Course:  English 102 Introduction to Literature (Honors)

Description:  Welcome to the honors section of English 102!  The Honors section of 102 is the same as all 102 classes in that our mission will be to explore several genres of literature, including non-fiction, fiction, drama and poetry.  An important focus of this class will be writing critical essays.  This will help you to organize your thoughts about what we read, and it will provide you with an opportunity to express your own opinions boldly and creatively.

This Honors section will be different from most English 102 classes, however, in several ways:

- It will use a seminar format, emphasizing discussion instead of lecture and incorporating an open exchange of views.
- It will give you a chance to experience literature outside of the textbook.  Translation:  We're taking a fieldtrip!
- You will be challenged to learn about certain literary forms, not by writing about them (as is customary in 102 classes), but by composing your own works within that genre.
- You will have the opportunity to help make a meaningful literary contribution to the Chesapeake College Community.  Our semester-long project will be the creation and (the eventual) publication of a literary journal designed to showcase student work.

Some guides to the course:

1. Attendance is mandatory.  Students are permitted to miss a maximum of four classes for any reason.  Absences beyond four will affect your final mark and six or more absences may result in course failure.  Students are expected to be on time.  Students who arrive after role is called are considered absent (unless they meet with me after class, in which case they will be considered tardie).  Three "tardies" are equivalent to one absence.  Students who miss class are responsible for getting materials and notes from another classmate.
2. Students are expected to bring the appropriate materials to every class meeting.
3. All essays should be of appropriate length, typewritten, and proofread.  All assignments should be handed in at the time of class and no later, unless previous arrangements have been made with the instructor.  No late assignments will be accepted.
4. Term papers are to be 6-8 pages long; plagiarism (the uncited use of another's work, either directly or in paraphrase) will result in a failing grade for the assignment and may result in a failing grade for the course.  Students are required to use three high-quality sources for the research paper.  Although all five sources may come from the internet, no more than two of those five sources may be Websites.
5. Students are expected to respect themselves, their peers and their instructor, as discussed in the first class meeting.
Components of your Grade:

Journals 10%
Class Participation 15% (includes online posting, class discussion, and project work)
Lit Analysis Exam 7.5%
Drama and Poetry Exam 7.5%
Take-Home Novel Exam 10%
Short Story 10%
Live Play Analysis 10%
Creative Poetry Project 10%
Research Paper 20%

Note: All assignments submitted on WebCT must be in Rich Text Format!

Required materials:

ISBN#: 0-321-33373-X


College Survival Toolkit: → Simple things you can do to make this your best semester yet!

1. Show up: Whether you’re feeling physically exhausted, mentally unprepared, or just lazy, make it your rule to show up - No Matter What.
2. Take notes: Even if you understand everything that is said in class, you will forget it, unless you take notes. Studies show that the act of writing ideas in your own words helps your brain to understand concepts and retain information. Write down assignment descriptions, course concepts, thesis ideas, meaningful quotes, etc.
3. Turn it in: Every assignment. On time. Even if you think you won’t get a good grade - an “F” is much better than a “0”. Do Your Best!
4. Read: Just do it. Reading is like exercise for your mind. It will make a difference!
5. Study: In multiple 20-30 minute sessions several days before each exam. Mix up the order of your study materials and study until you know the answers without peeking!

Learning Outcomes:

1. Students will understand differences in literary genres (e.g., short story, novel, poetry, drama, etc.)
2. Students will critically analyze and discuss literary texts.
3. Students will write a competent, college-level literary analysis that includes several critical references.
4. Students will read a variety of authors representing the cultural diversity of world literature.
5. Students will discuss competently the major components of literary texts: plot, theme, tone, symbol, and character.
## Resources:
- **Online Tutorial** - Chesapeake College tutorial for ENG 102 Research Papers
- **OWL & owl** - Online Writing Lab - Grammar, Style, writing strategies...
- **MLA Format and citation Help**
- **Noodlebib** - You must use this program to generate your Works Cited!
- **Writing Center** - Helpful tips, Tutoring and more

