



Analytic Writing 7-9 Syllabus

Course Goals

1 Develop Analytical Writing Skills

Students develop an argument using evidence to support their position.

2 Improve Logic and Organization of Writing

Students utilize knowledge of thesis statements, topic sentences, and paragraph structure to improve the organization of their writing.

3 Pre-Writing

Students demonstrate critical thinking and planning by using a variety of pre-writing techniques.

4 Read and Evaluate Texts

Students evaluate and critique short stories, essays, speeches, articles, etc. to understand rhetorical techniques.

5 Share and Discuss Ideas to Improve Analysis

Students collaborate and exchange ideas with peers to deepen their understanding of selected topics and texts.

Course Topics

1 What is Analysis

Students think critically about texts and consider the themes, lessons, and deeper meanings contained within them.

2 Critical Reading and Annotating

Students actively and critically read a variety of texts and learn annotation skills for close reading.

3 Brainstorming

Students learn a variety of techniques including pro/con lists, clustering, and Venn diagrams to organize and prepare for a writing task.

4 Using Evidence

Students understand the importance of using evidence to support an argument and work to improve the specificity of their examples.

5 Thesis Statements

Students learn the traditional components of a thesis statement and their functions.

6 Topic Sentences

Students construct topic sentences at the beginning of each paragraph to improve the clarity and organization of their writing.

7 Transition Words

Students utilize transition words in their writing to improve the logical flow of ideas.

8 Paragraph Structure

Students craft introduction, body, and conclusion paragraphs to expound upon an argument.

Course Schedule

Day 1

Introduction to the Course and Instructor

Students are introduced to the primary elements of the course and the classroom expectations as set by Fairfax Collegiate and the instructor.

Icebreakers

Students get to know one another and discover commonalities they have with their classmates.

What is a Text?: Pre-Assessment and Discussion

Students complete a pre-assessment to determine prior knowledge and participate in a discussion about the definition of a "text" and "analysis."

How to Analyze

Students develop an understanding of how to look at any text analytically. They display their new understanding of a "text" using an exit slip.

"Topic"/"Concept" Practice

Students analyze various symbols to determine their meaning as practice.

Learning to Annotate

Students acquire skills to annotate and close-read any text to promote deeper understanding and comprehension.

Car Poster Analysis

Students closely examine a poster as a means for learning the basics of analysis. They practice differentiating between topics and concepts.

Analytic Writing Practice

Students write a sample paragraph showing their ability to organize information in their writing.

Day 2

Review of Day 1 Concepts

Students recall and review concepts they learned the day prior to ensure retention of content.

"The Landlady" Read Aloud

Students read, annotate, and analyze a short story.

Group Analysis Think-Aloud: "The Landlady"

Students examine the short story, "The Landlady" to identify the elements the author includes to establish suspense.

Learning Brainstorming Techniques

Students discover various means of brainstorming and developing creative ideas.

Brainstorm with "The Landlady"

Students utilize a self-selected brainstorming strategy to organize ideas and to prepare for a piece of writing.

Intro to Thesis Statements and Practice

Students are introduced to the function and format of thesis statements. They examine examples and write their own.

Craft Thesis for "Landlady"

Students craft an original thesis for the short story, "The Landlady."

Write: Sample Paragraph

Students craft a written analysis of "The Landlady."

Day 3

Simile/Metaphor Jeopardy Warm Up

Students review the differences between similes and metaphors in anticipation for using those terms in their analysis.

Intro to 5 Paragraph Structure

Students review the essential components of the 5 paragraph structure.

Read Sample Paragraph

Students read a sample essay to analyze the use of the 5 paragraph structure.

Topic Sentences Independent Work

Students practice writing topic sentences related to an analysis of "The Landlady."

Intro Paragraph Writing

Students create an introduction paragraph for an analytical writing task and include a thesis statement at the end of the paragraph.

Independent Writing: Rough Draft

Students write a complete 5 paragraph analysis about Roald Dahl's "The Landlady."

Peer Review

Students give and receive peer feedback on their analytical essays.

Day 4

5 Paragraph Structure Quiz

Students recall and identify information related to 5 paragraph structure.

Intro: Ethos, Logos, and Pathos

Students learn classic methods of persuasion to draw upon in their analyses.

