



ENG106: Literary Analysis and Composition I

Students are able to gain credit if they have previously completed this course but did not successfully earn credit. For each unit, students take a diagnostic test that assesses their current knowledge of fundamental content. The results of these tests help students create individualized study plans.

In the course, students read a variety of literary works to sharpen reading comprehension and literary analysis skills. They review composition skills and expand their understanding of parts of speech, phrases and clauses, sentence analysis and structure, agreement, punctuation, and other conventions. Vocabulary lessons build knowledge of Greek and Latin words that form the roots of many English words.

COURSE LENGTH: Two semesters

MATERIALS: *Explorations: An Anthology of Literature, Volume A; English Language Handbook; Vocabulary from Classical Roots, Book B; Julius Caesar for Young People*

PREREQUISITES: Student completed the course or its equivalent, but did not receive credit; teacher/school counselor recommendation required

I. LITERATURE

Literature lessons sharpen reading comprehension skills, engage readers in literary analysis, and offer a variety of literature to suit diverse tastes. Through a varied selection of stories, plays, and poems, students develop skills of close reading and literary analysis while considering important human issues and challenging ideas. They come to appreciate the writer's craft as they consider the feelings, thoughts, and ideas of characters, and make connections between literature and life. Students also learn to read for information in nonfiction texts and practice the critical reading and analysis skills that are necessary for taking standardized assessments.

Readings include:

Novels (choose any two of the following)

The Outsiders by S.E. Hinton

The Dark Is Rising by Susan Cooper

The Fellowship of the Ring by J.R.R. Tolkien

The Hound of the Baskervilles by Sir Arthur Conan Doyle

Roll of Thunder, Hear My Cry by Mildred Taylor

White Fang by Jack London

The Martian Chronicles by Ray Bradbury

Drama

Julius Caesar for Young People (Swan Books)

Prose Fiction and Nonfiction

Works by Langston Hughes, Francisco Jiménez, Yoshiko Uchida, John Greenleaf Whittier, Joseph Addison, Robert E. Lee, and others

Poetry

Works by Emily Dickinson, William Wordsworth, Christina Rossetti, Rudyard Kipling, Robert Frost, Walter de la Mare, Elizabeth Coatsworth, and others

Partial List of Skills Taught:

- Describe characters based on speech, actions, or interactions with others.
- Identify character traits and motivations.
- Identify rhyme scheme.
- Recognize use of language to convey mood.
- Recognize author's purpose and devices used to accomplish it, including author's language, organization, and structure.
- Identify and interpret the use of figurative language.
- Compare and contrast literary characters and selections.
- Identify theme.
- Identify point of view.
- Make inferences and draw conclusions.
- Demonstrate knowledge of authors, characters, and events of historically or culturally significant works of literature.
- Identify conflict and resolution.
- Identify climax.
- Recognize author's attitude or tone.
- Compare and contrast characters or literary selections.
- Identify conflict and resolution.
- Identify symbolism.
- Recognize the effect of setting or culture on a literary work.
- Recognize use of language to convey mood.
- Make inferences and draw conclusions.

II. COMPOSITION

Students learn the building blocks of effective compositions by starting with the basis for all essays—the paragraph. After they have learned about the structure and organization of ideas in a paragraph, they begin the study of the essay. Students read model essays and analyze the essays from the perspective of both a reader and a writer. In writing their own essays, students apply the concepts they have learned from studying the models. Students go through a process in writing essays: They plan, organize, write, revise, and proofread their essays, implementing feedback they receive in the early stages of writing. Students also learn to write in response to prompts similar to those they will encounter on standardized tests.

Introduction to the Paragraph

Students learn about the parts of a paragraph, the importance of purpose and audience, and the concepts of unity, clarity, and coherence. They apply what they learned as they write their own paragraph.

Introduction to the Essay

Students read a model essay and analyze it. They learn about the importance of developing a strong thesis statement that controls the ideas in the rest of the essay. Then students plan, write, revise, and proofread an essay on a topic they have chosen

Writing to a Prompt

As students progress through high school, they are faced with standardized tests that ask them to write a response to a question, also known as a prompt. In this course, students learn how to read and analyze a prompt, plan their response, and write their essay, all within a predetermined time limit.

Personal Narrative

The personal narrative offers students a chance to express themselves in the form of an essay. After reading a model narrative essay, students analyze it, focusing on the way the writer uses language to show—not merely to tell—what is happening. Students plan, write, and revise their narrative essay, incorporating what they learned about showing language.

Persuasive Essay

The ability to persuade is a skill students will find useful throughout their lives. Students focus on the elements of logical thinking and on the importance of knowing the difference between fact and opinion as they read and analyze the model essay and as they write their own persuasive essay.

Research Report

The Composition curriculum culminates with a research report. Before students begin their research, they learn about information sources, both in libraries and online. They are introduced to Internet searches and ways to determine if a source is reliable. Note-taking, outlining, and citing sources are other topics covered in this comprehensive unit.

III. GRAMMAR

The Grammar, Usage, and Mechanics program addresses many grammatical topics, with reinforcement activities in sentence analysis, sentence structure, and proper punctuation. Students analyze syntax and diagram sentences in order to understand how words, phrases, and clauses function in relation to each other. Frequent exercises and regular practice help students absorb the rules so they can confidently apply them in their own writing.

General Topics of Study Include:

- Sentence Review
- Parts of Speech Review (optional)
- Kinds of Complements
- Kinds of Phrases
- Verbals and Verbal Phrases (optional)
- Clauses (optional)
- Sentence Fragments and Run-ons
- Using Verbs (optional)
- Using Pronouns (optional)
- Subject and Verb Agreement
- Using Adjectives and Adverbs (optional)
- Capital Letters
- End Marks and Commas
- Italics and Quotation Marks
- Other Punctuation

IV. VOCABULARY

The *Vocabulary from Classical Roots* program builds knowledge of Greek and Latin words that form the roots of many English words, especially the polysyllabic terms that sometimes cause students to stumble. Throughout this program, students 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.