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Class:</th>
<th>To Prepare for Class</th>
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<tbody>
<tr>
<td>23 Jan.</td>
<td>W</td>
<td>Class: Introduction &lt;br&gt;Review Course Syllabus and Texts &lt;br&gt;Standards for a C Paper and 5 paragraph essay &lt;br&gt;Introduction to Literature via Travel Literature &lt;br&gt;Pass out Travel Lit. Handouts</td>
<td>N/A</td>
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<tr>
<td>28 Jan.</td>
<td>M</td>
<td>Class: Discuss Travel Literature &lt;br&gt;- Desperate Passage and excerpts from Fresh Air Fiend</td>
<td>Read Travel Literature Handout</td>
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<tr>
<td>6 Feb.</td>
<td>W</td>
<td>Class: Short Story - Setting and Tone &lt;br&gt;(thesis workshop)</td>
<td>p. 92 Boyle, Greasy Lake</td>
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<tr>
<td>11 Feb.</td>
<td>M</td>
<td>Class: Short Story - Setting and Tone</td>
<td>p. 92 Boyle, Greasy Lake &lt;br&gt;p. 274 O’Brien, The Things They Carried &lt;br&gt;Chapter 27 + &lt;br&gt;- see sample student essay on p. 1100</td>
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<tr>
<td>Date</td>
<td>Class</td>
<td>Activity</td>
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| 13 Feb. W | Class: | **Due Online:** Short Story Concept and Outline  
Short Story - Theme and Symbol  
(thesis workshop)  
Pass out Lit Analysis Exam Review Sheet  |
|       | To Prepare for Class | p. 225 Nathaniel Hawthorne, Young Goodman Brown  
Post Thesis and Outline on WebCT  |
| 18 Feb. M | Class: | Short Story - Theme and Symbol  
Discuss Midterm Briefly  |
|       | To Prepare for Class | p. 189 John Steinbeck, The Chrysanthemums  
p. 225 Nathaniel Hawthorne, Young Goodman Brown  |
| 20 Feb. W | Class: | **Lit. Analysis Exam**  |
|       | To Prepare for Class | Study Course Materials and Exam Review  
Take your essay draft to the Academic Support Center!  |
| 25 Feb. M | Class: | **Due in Hard Copy:** Short Story  
Novel and historical / biographical context  
(thesis workshop)  |
|       | To Prepare for Class | Begin Reading Things Fall Apart  
Finalize essay revisions  |
| 27 Feb. W | Class: | Novel Discussion: The Power of Fear  
- Consider literary devices within the novel  
- Debate prep(?)  |
|       | To Prepare for Class | Continue Reading Things Fall Apart  |
| 3 Mar. M | Class: | Novel as Post-Colonial Literature  
(thesis possibilities)  
Discuss research paper thesis ideas  
- Class Debate (?)  |
|       | To Prepare for Class | Finish Reading Things Fall Apart  |
| 5 Mar. W | Class: | Novel and critical perspectives - pass out take-home exam  
(no late exams will be accepted)  |
|       | To Prepare for Class | Finish Reading Novel  
Read and Consider Professional Criticism  |
| 10 Mar. M | Class: | **Due in Hard Copy:** Take-Home Essay Exam on the Novel  
Wrap-up discussion of novel  |
<p>|       | To Prepare for Class | Complete Take-Home Essay Exam  |</p>
<table>
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<tr>
<th>Date</th>
<th>Week</th>
<th>Class:</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>12 Mar. W</td>
<td>LAB</td>
<td><strong>Due Online:</strong> Tentative Research Paper Thesis</td>
<td>Prepare your Research Paper Thesis (w/ outline)</td>
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<td>LRC Workshop for research Paper</td>
<td>Post your thesis on WebCT</td>
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<td>Head’s up! Next two papers → Research Paper and Drama Rev.</td>
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<td>17 Mar. M</td>
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<td>College Holiday – Spring Break</td>
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<td>Complete Research Bibliography (6 sources) and post on WebCT</td>
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<td>19 Mar. W</td>
<td></td>
<td>College Holiday – Spring Break</td>
<td>Read Sophocles’ <em>Oedipus the King</em></td>
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<tr>
<td>24 Mar. M</td>
<td></td>
<td><strong>Due Online:</strong> Research Paper Bibliography (6 sources)</td>
<td>Chapter 22: Reading a Play, 567-569 &amp; Tragedy and Comedy, 587-590</td>
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<td>Drama Intro:</td>
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<td>Drama Short (<em>Beauty</em> Handout)</td>
<td>(Arrange to see a play by 4/22!)</td>
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<td><strong>To Prepare for Class:</strong></td>
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<td>Chapter 22: Reading a Play, 567-569 &amp; Tragedy and Comedy, 587-590</td>
