

Fairfax Collegiate  
2026 Summer Program  
Analytic Writing Course Syllabus  
Rising Grades 7-9



Course Description

*Evaluate and construct written arguments.*

Read, discuss, and critique essays, speeches, and articles.

Plan, write, discuss, and revise analytic essays about topics of personal interest.

Students in Analytic Writing build clear, well-supported arguments. They strengthen their critical reading skills and develop a more structured writing process. With collaborative discussion and focused practice, students learn how to move from thoughtful observations to well-crafted analytical essays.

Students read and evaluate various texts while practicing annotation, brainstorming, and outlining. They craft thesis statements, write organized paragraphs, choose precise evidence, and use transition words to improve clarity and flow. Throughout the course, they analyze persuasive techniques like ethos, pathos, and logos, compare texts, and complete multiple five-paragraph essays that strengthen both logic and style.

By the end of the course, students bring home a binder filled with annotated texts, drafts, and polished analytical writing. They leave ready to approach high-school-level analysis with clearer strategies, stronger arguments, and increased confidence in their ability to interpret and explain complex ideas.

Learning Objectives

Course Goals	<p><b>Develop Analytical Writing Skills:</b> Students develop an argument using evidence to support their position.</p> <p><b>Improve Logic and Organization of Writing:</b> Students utilize knowledge of thesis statements, topic sentences, and paragraph structure to improve the organization of their writing.</p> <p><b>Pre-Writing:</b> Students demonstrate critical thinking and planning by using a variety of pre-writing techniques.</p> <p><b>Read and Evaluate Texts:</b> Students evaluate and critique short stories, essays, speeches, articles,</p>
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	<p>etc. to understand rhetorical techniques.</p> <p><b>Share and Discuss Ideas to Improve Analysis:</b> Students collaborate and exchange ideas with peers to deepen their understanding of selected topics and texts.</p>
<b>Course Topics</b>	<p><b>What Is Analysis:</b> Students think critically about texts and consider the themes, lessons, and deeper meanings contained within them.</p> <p><b>Critical Reading and Annotating:</b> Students actively and critically read a variety of texts and learn annotation skills for close reading.</p> <p><b>Brainstorming:</b> Students learn a variety of techniques including pro/con lists, clustering, and Venn diagrams to organize and prepare for a writing task.</p> <p><b>Using Evidence:</b> Students understand the importance of using evidence to support an argument and work to improve the specificity of their examples.</p> <p><b>Thesis Statements:</b> Students learn the traditional components of a thesis statement and their functions.</p> <p><b>Topic Sentences:</b> Students construct topic sentences at the beginning of each paragraph to improve the clarity and organization of their writing.</p> <p><b>Transition Words:</b> Students utilize transition words in their writing to improve the logical flow of ideas.</p> <p><b>Paragraph Structure:</b> Students craft introduction, body, and conclusion paragraphs to expound upon an argument.</p>

