

## LTT LANGUAGE ARTS CLASSES 2022-2023

**ABOUT LTT's LANGUAGE ARTS PROGRAM:** All of LTT's language arts courses are taught from a distinctly Christian and classical worldview. The compositions in the LTT writing classes are generally synthetical, while the writing in the LTT literature classes is more analytical. High school students absolutely need to learn both analytical and synthetical writing to be well prepared for higher education.

The Introductory Writing class for middle school students uses writing level B from Institute for Excellence in Writing ([www.iew.com](http://www.iew.com)) which teaches writing through the classical method of imitation. The Foundational Writing class (formerly Writing B) and the Advanced Writing class (formerly Writing C) both use some stylistic techniques and structural concepts from IEW but go much further in developing composition skills in high school students, placing more emphasis on the content and clarity of a student's papers. Many students will remain in the Introductory and Foundational writing classes for two consecutive years to master the concepts presented, giving them the confidence to move to a higher level of writing. The writing and grammar concepts in the Introductory and Foundational classes do not change from year to year, but the content of the writing assignments rotates every other year within the level, creating little repetition for second year students. Although the Introductory and Foundational writing classes are offered every year, the Advanced writing class is only offered every other year.

The literature classes focus on textual engagement and close reading, along with honoring authorial intent and historical context. Although the classes are taught from a Christian perspective, students are not taught to judge a text through a critical lens, but instead are encouraged to appreciate the text as the author intended while considering what the book might have to say about biblical and universal truths, no matter what the author's beliefs were. Stories written by non-Christians include the truths of the scriptures because they are representations of spiritual realities written on every human's heart by our creator. Since reading and writing are closely related, most of the literature classes are writing intensive. Each year there is a literature option for 9th/10th and 11th/12th although the literature options rotate. Balancing instructor guided reading with class discussion, the 9th/10th grade literature options teach students to read metaphorically, make connections, and give students the background knowledge they need so that they are well prepared when they encounter the great books from Ancient and British literature in the 11th/12th grade. There are no separate literature classes currently offered for middle school students at LTT; however, the Introduction to Writing class is highly recommended as it exposes students to a wide variety of traditional stories such as fables, fairy tales, and legends. These are the stories that the novels studied in high school have grown out of, so elementary and middle school students should be reading these classic tales.

**INTRODUCTION TO WRITING** (1.5-hour tutorial): In this 32-week course, students in grades 6-8 will be introduced to the foundations of writing using Excellence in Writing's Level B Intensive curriculum. Covering all nine of IEW's structural models, this class will alternate all year between the inventive/imitation writing units and the report writing units. There are two main components to this class. One of these is the structural part of the class where students learn the concrete organizational skills necessary to structure a basic paper including: outlining sources, staying on topic in their body paragraphs, writing introductory and concluding paragraphs, and revising and polishing compositions. In addition to the organizational and structural component, a second major focus of this class is improving the syntax and mechanics of student's sentences using the IEW Stylistic techniques. Along with the structure and style that they learn, students will learn some basic grammar rules. One note about the inventive/imitation writing units: these are not open-ended creative writing but instead are structured and classical in nature. Students will build a binder throughout the year that includes the IEW Student Resource Notebook materials as well as supplemental resources created by the instructor. Students should plan on about 2-3 hours of homework per week. All paragraphs/papers (rough drafts and final drafts) must be typed before submission (parents can help with this if needed) and must be handed in during class, not by e-mail.

**NOTE:** Source materials are rotated every other year so that students can take this class for two years in a row without much repetition, but the same grammar is repeated each year so that students can fully master the concepts.

**In order to sign your child up for this introductory writing class:** You, the parent, must be willing to help your child organize and manage this class on a weekly basis at **home or your child will not be able to continue in the class**. Because this class only meets for 1½ hours per week and students at this level often need more help, students rarely succeed when parents leave them on their own so parental involvement is essential. Also, because this is a writing class, your child must be able to hold a pencil properly and be able to write in complete sentences. If your child does have a learning or developmental disability and you want

to sign them up for this class, you must first e-mail the tutor PRIOR to registering them for the class to make sure that the class will be a good fit for your student. Students with disabilities have taken this class and been very successful, but please be aware that you the parent will need to provide adequate support at home.