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<td>26 Mar. W</td>
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<td>Drama: Sophocles’ <em>Oedipus the King</em></td>
<td>Read <em>Oedipus the King</em> pg. 605</td>
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<td>Discuss Play Review Essay Guidelines</td>
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<td>- Plan to go see Death of a Salesman this weekend! (the ‘Peake Players’ production of Arthur Miller’s play)</td>
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<td>Activity: <em>Oedipus Live</em></td>
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<td>31 Mar. M</td>
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<td>Drama: Sophocles’ <em>Oedipus the King</em></td>
<td>Go see the ‘Peake Players’ production of <em>Death of a Salesman</em></td>
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<td>- Discuss elements of Tragedy reflected in Death of a Salesman</td>
<td>Read <em>Oedipus the King</em> pg. 605</td>
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<td></td>
<td>- Drama Review Workshop</td>
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<tr>
<td>2 Apr. W</td>
<td></td>
<td>Drama – <em>Othello</em></td>
<td>p. 661 <em>Othello</em> Acts I and II</td>
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<td></td>
<td>- Learn about The Theater of Shakespeare</td>
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<td>7 Apr. M</td>
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<td><strong>Due in Hard Copy:</strong> Research Paper Drama – <em>Othello</em></td>
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<td>Date</td>
<td>Class</td>
<td>Topic</td>
<td>To Prepare for Class</td>
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| 9 Apr. W   | Drama - Othello | - Consider tragic elements of Othello  
- What themes does the play develop? | Act IV and V                                             |
| 14 Apr. M  | Poetry and Music | - Introduction to rhythm and rhyme                                  | Email your favorite poem or song lyrics to dharper@chesapeake.edu  
Chapter 9 Reading a Poem pp. 308-313  
Chapter 16 Rhythm |
| 16 Apr. W  | Discuss drama evaluation  
Closed Form Poetry  
Haiku, Sonnet, Blank Verse and more  
(thesis possibilities)  
Review Prosody Resource | Chapters 13 and 17  
p. 546 My Mistress' Eyes...  
p. 513 Mending Wall |
| 21 Apr. M  | Due in Hard Copy: Drama Review  
Closed Form Poetry  
p. 546 My Mistress' Eyes...  
p. 513 Mending Wall  
Complete Drama Review |
| 23 Apr. W  | Due Online: Poem for Poetry Presentation (OR drafts of your poems)  
Open Form Poetry  
Discuss Review sheet for Drama and Poetry Exam  
Activity: Publication Challenge www.poetry.com (etc.) | Chapter 18  
p. 431, Beat! Beat! Drums  
p. 523, The Negro Speaks...  
p. 524, Harlem  
Post text of your chosen poem on WebCT |
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Class:</th>
<th>Due Online: Outline for Poetry Presentation</th>
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<tbody>
<tr>
<td>28 Apr.</td>
<td>M</td>
<td>Open Form Poetry</td>
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<td>Discussion of Langston Hughes</td>
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<td>Poetry Presentation Workshop</td>
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<td>To Prepare for Class</td>
<td>Chapter 18</td>
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<td>p. 431, Beat! Beat! Drums</td>
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<td>p. 524, Harlem</td>
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<td>Post Outline on WebCT</td>
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<td>30 Apr.</td>
<td>W</td>
<td>Drama and Poetry Exam</td>
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<td>To Prepare for Class</td>
<td>Study course notes and review materials.</td>
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<tr>
<td>5 May</td>
<td>M</td>
<td>Due Online and in-class: Poetry Presentations</td>
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<td>To Prepare For Class</td>
<td>Save a copy of your Poetry Presentation in three different places to bring to class: (email, thumb drive, Cruiser)</td>
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<td>Post Poetry Presentation on WebCT</td>
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<tr>
<td>7 May</td>
<td>W</td>
<td>8:30 - 10:30 Continue In-Class Presentations</td>
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* Changes to syllabus may be made at instructor’s discretion.