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## Course Schedule

<b>Class Meeting 1</b>	<p><b>Introduction to the Course and Instructor:</b> Students are introduced to the primary elements of the course and the classroom expectations as set by Fairfax Collegiate and the instructor.</p> <p><b>Icebreakers:</b> Students get to know one another and discover commonalities they have with their classmates.</p> <p><b>What Is a Text?: Pre-Assessment and Discussion:</b> Students complete a pre-assessment to determine prior knowledge and participate in a discussion about the definition of a "text" and "analysis."</p> <p><b>How to Analyze:</b> Students develop an understanding of how to look at any text analytically. They display their new understanding of a "text" using an exit slip.</p> <p><b>Topic/"Concept" Practice:</b> Students analyze various symbols to determine their meaning as practice.</p> <p><b>Learning to Annotate:</b> Students acquire skills to annotate and close-read any text to promote deeper understanding and comprehension.</p>
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	<p><b>Car Poster Analysis:</b> Students closely examine a poster as a means for learning the basics of analysis. They practice differentiating between topics and concepts.</p> <p><b>Analytic Writing Practice:</b> Students write a sample paragraph showing their ability to organize information in their writing.</p>
<b>Class Meeting 2</b>	<p><b>Review of Day 1 Concepts:</b> Students recall and review concepts they learned the day prior to ensure retention of content.</p> <p><b>The Landlady Read Aloud:</b> Students read, annotate, and analyze a short story.</p> <p><b>Group Analysis Think-Aloud: "The Landlady":</b> Students examine the short story, "The Landlady" to identify the elements the author includes to establish suspense.</p> <p><b>Learning Brainstorming Techniques:</b> Students discover various means of brainstorming and developing creative ideas.</p> <p><b>Brainstorm With "The Landlady":</b> Students utilize a self-selected brainstorming strategy to organize ideas and to prepare for a piece of writing.</p> <p><b>Intro to Thesis Statements and Practice:</b> Students are introduced to the function and format of thesis statements. They examine examples and write their own.</p> <p><b>Craft Thesis for "Landlady":</b> Students craft an original thesis for the short story, "The Landlady."</p> <p><b>Write: Sample Paragraph:</b> Students craft a written analysis of "The Landlady."</p>
<b>Class Meeting 3</b>	<p><b>Simile/Metaphor Jeopardy Warm Up:</b> Students review the differences between similes and metaphors in anticipation for using those terms in their analysis.</p> <p><b>Intro to 5 Paragraph Structure:</b> Students review the essential components of the 5 paragraph structure.</p> <p><b>Read Sample Paragraph:</b> Students read a sample essay to analyze the use of the 5 paragraph structure.</p> <p><b>Topic Sentences Independent Work:</b> Students practice writing topic sentences related to an analysis of "The Landlady."</p> <p><b>Intro Paragraph Writing:</b> Students create an introduction paragraph for an analytical writing task and include a thesis statement at the end of the paragraph.</p> <p><b>Independent Writing: Rough Draft:</b> Students write a complete 5 paragraph analysis about Roald Dahl's "The Landlady."</p> <p><b>Peer Review:</b> Students give and receive peer feedback on their analytical essays.</p>
<b>Class Meeting 4</b>	<p><b>5 Paragraph Structure Quiz:</b> Students recall and identify information related to 5 paragraph structure.</p> <p><b>Intro: Ethos, Logos, and Pathos:</b> Students learn classic methods of persuasion to draw upon in their analyses.</p> <p><b>Close Look: Logos:</b> Students read and inspect two speeches which utilize logos.</p>