**Remote Option:** There is NO remote option for this class.

**Required Materials:** a blue or black pen (NO PENCILS ALLOWED IN THIS CLASS), a colored pen or pencil (any color except red, black, or blue), and a highlighter. At this level students do not need to purchase a grammar book as the instructor will provide any necessary handouts.

**Materials provided by teacher:** IEW binder, magnum opus binder, 3-ring pencil case to be kept in IEW binder, weekly handouts

**Materials Fee:** \$55 per student

**Tutor:** Carol de Vries, [csdevries4305@gmail.com](mailto:csdevries4305@gmail.com)

**FOUNDATIONAL WRITING (Formerly Writing B) (1.5-hour tutorial):** This 32-week high school writing course is a foundational composition class that is a prerequisite for all of LTT's high school writing and literature classes. Although this class continues from the introductory course utilizing *Excellence in Writing's* stylistic techniques and structural models, it goes much further than the scope of the IEW curriculum and places more emphasis on the clarity and content of the student's compositions. During the first semester, students are taught how to move beyond report writing (which they learned in the introductory class) and write a basic expository essay which includes choosing reliable sources, writing a thesis statement, using specific evidence, and integrating quotations. For the narrative unit of the class, students read several short traditional stories while learning to succinctly summarize a story. The culmination of the narrative unit is writing a literary paper that both summarizes and analyzes a narrative poem. Then in the second semester, students learn how to research and write an academic argument essay with MLA citations. Along with learning grammatical conventions and mastering syntactical techniques, students will spend time reading and imitating famous authors' styles. Sprinkled throughout the year, the forms and conventions of poetry are studied, and students write some of their own original poetry. Because of the foundational nature of this class, it is not uncommon for students to remain in this class for two years between 8<sup>th</sup>-10<sup>th</sup> grade. Each year reviews the same concepts, but the source texts and assignments are rotated every other year so that students do not repeat much from the previous year and can take the class for two consecutive years in order to fully master the material. Instead of a textbook, students will build a comprehensive binder throughout the year. Students should plan on about 4 hours of homework per week. All paragraphs/papers (rough drafts and final drafts) must be typed before submission and must be handed in during class, NOT by e-mail.

**Prerequisites and Important Notes:** This class is appropriate for those students in 8<sup>th</sup> grade and up who have successfully completed LTT's introductory writing course, or it can also be used as a starting point for any high school student (9<sup>th</sup> grade and up) who has not taken LTT's introductory writing class. It is always to a weaker writer's advantage to have first taken the Introductory Writing course in middle school as the Foundational class does start off with some review, but the pace picks up quickly after the first few weeks of class. Foundational Writing is also the prerequisite for many of LTT's high school literature classes and the advanced writing class. How to know if your student is ready for this class? If your student successfully completed the introductory class without much help from their parent, the introductory writing tutor recommended that they were ready, and they are in 8<sup>th</sup> grade or above, then they should be able to handle this class. If your high school student has any learning or neurological disabilities, it is best that you NOT put them in this class without their first taking the introductory class.

**Credits:** This class is equal to one full credit of high school grammar and composition.

**Required materials you should purchase:** 2-inch, three-ring binder with 8-tab dividers (marked: models, style, grammar, poetry, thesaurus, documentation, compositions, and quizzes), a blue or black pen, a colored pen or pencil (except red), a highlighter, a three-ring binder pencil case, and some (not a whole ream) of three-ring binder paper. Because this class is taught so that students can take it for two consecutive years, a different grammar book is used each year and each grammar book has a different focus. Last year the grammar book focused on grammar and usage, while this year the grammar book focuses on grammar and syntax. This year students should purchase the book *Grammar for Middle School: A Sentence-Composing Approach* student worktext by Don and Jenny Killgallon. ISBN 978-0-325-00956-8.

