

Writing Checklist: Literary Analysis and Composition

These are the types of writing that your student will encounter in the K12 Literary Analysis and Composition curriculum. Your student should have successfully completed all of them and be able to furnish writing samples written at a grade appropriate level. You can use this checklist in your consideration of placement.

Checklist of Writing Types:

Memoir:

Students will read several literary memoirs, and then they will write a memoir, a narrative composed from their personal experiences. As students focus their topics, they will determine what meaning they derived from the experience and what message or emotion they want to convey to their audience. Students will write in first-person point of view, incorporate language that shows, and create relevant dialogue so that their readers can understand and share in the experience.

Literary Essay About Character:

Students will choose a character from a short story they have read and write an essay that focuses on character traits and motivations and how the character changes, or how an aspect of the character helps to communicate the theme of the story. To describe and analyze the character, students will brainstorm precise and vivid words and phrases and consider the character's speech, actions, and relationships with other characters. Students will formulate a strong thesis statement about the character and provide examples and evidence from the selection to support the thesis.

Argument:

An argument is a form of persuasive essay. Students will examine both sides of an issue and then choose a side to defend. In planning their essay, students will review logical fallacies and emotional appeals to determine what is and what is not appropriate for their essays. In addition to developing a strong thesis statement and using research to support it, students will deal with opposing viewpoints in the body of their essay, remembering to concede a point, when necessary.

- Descriptive Essay:**
Students will read and analyze several literary works by well-known authors that describe places. They will focus on recognizing figurative language, language that shows, and language that appeals to the senses. Then they will use these kinds of language as they write their own descriptive essays about a place that is significant to them.

- Research Paper:**
Students will research a topic that interests them and then write a formal paper that presents their findings. Using both offline and online materials, students will gather their information, take notes, and organize their notes into a formal outline. Then they will write their paper, using their research to support their thesis. Students will cite their sources within their paper and prepare a Works Cited page at the end of their report. When they revise their paper, students will focus on unity (all sentences in a paragraph relate to the main idea and all paragraphs in the essay relate to the whole) and coherence (the prose flows well with appropriate transitions between ideas).

- Literary Essay About Theme:**
Students will read a model essay that explains the theme of a poem they have read. They will analyze what evidence the writer uses to arrive at the theme. Then students will choose another poem they have studied, create a thesis stating its theme, and use quotations and examples from the poem to justify their interpretation and analysis.

- Compare and Contrast Literary Essay:**
Comparing and contrasting is a skill that students will use over and over during their academic years. Students will read a model essay that compares and contrasts two poems they have just studied. Then students will write a compare and contrast essay, in which they formulate an appropriate thesis, determine points of comparison, and choose an organizational structure to present the information in a clear and coherent manner.

- Speech:**
Students will have an opportunity to express themselves verbally in this unit on speeches. They will listen to, read, and analyze two speeches, focusing on delivery and the use of rhetoric. Then they will choose a topic for a speech, decide on purpose and audience, and use what they have learned in their analysis to develop their topics. Finally they will practice and deliver their speeches, using the delivery techniques they identified as they listened to the model speeches.

