

Honors Literary Analysis and Composition I

COURSE DESCRIPTION: K12 High School Literary Analysis and Composition I challenges students to improve their written and oral communication skills, while strengthening their ability to understand and analyze literature in a variety of genres. Students enrolled in this course will work on independent projects which will enhance their skills and challenge them to consider complex ideas and apply the knowledge they have learned.

Literature: Students read a broad array of short stories, poetry, drama, novels, autobiographies, essays, and famous speeches. The course guides students in the close reading and critical analysis of classic works of literature, and helps them appreciate the texts and the contexts in which the works were written. Literary selections range from the Greek tragedy *Antigone* to Shakespeare's *Romeo and Juliet* to contemporary pieces by authors such as Annie Dillard and Maya Angelou.

Language Skills: Students broaden their composition skills by examining model essays in various genres by student and published writers. Through in-depth planning, organizing, drafting, revising, proofreading, and feedback, they hone their writing skills. Students build on their grammar, usage, and mechanics skills with in-depth study of sentence analysis and structure, agreement, and punctuation, reinforced by online activities (Skills Updates). Student vocabularies are enhanced through the study of Greek and Latin root words, improving students' ability to decipher the meanings of new words.

OBJECTIVES:

- Develop complex compositions using writing processes.
- Select a focus, structure, and point of view relevant to the purpose, genre expectations, audience, length, and format requirements.
- Establish a clear, distinctive, and coherent thesis or perspective and maintains a consistent tone and focus throughout.
- Organize ideas in writing to ensure coherence, logical progression, and support.
- Incorporate elements in writing to enhance meaning and for specific rhetorical and aesthetic purposes.
- Use various forms of persuasion (factual or emotional) to support an opinion in speaking and writing.
- Develop presentations by using clear research questions and creative and critical research strategies.
- Use systematic strategies to organize and record information.
- Integrate databases, graphics, and spreadsheets into word-processed documents.
- Write persuasive pieces (e.g. speech, editorial, letter to the editor, public service announcement).
- Write fictional, autobiographical, or biographical narratives.
- Write historical investigation reports.
- Write job applications and résumés.
- Plan, organize, develop, produce and evaluate an effective multimedia presentation, using tools such as charts, photographs, maps, tables, posters, transparencies, slides and electronic media.
- Deliver oral presentations.

- Produce informal writings for various purposes.
- Analyze the ways in which meaning is affected by structure and word choice in expository texts.
- Evaluate the evidence used to support the author's perspective in expository texts.
- Analyze how words, images, graphics, and sounds work together in various forms to impact meaning.
- Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers.
- Analyze British and world literature from a variety of authors for style, audience appeal, cultural significance, and plot structure.
- Analyze distinctive elements of a variety of literary forms and types.
- Interpret a variety of texts by identifying and examining literary elements.
- Analyze the use of figurative language in literary works.
- Identify and analyze types of dramatic literature.
- Identify and analyze the conventions and techniques used in different types of dramatic literature.
- Identify and explain the use of poetic elements to enhance meaning and effect.
- Trace etymologies of terms.
- Use roots and affixes to infer word meaning.
- Define and use new words by studying their relationship to other words.
- Use references materials as needed to learn about words.
- Apply techniques to extend vocabulary.

PREREQUISITES: Intermediate English A and B (or equivalent) and teacher/school counselor recommendation

COURSE LENGTH: Two Semesters

REQUIRED TEXT: No required textbook for this course.

MATERIALS LIST:

Classics for Young Readers, Volume 8

BK English Language Handbook, Level 1

Vocabulary from Classical Roots, Book C

The Narrative of the Life of Frederick Douglass, An American Slave, by Frederick Douglass

Anne Frank: Diary of a Young Girl, by Anne Frank

Romeo and Juliet, by William Shakespeare

COURSE OUTLINE:

I. LITERATURE

Students will read writings from diverse traditions, including poetry, drama, autobiography, short stories, and novels, with an emphasis on literary classics. Lessons help students develop skills of close reading by showing how to “read between the lines,” both analyzing formal features of literary works and asking appropriate interpretive questions. Many lessons provide background information to help students connect the work to the historical or biographical context.

Readings include:

Novels (choose any one of the following:)

- Animal Farm by George Orwell
- Jane Eyre by Charlotte Bronte
- Lord of the Flies by William Golding
- A Separate Peace by John Knowles
- A Tale of Two Cities by Charles Dickens
- To Kill a Mockingbird by Harper Lee
- The Yearling by Marjorie Kinnan Rawlings

Drama

- Romeo and Juliet by William Shakespeare
- Antigone by Sophocles
- Autobiography (choose one)
- Anne Frank: The Diary of a Young Girl
- Narrative of the Life of Frederick Douglass

Short Stories

- “The Glass of Milk” by Manuel Rojas
- “To Build a Fire” by Jack London
- “The Secret Life of Walter Mitty” by James Thurber
- “The Piece of String” by Guy de Maupassant
- “The Tell-Tale Heart” by Edgar Allan Poe
- “The Lottery” by Shirley Jackson
- “The Lady or the Tiger” by Frank Stockton

Memoir

- “A Cub Pilot” from Life on the Mississippi by Mark Twain
- from “Barrio Boy” by Ernest Galarza
- “No Gumption” by Russell Baker
- from I Know Why the Caged Bird Sings by Maya Angelou

Poetry

- To Everything There Is a Season
- “Spring and Fall” by Gerard Manley Hopkins
- “in Just-” by E. E. Cummings
- “July” by Susan H. Sweet
- “To Autumn” by John Keats
- “The Snowstorm” by Ralph Waldo Emerson
- “It sifts from leaden sieves” by Emily Dickinson