**Materials Fee:** \$55 per student.

**Tutor:** Allison Desautell, [allisondesautell@gmail.com](mailto:allisondesautell@gmail.com)

**ADVANCED WRITING (Formerly Writing C) (1.5-hour tutorial):** This course will be offered in the 2023-2024 school year.

**FUNDAMENTALS OF LITERARY ANALYSIS (1.5-hour tutorial):** This 32-week high school literary analysis class is ideal for 9<sup>th</sup> and 10<sup>th</sup> graders but is open to any high school student who has never taken a formal high school discussion-based literature class. The intent of the class is to give students a solid foundation in literary analysis which includes helping them learn to read closely and metaphorically, appreciate authorial intent while discerning secular ideologies, and view each text Biblically by considering

what the book might have to say about absolute truth, no matter what the author's beliefs or worldviews were. As an example of this, for each novel read, students will discuss what does this particular story have to say about man's inherent need for a savior. Throughout the year to prepare for class discussions, students will use a mix of study guides, annotation and close reading exercises, and written responses in dialectical journals, but no matter what they are using, students will be expected to provide textual evidence for their responses. Because students need to be able to both establish meaning and analyze meaning, class conversations will toggle back and forth between broad discussions of the text's big ideas along with deep dives into excerpts to notice text structure and author's word choice. Texts are intentionally chosen to expose students to a wide variety of genres from both American and British literature and for their text complexities: multiple narrators or plots, non-linear time sequence, symbolic elements, parallel characters or stories, or archaic language. Students are taught incrementally to write a variety of paragraphs and literary analysis essays.

**Prerequisites and Notes:** Although it is not a prerequisite, it is recommended that students have successfully passed one year of Foundational Writing (Formerly LTT's Writing B) or an equivalent before taking this class.

**Credits:** This class is equal to 1 full high school literature credit.

**Required Books to Purchase:** Students will start the year with an 8-week short story unit and then read several novels: *A Christmas Carol* by Charles Dickens, *The Strange Case of Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson, *The Giver* by Lois Lowry, *Animal Farm* by George Orwell, *The Old Man and the Sea* by Ernest Hemingway, and *Much Ado about Nothing* by William Shakespeare. The short stories used for the first 8 weeks will be emailed to the student each week and they will be required to print them out. For the novels, it is recommended that you purchase a used copy of each of the books so that your student has the book when needed and can feel free to write in their book. You may purchase any UNABRIDGED edition for the required books except for *Much Ado about Nothing* which must be the *No Fear Shakespeare* version ISBN 9781411401013.

**Required materials** you should purchase: 1 ½ inch, three-ring binder with 5-tab dividers (marked: handouts, current book, past books, tests/quizzes, compositions), a blue or black pen, and some three- ring binder paper (not a whole ream of paper!). In the second semester students will need a composition notebook.

**Materials Fee:** \$55 per student

**Tutor:** Allison Desautell, [allisondesautell@gmail.com](mailto:allisondesautell@gmail.com)

**CLASSICAL LITERATURE I:** (1.5 hours) **Offered in the fall semester.** Although this one semester interactive reading class is geared for 11<sup>th</sup>-12<sup>th</sup> graders, it is open to any high school student who is a mature reader and writer and has met all of the prerequisites for the class. Students will spend the semester reading the defining Greek epic that has had an incalculable influence on the western world (*The Iliad* by Homer) as well as a Greek tragedy (*Trojan Women* by Euripides). Both texts were originally performed either by bards or on stage so they lend themselves well to being read aloud. Each week students will read the text at home and then the following week, a major portion of the class will be spent reading aloud and unpacking pertinent monologues and excerpts. Reading aloud will greatly enhance comprehension of the text. Because students need to be able to both establish meaning and analyze meaning, class conversations will toggle back and forth between broad discussions of the universal truths found in the text along with deep dives into excerpts to notice text structure and author's word choice. Both *The Iliad* and *Trojan Women* were written in a pagan pre-Christian society, so students will learn to appreciate the story in the context of the ancient culture it was written in while comparing and contrasting it with the Judeo-Christian worldview. Although *The Iliad* is long, this particular translation is very accessible. Each week students should expect to read about 50 pages, complete work in a study guide, and write at least one paragraph (generally from the Progymnasmata).

**Notes:** This class is the first of two semester long, upper level, classical literature classes offered this year at LTT. The two classes are similar in many ways but differ in that the first semester is less reading per week and is more focused on reading orally in class while the second semester requires more reading per week but there will be less reading aloud in class. Taking the two classes together is ideal as the first semester lays a foundation for the second semester, but students can choose to take just one semester as long as all of the prerequisites for that semester have been met.