See Assignment Guides Below
Essay 1: Literary Analysis of a Short Story (3-4 pages + Academic Support Center slip)

The purpose of this essay is to provide you with an introduction to literary analysis. You should write an MLA style 3-4 page well-focused literary analysis of a short story. You do not have to support your opinions with research. However, you should take care to write about one specific aspect of the work you choose. Do not write a general review or a plot summary. Instead, focus on one character, one section, one event or one of the literary devices we have discussed in class to analyze the text for deeper meaning. Remember, we always focus on how one small part of the text suggests a bigger thematic meaning for the whole. (Ex. Discuss how Poe’s choice of narrator (point of view) contributes to the overall effect Poe achieved in The Tell Tale Heart) (Ex. Discuss how the setting of Greasy Lake contributes to our understanding of why the boys behave the way they do and contributes to our understanding of theme in the story.) Consider the author’s purpose in writing the text. What message was he or she trying to convey to the reader? Your supporting paragraphs should include specific details from the text (remember the “tools” for literary analysis) that support your thesis idea. Students are required to take a draft of this paper to the Academic Support Center for revising help. Staple your Academic Support Center slip to the top of your paper before submitting.

Your Assignment: Rather than using the “tools” for literary analysis to analyze a short story, your challenge is to demonstrate your understanding of literary devices by crafting a high-quality short story of your own. Your story should be at least 4 pages long and should be sculpted with care, with an eye toward setting and tone, plot design and character development, along with the use of devices like symbolism and foreshadowing. Your story may be based upon true events, or it may be entirely fictional. As in all good stories, your creation should be cohesive and unified, with all of its different elements working together to produce a meaningful theme or a significant impact upon the reader.

Essay 2: Review of a Live Play (3 pages)

For this assignment, you must watch a live play production of some kind and then evaluate it using the tools for analysis that we discuss in class. Do not write a plot summary. You do not need to cite outside sources for this piece. The essay should be 3 pages long and in full MLA format. You may complete and submit this assignment at any time during the semester before the syllabus due date. Look below for more details on this assignment. Note: We will schedule a field trip to see a live play.

Creative Poetry Project (5-7 minute presentation)

The purpose of this assignment is for you to analyze a favorite poem of your choosing. The poem may come from our textbook or from another book, as long as it is a professionally written and published poem. No two students may analyze the same poem, and if you select a poem outside of the textbook, you must provide copies of the poem for the whole class. Instead of writing a paper, you will be responsible for presenting your analysis with a creative and engaging power point presentation. Your challenge is to utilize the tools for analyzing poetry that we discuss in class to draw significant meaning out of the poem of your choice and offer your own unique interpretation. More details for this assignment are included below.

