**Ms. McLeod**

**ELA A30**

**Literary Analysis**

Your assignment is to write a literary analysis essay. This type of assignment encourages you to think about **how and why (writer’s craft)** your novel was written.  To successfully analyze literature, you’ll need to remember that authors make specific choices for particular reasons.  Your essay should point out the author’s choices and attempt to explain their significance.

Analysis is the practice of looking closely at small parts to see how they affect the whole. Literary analysis focuses on how plot/structure, character, setting, and many other techniques are used by the author to create meaning. Always be sure to discuss the significance of your observations to the main idea about life (the theme).

Your essay should be a 300 to 400 word formal literary analysis based on the book you read in your book club. Your silent discussions, group discussions, and group presentation in your Book Club meetings are a starting point for your pre-writing.

In your literary analysis you will analyze your book and use it as evidence to show what literary elements the author uses to achieve his/her purpose. Provide specific details from the book to support and develop your thesis (controlling idea). Choose **ONE** literary element and look at how it contributes to the theme. ie characters, and theme or plot and theme, and/or the author’s use of literary techniques: flashback, foreshadowing, imagery etc. (refer to your elements of a novel handout and your literary devices handout)

**ANALYZE, DON'T SUMMARIZE**

A SUMMARY merely recounts the events of the story in shorter form. It tells what happens. This is not what you do when writing a literary analysis. A literary analysis should critically analyze the work.

An ANALYSIS breaks something down into its component parts. When a doctor analyzes an ill patient, he is breaking down the symptoms to determine how the body is functioning (or not) and what is wrong. When a car mechanic analyzes your car, he looks at all the parts to see how they are functioning as a whole. The same is true in a literary analysis: you break the work of literature down into its component parts (called [literary elements](http://www.kareyperkins.com/classes/420/420litelem.html)) and analyze how they are functioning in the story to create the whole effect of the work.

Since there are many literary elements in your book, you can't possibly analyze the whole thing in one essay. So you will choose ONE literary element in the story, and look at how it is used in your book to contribute to the [theme](http://www.kareyperkins.com/classes/420/420litelem.html#theme).

**Introduction**

The introduction should be one paragraph. The introduction can contain any of the following:

* Catch the reader's interest and lead gently towards the statement of your thesis.
* Give information on the historical/social context of the story.
* Give background information on author's life, writing style, works, or themes.
* **Summarize** the work you are writing on in 2-3 sentences. (This is the **ONLY** place in your essay that you will summarize.)
* Last sentence of the introduction should contain the **thesis statement**:

The thesis statement states the purpose of your essay, the point you are trying to prove. It should be the last sentence in the introduction. It is the most important part of any essay, because it directs and controls the whole essay.

The thesis statement is one sentence, and in a literary analysis essay, it must contain FOUR (4) elements:

1. Title of Book
2. Author's name
3. Literary Element
4. Theme

Your thesis should look something like this:

In [Title of Work], [Author] uses [Literary Element] to show/reveal [Theme].

EXAMPLE: In the novel Don’t Think Twice by Alison Lohans, flashbacks are used by the author to show how the theme of the search of a sense of self identity recurs throughout the novel.

**Developing the Supporting Paragraphs (Body)**

This is where the main points of the essay will go, all aimed at supporting your thesis statement.  There needs to be two or three paragraphs, each containing a different main point.   In this section, use the details you have selected to prove or support your thesis statement.  For each statement you make, have a supporting piece of evidence (a quotation, detail, or example) from your book, but make sure you *are* making a statement, and not just retelling the story.  There should also be transitional sentences between the body paragraphs.  A transitional sentence will summarize the previous paragraph and introduce or flow into the next paragraph.  They should be the first or last sentence in each paragraph.

### Developing the Supporting Paragraphs

* The supporting paragraphs of your essay must be unified. In other words, their relationship with your thesis must be perfectly clear.
* Indicate how paragraphs link to or are related to each other as well.
* When you are analyzing literature, refer to specific details and examples from the literature to support your observations and analysis. As well, explain how these details and/or examples develop your observation and analysis.

**Conclusion**

Like the introduction, the conclusion is also a complex paragraph.  While it is set up in the reverse of the introduction, it is not simply a copy.  The conclusion is often the forgotten paragraph, with students so eager to finish the essay, the conclusion is often thrown together without thought.  Remember that the conclusion is the final thought in the reader's mind when they finish the essay.  A strong conclusion adds immensely to the strength of an essay.  If attacked properly, it is relatively easy to develop.

