

2024-2025 LANGUAGE ARTS CLASSES

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) 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 high school literature classes focus on teaching students to read closely and metaphorically, while also making connections. 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. Balancing instructor guided reading with class discussion, the early high school literature courses focus on familiarity with stories from the traditional canon, mythology and Shakespeare, while the upper-level literature course focuses on the great books from ancient literature, The Iliad and The Odyssey. Each year there is a literature option for high school students that is offered, although the literature classes rotate and are offered every other year. For middle school students, the Introduction to Writing class is highly recommended as a first exposure to literature 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. In addition, LTT now offers a literature/writing course option for middle school students that uses C. S. Lewis's Narnia books.

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 curriculum. Covering all nine of IEW's structural models, this class will alternate all year between the inventive 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 writing units: these are not open-ended creative writing but instead are structured and classical in nature. Students will use the IEW Student Resource Binder materials as well as supplemental resources created by the instructor. The fee for this notebook is included in your registration fee, and the notebook will be handed out in the first class meeting. Students should plan on about 2-3 hours of homework per week, and that homework will consist of both a new writing assignment and a revision assignment to be completed at home. 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 email**

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, and parents must commit to reviewing the weekly assignment checklist and to holding their

students accountable for the work's completion. 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 or green), 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

Materials Fee: \$65 per student

Tutor: Carol de Vries, cdevries4305@charter.net

FOUNDATIONAL WRITING (Formerly Writing B) (1.5-hour tutorial): This 32-week high school writing course is a foundational high school composition class open to all high school students whether they have taken LTT's Introductory Writing course or not, as well as to 8th graders who have successfully passed LTT's Introductory Writing class. 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. At the end of the second semester, students will be freed from the checklist as that was always the end goal—to "learn the rules like a pro, so you can break them like an artist" (Pablo Picasso). 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 8th-10th 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 3-4 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: Taking the Introductory Writing class prior to enrolling in this class is required for all 8th graders. There are no prerequisites if your student is in high school; however, if your high school student is challenged academically or neurologically, it is always best to first put them in LTT's Introductory Writing class.

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

Required materials you should purchase: Must have a **2-inch (NO exceptions on size!), 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, and a three-ring binder pencil case. This year please purchase the grammar book: *Grammar for Middle School: A Sentence Composing Approach: A Student Work Text* by Don and Jenny Killgallon (ISBN 978-0-325-00956-8). **A note about the grammar book:** Do not assume that because the title says "for Middle School" that it is below your high school student. I have not met a high school student yet who was not challenged by this grammar book which is why I use the middle school level book and not the high school level book.

Materials Fee: \$65 per student.

Tutor: Allison Desautell, allisondesautell@gmail.com

ADVANCED WRITING (Formerly Writing C) (1.5-hour tutorial): This will be offered in the 2025-2026 school year.

This full year high school composition class is only offered every other year at LTT. The course is designed to be the last writing class a student takes before entering college and focuses on more mature writing that students will encounter in higher education, so it is best suited for 10th to 12th graders. At this level conducting research is essential, so students write a 12-paragraph research paper. For this they learn invaluable skills such as how to choose reliable sources, construct a thesis statement, organize an outline from multiple sources, integrate supporting quotations, and cite their sources with MLA parenthetical citations. Students will also learn to research and write argument and persuasive essays. The persuasive essay is of critical importance as students are required to take a stand on an issue using strong evidence but then consider the other side of

the argument as well, a skill that is in danger of becoming obsolete in modernity. Learning to write on demand is an essential skill to learn before heading off to college, so students learn to write timed argument paragraphs and essays in class. Additionally, students write a personal narrative essay and college application essays for both secular and Christian or Catholic universities (They will have a choice between Christian or Catholic). Although this is not a literature class, there is a small narrative component. Students learn some of the forms and conventions of poetry and meter and they study Medieval fairy tales and Arthurian legends. For this unit they write basic narrative essays as well as more advanced comparison and contrast essays where they compare two different versions of the same story, compare two different stories, and compare a story with historical evidence. At the end of the year, students are required to present to the class an original persuasive paper they have written. Presenting something without memorizing is an important skill that is used not only in higher learning, but in the work force every day. Grammar studied will be specific to the SAT, ACT, and CLT writing tests, so students will be prepping for the grammar portion of those tests all year. Students should plan on about 4-5 hours of homework per week. All paragraphs/papers must be typed before submission and must be handed in during class, not by e-mail.