	<p><b>Practice: Logos:</b> Students write to persuade using an appeal to logic.</p> <p><b>Close Look: Ethos:</b> Students read and inspect an essay that uses ethos.</p> <p><b>Practice: Ethos:</b> Students analyze ethos and brainstorm using ethos in their own writing.</p> <p><b>Analyze: Ethos or Logos:</b> Students write a paragraph to analyze an author's use of ethos or logos and its effect on the reader.</p>
<b>Class Meeting 5</b>	<p><b>Warm Up: Ethos or Logos:</b> Students identify persuasive techniques.</p> <p><b>Close Look: Pathos:</b> Students read and inspect a text using pathos.</p> <p><b>Practice: Pathos:</b> Students analyze an author's appeal to emotion and the effect it has on the reader. Students practice making appeals to emotion themselves.</p> <p><b>Write Thesis for Pathos Essay:</b> Students craft a thesis related to an author's use of pathos.</p> <p><b>Brainstorm for E/L/P Essay:</b> Students prepare for an analytical writing task by using a brainstorming technique.</p> <p><b>Writing E/L/P Essay:</b> Students construct a 5 paragraph essay in which they analyze a text, focusing in on the author's use of a persuasive technique.</p> <p><b>Revise E/L/or P Conclusion:</b> Students closely inspect the requirements of a conclusion paragraph and ensure that their conclusion contains those aspects.</p> <p><b>Peer Review E/L/P Conclusion:</b> Students conduct a peer review to edit and revise conclusion paragraphs.</p>
<b>Class Meeting 6</b>	<p><b>Warm Up (E/L/P):</b> Students identify persuasive techniques.</p> <p><b>Lou Gehrig's "Goodbye to Baseball" Speech:</b> Students read and analyze a speech.</p> <p><b>Brainstorm Using "Goodbye to Baseball":</b> Students brainstorm for an essay regarding the speech, "Goodbye to Baseball."</p> <p><b>Read Chief Joseph's "Surrender Speech":</b> Students read and discuss Chief Joseph's "Surrender Speech."</p> <p><b>Brainstorm Using "Surrender Speech":</b> Students brainstorm for an essay regarding the speech, "Surrender Speech."</p> <p><b>Venn Diagram: Gehrig and Joseph:</b> Students conduct a Venn Diagram comparison to analyze the similarities and differences between Gehrig's and Joseph's speeches.</p> <p><b>Write: Which Speech Is More Successful and Why?:</b> Students analyze two speeches to determine which of the two is more successful.</p>
<b>Class Meeting 7</b>	<p><b>Warm Up (E/P/L):</b> Students warm up for the day by writing their own examples of ethos, pathos, and logos.</p> <p><b>Revisit Piece of Writing and Add Transition Words:</b> Students return and revise a piece of writing, focusing on the inclusion of transition words.</p> <p><b>Read-Write-Pair-Share: "Flexin In My Complexion":</b> Students read and discuss an article to</p>

	<p>prepare for analysis.</p> <p><b>Advertisement Analysis W/ Partner:</b> Students analyze advertisements to evaluate their purpose and effect on the viewer.</p> <p><b>Co-Writing:</b> Students collaborate and co-write an analysis of an advertisement.</p>
<b>Class Meeting 8</b>	<p><b>Read “Should Teenagers Go Trick-Or-Treating”:</b> Students read an article and discuss the main points.</p> <p><b>“Harrison Bergeron” Read Aloud + Annotation:</b> Students read and analyze the story, "Harrison Bergeron."</p> <p><b>Share Annotations With a Partner:</b> Students share their annotations with a partner and discuss clarification questions together.</p> <p><b>Choose Text and Brainstorm:</b> Students self-select a text to analyze and brainstorm to prepare for the writing task.</p> <p><b>Independent Essay Writing:</b> Students construct a 5 paragraph analytical essay on a text of their choice.</p>
<b>Class Meeting 9</b>	<p><b>Read-Write-Pair-Share: Commercial Video Analysis:</b> Students transfer their analysis skills in order to inspect and evaluate a video commercial.</p> <p><b>Select Text for Final Essay:</b> Students select the text for their final essay and silently re-read the text to themselves.</p> <p><b>Brainstorm:</b> Students select their preferred brainstorm technique to prepare for their final essay.</p> <p><b>Thesis, Topic Sentences:</b> Students construct a thesis statement and the topic sentences for their final essay.</p> <p><b>Intro, Body Paragraphs, Conclusion:</b> Students compose their final essay independently.</p> <p><b>Self Edit:</b> Students review, refine, and edit their final essay.</p> <p><b>Add in Transition Words:</b> Students select and incorporate transition words into their final essay.</p>
<b>Class Meeting 10</b>	<p><b>Peer Review and Conferences With Instructor:</b> Students work to polish their final essays by conducting peer reviews and conferences with the instructor.</p> <p><b>Finalize Essay:</b> Students make final adjustments to their final essay to ensure they have demonstrated their best work.</p> <p><b>Prepare for Presentations:</b> Students prepare for the oral presentation of their final analytical essay.</p> <p><b>Presentations/Celebration:</b> Students present their final analysis and celebrate their accomplishments.</p> <p><b>Wrap Up:</b> Students gather all their materials from the course to take home.</p>