

**AP LITERARY ANALYSIS PAPER BASED ON
HEART OF DARKNESS AND SUMMER NOVEL (70 pts)**

(rev. term 3 2005)

Brief Description:

For this paper you must develop an approximately three to five page literary analysis illuminating significant patterns, images and relationships in an examination of two British literary works. During your analysis, you should think deeply about both works in standard areas of analysis such as: tone, diction, structure, characterization, imagery, theme, content and context (as well as other related elements). Connections between the two texts can come to you in surprising ways, so be willing to pursue an unusual idea.

To do literary analysis the first and most important thing is to carefully reread (you may skim) and review the literary texts you will be discussing in your paper. As you do this, you should take notes recording your questions and ideas. You may wish to consult some critical essays on the texts, but you shouldn't rely heavily upon others' ideas. This analysis should be based on your own deep reading and analysis of two significant texts.

- Literary analysis writing is persuasive writing. It supports YOUR opinion about the literature.
- Your opinion should be about the THEME or some interpretive or stylistic aspect(s) of the literature.
- Always make clear references to the works under discussion to prove that your point really is found in the author's words.
- Only a small portion of literary analysis may be summary, and summary must NEVER be the main aspect of the essay. Nor does literary analysis consist of making critical judgments of the works. That falls under the area of "critical review." Your primary job is arguing for a particular interpretation of two texts of undeniable literary merit. Assume that the reader is reasonably familiar with the texts.

Overview of Requirements:

CONTENT--40 points

1. This paper must focus on a well-developed thesis comparing and contrasting two significant works of British literature.
2. Provide sufficient details from the works to support your analysis and make specific references (including but not limited to direct quotation) to the works. These references should be cited appropriately.
3. The relationships/points of comparison between the two works should be significant enough to help the general reader appreciate the works more fully.
4. Organization must be undeniably present. A five-paragraph approach works well as follows: an introduction, a paragraph for each main point of analysis, and a conclusion. You may, however, choose to develop your own organizational structure which naturally complements and enhances content, breaking the analysis into more than five paragraphs.
5. Use of outside critical resources is not required; however, if any are used, they should be of high quality and appropriate to your analysis, not merely tacked on for appearance's sake.
6. The conclusion should provide the reader with a sense of closure and a clear reminder of the key points of analysis.

STYLE--10 points

1. Sentence structure and length should be varied
2. Avoid overuse of passive and linking verb sentences.
3. The tone used to address the audience should be suitable and effective for the relatively academic purpose of the essay.
4. Diction/word choice should reveal a command of critical terms of analysis appropriate to the points of comparison used in the essay (themes, structure, characters, etc).

WRITING CONVENTIONS--20 points

1. Approximately three to five pages (typed, New York or Geneva font, 12 point)
 2. Paragraphs (sections) should clearly contribute to the unity and coherence of the paper.
 3. The paper must demonstrate control of conventions that is skilled in nuances and enhances the paper's purpose as well as employ varied prose strategies.
 4. Observe all MLA manuscript form requirements.
 5. Submit one draft print out with handwritten revisions and notations showing evidence of editing.
 6. All references to the literary texts should be made to class editions of the texts when possible. Follow MLA citation guidelines for parenthetical documentation and the works cited page. For any critical essays or other works, provide a highlighted photocopy of the sections that you used.
 7. Turn in a security copy of your final draft.
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AP LITERARY ANALYSIS PAPER GRADING SHEET

STUDENT(S) COMMENTS ON DOING THIS PAPER:

What worked? What didn't? What challenged you? Of what are you proud? What might you have done differently? What have you learned? Share what you'd like. WRITE YOUR RESPONSE BELOW:

/40 CONTENT

1. INTRODUCTION/OPENING COMMENTS

- 3
- Overall effectiveness of the intro/opening remarks
-1 •interesting, engaging, unique, attention-getting, draws reader in
- Thesis statement identifies a clear line of analysis connected to the text
-1 •effective, clear, uses appropriate verb, no use of phrases such as "this paper," follows order of paper, etc.
- Overview of three main areas of analysis is clear and concise
-1

2. ORGANIZATIONAL APPROACH

- 3
- Areas of analysis are put into a coherent and "motivated" order
-1 to -2
- Organization intrinsically contributes to and complements the analysis
-1 to -2
- If you are writing a comparison paper, clearly develop either
-1 block comparison or point by point comparison
(circle one of the above)

3. AREA OF ANALYSIS #1

- 7
- Statement of the area of analysis is clear and coherently linked to the thesis
-1 to -2

_____ Analysis is well-developed **and** in-depth, effective, convincing, accurate

-1 to -3

_____ Area(s) of analysis significantly and logically connected to a clear line

-1 to -2 of reasoning

_____ Sufficient, focused support from Hamlet is provided

-1 to -3

_____ Unity is present: All material present contributes effectively to the analysis.

-1 to -2

_____ This section is organized logically and is balanced.

-1

_____ This section is coherent; **transitions** are used effectively both **between** and

-1 **within** paragraphs to promote coherence.