Prerequisites: Because this class is typically the last composition course a student takes before moving into higher education, it moves at a much quicker pace than LTT's Foundational Writing Course, so it is best suited for students in 10th -12th grades who are competent readers and writers. They should have successfully (so they did not struggle) completed one year of LTT's Foundational Writing class (formerly Writing B) OR a full year of LTT's high school literary analysis. If students have not taken LTT's Foundational Writing class OR a full year literature class with the instructor, they will need to get the instructor's approval PRIOR to registering for the 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 9 dividers (marked: style, grammar, thesaurus, narrative, argument, research, documentation, fig lang/poetry, quizzes/miscellaneous. The grammar book you should purchase for this class is a copy of *The Ultimate Guide to SAT Grammar* by Erica L. Meltzer (there is a newer edition, but students must purchase the Fourth Edition ISBN 9780997517866).

Materials Fee: \$55 per student.

Tutor: Allison Desautell, allisondesautell@gmail.com

INTRODUCTION TO WRITING WITH NARNIA (1.5-hour tutorial): In this 32-week course, students in grades 6-8 will continue their study in the foundations of writing using IEW's *Following Narnia Volume I: The Lion's Song* which contains writing lessons based on the first three of C.S. Lewis's *The Chronicles of Narnia*. Beckoning the students to experience the enchanted land of Narnia through IEW's Structure and Style writing method, this class is ideal for middle schoolers, who have already taken Introduction to Writing but who do not yet meet the minimum age requirement of eighth grade for the Writing Foundations class. This course is also ideal for students who would benefit from additional time spent shoring up skills presented in Introduction to Writing. In this class students will have opportunity to discuss basic literary components while practicing the dress-ups, sentence openers and decorations presented in the Introduction to Writing class. The intent of *Following Narnia* is to help the student learn to integrate IEW stylistic techniques with their other subjects, so students will write weekly essays on topics from the Narnia stories, but also from history and science while using all of the nine IEW structural models. Students should be prepared for a weekly assignment that involves writing between one and three new paragraphs, making corrections to a returned homework assignment, reading 1-2 chapters in *The Chronicles of Narnia*, as well as completing a word study page to better comprehend Lewis's texts and to help build vocabulary. Whereas the Introduction to Writing course recommends 2-3 hours for homework completion, this class recommends a solid three hours in addition to our weekly 90-minute session.

Please note: As with LTT's Introduction to Writing, 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. Middle schoolers rarely succeed when parents leave them on their own, so parental involvement is essential. Parents are expected to review the weekly assignment checklist and hold their students accountable for the work's completion.

Required materials and books PARENT should purchase: 1 ½ inch binder, with 4 tabs (marked: homework, revisions, word study, handouts), a colored pen (any color but green or red), a highlighter, and any unabridged volume of *The Magician's Nephew; The Lion the Witch, and the Wardrobe; and The Horse and His Boy*. Students may also need home access to the Student Resource Binder from their Introduction to Writing class.

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

Prerequisite: Students must have successfully passed one year of Introduction to Writing before attempting the additional requirements of this class.

Materials Fee: \$55 per student, which includes the required IEW text (provided by the instructor in the first class meeting) and copy fees.

Tutor: Carol de Vries, cdevries4305@charter.net

FUNDAMENTALS OF LITERARY ANALYSIS (1.5-hour tutorial): This 32-week high school literary analysis class is ideal for 9th and 10th 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 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: It is recommended (but not required) that students have successfully passed one year of LTT's Introductory or Foundational Writing or an equivalent before taking this class.

