

TPS Literary Analysis Objectives and Standards

In TPS we use engagement with the Great Books from a biblical worldview foundation to instill knowledge and develop analytical skills. We train students to apply their insightful analysis toward developing creative original theses. With each successive literature course we deliberately train students to explain and defend their theses with increasing rhetorical composition skill. Below are the reading analysis skills and standards we instill at each successive level. The Composition skills are addressed in another document.

Students who have completed English 3:

1. Students are completely comfortable with “elementary reading.” These students can decode a challenging book and understand the words on the page.
2. Students have experience reading novels, short stories, essays, plays, and poetry.
3. Students are comfortable reading modern poetry for understanding and can write in basic poetic forms.
4. Students have a basic understanding of the tools available to a writer – characterization, plotting, pacing, description, setting, narrative voice, etc.
5. Students understand the idea of literary analysis (i.e. using the elements of a text to evaluate and interpret that text) and can identify a theme within and possible interpretation of a text.

Students who have completed English 4:

1. Students are comfortable reading texts outside their modern cultural understandings (e.g. *Beowulf*, *Aeneid*)
2. Students are accustomed to taking notes on a text using an instructor-provided form
3. Students understand how to identify the basic rhetorical appeals inside an argument (e.g. Montaigne, Pope)
4. Students understand and can identify plotting, characterization, imagery, and theme.
5. Students can identify technical elements of a poem and can plot meter using scansion
6. Students are comfortable reading drama and understand strategies for approaching a script.
7. Students can deploy sophisticated, “inspectional” pre-reading skills. Students understand that close reading requires attention and note-taking

Students who have completed English 5:

1. Students are comfortable approaching texts ancient to modern.
2. Students regularly take notes on their reading and understand how to identify literary and thematic elements.
3. Students employ close, analytical reading and are able to consider the skill and effort of the writer by identifying his or her artistic and rhetorical choices
4. Students can explicate a poem.
5. Students can write a literary analysis paper addressing plotting, characterization, imagery, theme, tone, style, rhetoric, or interpretation.
6. Students can understand and restate an argument made in poetry or prose
7. Students understand major historical literary movements and styles (e.g. epic, Modernism)

Students who have completed AP Literature and Composition:

8. Students can read “syntopically” – that is, they can consider a topic and its treatment across multiple texts, multiple writers, and multiple eras.
9. Students can conduct research for a literary analysis paper and understand how to approach and evaluate literary criticism.
10. Students eagerly engage in a robust debate over literary interpretations.
11. Students feel comfortable decoding challenging poetry from all time periods and understand the varied tools of poetic analysis.
12. Students approach prose critically and with an eye to how themes and ideas flow across time and place in the Great Conversation.
13. Students have a comfort level with major texts of the East and West.