

English Literature & Composition

Advanced Analytical Writing Grade 6-8

NWCS Summer 2024

DATE/TIME: SATURDAYS (7/6 – 8/24, 2024) [10:00 AM-Class A and 11:00 AM-Class B]

NUMBER OF SESSIONS: 8 (55-minutes per class)

COURSE OVERVIEW

Student-centered instructional method that focuses on blending deep conceptual knowledge with an inquiry-based approach to active, experiential (hands-on), real-world application learning. The lessons will modify to accommodate various learning styles and levels within the grade prerequisite, including a strong curriculum focus enhanced by an engaging, experiential learning approach, using universal design learning with multi-media.

In this inquiry-based PBL (Project-based Learning) environment, the class analyzes fiction and nonfiction, modern and classic literature, while studying informational data aligned with the academic, Standard Common Core Curriculum (SCCC) for Middle School, grades 6-8, to prepare the students for high school readiness.

Learning Objectives:

- Discern and apply enhanced high school vocabulary and literary terminology to improve reading comprehension and develop higher level writing skills
- Conduct close readings and critical reading to evaluate and comprehend in-depth elements about classic literature
- How to write an academic outline, summary, and formal essay format
- Increase appreciation of literature in various genres
- Improve analytical reading and writing skills, including reading comprehension and composition editing, and revising
- Write a biographical-research paper and a literary essay in an MLA format, including MLA citations; analyses based on popular literature and famous world leaders
- Produce and Present a Multimedia PowerPoint Presentation
- Collaborate in a team to produce a response paper on current news media
- Identify and comprehend the genre, main idea, theme, tone, bias, and underlying messages of literary works
- Recognize and interpret inferential clues for richer literary analyses
- Be able to cite contextual clues (evidence within the text that supports its underlying meaning) to support their claims, using evidence-based arguments and individual perspectives
- Gain high school reading and writing readiness, applying critical thinking and analytical perspectives, with intermediate to advanced group activities and class discussions
- Developing strong literary analyses to improve reading skills and introduce high school level words, boost the student's imagination and creative writing skills, and build more advanced vocabulary and word choices, which is critical for contemporary and progressive analytical reading comprehension and academic essay writing at high school level.

Class Notes: Late assignment submissions are NOT accepted!

*** If students miss taking a test or submitting an assignment when it's due, they will receive a ZERO! The only exception is if a student has a medical or parental written excuse to do a make up in the following week. Only under these circumstances will a late submission or test be allowed and receive credit.

LITERATURE ANALYSIS & COMPOSITION

Lesson 1

1. **Students get acquainted** through an interactive icebreaker and personal introductions
Be prepared to write and share a one-paragraph personal bio.
2. **Syllabus Preview** and Course Orientation
3. **High Level Vocabulary:** High School vocabulary is studied and practiced every week. A vocabulary quiz will be administered. [50 pts.] [DUE _____]
4. **LITERARY ANALYSIS ESSAY:** Teacher shares preliminary information about the classic literature: popular middle school and high school books. The students choose one from a provided list to read and annotate to write a literary analysis essay. It is recommended to purchase the book. Buying an eBook is fine to have it to read when away from home, and it is practical to have the hard-copy to highlight, earmark, and reference later on. Yes, you can attain it from the library, as long as you make sure you don't have to return it before the course analysis of the book. It will be a good novel to have on your shelf for future reference. Start reading the novel now to have it finished in time.
[100 pts.][DUE _____]
5. **BIOGRAPHICAL RESEARCH PROJECT:** The class previews this advanced research project: Each student selects one of the world famous influencers who have made an impact on the world in one way or another. This in-depth research requires library and online research gathering of information to write a research paper and produce a class multi-media PowerPoint presentation. Select someone to write about today to have your outline ready for peer review and to submit next week. Use a graphic organizer and info-graphics to develop an outline for your essay.
[Essay 100 pts.][Presentation 100 pts.][DUE _____]

HW:

Lesson 2

The Bio-Research Outline is due for peer review, revision, and submission DURING CLASS. If you don't have it ready to share on the share screen, you will lose 25 points! **It is critical that you screen share your paper every week during class to improve and revise it. That means you need to make sure your digital document is on the same computer you are Zooming before class and that any tech issues are handled before class** (audio and video are tested and resolved during the week, such as slow WiFi or a camera or mic that doesn't work properly.) If you have slow speed Internet, either get a WiFi Booster or use Hotspot. It is your responsibility to prepare appropriately for on online class.

Work with a partner to share research ideas and give feedback, but each student must write his or her own independent paper. No one can write a paper on the same person that someone else is writing in the class. They must all be different biographies. The research work and ideas of content are shared in the group work during peer review. Whereas, each student is to write an independent essay in his or her own style, based on the data gathered in class

HW:

Lesson 3

The Bio-Research 1st draft is due for peer review, revision, and submission DURING CLASS.

Review the key elements important in a research paper: the hook, background information, a bridge to the thesis, the thesis. Make sure you are including intriguing points about your biographee (whom you are writing about). At this point you should have what's called a working thesis that you develop as you analyze your research material.

HW:

- Type the revision of your Research Essay to share in the next class
- Type the 1st draft of your Literary Essay to share in the next class.

Lesson 4

*Research Essay Revision must be shared in class and submitted **DURING CLASS** for 25 pts.: Peer Reviewed

1. The Class Team finalizes their *Current Event News* Response Paper before submitting it. **[50 pts.]**
2. Students share screen their typed revised draft of the bio-research to show the class for review and comments.
3. Students share screen their typed 1st draft of their Literary Analysis for peer review.
4. Students take notes from T-comments to make revisions to their drafts, accordingly.
5. Develop a strong thesis both papers to share with the class.
6. Prepare Class Presentation with PPT slides (including different pics of the author and the book)
7. Students practice giving their class presentation for the bio-research project for next class: Peer Review HW:
 - Study high school literary terms and vocabulary Study Guide for the test at the next class.
 - Type the Final Draft for your Biographical Research Essay to share and submit in the next class.
 - Type the Final Draft for your Literary Analysis Essay to share and submit in the next class.

Lesson 5 PEER REVIEW--CLASS REVISIONS FOR FINAL DRAFT

1. **Take the High School Vocab and Literary Terms VOCABULARY EXAM DUE _____. [50 pts.]**
2. Submit all assignments due today **while in class**.
3. Final prep for the Class Multimedia PowerPoint Presentation (including a brief video clip)
4. **Present your Biographical Research Multimedia PowerPoint Presentation DUE _____; [100 pts.]**
5. **Submit the FINAL DRAFT of the Biographical Research Essay DUE _____; [Combined 4 sections worth a total 100 pts.]**
6. **Submit the FINAL DRAFT of the Literary Analysis Essay DUE _____. [100 pts.]**

Lesson 6: Present your Multimedia PowerPoint Presentation to the class **DUE _____** [100 pts.]

Write a Course Reflection Paper (MLA format 500 words) **DUE _____** [50 pts.]

Lesson 7: Reflection Paper PEER REVIEW

Submit Reflection Paper **DURING CLASS** **DUE _____** [50 pts.]

Lesson 8: Course Review

1. Students receive individual score reports.
2. Class Discussion: course reflection and what they learned and their applications.
3. Students complete COURSE EVALUATION form on Google Docs for submission during class.
4. SEND OFF: Students choose interactive activities with each other for closure.



Instructor: Kurt A. Lehman, M.Ed.

For questions or concerns, call or text: 425-208-2286 or email

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