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

Required Books: 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: 1 ½ inch, three-ring binder with 5-tab dividers (marked: handouts, current book, past books, tests/quizzes, compositions), and a blue or black pen. In the second semester students will need a composition notebook.

Materials Fee: \$65.00 per student

Tutor: Allison Desautell, allisondesautell@gmail.com

CLASSICAL MYTHOLOGY: (1.5 hours) **Will be offered in the fall of 2025.**

This fun, interactive one semester literature class immerses high school students in Greek mythology. It is geared for early high school students but would be appropriate for any high school student. Without a grasp of ancient myths, students are ill-equipped to make sense of the classical allusions which abound in literature, media, sermons, and speeches. What is the underlying meaning when someone says beware of Greeks bearing gifts, or they have opened Pandora's box, or they have undertaken a Sisyphean task? Understanding the origin of classical references that are still widely used in our culture today opens intellectual doors for students. This interactive class will focus on learning the conventional patterns and motifs of classical mythic stories, as well as making relevant connections with the Bible and modernity. Although the myths were written by pagan pre-Christians, these mythological stories had seeds of truth in them that God used to prepare the gentiles (many of whom were Greeks) to receive the gospel when Paul delivered it to them in the New Testament. For homework most weeks students will read a selection from Edith Hamilton's text *Mythology*, summarize the main points of a myth in an outline, work through a couple of pages of questions/graphic charts, and write one paragraph from the classical Progymnasmata. Using their outline, the following week in class, students will give an oral narration of the myth to a partner to show their understanding of the story. Additionally, for homework, students will be required to read over (not memorize) a short script or poem in preparation for a class read aloud the following week. There is no final test in this class; instead, students will complete two assignments. First, they write an essay comparing some of the myths with the Bible and then they complete a culminating project, *Mythology in Modern Day*, which requires students to take what they have learned, apply it to modernity, and present it to the class. This class is more reading intensive and is not as writing intensive so most students can take it at the same time as a writing course. Students should plan on about 3-4 hours of homework per week.

Prerequisites: It is not a prerequisite, but it will make this class easier for your student if they have successfully passed one year of a writing class, either LTT's Introductory Writing course or LTT's Foundational Writing (formerly Writing B) or an equivalent. There is no literature prerequisite for this class.

Notes: Two important reading and recall methods are used each week in this class. The first is Charlotte Mason's technique of oral and written narration for improved recall. The second is the repeated reading of a script or poem, a proven technique that

helps oral reading fluency which in turn improves a student's silent reading fluency, stamina, and comprehension. High school students absolutely need to still practice reading aloud and this class will give them the practice they need.

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

Required materials you should purchase A 2-inch binder with four sections (marked: handouts, homework, scripts, quizzes/papers) as well as a highlighter (the highlighter is essential for the scripts). Students should purchase a copy of Edith Hamilton's *Mythology* ISBN 0316341517 which is available from Amazon.