### **Concluding Your Essay**

* Your conclusion should serve to remind your reader what it was that you set out to prove or to support (your thesis).
	+ **Restate Thesis:**  When you restate the thesis statement, you need to reword and revamp it, so that, although it does state essentially the same idea, it is formed differently.  By the end of the essay, the original thesis has been proven using the specific details you presented.  The re-statement of the thesis should reflect this completion.
	+ **Learned:**  Restates the author and title of the work and shows either what the characters or reader learned through the journey of the work (this must relate to the thesis), or sums up the main ideas in the essay.  As in the introduction, the author and title can be separated into different sentences.
	+ **Generalization:**  Similar to the generalization in the introduction, these sentences should reflect a generalization about society or life.  This can now be accomplished either by reflecting what the characters learned, what the reader has learned (without using the first person), or what society should have/has learned.

Refer to your handout on essay writing and writing complete paragraphs ex. use a variety of sentence types, transitional expressions etc.

**\*\*\*NOTE-When writing a literary analysis do not assume that your audience has read your book. Include all important details.**

**Literary Analysis Planning Sheet—do in point form**

1. **Introductory Paragraph:**
* Catch the reader's interest and lead gently towards the statement of your thesis.
* Give information on the historical/social **context** of the story.
* Give background information on **author's life**, writing style, works, or themes.
* **Summarize** the work you are writing on in 2-3 sentences. (This is the **ONLY** place in your essay that you will summarize.)
* Last sentence of the introduction should contain the **thesis statement** (Title of book, Author's name, literary element, theme

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Thesis statement: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **First body paragraph: (2nd strongest proof)**

Topic sentence (must connect to both parts of the thesis and the prompt): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Body Sentences ideas (examples, detail, proof—quotations):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Concluding statement: (connect to the thesis and topic statement)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Second body paragraph: (strongest proof)**

Topic statement (must connect to both parts of the thesis and the prompt): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Body Sentences ideas (examples, detail, proof—quotations):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Concluding statement: (connect to the thesis and topic statement)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**4. Concluding paragraph:**

Topic sentence:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Body Sentence ideas: (a broadening of the thesis statement—can be split from one sentence into many—and a BRIEF summary of supporting details. DO NOT include new ideas. Statements should lead to a generalized conclusion)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Clincher statement(a statement that goes beyond what you have said in your essay and makes a final impression on the reader; a clincher about lesson learned; or connection to contemporary issues or beliefs. Try to avoid clichés.)

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**Revise**

Once you have finished your first draft it is important to revise you work and prepare it for the final draft. Be sure to check spelling, punctuation, sentence structure, thesis and thesis development. Also, make sure you have fully developed the topic. Check the following guidelines as part of your Revision:

#### Formal language Only

* **Avoid cliches.**
	+ **Example: "method in his madness"
	"by leaps and bounds"
	"in this day and age"**
* **Avoid slang.**
	+ **Example: "awesome"
	"square"**

#### Avoid "I"

* **Reserve "I" for personal writing. Critical/analytical writing requires you to remain objective, omitting personal views and bias.**

#### Present the Facts

* **In critical writing base your arguments on facts. You cannot make assumptions unless these can be supported by factual information from the literature.**

#### Quotation Marks

* **Use quotation marks to enclose chapter headings, but always underline the title of a novel.**
* **Use quotation marks to set off direct quoted material from the text. If the quoted material has quotation marks change these quotation marks to singles and place double quotation marks around the entire quoted material.**

#### Contractions

* **Avoid contractions. A contraction is a word where one or more letters have been replaced by an apostrophe.
Example: don’t (do not)
Use a contraction only if it is part of the quoted material.**

#### Apostrophe

* **When there is ownership, an apostrophe must be added to indicate this.**
	+ **the car’s tires**
	+ **the girl’s coats**
	+ **the sun’s rays**
	+ **the teachers’ room**
	+ **a day’s wage**
* **The owner is indicated by what appears before the apostrophe. "The teachers’ room" indicates there is more than one teacher.**
	+ **Joint Ownership
	"Have you seen Joyce and Greg’s new camper?"**
	+ **Individual Ownership
	"John’s and Marie’s expectations of marriage couldn’t have been more different.**
	+ **Indefinite Ownership
	Someone’s raincoat has been left behind.**
	+ **If Noun is Plural and Ends in "s," Add Only an Apostrophe
	For five hours’ work Marvin’s pay was $22.50.