Voices and Viewpoints

- “Rainy Day” by Henry Wadsworth Longfellow
- “Invictus” by W. E. Henley
- “We Real Cool” by Gwendolyn Brooks
- “The Negro Speaks Rivers” by Langston Hughes
- “Mending Wall” by Robert Frost
- Sonnets 18 and 29 by William Shakespeare

Poetry of Ideas

- “I dwell in Possibility” by Emily Dickinson
- “Will there really be a ‘Morning’?” by Emily Dickinson
- “Ozymandias” by Percy Bysshe Shelley
- “Do Not Go Gentle into That Good Night” by Dylan Thomas
- “The Charge of the Light Brigade” by Alfred Lord Tennyson
- The Battle of Blenheim” by Robert Southey

Partial List of Skills Taught:

- Identify analyze, and discuss elements of a short story.
- Describe characters based on speech, actions, or interactions with others.

- Demonstrate knowledge of authors, characters, and events of works of literature.
- Identify, analyze, interpret and discuss the following elements of literature:
 - Character traits and motivations
 - Allusions
 - conflict and resolution
 - irony
 - figurative language, imagery, and sensory language
 - point of view
 - author's attitude or tone
 - climax
- Identify, analyze, and discuss elements of a drama.
- Identify, analyze, and discuss theme in literary works.
- Identify cause and effect relationships.
- Make inferences and draw conclusions.
- Recognize the effect of setting or culture on a literary work.
- Recognize use of language to convey mood.
- Discuss author's purpose and analyze literary devices used to accomplish it, including language, organization, and structure.
- Compare and contrast literary characters and selections.

COMPOSITION

In this writing program, students practice writing essays in various genres and Many units use the literature lessons as a springboard and thereby reinforce the connection between reading for meaning and writing to communicate one's own ideas. Students learn the form and structure of a variety of essays they will encounter in their academic careers including: memoirs (narrative), literary essays, compare and contrast essays, research papers, and descriptive writing, and arguments. In writing each essay, students go through a process of planning, organizing, and revising, and they learn to examine their own writing with a critical eye, paying attention to ideas, organization, structure, style, and correctness. Throughout the course, students write in response to prompts similar to those they will encounter on standardized tests.

Memoir

- Analysis of a Memoir: Examining Mark Twain's "A Cub Pilot"
- Planning a Memoir
- Writing a Memoir I

- Writing an Memoir II
- Revising a Memoir
- Proofreading a Publishing a Memoir

Argument

- What Is an Argument?
- Recognizing Logical Fallacies and Emotional Appeals
- Choosing a Topic and Gathering Information
- Planning and Organizing the Argument
- Writing an Argument
- Revising an Argument
- Proofreading and Publishing an Argument

Research Paper

- What Is a Research Paper?
- Taking Notes I
- Taking Notes II
- Organizing the Information
- Writing a Research Paper I
- Writing a Research Paper II
- Creating a Works Cited Page
- Revising a Research Paper
- Proofreading and Publishing a Research Paper
- Revising
- Bibliography
- Proofreading
- Publishing

Literary Essay: Theme

- What Is a Literary Essay About Theme?
- Planning a Literary Essay About Theme
- Writing a Literary Essay About Theme
- Revising a Literary Essay About Theme
- Proofreading and Publishing a Literary Essay About Theme

Literary Essay: Compare and Contrast

- What Is a Compare and Contrast Essay About Literature?
- Planning a Compare and Contrast Essay About Literature
- Organizing a Compare and Contrast Essay About Literature
- Writing a Compare and Contrast Essay About Literature
- Polishing a Compare and Contrast Essay About Literature

Great Speeches and Oratory

- Reading, Listening to, and Analyzing a Speech I: The Gettysburg Address
- Reading, Listening to, and Analyzing a Speech I: I Have a Dream
- Planning a Speech
- Writing a Speech
- Revising a Speech
- Practicing and Delivering a Speech

Descriptive Essay

- Lesson 1: Seeing with the Mind's Eye: Beauty
- Lesson 2: Seeing with the Mind's Eye: Nature
- Lesson 3: Seeing with the Mind's Eye: Wonders
- Lesson 4: Planning a Descriptive Essay
- Lesson 5: Recognizing Descriptive Language
- Lesson 6: Writing a Descriptive Essay I
- Lesson 7: Writing a Descriptive Essay II
- Lesson 8: Your Choice (Mentor Assignment)
- Lesson 9: Revision and Conference Day
- Lesson 10: Polishing a Descriptive Essay

Grammar, Usage and Mechanics

K12's GUM course addresses and provides reinforcement activities in sentence analysis, sentence structure, and proper punctuation and other important topics. Optional materials are available for students who need to review concepts that should have been mastered prior to this course. Skills updates, frequent exercises, cumulative reviews, and regular practice help students absorb the rules so they can confidently apply them in

their own writing. The Barrett Kendall Language Handbook provides exercises and a ready resource for grammar rules and conventions.

VOCABULARY

K12's Vocabulary program uses the Vocabulary from Classical Roots program (from Educator's Publishing Service) to build knowledge of Greek and Latin words that form the roots of many English words. The purpose of the program is to help students unlock the meanings of words from classical roots, not necessarily to memorize lists of difficult or obscure vocabulary words. These polysyllabic words are those that frequently cause students to stumble and often appear on standardized tests. Throughout this program, students will define and use words with Greek and Latin roots, and use word origins and derivations to determine the meaning of new words, as they increase their own vocabularies and develop valuable test-taking skills