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**Freshman Honors English**

**What *Is* the Point of That Story?**

**Independent Reading Literary Analysis Essay**

**The Task:**

Your first full literary analysis essay in this class asks you to reflect on the reading and writing feedback you gleaned from our practice paragraphs on conflict, character, setting, and point of view or cultural experience; then you will need to craft one complete essay that analyzes the theme of ONE of your independently-read short stories (pick one of those first four stories that you read for the paragraphs) and how it’s developed through a variety of literary elements. DO NOT choose a short story we studied in class, please.

**Specific Guidelines:**

1. Start with one of your independent short stories, and write a clear, universal theme statement.
2. Identify **at least three** different literary elements which establish/support/develop this theme. You could use the following elements as ideas, but talk to me if you have different ideas:
	1. Complex or dynamic characters
	2. Plot structure—think conflict, resolution
	3. Setting
	4. Point of view
	5. Cultural experience
	6. Title? Irony? Symbolism?
3. Write a body paragraph—like the ones you wrote for homework—on how each element develops the theme; you need to have **three** body paragraphs.
4. Then, write an introduction paragraph that hooks the reader on your topic, connects it to background knowledge, transitions to the story title and author, and finally ends with a thesis that combines the theme with the three elements you use to illustrate the theme.
5. Finally, write a conclusion paragraph that reflects on your analysis, the theme, and returns to your opening hook. Consider how this essay and theme connect to the contemporary world, raise questions that the reader should consider, or something else interesting?

**Grading:**

You will receive the following **formative assessment** points for the writing process (to be checked by the teacher **at the beginning of class**):

1. Thesis statement—due:
2. Prewrite/plan outlining the **topic sentences** **and evidence** for each body paragraph—due:
3. First draft of all five paragraphs—**come with a hard copy**! due:
4. Revised final draft uploaded to turnitin.com by midnight—due:
5. Peermark on turnitin.com during class on:

(you will receive formative points for giving feedback to your peers)

1. Adult response on the final draft to check for editing and clarity of ideas:
2. FINAL, FINAL draft with revisions and perfect MLA formatting uploaded to turnitin.com by midnight on:
3. Please reflect on your essay writing via turnitin.com following teacher grading.

The **final, final** draft of this essay will be scored in the **summative assessment** category of your grade, and it will be worth more than the process points. **Fear not!** We all will be helping you be successful on this process through feedback and revision. **You can do it!**

 **Be sure your originality report shows no more than 25% on turnitin.com. Figure out your tech issues BEFORE the day it is due!**

EVIDENCE OUTCOMES (EO’s):

2.1:

1. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
2. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
3. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
4. Analyze a particular point of view or cultural experience reflected in a work of literature.

3.2.a.i: Write arguments to support claims in an analysis of substantiated topics or texts using valid reasoning and relevant/sufficient evidence.

3.3.b: Produce clear and coherent writing in which the development, organization, and style are appropriate for the task, purpose, audience.

3.3.c: Develop and strengthen writing as needed by planning, revising, editing, rewriting,.

3.3.d: Use technology to produce, publish, update shared writing products.

Grading rubric for final, final draft to come…