	If noun is singular and ends with a "s" or "z" sound, the possessive may be formed by adding just an apostrophe. When the singular noun is a one-syllable word, however, the possessive is usually formed by adding both an apostrophe and "s."**

#### It’s = it is

* **It’s doesn’t show possession.**
* **Its is a possessive pronoun.**
	+ **Example: Its color is radiant.
	The dog licked its wound.**

#### Avoid "you" or "we"

* **Be specific and concise.**
* **Look at these examples. Which one is more compelling?**
	+ **No: It is my opinion that smoking causes cancer.
	Yes: Smoking causes cancer.**
	+ **No: This writer believes that something must be done about this problem.
	Yes: Something must be done about this problem.**
	+ **No: In this play, we see Blanche as a tragic victim of circumstances.
	Yes: In this play, Blanche is a tragic victim of circumstances.**

Omission of Words in Quoted Material

* **Use three spaced periods (ellipsis) to indicate an intentional omission. An ellipsis indicates an omission of one or more words within a sentence or quotation. If the omission ends with a period use four periods. Ordinarily, you do not use an ellipsis at the beginning or the end of a quotation.**

#### Changing or Adding Words to Quoted Material

* **Use square brackets [  ] to indicate that you have changed or added something in the quoted material.  Normally, you should not change anything.  However, sometimes you have to change or add a letter or a word to make the quotation fit grammatically into your sentence.**
	+ **Original:  He walked to the store.
	Quotation:  He told me that [h]e walked to the store.**

#### Introducing Quoted Material

* **After a word group introducing a quotation, chose a colon, a comma, or no punctuation at all, whichever is appropriate in context.**
	+ **Colon:
	If a quotation has been formally introduced, meaning with a full independent clause (sentence) not just "he said" or "she remarked" use a colon.**
	+ **Comma
	If a quotation is introduced with an expression such as "he said" or "she remarked" – or if followed by such an expression- a comma is needed.**
	+ **When a quotation is blended into the writer’s own sentence either a comma or no punctuation is appropriate, depending on the way the quotation fits into the sentence structure.**

#### Placement of Punctuation with Quotation Marks

* **A comma or period always goes inside the quotation marks. The rule never varies.**
	+ **Some praised the performance as "excellent," and others thought it was only "fair."**
	+ **An interesting method of approaching the story "A Cap for Steve" is to compare it with Morley Callaghan’s "The Little Business Man."**
* **The semi-colon and the colon always come outside quotation marks.**
	+ **Read E.B. White’s "Walden"; it is, I think, his best essay.**
* **A question mark, exclamation point, or dash comes outside quotation marks unless it is part of the quotation.**
	+ **What is meant by "dog eat dog"?**
	+ **Our play was obviously a "bust"!**
	+ **Did she say, "I have enough money"?**
	+ **She asked, "Have I enough money?"**
* **A single question mark comes inside quotation marks when both the non-quoted and the quoted elements are questions.**
	+ **Who said, "Have I enough money?"**

#### Parallelism

* **If two or more ideas are parallel, they should be expressed in parallel grammatical form. Single words should be balanced with single words, phrases with phrases, clauses with clauses.**
	+ **Wrong: David is responsible for stocking merchandise, all in store repairs, writing orders for delivery, and sales of computers.**
	+ **Right: David is responsible for stocking merchandise, repairing items in the store, writing orders for delivery, and selling computers.**

#### Diction (word choice)

* **Work on broadening your vocabulary to build greater precision in what you write.**
* **A key characteristic of good style is the ability to make every word count so focus on trying to find the best word to say exactly what you mean.**

#### Sentence Variety

**Do not pack too many ideas into one sentence. Ideas gain emphasis when they are separated into several shorter sentences. Sentences should vary in structure and length to avoid monotony.**

#### Supporting Details

**Provide many details to support your arguments. The more details the stronger your discussion.**

#### Tense

* **Generally, present tense is used in literary analysis. The present tense helps readers focus on ideas or characters from literature that are "alive" for you, the writer.**
* **Be consistent with the tense.  Avoid tense shifts.**
	+ **Wrong:  Alice Munro writes about a girl who lives on a farm.  The girl liked to help her father.**
	+ **Right:  Alice Munro writes about a girl who lives on a farm.  The girl likes to help her father.**

#### Plagiarism

* **All material in your writing derived from other sources must be acknowledged whether directly quoted or paraphrased (put in your own words). Otherwise, you are plagiarizing.**
* **Plagiarism (using someone else's work as if it is your own) is a serious moral, academic, and legal offence and if detected, usually results in serious consequences.**

**Transition words and phrases**

The use of transition words and phrases also indicates a higher level of writing. Transitional words and phrases are those that show the relationship between one idea and the next. They make a connection to the thought, sentence, or paragraph that immediately follows which helps smooth the flow of the essay. Transitions also help to guide the reader as to what the writer wants them to think about the content. For example, if the word “however” is used, the reader knows that he or she must change direction in their thoughts because a contrast is being made. See the list of transitional words that follows.

