



ENG104: Honors Literary Analysis and Composition I

This course 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 work on independent projects that 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. Student vocabularies are enhanced through the study of Greek and Latin root, improving students' ability to decipher the meanings of new words.

COURSE LENGTH: Two semesters

MATERIALS: *Classics for Young Readers, Volume 8; Classics for Young Readers, Volume 8: An Audio Companion; 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

PREREQUISITES: Success in K¹² Intermediate English A and B, or equivalent, and teacher/counselor recommendation

NOTE: Students who have already succeeded in K¹² middle school Literary Analysis and Composition should not enroll in this course.

I. LITERATURE

Students 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

Excerpts from "Barrio Boy" by Ernest Galarza

"No Gumption" by Russell Baker

Excerpts 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:

- 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 elements of a short story.
- 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.

II. COMPOSITION

In this writing program, students practice writing essays in various genres. 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, descriptive essays, speeches, 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 a Memoir II
- Revising a Memoir
- Proofreading and 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

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

Compare and Contrast Essay

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

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

- Seeing with the Mind's Eye: Beauty
- Seeing with the Mind's Eye: Nature
- Seeing with the Mind's Eye: Wonders
- Planning a Descriptive Essay



- Recognizing Descriptive Language
- Writing a Descriptive Essay I
- Writing a Descriptive Essay II
- Revising a Descriptive Essay
- Polishing a Descriptive Essay

III. GRAMMAR, USAGE, AND MECHANICS

This section addresses and provides reinforcement activities in sentence analysis, sentence structure, 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.

IV. VOCABULARY

This section 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.