRED

- Binder (1-1.5 inches)
- Two-Pocket Folder
- Charged Chromebook
- Pencils

RECOMMENDED

- Chromebook Charger
- Water Bottle
- Colored Pencils
- Highlighters

DONATIONS

- Kleenex
- Binders (1-1.5 inches)
- Pencils

Classroom Expectations

In this classroom, students are expected to be...

1. **Compassionate**
 - Show sympathy and concern for others.
 - Try to include others in activities.
 - Think about how your actions affect others.
2. **Accountable**
 - Take responsibility for your own actions.
 - Admit when you've done something wrong.
 - If you break something, fix it or replace it.
3. **Respectful**
 - Show patience, politeness, and consideration towards others.
 - Do not talk while others are talking.
 - Follow directions and meet class expectations.

4. Engaged

- Be involved in classroom activities.
- Pay close attention to the teacher during class and to your peers during discussions.
- Check PowerSchool and Google Classroom often for missing assignments.

Assignments and Grading

Grades for this course will be determined through a variety of assignments. I recognize that students' strengths align with different kinds of assignments, and I will provide a range of opportunities for students to show what they have learned.

Grade Breakdown

Students' overall grade will reflect the following category weights and percentages each quarter.

Assignment Type	Percentage of Overall Grade	Number of Assignments (Approximate)
Classwork	40%	20
Quizzes	28%	7
Tests/Projects	32%	4

Grading Scale

Students' overall grade will be determined using the following scale.

A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

Late Work

It is your responsibility to make sure that your work for this class is submitted on time. Any work not submitted by the provided deadline will receive a zero in PowerSchool. Five points will be deducted each school day (at a maximum of twenty points) that assignment is late. **Assignments are not accepted more than two weeks past the original due date.**

Absences

Work missed due to an absence will receive a zero until it is submitted. You will have five school days to submit your missing work until it begins to lose points for being late. **It is your responsibility to check the student center, daily agenda, Google Classroom, and PowerSchool for missing work and to ask for help, passwords, etc. when you need it.** Students are encouraged to come to CAVS for extra help on assignments. **Assignments are not accepted more than two weeks past the original due date.**

Extensions

Advocate for yourself! If for some reason you can't submit an assignment by the due date, reach out to the teacher (in person or via email) and ask for an extension **before the assignment is due.** Students often have games, rehearsals, practices, personal matters, etc. that occasionally make it difficult to turn their assignments in on time. Depending on your situation, Ms. Hepburn will more than likely be willing to work with you and give you more time to complete the assignment.

Personal Devices

Per the District-wide policy on personal devices, all personal devices and device accessories must be powered off and put away, without access, for the duration of the school day (8:10 am-3:25 pm). **Violations of this policy will be enforced per the student handbook and will result in disciplinary action.** Personal devices include, but are not limited to, cell phones, iPads, non-school issued computers, or any device accessory with the ability to provide communication through Wi-Fi, mobile data, or other means. Device accessories are any wired or wireless accessories that can connect to a personal device.

Restroom Policy

Students are expected to go to the restroom during class change. That being said, it is understood that students occasionally have emergencies and will need to go to the restroom during class time. When this is the case, students **should not be out of the classroom for more than 10 minutes**. Parents: If there is a medical condition that I need to be made aware of in regards to this policy, please let me know.

Consequences for Policy Violations

1. Verbal Warning
2. Contact Home
3. Office Referral

Note: Ms. Hepburn reserves the right to enforce consequences based on the severity of students' behaviors. Other consequences for inappropriate, disrespectful, irresponsible, or disruptive student behavior may include:

- Loss of privileges (food and drink, flexible seating, classroom supplies, etc.)
- Student-teacher and/or parent-teacher conferences
- Removal from classroom

Tardy Policy

Per school policy, when students are not physically in the classroom when the tardy bell rings, they will be marked tardy. Restroom and water breaks should be taken care of during class change.