**Transitions and Linking Words:**

**Transitions which can be used to show time:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| After | First  | Meanwhile | Soon | Then |
| At  | Second | Today | Later | Next |
| Before | Third | Tomorrow | Afterward | As soon as |
| During | Until | Next week | Immediately  | when |
|  |  | Yesterday | Finally  |  |

**Transitions which can be used to show place:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Above | Behind | Beyond | Into | Over |
| Across | Below/beneath | By | Near | Throughout |
| Against | Beside | Down | Off | Under |
| Along | Beside | Down | Onto |  |
| Among | Between | Inside | Onto |  |
| Around |  |  | On top of |  |
|  |  |  | outside |  |

**Transitions which can be used to compare (show similarities):**

|  |  |  |
| --- | --- | --- |
| In the same way | Like | As |
| Similarly | Also | likewise |

**Transitions which can be used to contrast (show differences):**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| But | Otherwise | Although | On the other hand | Whereas |
| However | Yet | Still | Albeit | Conversely  |

**Transitions which can be used for emphasis:**

|  |  |  |  |
| --- | --- | --- | --- |
| Again | For this reason | In fact | Nevertheless |

**Transitions which can be used to conclude or summarize:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| As a result | Finally | In conclusion | Hence | Consequently |
| Therefore | Last | In summary | In short | Thus |

**Transitions which can be used to add information:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Again | Another | For instance | Finally | Furthermore |
| Also | And | Moreover | As well | In conjunction with |
| Additionally | Besides | Next | Along with | Since  |
| In addition | For example | Likewise | Equally important | Due to |

**Proofreading Checklist**

1. Make sure that every sentence begins with a capital letter and ends with a period, question mark, or exclamation point.

2. Make sure that every proper noun (name) begins with a capital letter.

3. Check for homonyms, words that sound the same, but have different meanings and are spelled differently: their/there/they're, two/too/to, accept/except, and its/it's. Make sure that you have used the correct word.

4. Check that your subjects and verbs agree. This can often be a problem if there are other words between the subject and the verb. E.g.: One of the sisters live near me. This is incorrect. The writer has made the verb, live, agree with the noun, sisters. However, the word, sisters, is not the subject of the sentence. The word one is. The correct version is, One of the sisters lives near me.

5. Check that you are using a consistent tense. In other words, you should not be switching back and forth between past and present tense. E.g. In the story, Harold is the main character. He has a pet cat. Harold was sad when the cat got lost. Do you see the tense shift between the first two sentences and the third one?

6. Make sure that you are using complete sentences. E.g. Harold was sad. When the cat got lost. When the cat got lost is a sentence fragment. It is not a complete thought, and it is not a complete sentence. It needs to be joined to Harold was sad, as in the example in Number 5.

7. Check for run-on sentences. These are sentences that are put together without using a joining word (e.g. and, but, or). E.g. He had a pet cat he was sad when it got lost. This is one type of run-on sentence. It should read: He had a pet cat. He was sad when it got lost. Another correct option would be: He had a pet cat, and he was sad when it got lost. Another type of run-on sentence is when too many sentences are put together with joining words. E.g. In the story, Harold is the main character, and he has a pet cat, and he was sad when the cat got lost, but he found the cat in the nearby park, and he brought it home, and it was really glad to see him. This sentence should be divided into at least three sentences.

8. Did you use apostrophes when you used the possessive form? (Exception: its. )

E.g. That is my brother's car. (possessive) He has two brothers. (plural - no apostrophe)

9. Have you given your composition an appropriate and interesting title?

10. If this is a formal writing situation, make sure that you avoid using slang, Internet abbreviations (e.g. " u" - for you ), or emoticons, such as: :) ;^) :^(. Also in a formal writing situation, numbers should be written out in full text ("ten", not "10"), unless they are more than three words ("147," not "one hundred forty seven").