Materials fee: \$35

Tutor: Allison Desautell, allionsdesautell@gmail.com

SHAKESPEARE SEMESTER: (1.5 hours) **Will be offered in the spring of 2026.**

This interactive one semester literature class is the perfect way to introduce your student to the Shakespearean canon. The class is geared for early high school students but is open to all high school students. Just like standing too close to art, most English classes study Shakespeare one play at a time. This class will step back from the canvas in order to see the entire painting, considering Shakespeare's plays as a whole to see how his stories relate to each other. Shakespeare's plays are the bedrock of western civilization and are firmly rooted in the Christian tradition, so conversations about biblical truths will be a natural part of the class discussion each week. For the first few weeks of the semester, students will delve into abridged versions of several of his plays from *Tales from Shakespeare* by Charles and Mary Lamb that retain just enough of Shakespeare's original language to give students exposure to his archaic but beautiful word craft. At the same time, they will learn how he used his early plays to influence his later plays and read some of the primary sources that he used as inspiration for his plays. After being exposed to a variety of Shakespearean stories and learning the literary conventions and patterns that distinguish all of his works, students will be more than ready to spend the latter part of the semester reading deeply from two full-length original Shakespeare plays, one full length comedy and one full length tragedy (*A Midsummer Night's Dream* and *Macbeth*). Each week, the students will read the assigned act at home and then read it orally in class with their classmates. This class is more reading intensive than writing intensive so most high school students can take this class along with a writing class. Students should plan on about 3-4 hours of homework per week. **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: Preferably, students MUST have completed another LTT high school literature class. Options are taking the fall LTT mythology class or have taken *Fundamentals of Literary Analysis* which was offered last year at LTT. If neither of these prerequisites are met, you must get approval from the instructor prior to registering for the class. Additionally, it is highly recommended (but not a prerequisite) that students have completed one year of LTT's Foundational Writing class (formerly Writing B) or the Introductory Writing class.

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

Required materials you should purchase: A 1 ½ inch binder with 3 dividers (marked: handouts, homework, quizzes/papers). Students will need three books: *Tales from Shakespeare* by Charles and Mary Lamb (must be ISBN 9781441405654 or ISBN 9781853261404), *A Midsummer Night's Dream* by William Shakespeare (This MUST be the NO FEAR Shakespeare version ISBN 9781586638481) and *Macbeth* by William Shakespeare (This MUST be the NO FEAR Shakespeare version ISBN 9781586638467). Please note: No other translations are acceptable since we will be reading the two full length plays in class, so every student must have a copy of the same NO FEAR Shakespeare version. Kindle versions are complicated to use because they lack page numbers so please buy your student a hard copy.

Materials fee: \$35

Tutor: Allison Desautell, allionsdesautell@gmail.com

CLASSICAL LITERATURE: (1.5 hours) This 32-week class is geared for 10th-12th graders is open to any high school student who has met all the prerequisites for the class. Students will spend the first 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). Then in the second semester, students will read the classic epic hero story that set the stage for all subsequent journey stories: *The Odyssey* by Homer and then they will finish the year reading the Anglo-Saxon epic of *Beowulf*. Since these texts were originally all told in the oral tradition and performed either by bards or on stage, they lend themselves well to being read aloud, so 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 greatly enhances 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 symbolic elements, text structure, and author's word choice. Except for *Beowulf*, all the texts 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* and *The Odyssey* seem daunting, the translations used are very accessible for high school students. Each week students should expect to read about 50 pages, complete work in a study guide or dialectical journal, and write at least one paragraph from the classical Progymnasmata.

Prerequisites: In order to enroll in this class, students must have successfully passed one year of LTT's Foundational Writing or an equivalent and one full year of a high school literary analysis class, **OR** alternately students may have taken both the Foundational Writing class and the Advanced Writing class. If students have not taken the instructor's mythology class, they should familiarize themselves with the Greek gods, goddesses and demi-gods before class begins in September. Students who have not met the prerequisites will need to get permission to enroll in the class by emailing the instructor **PRIOR** to registering for class.

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

Required books and materials: 1 ½ inch binder, with 4 tabs (marked: handouts, homework, quizzes/tests, compositions), a pen and three-ring binder paper. For the second semester, students will also need a composition notebook. Using the physical books is required as the digital book page numbers do not line up and make it complicated when reading out loud. Here are the required texts:

- *The Iliad* by Homer (must be the Robert Fagles translation ISBN 0140275363 or ISBN 0670835102 or ISBN 0140275360)
- *The Odyssey* by Homer (must be the Robert Fagles translation ISBN 0140449952 or ISBN 0140449957)
- *The Iliad: Memoria Press Study Guide* available at Christian Book Distributors for 12.00 (stock #WW389872)
- *Beowulf* (must be the Burton Raffel translation ISBN 978-0-451-53096-7)
- *Trojan Women* will be provided by the instructor.

Materials fee: \$45.00

Tutor: Allison Desautell, allisondesautell@gmail.com