Your Opportunity: You may choose to complete the above assignment as it is written...OR...you may choose to submit a small collection of your own poetry. Your collection should include at least 10 poems or about 4-5 pages of poetry. Included within your collection must be both open and closed form poems (at least two of each). Be prepared to present your poetry to the class and to thoroughly explain what poetic devices were used to develop meaning in your work.
Research Paper (6-8 page paper w/ 3 critical sources)

This is the expanded 6-8 pg. version of a literary analysis paper for which all of our class assignments discussions have been preparing you. You must analyze one of the texts we have studied in class (anything on the syllabus is fair game) and you must engage critical viewpoints (a minimum of 3 sources beyond the text) in your paper. For this paper, you must analyze a work about which you have not previously written. Of course you must cite all sources and include a Works Cited page. We will discuss this paper in further detail during the semester. Be sure to use the Online Research Tutorial (we will discuss this in class) as a resource.

Journals

Journals will be completed on WebCT. The purpose of your journal entries is to spark your thought process and our class conversation each day. I will post around 10 journal questions throughout the semester. You should respond thoughtfully to each question and consider reading and responding to your classmates’ contributions.

Exams:

Short Story Exam & Poetry and Drama Exam

To guide your studying, comprehensive review sheets will be provided in advance of both exams. Questions on these exams will consist of multiple choice, matching, and short-answer.

Take Home Novel Exam

The novel exam may also include multiple choice, matching and short answer questions. However, this assignment will consist primarily of essay questions. Your answers should be typed and double-spaced. Each essay should be thesis driven and well-organized, with an introduction, at least three body paragraphs (with topic and transition sentences) and a conclusion. The purpose of this exam is to evaluate the quality and depth of your thinking about the novel.

Online Posting:

Throughout the semester, you will be required to post a number of small assignments online. These are designed as stepping-stones toward the completion of larger assignments. Take these seriously and you will be much more successful in this class!

The Project:

In opening days of our class, we’ll hammer out a timeline for our work on this project. Essentially, we’ll be responsible for kicking off a Chesapeake College literary journal that will showcase student works. Among other things, this project will include:

- Naming the Journal
- Determining its content: what should be included and how should it be organized?
- Advertising for student submissions
- Setting up an editorial structure to design and execute the project
Literary Analysis Essay Guidelines:

What To Do:

Use proper MLA format:

- For Essay Appearance
- For Citation format

1. MLA format for essay appearance
   - no title page necessary
   - use appropriate heading
   - double-space all text (do not insert extra spaces anywhere)
   - use page numbers
   - see format example below

Student Name

Instructor Harper

102.06

7.7.07

Truth and Madness in Poe’s “The Tell-Tale Heart”

Begin your essay here. Notice that I did not use bold print, italics or underlining on the title.

Use 12 point font and consider following the essay outline on the next page. Don’t forget to insert page numbers and to include a works cited at the end.

Always indent, but never add extra spaces between paragraphs.
2. MLA Citation format
   • MLA citation should be evident in two places in your text.
     - in-text citations whenever you use someone else’s words or ideas.
     - In the Works-Cited, which should be the last page stapled to your paper.

   In-Text Citation Sample - note that this information is in your book! (see Chpts. 27+)
   ...When the narrator goes on to tell how he watches the old man sleeping, he rivets his attention on
   the old man’s “vulture eye.” When a ray from his lantern finds the Evil Eye open, he says, “I could
   see nothing else of the old man’s face or person” (Poe 236). Because Poe has chosen to tell this
   story from the perspective of a first-person narrator, the reader is forced to focus on this singular
   aspect of the old man.

   • notice that a specific, brief example is provided from the text
   • every quote should be introduced (provide context to explain its value)
   • after every quote, provide an explanation of its significance or meaning

   If a quote is longer than 4 lines in your paper, use a block quote. (This is rarely
   necessary. In fact, use no more than 2 block quotes in a 6-8 page paper.)

