



**Reseda High School Law and Public Service Magnet
Honors English 10AB
Instructor: Thomas M. Alfera**

Course Description: The major purpose of this course is to provide a balanced language arts program **while integrating law themes** which provides students with opportunities to move from the interpretation of a text to meaningful connections between the text and their experiences through a series of language arts activities that will enable them to listen, speak, think, and write about literature. The thematic framework provides an opportunity for students to use skills to explore ideas and values, representing many perspectives and diverse styles, cultures, and attitudes.

Course Scope: The depiction in Literature of several social situations, problems, and possible solutions.

Course Topics: Changing social norms, male/female relationships, **law and order**, poverty and prosperity, prejudice and tolerance, the individual v. the group. Do not consider this an exhaustive list of themes covered in this course.

Course Methods: This will not only be a lecture course but a discussion course, so your child will be expected to participate both thoughtfully and respectfully in class discussions. There will be individual and panel presentations, quizzes, exams, and essays (thought papers).

More specific goals are to:

- A) Develop your child's critical and creative thinking skills,
- B) Instruct your child in the humanistic study of literature, and
- C) Increase your child's oral and written communication skills.

“Great literature, past and present, is the expression of great knowledge of the human heart.”--Edith Hamilton

Topics of Instruction:

I. Introduction to Reading and Writing

- Questions and analysis
- Understanding genre
- Building blocks of writing
- Reading strategies

II. Narrative Structure

- Tone
- Purpose
- Point of View
- Autobiography
- Conflict
- Plot
- Imagery
- Figurative Language

(Standards: RL 3.2, 3.4, 3.7, 3.8, 3.9, 3.11; RW 1.1; RC 2.1; WC 1.1, 1.2, 1.3; WS 1.1, 1.2, 1.9, 2.4; R 1.1, 3.5, 3.9, 3.11)

III. Exposition

- Research Paper
- Primary Sources/Secondary Sources
- MLA Format
- Bibliography
- Technical Document

(Standards: RC 2.1, 2.2, 2.3, 2.4, 2.6, 2.7; RW 1.1; WC 1.2, 1.3, 1.4; WS 1.1, 1.2, 1.4, 1.9)

IV. Persuasion

- Denotation/Connotation
- Argument/Claim
- Evidence
- Rhetorical Devices
- Counterclaim

(Standards: RC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8; RW 1.1; WC 1.2, 1.3, 1.4; WS 1.1, 1.2, 1.4, 1.9)

V. Literary Analysis

- Irony
- Mood
- Repetition
- Theme
- Symbolism
- Flashback
- Foreshadow
- Figurative Language

(Standards: RL 3.1, 3.3, 3.5, 3.6, 3.7, 3.8, 3.9, 3.12; RW 1.1; RC 2.1, 2.6, 2.7; WC 1.2, 1.3, 1.4; WS 1.1, 1.2, 1.4, 1.9)

Grading Procedures

This class will have several essays, unit tests, a final exam, and quizzes. The essays and unit tests will be worth 100 points and the final exam 200 points. Quizzes will vary; sometimes they will be just a question or two; usually quizzes per se will be worth 10 points each. At any time your child can determine how well he or she is doing by dividing the total points they have received by the total number of points that the essays, tests, and quizzes are worth. This will yield a percentage:

90-100 = A	ADVANCED
80-89 = B	PROFICIENT
70-79 = C	BASIC
60-69 = D	BELOW BASIC
Below 60 = F.	FAR BELOW BASIC

Materials for the Course (Not provided by the school)

Your child will need:

- ! A notebook to keep notes and a journal
- ! A pen or pencil
- ! Curiosity and imagination

**That you are here—that life exists and identity,
That the powerful play goes on, and you may contribute a verse.—
Walt Whitman**

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Call Me

Classroom Policies and Procedures

The policies for this class are quite similar to those your child has become accustomed to over their years as a student. Please have your child return with the required signatures.

BEFORE CLASS

1. Check to make sure you have what you need for class.
2. Mentally prepare yourself for English class.
3. Get a drink and use the restroom.

DURING CLASS

1. Hats may be worn for religious or medical reasons only.
2. Questions are encouraged by raising the hand and being recognized.
3. Focus on the task at hand.
4. Bring all materials needed for class.
5. Remain seated until the class is dismissed.
6. Do unto others as you would have them do unto you.
7. Obey all school rules including dress code.
8. Turn off all music devices and cell phones during class.

AFTER CLASS

1. Make sure you take with you everything you brought to class.
2. Carry proudly the knowledge gained from your lessons.
3. Apply with confidence in other classes your improved literacy.
4. Read something because you want to!

The resentment of discipline of any kind will warp the whole life away from meaning and purpose. *Anonymous*

Parent/Guardian Signature

Student Signature

Some Guidelines for Students

- 1 Please do not wear a hat or cap in class unless you have a medical or religious reason for doing so. It is impolite to wear a hat in class.
- 2 You are to submit papers and answers to take-home questions on the due date. Late work will lose 10% of the points for each class period that the work is late. Any work more than one week late will not be accepted except for unusual circumstances. Work handed in one week late will be graded at "F" (half the original points) except for excusable reasons.

Instructions for Submitting Papers

- 1) Use good quality paper--not see-through
- 2) Use proper manuscript format:
 - a. Type
 - b. Use double spacing
 - c. Use a margin of 1 and ½ inches on the left and 1 inch on all other sides.
 - d. Use a title page, with a real title. Catchy titles are fun, and I like them; but if you use a catchy title, please also use a sub-title to indicate the substance of the paper. Titles are not in all caps and are not underlined and are not put in quotation marks. You may underline or use quotation marks in part of your title if it is necessary to do so. NOTE: the title of a story, by itself, can NEVER be your title, though it may be part of your title. The title does not have a period at the end. Capitalize all words in the title except internal articles (a, an, the) and short prepositions (such as to, in, with, by, for, etc.). All verbs, no matter how short, are capitalized. The first word of a sub-title is capitalized, no matter what it is. A title and subtitle are separated by a colon, not a semicolon or comma. There is no period at the end of a title.
 - e. Paginate as follows: the title page does not count; page one of the actual paper counts, but the number 1 does not appear on the page; page two and subsequent pages have their number (just a number--no parenthesis, no period, no hyphen) in the upper right corner where the margins meet.
 - f. On the first page of the paper itself, repeat the title (exactly as it appears on the title page) centered, about 10-12 spaces down the page. After the title, skip three spaces and begin.
 - g. Put commas and periods INSIDE quotation marks--always, without exception. This is America, not Britain.

- h. Hyphens and dashes are not the same thing. A hyphen separates parts of a compound word (as in “three-day break”); a dash signals an interruption or perhaps an explanation. A dash is two un-spaced hyphens, not a space, hyphen, space (see the dash in the next item, below).
 - i. Use present tense in writing about literature--and be sure to maintain it throughout; do not switch from present to past and back again.
 - j. Staple the paper together in the upper left-hand corner only; do not staple all the way down the side and do not use a binder of any kind. Unstapled papers will cause you to lose points. Thought papers should not deal with subjects covered extensively in class; a rehash, even a well-written one, isn't worth much.
- 3) Grades on papers will reflect not only on the content but also the writing itself. I read papers carefully and annotate them for grammar, punctuation, etc. as well as for content. I see no need to apologize for this whether the course is a writing course or a literature course. You should always write as well as possible.
- 4) **PROOFREAD** and make necessary corrections. And don't depend solely on a spell-checker; it cannot distinguish between, say, tear and bear, since both are words. You must make the final spell-check of the paper.