4. AREA OF ANALYSIS #2

7

_____ Statement of the area of analysis is clear and coherently linked to the thesis

-1 to -2

_____ Analysis is well-developed **and** in-depth, effective, convincing, accurate

-1 to -3

_____ Area(s) of analysis significantly and logically connected to a clear line

-1 to -2 of reasoning

_____ Sufficient, focused support from Hamlet is provided

-1 to -3

_____ Unity is present: All material present contributes effectively to the analysis.

-1 to -2

_____ This section is organized logically and is balanced.

-1

_____ This section is coherent; **transitions** are used effectively both **between** and

-1 **within** paragraphs to promote coherence.

5. AREA OF ANALYSIS #3

7

_____ Statement of the area of analysis is clear and coherently linked to the thesis
-1 to -2

_____ Analysis is well-developed **and** in-depth, effective, convincing, accurate
-1 to -3

_____ Area(s) of analysis significantly and logically connected to a clear line
-1 to -2 of reasoning

_____ Sufficient, focused support from Hamlet is provided
-1 to -3

_____ Unity is present: All material present contributes effectively to the analysis.
-1 to -2

_____ This section is organized logically and is balanced.
-1

_____ This section is coherent; **transitions** are used effectively both **between** and
-1 **within** paragraphs to promote coherence.

6. **CONCLUSION**

3

_____ Paper transitions smoothly into conclusion
-1

_____ Reviews **fully** the major significance of the analysis of Hamlet
-1 to -2

_____ Closing statements logical and conclusive

-1 Sense of closure present (beyond summarizing) with interesting, finalizing
"closing statement/discussion"

_____ Conclusion is organized logically. Summary is balanced.
-1

7. **CORRECT DOCUMENTATION/CITATIONS**

10

• **CREDIBILITY OF SOURCES**

_____ Other than Heart of Darkness and Things Fall Apart, if sources are used,
-1 to -2 they must be credible. **Circle problems:**

- Authoritative sources must used.
- Credibility of authors/sources is well-established in the paper.
- No use of print or online encyclopedias

- Use of sources (besides Heart of Darkness and Things Fall Apart) is valid and enhances the argument.

• **CORRECT DOCUMENTATION/CITATIONS**

_____ **DOCUMENTATION/CITATIONS** are provided for virtually all material in this
-1 to -4 section that needs to be cited. In other words, credit is given where credit is due.

_____ **DOCUMENTATION SPOT CHECK #1** (p. ____ source ID _____, p. ____)
-1 to -3 **Circle problems:** author, etc.

For direct quotations:

- Direct quotation isn't quoted exactly as it appeared in the original
- Quoted material stands alone. No effective lead-in statement is present.
- In-text acknowledgement of author (w/ credentials if needed) of direct quotations not given proper credit.
- Material isn't found in the original.
- Interpretation of the original material is inaccurate.
- Other problem(s): _____

For paraphrased citations:

- Paraphrasing of the original material raises suspicion of plagiarism. Wording is too close to the original.
- Interpretation of the original material is inaccurate.
- In-text acknowledgement of author (w/ credentials if needed) of direct quotations not given proper credit.
- Material isn't found in the original.
- Other problem(s): _____

_____ **DOCUMENTATION SPOT CHECK #2** (p. ____ source ID _____, p. ____)
-1 to -3 **Circle problems:** author, etc.

For direct quotations:

- Direct quotation isn't quoted exactly as it appeared in the original
- Quoted material stands alone. No effective lead-in statement is present.
- In-text acknowledgement of author (w/ credentials if needed) of direct quotations not given proper credit.
- Material isn't found in the original.
- Interpretation of the original material is inaccurate.
- Other problem(s): _____

For paraphrased citations:

- Paraphrasing of the original material raises suspicion of plagiarism. Wording is too close to the original.
- Interpretation of the original material is inaccurate.
- In-text acknowledgement of author (w/ credentials if needed) of direct quotations not given proper credit.
- Material isn't found in the original.
- Other problem(s): _____

/10 STYLE

_____ 1. **LANGUAGE**

4

_____ Diction (word choice) reflects a sophisticated tailoring of the message

-1 to -2 to a clear academic audience.