   Poet and critic, Richard Wilbur suggests that the apparent longing in Dickinson’s poetry is a result
   of unrequited love:

   Her second privation, the privation of love, is one with which her poems and her biographies
   have made us exceedingly familiar, though some biographical facts remain conjectural. She
   had the good fortune, at least once, to bestow her heart on another; but she seems to have
   found her life, in great part, a history of loneliness, separation, and bereavement. (748)

   • Notice that block quotes are indented and therefore need no quotation marks
   • Notice that, in a block quote, the parenthesis belong outside of the period.
The color white preoccupies Frost. The spider is “fat and white, / ON a white head- all”, and even the victim moth is pale, too (37).

At the outset, the poet tells us of his discovery of:

   a dimpled spider, fat and white,

       On a white heal-all, holding up a moth

       Like a white piece of rigid satin cloth—

       Assorted characters of death and blight (Frost 37)

The poet implies that the small killer is both childlike and sinister.

- Notice that the original form of the poem is retained as much as possible.

Works Cited Sample – This information, too, is in your book!

Works Cited


Organize your paper well

The following page represents an example of a well-organized persuasive essay. Consider adapting and outlining your ideas to fit this format.
<table>
<thead>
<tr>
<th><strong>Background Information</strong></th>
<th><strong>Thesis</strong></th>
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<tr>
<td><strong>Subpoint 1</strong></td>
<td><strong>Subpoint 2</strong></td>
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<tr>
<td><strong>Subpoint 3</strong></td>
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</table>

**Paragraph for Sub-point 1**
- begin with a topic sentence (supporting thesis)
- followed by supporting details (at least 4-5 sent.)
- include transitions between paragraphs

**Paragraph for Sub-point 2**
- begin with a topic sentence (supporting thesis)
- followed by supporting details (at least 4-5 sent.)
- include transitions between paragraphs

**Paragraph for Sub-point 3**
- begin with a topic sentence (supporting thesis)
- followed by supporting details (at least 4-5 sent.)
- include transitions between paragraphs

**Conclusion**
- restate thesis in different language
- summarize main points
- provide some new information or a slight twist
Begin with a strong thesis:

Your thesis should make a claim about the text using the tools for literary analysis we have discussed in class.

Ex. A close analysis of the setting in Boyle’s “Greasy Lake” reveals profound insights into the nature and development of his main character.

Ex. The rhythm and form of Shakespeare’s Sonnet, “My Mistress’ Eyes are Nothing Like the Sun” echo and augment the content of the poem, which mocks the traditional Petrarchan notion of beauty and love.

Your thesis may contain sub-points that suggest the outline of your argument:

- Strong thesis statements often do contain sub-points.
- It is also appropriate to list sub-points in a sentence that follows your thesis.

Ex. In “The Things They Carried,” an underlying theme of bravery and leadership is expressed in different ways by Tim O’Brien. With the help of setting, repetition, and a detailed description of relationships among characters, O’Brien puts together a meaningful story about a soldier that comes to realize the importance of focus and leadership.

Ex. In “The Things They Carried,” the physical weight of the situation, the mental weight of the situation and the weight of Ted Lavender’s death on the Lieutenant all contribute to O’Brien’s development of an oppressive tone or mood, which suggests his sharp judgment against the Vietnam conflict. (notice that theme is suggested)

Ex. In his poem, “True Ease in Writing Comes from Art, not Chance,” Alexander Pope uses sound devices such as euphony, cacophony and alliteration, a carefully constructed metrical pattern and captivating imagery to suggest that the best poetry contains the raw power and influence of beautiful music.

Use this space to list effective or catchy thesis statements we discuss in class:
What not to do:

Do not write in First or Second Person
- First person = “I” “Me” “My” etc.
- Second person = “You” etc.

Instead – Write in Third Person
  Third person = “He” “She” “They” “One” etc.

