

2009

Name \_\_\_\_\_

Hr. \_\_\_\_\_ Due date \_\_\_\_\_

(P. 1)

## AP LITERARY ANALYSIS PAPER BASED ON

### SUMMER NOVEL and ANOTHER WORK FROM THIS COURSE (70 pts)

~~1-1-10~~ (rev 2009-2010)

For this paper you must develop an approximately three to five page (NO MORE THAN 5 PAGES!) literary analysis paper illuminating significant patterns, images and/or relationships in an examination of **one of the summer novels and a work taught in the regular curriculum (your choice)**. 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, but be sure to discuss your unusual idea with your instructor. 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.

*Note! An outline is required! See teacher for particulars.*

You may wish to consult some critical essays on the texts, but you shouldn't rely heavily upon others' ideas. Needless-to-say, if you use build upon someone else's initial analysis, you should adequately paraphrase or quote it with proper attribution. This analysis should be based on your own deep reading and analysis of the two texts. Remember that the primary analysis and connections are your responsibility. **This is NOT a review of literature ON the two novels.**

- 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) connecting the two works.
- Always make clear references to the works under discussion to prove that your point really is found in the author's words. Be sure to include specific page references to paraphrased and quoted passages. Assume that the reader has a passing familiarity with aspects of the plot and characters of the novel (your paper is addressed to an informed reader).
- 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.

**NOTE:** When you turn your paper in, you are **REQUIRED** to submit one of your drafts with handwritten revisions and notations showing evidence of editing. An editing sheet (to be provided by your teacher later) must be turned in with the draft. Turn in your own actively-read copy of the Summer reading novel with your

#### OVERVIEW OF REQUIREMENTS:

##### CONTENT (40 pts)

1. This paper must focus on a well-developed thesis comparing and contrasting the two novels.
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 pts)

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 pts)

1. Approximately three to five typed pages. **Do not go on to a sixth page!**
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. 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 and submit the paper electronically to mydropbox. Consult your teacher.

# Organizational Samples

Point by Point

Block

Topic: Meaninglessness of Society in Things Fall Apart and Heart of Darkness

## Meaninglessness

- I Intro
- II Settings
  - A TFA
  - B Hof D
- III Character Flaws
  - A TFA
  - B Hof D
- IV Dictum
  - A TFA
  - B Hof D
- V Conclusion

## Meaninglessnes

- I Intro
- II Hof D
  - A Settings
  - B Charac Flaws
  - C Dictum
- III TFA
  - A Settings
  - B Charac F
  - C Dictum
- IV Conclusion

# Lit. Analysis Paper Grading Sheet

Name \_\_\_\_\_ Hr. \_\_\_\_\_ Due date: \_\_\_\_\_

(over term 4-2007)

## 2009 AP LITERARY ANALYSIS PAPER GRADING SHEET

### STUDENT COMMENTS ABOUT 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," follow 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 block comparison OR point by point comparison
  - 1 (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 of reasoning
  - 1 to -2
- Sufficient, focused support from summer novel is provided
  - 1 to -3
- Sufficient, focused support from second choice work 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 within paragraphs to promote coherence.

-1

#### 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 of reasoning
  - 1 to -2
- Sufficient, focused support from summer novel is provided
  - 1 to -3
- Sufficient, focused support from second choice work 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 within paragraphs to promote coherence.

-1

2

7. **AREA OF ANALYSIS #3**

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

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

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

Sufficient, focused support from summer novel is provided

Sufficient, focused support from second choice work is provided

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

This section is organized logically and is balanced.

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

6. **CONCLUSION**

Paper transitions smoothly into conclusion

Reviews fully the major significance of the analysis of both novels

Closing statements logical and conclusive  
Sense of closure present (beyond summarizing) with interesting, finalizing "closing statement/discussion"

Conclusion is organized logically. Summary is balanced.

2.5

7. **CORRECT DOCUMENTATION / CITATIONS**  
10. **CREDIBILITY OF SOURCES**

Other than the actual summer novel and choice work, if sources are used, 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 summer novel and choice work) is valid and enhances the argument.

8. **CORRECT DOCUMENTATION/CITATIONS**

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

DOCUMENTATION SPOT CHECK #1 (paper p. /source ID , p. 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 (paper p. /source ID , p. 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.
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- 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):

3

98

+ 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.

- 3 off final grade NO SECURITY COPY and/or SUBMISSION TO ~~THE~~ ~~PROFESSOR~~ PLAG. site (if required) and/or

70 TOTAL =          PRELIM. GRADE NO OUTLINE -3

\*\*\*\*\*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

65 - 70	=	A
63 - 64	=	A+
61 - 62	=	B+
58 - 60	=	B
56 - 57	=	B-
54 - 55	=	C+
51 - 53	=	C
49 - 50	=	C-
44 - 46	=	D+
42 - 43	=	D
0 - 41	=	F

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, appropriately, and effectively. Terminology must be clarified. -1 to -2

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 c

2. VOICE & TONE

3 Author's voice is confident regarding assertions in analysis of the novels. -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 the novels is evident -1 to -2

3. SYNTAX

3 Sentence structure is purposeful, technically correct, well-crafted, and sophisticated. -1 to -2

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

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

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

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) DOCUMENTATION MSF (manuscript form) (-1 each)

DIRECT QUOTATION

total CIRCLE PROBLEMS:

- 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:

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

TECHNICAL ASPECTS

total points off for TECHNICAL ASPECTS

- AWKWARD word choice
AGREEMENT faulty subject-verb agreement or pronoun-antecedent agreement
CAPITALIZATION
EXACT WORD word chosen is not precise or correct to convey clear meaning
FRAGMENTS
HOMONYM ERRORS
MISPLACED MODIFIER
OTHER:
PUNCTUATION--COMMAS
PUNCTUATION--APOSTROPHES
PUNCTUATION--OTHER
REFERENCE UNCLEAR
RUN-ONS
SPELLING
TENSE