11. Have you used commas properly? Use commas for lists. E.g. He bought apples, pears, and oranges. Use commas when you are joining two complete sentences using a conjunction, such as and, but, or or. E.g. He went to the store, and he bought some milk. Use commas after an introduction to a sentence. E.g. When he got there, the store was out of bananas. On the other hand, there were plenty of grapes.

12. Have you avoided these common errors? alot - incorrect Correct version - a lot, would of, could of, or should of - incorrect

Correct versions - would have (or would've), could have (or could've), should have (or should've)

**Formal Literary Analysis Writing Checklist**

**Re-read your essay and check the following:**

|  |  |
| --- | --- |
| **Check/Yes** | **Rules to look for** |
|  | Have you proofread your essay for grammar and spelling errors? |
|  | Have you edited for additional info or cut superfluous info that lacks connection? |
|  | Is your thesis decisive and clear? |
|  | Is your essay written in the third person and refrains from personal reference? That is, there are no references to “I, me, we us, you.” |
|  | Do you use at least one transition sentence for each paragraph? |
|  | Do you write in the present tense? |
|  | Do you write in the active voice? |
|  | Have you omitted all “very, really, quite”-type words? |
|  | Have you refrained from asking rhetorical questions in your essay? |
|  | Have you omitted all examples of slang or clichés from your essay? |
|  | Have you eliminated all contractions from your essay? |
|  | Have you eliminated all use of parentheses and brackets (unless used as part of citation)? |
|  | Have you eliminated all abbreviations? |
|  | Have you eliminated all repetition (part of editing your essay)? |
|  | Do all of your paragraphs contain ONE COMPLETE THOUGHT? |
|  | Have you avoided SUMMARIZING THE PLOT? |
|  | Are your quotations embedded smoothly into the flow of your own writing? |
|  | Are your quotations properly cited?(followed by p.no. in brackets) |
|  | Do you have a cover page? |
|  | Do your topic sentences and concluding sentences FULLY CONNECT to your thesis? |
|  | Have you examined the rubric to see how you will be evaluated? |

**By the time your essay is fully polished, everything should be checked off here as a “yes.”**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ELA Literary Analysis Evaluation**

**Introduction:** contains a hook, is thoughtful, and provides insight and guidance to the reader to indicate the direction the essay will follow. Any definitions needed are identified and explained.

0 1 2 3 4 5

**Thesis statement:** is a strongly worded statement that clearly provides sophisticated reasoning, creative thinking, and focus for the details to follow.

0 1 2 3 4 5

**Paragraphs:** the topic and concluding sentences are DIRECTLY connected to the thesis, is enticing, and offers direction to the reader; concluding statements tie in an offer transition.

0 1 2 3 4 5

**Quotations:** are embedded fully into the flow of the writer’s words without acting as dialogue, lists, or standing alone as a sentence. Quotations are applicable and offer support to the details. Used in-text citations and quotation marks.

0 1 2 3 4 5

**Content:** ideas are insightful and well-considered. There is a strong central focus and knowledge of the subject matter. There is literary appreciation evident, and also an attempt at higher level, creative thinking. Little or no repetition or plot summary.

0 2 4 6 8 10 12 14 16 18 20

**Connections/Unity**: ideas are present with frequent, yet original reference to the thesis.

0 1 2 3 4 5 6 7 8 9 10

**Style:** The writer’s voice maintains the reader’s interest. Uses 3rd person point of view, active voice, and present tense. The rules of a formal essay are followed; no use of slang, clichés or colloquialisms, contraction, rhetorical questions, unnecessary words, etc. Diction is vivid and precise with competent use of transitional words and phrases. Syntax is varied and effective; it is a polished essay. At the same time, it isn’t all style with no substance; there is a purpose and coherence to the syntax and diction.

0 2 4 6 8 10 12 14 16 18 20

**Mechanics:** Writing demonstrates a strong command of language; control of longer, complex sentences and correct usage is evident. Errors are due to risks taken with the language; no glaring spelling or grammar mistakes.

0 1 2 3 4 5

**Conclusion:** The conclusion restates the thesis, offers an effective summation of evidence provided and has a clincher sentence that effectively ties off the essay.

0 1 2 3 4 5

**Overall Impression:** Everything connects well, the argument is engaging and well established; the writing is sophisticated and polished while keeping the reader both focused and interested. All in all, the essay is a delight to read and effectively proves the thesis.

0 1 2 3 4 5 6 7 8 9 10

Before/During/After Strategies: You have included evidence of the writing process.

0 1 2 3 4 5 6 7 8 9 10

**/100= %**

General Comments: Please refer to the notations made throughout your essay!!!!