Do not write a Plot Summary
- the bulk of your writing should represent analysis and evaluation
- use the “tools” for analysis we discuss in class critique the author’s work.
  - how are these tools used to develop theme or meaning?
  - What truth is developed? How is it developed?
  - What effect does this work have on the reader? Why?
Steps for writing your Short Story Analysis:

1. Your title should creatively disclose your theme. Do not use “Short story analysis” or the title of the actual story as your title.
2. Introduction: Write a formal introduction which: states the story’s title and author, summarizes the general plot of the story (2-3 sentences of overview) and ‘sets the stage” for the reader and includes your thesis statement (disclosing your theme/focus). The last sentence of you introduction would be an ideal spot for your thesis statement.
3. Thesis: Should include your interpretation of the purpose of the story as well as the “tools” for literary analysis that point you in that direction. (see the example thesis statements below).
4. Body Paragraphs: Should include 4-5 separate paragraphs which provide significant evidence to support the theme you’ve identified. Each of these paragraphs should be at least 4-8 sentences in length. You may use: quotes, passages, the setting, characters and their actions/descriptions, the title of the work, and/or symbols in the story as support.
5. Try to use the most significant pieces of evidence to prove your theme. Don’t retell the story. Just choose pieces of the story which illustrate what you’ve found to be the most obvious element (theme) in the story (or the author’s purpose for writing the story). Whenever you use a quote, use MLA format for in-text and Works Cited citations and be sure to follow the quote with your detailed explanation of the quote’s meaning and significance.
6. Be sure to use transitions, connecting words to link one paragraph, one new idea, to the next. (For example, “Another prominent symbol that demonstrates the protagonist’s greed is…”)
7. Conclusion: Should be at least 4 sentences in length. Try not only to mention your main theme, but go beyond it to leave the reader thinking about your paper long after he has finished reading it. The best analyses reveal how the story relates to the modern reader or modern society.
8. Do not use the 1st person point of view (I, we, us, our, me, my, etc) or 2nd person point of view (you, your, etc.) anywhere in this essay. The focus should remain on the character(s) and the story itself, so it should be written entirely in the 3rd person.
9. Don’t turn to professional critics or published essays for input. This should be entirely your focus / theme!

Pointers to consider when writing your short story:

**Title:** How does the title creatively and subtly allude to the theme of your story?

**Plot:** Can you plot significant events on a plotline, including rising and falling action, moments of crisis and a climax?

**Setting:** Do you include ample (lots of) sensory details to enable your reader to imagine your tale?

**Character Development:** Have you populated your story with characters of significant depth? Have you deliberately crafted flat characters for a different purpose? Do your characters have adequate motivation to act as they do?

**Theme:** Consider the purpose of your story. How do you want to impact your reader?

**Unity:** Do you use literary devices like symbolism and foreshadowing to bind your story together?

**Creativity:** Enjoy writing a story with your own unique stamp of personality and ingenuity. HAVE FUN!
Pointers for reviewing a live play:

This handout will provide you with some basic information. You should also check out this great website – a comprehensive resource for writing reviews: ➔ http://www.unc.edu/depts/wcweb/handouts/review.html

What is a review?

A review is a critical evaluation of a text, event, object, or phenomenon. Reviews can consider books, articles, entire genres or fields of literature, architecture, art, fashion, restaurants, policies, exhibitions, performances, and many other forms...

Above all, a review makes an argument. The most important element of a review is that it is a commentary, not merely a summary... You can offer agreement or disagreement and identify where you find the work exemplary or deficient in its knowledge, judgments, or organization. You should clearly state your opinion of the work in question, and that statement will... resemble other types of academic writing, with a thesis statement, supporting body paragraphs, and a conclusion.

[Your review should be 3 pages in length.]

Some common features of reviews:

• First, a review gives the reader a concise summary of the content. This includes a relevant description of the topic as well as its overall perspective, argument, or purpose.
• Second, and more importantly, a review offers a critical assessment of the content. This involves your reactions to the work under review: what strikes you as noteworthy, whether or not it was effective or persuasive, and how it enhanced your understanding of the issues at hand.
• Finally, in addition to analyzing the work, a review often suggests whether or not the audience would appreciate it.