The consequences for tardies are as follows:

- **1st Tardy**: Warning
- **2nd Tardy**: Contact Home
- **3rd & 4th Tardy**: Office Referral & Principal Detention
- **5th+ Tardy**: Office Referral & ISS

Attendance Requirements

Per school policy, students who are absent from a class **more than eight times** during the semester due to either excused or unexcused absences will be required to attend makeup sessions to receive credit. If this time is not made up, students **will not** receive credit for the course and will receive an **FA (Failure Due to Attendance)** and will be required to retake the class to earn credit. Absences approved as Medical, Bereavement, School Activities, and College Visits are exempt and do not count towards the maximum number of absences for a class.

English Department Plagiarism Policy

Plagiarism is when someone copies the words and/or ideas of someone else and claims it as their own. Plagiarism is cheating and can result in very serious consequences. The following are examples of plagiarism:

- Copying and pasting from a website or a classmate's assignment
- Copying from a source (website, classmate, etc.) and changing a few words or phrases
- Finding answers to reading questions or assignments online
- Using a classmate's answers for an assignment
- Borrowing a paper or assignment from a friend who has already taken the class
- Paying someone online to write a paper for you
- Using a paraphrasing tool to change the wording of information found online

Consequences for Plagiarism

Cheating is unacceptable and consequences will follow:

- **1st offense**: The teacher will call home and the student will redo the entire assignment.
- **2nd and all subsequent offenses**: The teacher will call home and the student will receive a zero on the assignment (no exceptions).

Artificial Intelligence (AI) Policy

In our world, the digital landscape is continually evolving. Artificial Intelligence (AI) is becoming an increasingly common tool used by students. AI can be used effectively and appropriately to support learning by assisting in proofreading, generating ideas, and assisting in understanding complex topics. However, AI should not replace a student's individual intellectual effort in class. Inappropriate use of AI in a classroom setting occurs when a student uses AI to generate work for a course and claims it as their own intellectual capital. **Inappropriate use of AI for class assignments, homework, quizzes, tests, or projects will be considered cheating and plagiarism and will be handled accordingly.**

Distance Learning

In the event that the school is closed due to inclement weather or an emergency, students will be expected to complete any assignment(s) posted to Google Classroom.

Pacing Guide

Essential Question: How do societal expectations and prejudices shape individual identity and relationships?

Unit	Length	Potential Assessments	Potential Core Text(s)
Coming of Age Unit	2-3 weeks	- Group Analysis Poster - Literary Analysis Essay	"The Flowers" by Alice Walker "Early Autumn" by Langston Hughes "Catch the Moon" by Judith Ortiz Cofer "A Blessing from my Sixteen Years' Son" by Mary Karr "Hanging Fire" by Audre Lorde "The Scarlet Ibis" by James Hurst "Forgive My Guilt" by Robert Coffin
Narrative Writing Unit	2 weeks	Memoir Craft Study	<i>Coming Clean</i> by Kimberly Rae Miller (Excerpt) <i>The Glass Castle</i> by Jeannette Walls (Excerpt) "Dear Basketball" by Kobe Bryant
Independent Novel Study (Q1)	1 week	Independent Novel Study Project & Presentation	Varies by student choice
Rhetorical Analysis Unit	1-2 weeks	Rhetorical Analysis Essay	- Advertisements - Commercials - Argumentative Essays/Speeches
Research Unit	2-3 weeks	- Research Project - Presentation (Group or Individual)	- SC Discuss articles History.com Biography.com - Other credible, relevant sources (print or digital)
Novel Study Unit	4-6 weeks	- Socratic Seminar - Argumentative Essay	<i>To Kill a Mockingbird</i> by Harper Lee
<i>Romeo and Juliet</i> Unit	3-4 weeks	- Soundtrack Project - Argumentative Essay	<i>Romeo and Juliet</i> by William Shakespeare
Independent Novel Study (Q2)	1 week	Independent Novel Study Project & Presentation	Varies by student choice
Wrapping Up	1 week		

ONGOING: Relevant Nonfiction Articles, Supplemental Texts (Poetry, Short Stories, Essays, etc.), Grammar Mini-Lessons, Vocabulary Studies (Frayer Models, Greek and Latin Roots, etc.)