Close Look: Logos

Students read and inspect two speeches which utilize logos.

Practice: Logos

Students write to persuade using an appeal to logic.

Close Look: Ethos

Students read and inspect an essay that uses ethos.

Practice: Ethos

Students analyze ethos and brainstorm using ethos in their own writing.

Analyze: Ethos or Logos

Students write a paragraph to analyze an author's use of ethos or logos and its effect on the reader.

Day 5

Warm Up: Ethos or Logos

Students identify persuasive techniques.

Close Look: Pathos

Students read and inspect a text using pathos.

Practice: Pathos

Students analyze an author's appeal to emotion and the effect it has on the reader. Students practice making appeals to emotion themselves.

Write Thesis for Pathos Essay

Students craft a thesis related to an author's use of pathos.

Brainstorm for E/L/P Essay

Students prepare for an analytical writing task by using a brainstorming technique.

Writing E/L/P Essay

Students construct a 5 paragraph essay in which they analyze a text, focusing in on the author's use of a persuasive technique.

Revise E/L/or P Conclusion

Students closely inspect the requirements of a conclusion paragraph and ensure that their conclusion contains those aspects.

Peer Review E/L/P Conclusion

Students conduct a peer review to edit and revise conclusion paragraphs.

Day 6

Warm Up (E/L/P)

Students identify persuasive techniques.

Lou Gehrig's "Goodbye to Baseball" Speech + Annotation

Students read and analyze a speech.

Brainstorm using "Goodbye to Baseball"

Students brainstorm for an essay regarding the speech, "Goodbye to Baseball."

Read Chief Joseph's "Surrender Speech"

Students read and discuss Chief Joseph's "Surrender Speech."

Brainstorm using "Surrender Speech"

Students brainstorm for an essay regarding the speech, "Surrender Speech."

Venn Diagram: Gehrig and Joseph

Students conduct a Venn Diagram comparison to analyze the similarities and differences between Gehrig's and Joseph's speeches.

Write: Which Speech is More Successful and Why?

Students analyze two speeches to determine which of the two is more successful.

Day 7

Warm Up (E/P/L)

Students warm up for the day by writing their own examples of ethos, pathos, and logos.

Revisit Piece of Writing and Add Transition Words

Students return and revise a piece of writing, focusing on the inclusion of transition words.

Read-Write-Pair-Share: "Flexin in my Complexion"

Students read and discuss an article to prepare for analysis.

Advertisement Analysis w/ Partner

Students analyze advertisements to evaluate their purpose and effect on the viewer.

Co-Writing

Students collaborate and co-write an analysis of an advertisement.

Day 8

Read "Should Teenagers Go Trick-Or-Treating" + Discuss

Students read an article and discuss the main points.

"Harrison Bergeron" Read Aloud + Annotation

Students read and analyze the story, "Harrison Bergeron."

Share Annotations with a Partner

Students share their annotations with a partner and discuss clarification questions together.

Choose Text and Brainstorm

Students self-select a text to analyze and brainstorm to prepare for the writing task.

Independent Essay Writing

Students construct a 5 paragraph analytical essay on a text of their choice.

Day 9

Read-Write-Pair-Share: Commercial Video Analysis

Students transfer their analysis skills in order to inspect and evaluate a video commercial.

Select text for Final Essay

Students select the text for their final essay and silently re-read the text to themselves.

Brainstorm

Students select their preferred brainstorm technique to prepare for their final essay.

Thesis, Topic Sentences

Students construct a thesis statement and the topic sentences for their final essay.

Intro, Body Paragraphs, Conclusion

Students compose their final essay independently.

Self Edit

Students review, refine, and edit their final essay.

Add in Transition Words

Students select and incorporate transition words into their final essay.

Day 10

Peer Review and Conferences with Instructor (60 mins)

Students work to polish their final essays by conducting peer reviews and conferences with the instructor.

Finalize Essay

Students make final adjustments to their final essay to ensure they have demonstrated their best work.

Prepare for Presentations

Students prepare for the oral presentation of their final analytical essay.

Presentations/Celebration

Students present their final analysis and celebrate their accomplishments.

Wrap Up

Students gather all their materials from the course to take home.

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