Introduction

• Include the name of the play you went to see and the author(s) of that play. Also, include information about the specific production that you attended, including the location and the theater company.
• Briefly summarize the content and purpose of the play (2-3 sentences).
• Include your thesis about the play. Was it successful in achieving it’s purpose? Was it informative, entertaining, humorous, thought-provoking. Did you identify any larger themes or significant ideas embedded in the

Summary of the play

• This should be brief (one paragraph) as analysis takes priority. In the course of making your assessment, you’ll hopefully be backing up your assertions with concrete evidence from the play, so some summary will be dispersed throughout other parts of the review.

Analysis and Evaluation of the Play

• Defend your thesis here. What was the purpose of the play? (to entertain, to communicate a specific meaning or to suggest a theme?) Did the play achieve its purpose? How?
• Your analysis and evaluation should be organized into paragraphs that deal with the main points of your argument, as in your other literary analysis papers.
• Address specific elements of the play, just as you have in all of your other papers: character development, setting, plot structure, symbol, theme, stage business, actor’s interpretation, quality of performance, use of sound, etc.

Conclusion

• Sum up or restate your thesis or make the final judgment regarding the play. Reassert your main argument about the play. Suggest whether you would recommend the play to others. For what purpose? What age-groups / demographics, specifically?
Guidelines for your Creative Poetry Project!

Procedure: In a 5-7 minute speech, present an analysis of a poem of your choice. The only three stipulations are: if you choose a poem outside of the textbook, you must make copies of the poem for everyone in the class; no two people can present the same poem; and no one can present a poem we have already discussed in the class. Don’t choose a poem that is one stanza or less, or too lengthy in size. (ex. – an epic poem). Your presentation will be evaluated along the following guidelines.

30 pts. → Presentation and Creativity

- Power-Point presentation
  - Thorough: A good power-point will highlights all the main points of a presentation.
  - Creative: Your slide show should present your material and ideas creatively.

- Clarity of Organization
  - Introduction: w/ thesis that clearly states what student thinks the poem means
  - Body: Several reasons / examples provided from poem to support student's interpretation
  - Conclusion: Summary statement including how poem applies to everyday life

- Unique Creativity
  - Make an innovative attempt to engage your classmates in the material presented.
  - Ex. A student discussing Frost’s “Mending Wall”, a poem that is, arguably, about breaking down boundaries between individuals, might choose to write and send a letter to an estranged relative. The student could then read the letter to our class.
  - Ex. A student presenting on Shirley Jackson’s short story, “The Lottery”, once held an in-class lottery w/ a prize. This helped all of us to get into the mindset of the story’s main characters.

30 pts. → Personal Application

- Clearly express how and why you relate to the poem you have chosen.
  - What about the poem is relevant to your life? Why?
  - What in your personality or life experience makes this poem resonate with you?
  - Provide details as you explain.

40 pts. → Quality and depth of Analysis

- You should also make a clear effort to apply the “tools” for analyzing poetry that we have discussed in class. Consider how the poet has composed or crafted her poem to produce its final meaning.
  - What form does the poem take? Does form correspond to or suggest meaning? How?
  - What images populate the poem? What do they represent on the surface of things? Do they suggest a more abstract or universal theme or meaning? How does this poem apply to our daily lives?
  - Observe other kinds of imagery, too (taste, touch, smell, sound, etc)
  - Is there a discernable rhythm in the poem? Does it speed up or slow down for a particular reason?
  - What, if any, rhyme scheme does this poem have? How does rhyme call attention to certain meaningful parts of the poem?
  - Are symbols used? Explain in detail how they contribute to your understanding of the poem?
  - What kinds of sounds do you observe? Are certain sounds harsh or gentle, repeated or emphasized? In what way do the sounds in the poem help to develop its meaning?
  - Etc. For help in this section, refer to class notes, to our “Notes on Prosody” sheet and to your textbook, which has many helpful chapters about evaluating poetry.

Total: _______ / 100 pts.