Circle problems:

- Diction is not precise and/or often incorrect.
- use of overly simple word choices; vocabulary is not near "college level."
- use of slang, colloquialisms, cliches, idioms, or informal speech mannerisms.
- overuse of linking verbs or passive voice
- verb tenses are inconsistent

___ The literary and other terminology must be used precisely, correctly, -1 to -2 appropriately, and effectively. Terminology must be clarified.

___ Literary present tense must be used consistently

-1 to -2 Except in direct quotations, do not use first person or personal pronouns such as *I, me, my, mine, you, your, yours, the use of the "understood you" as well as we, us, our, and ours*

2. **VOICE/TONE**

3 ___ Author's voice is confident regarding assertions in analysis of Hamlet.

-1 to -2

___ Author's voice is distinct from sources' voices

-1 to -2

___ Author's voice/tone is sophisticated, precise, and appropriate to college level.

-1 to -2

___ The author's depth of understanding and appreciation of Hamlet is evident.

-1 to -2

3. **SENTENCES**

3 ___ Sentence structure is purposeful, technically correct, well-crafted, and

-1 to -2 sophisticated.

___ Sophisticated use of subordination and sentence complexity is appropriate to -1 to -2 academic writing

___ The sentence structure must clearly differentiate student author's voice and -1 to -2 style from the authors' voices and styles.

___ Sentence variety reflects a sophisticated tailoring of the message to clear -1 to -2 academic audience.

___ Complex sentence structures are used over simple sentence structures.

-1 to -2

___/20 WRITING CONVENTIONS

You can buy back up to ___/20 "writing convention" pts. by making ___ corrections

by _____.

due date

"Writing Conventions" consists of two areas:

• **MANUSCRIPT FORM**

_____ (total pts. off) **REGULAR MSF** (manuscript form) **ERRORS** (-1 each)

_____ (total pts. off) **MSF** (manuscript form) **ON DOCUMENTATION** (-1 each)

_____ **DIRECT QUOTATION**

total **Circle problems:**

off

- incorrect msf of direct quotations (DQ)
- incorrect msf of the parenthetical documentations of direct quotations
- incorrect use of ellipsis points in square brackets [. . .] for omissions, square brackets for interpolation, [sic] for errors in the originals
- incorrect msf when quoting from a play (see special requirements)
- other problem(s): _____

_____ **PARAPHRASED MATERIAL**

total **Circle problems:**

off

- incorrect msf of paraphrased citations
- incorrect msf of parenthetical documentation of paraphrased citations
- other problem(s): _____

• **TECHNICAL ASPECTS**

_____ (total pts. off) **TECHNICAL ASPECTS**

_____ AWKWARD word choice **awk (-1)**

_____ AGREEMENT faulty subject-verb agreement or pronoun-antecedent agreement **agr (-1)**

_____ CAPITALIZATION **cap/lc (-1)**

_____ EXACT WORD word chosen is not precise or correct to convey clear meaning **ew (-1)**

_____ FRAGMENTS **frag (-2)**

_____ HOMONYM ERRORS **H (-1)** AND **H no excuse (-2)**

_____ MISPLACED MODIFIER **mm (-1)**

_____ PUNCTUATION--COMMAS **pc (-1)**

_____ PUNCTUATION--APOSTROPHES **pa (-1)**

_____ PUNCTUATION--OTHER **pend** & **psc** & **pco** & **pund** & **pq** & **pd/h** & **syl** (ALL -1)

_____ PRONOUN CASE **pro case (-1)**

_____ REFERENCE UNCLEAR **ref (-1)**

_____ RUN-ONS **ro (-2)**

_____ SPELLING **sp (-1)** AND **sp no excuse (-2)**

_____ TENSE **t (-1)**

+ ___/1

EXTRA CREDIT

You may earn up to one extra credit point on this paper for using five extra-credit vocabulary words correctly. **BOX** , bold, or highlight them in the paper.

/-1 off total

SECURITY COPY NOT ATTACHED

/70 TOTAL = PRELIM. GRADE

However, if you receive full credit for buybacks your new score would be ___/70 = grade

Do buybacks carefully! They are due on _____ and cannot be redone!

TEACHER COMMENTS:

+ positives

- suggestions