**Prerequisites:** In order to enroll in this class, students must have successfully passed one year of LTT's Foundational Writing (formerly Writing B or an equivalent). In addition, students should have fulfilled ONE of the following options:

- Completed one full year of a high school literary analysis class (such as LTT's Fundamentals of Literary Analysis) AND either the instructor's mythology class or be very familiar with Greek mythology. I suggest reading Edith Hamilton's book *Mythology* prior to taking this class. Students will need to pass a basic test on Greek mythology the first week of class.
- Completed Advanced Writing (formerly Writing C) AND the instructor's mythology class.

If students have not met the prerequisites, permission will need to be granted by emailing the instructor **PRIOR** to registering for this class.

**Credits:** This class is equal to ½ high school classical literature credit.

**Required materials you should purchase:** 1 ½ inch binder, with 4 tabs (marked: handouts, homework, quizzes, compositions), a pen and some three-ring binder paper. Students will need *The Iliad* by Homer (must be the Robert Fagles translation ISBN 0140275363 or ISBN 0670835102 or ISBN 0140275360). And students will need *The Iliad: Memoria Press Study Guide* available at Christian Book Distributors for 11.00 (stock #WW389872). *Trojan Women* will be provided by the instructor.

**Materials fee:** \$35

**Tutor:** Allison Desautell, [allisondesautell@gmail.com](mailto:allisondesautell@gmail.com)

**CLASSICAL LITERATURE II:** (1.5 hours) **Offered in the spring semester.** This one semester upper level (11<sup>th</sup>-12<sup>th</sup> grade) high school literature class will explore the hero's journey. The hero's quest is a common pattern of human experience which underlies all literature and film. Tracing the growth and transformation of several characters, this class will look at quests that are all very different, some physical, some moral, and some spiritual. The journeys studied will range from Jonah's defiant flight from God (from the Bible) to Odysseus's arduous journey to get home full of physical obstacles and temptations (*The Odyssey* by Homer) to Atticus Finch's steadfast quest for justice (*To Kill a Mockingbird* by Harper Lee) and finally to a spiritual bus ride to heaven with characters unwilling to let go of their vices (*The Great Divorce* by C. S. Lewis). Class discussions will focus on what each novel has to say about God, honor, truth, faith, mercy, justice, and sin. Because students need to be able to both establish meaning and analyze meaning, class conversations will toggle back and forth between broad discussions of the text's big ideas and Biblical truths along with deep dives into excerpts to notice text structure and author's word choice. Each week students should expect to read about 75 pages, keep a dialectical journal, complete additional handouts, and write at least one paragraph (generally from the Progyrnasmata).

**Notes:** This class is the second of two semester long classical literature classes offered this year at LTT. The two classes differ in that the first semester is less reading per week and is more focused on reading orally in class while the second semester requires more reading per week but there will be less reading aloud in class. Taking the two classes together is ideal as the first semester lays a solid foundation for the second semester, but students can choose to take just one semester as long as the prerequisites for that semester have been met.

**Prerequisites:** In order to enroll in this class, **ALL** students must have successfully passed one year of LTT's Foundational Writing (formerly LTT's Level B or an equivalent). In addition, students should have fulfilled **ONE** of the following options:

- Completed one full year of a high school literary analysis class (such as LTT's Fundamentals of Literary Analysis) AND either the instructor's mythology class or be very familiar with Greek mythology. I suggest reading Edith Hamilton's book *Mythology* prior to taking this class. Students will need to pass a basic test on Greek mythology the first week of class.
- Completed Advanced Writing (formerly Writing C) AND the fall Classical Literature class.

If students have not met the prerequisites, permission will need to be granted by emailing the instructor **PRIOR** to registering for this class.

**Credits:** This class is equal to ½ high school classical literature credit.

**Required materials you should purchase:** 1 ½ inch binder, with 5 tabs (marked: handouts, current book, past books, quizzes, compositions), a pen and three-ring paper, and a composition notebook. Students will need any unabridged version of *The Great Divorce* by C. S. Lewis and *To Kill a Mocking Bird* by Harper Lee. *The Odyssey* by Homer must be the Robert Fagles translation ISBN 0140449952 or ISBN 0140449957.

**Materials fee:** \$35

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