

Analytical Essay (Literary Analysis)

Task: Write an analytical essay discussing how similar details of character, setting or plot of *Theseus*, *Bellerophon*, *Spirit Wife*, *Isis*, *Orpheus*, *Lincoln*, *King*, *Tubman* or *Shackleton* (pick one) and the novel you recently completed contributes to a theme. Remember to use details from both texts to support your idea.

The Writing Process	<i>Our</i> Writing Process for the Analytical Essay
Prewriting Begin Monday 2-4-19 Due 2-8-19 _____ 5 points	1. Brainstorm themes-character/plot/setting relationship using a graphic organizer. 2. Make a chart to story elements like the one on the handout “How to Write a Literary Analysis.”
Drafting Tuesday 2-11-19 through Thursday 2-13-19 _____ 5 points	1. Outline to organize ideas (Mon. 2-11) <u>Tuesday</u> : Discuss “Cohesion/Transitions” and “Formal Style” <u>Wednesday</u> : Discuss “Paraphrasing, Quoting and Summarizing” as supporting evidence 2. Create paragraphs from the outline (in class Wed 2-13)
Revising Tuesday 2-19-19 Wednesday 2-20-19 _____ 5 points	1. Changes : logical order of ideas 2. Changes: strongest evidence 3. Clarity and cohesion (transitions)
Editing Thursday 2-21-19 _____ 5 points	1. Make a checklist based on the rubric 2. Know the convention rules (See resources)
Polish/Publish/Share Friday 2-22-19 _____ 5 points	1. Size 2. Space 3. Appearance

Resources for Literary Analysis: Grade 8

Literary Terms:

<http://www.our-english-class.com/All-Lit/Terms.html>

Theme Video:

<https://www.youtube.com/watch?v=QqkuxT2kBY4&list=PL092D7986B6C989D8&index=27>

Essay

outlining: <https://www.youtube.com/watch?v=sp0MWYbLUFU>

Comparison/Contrast Guide:

<http://www.readwritethink.org/files/resources/interactives/compcontrast/>

Interactive template for Essay format

<http://www.readwritethink.org/files/resources/interactives/compcontrast/map.html>

Essay Structure/Format http://grammar.ccc.commnet.edu/grammar/five_par.htm

Comparison Essay

<https://www.sbccc.edu/clrc/files/wl/downloads/WritingaCompareContrastEssay.pdf>

Paraphrasing, Summarizing and Quoting

<https://owl.english.purdue.edu/owl/resource/563/1/>

Quote Within a Quote and Omitting Pieces of a Long Quote

<https://owl.english.purdue.edu/owl/resource/577/02/>

Integrating Quotes <http://www.vaniercollege.qc.ca/tlc/tipsheets/writing/integrating-quotes.pdf>

Cohesion Tips (Transitions) <https://gustavus.edu/writingcenter/handoutdocs/cohesion.php>

Formal Vs. Informal <http://www.skillsyouneed.com/write/formal-or-informal.html>

Titles: capitalizing, underlining, quotes and italics

<http://grammar.yourdictionary.com/capitalization/rules-for-capitalization-in-titles.html>

<http://grammar.ccc.commnet.edu/grammar/italics.htm>

Syntax

Sentence Structure: <http://esl.fis.edu/learners/advice/syntax.htm>

Conventions

Writing Numbers: <http://www.grammarbook.com/numbers/numbers.asp>

WRITING IN ALL CAPS IS LIKE SHOUTING:

<http://email.about.com/od/netiquettetips/qt/Writing-In-All-Caps-Is-Like-Shouting.htm>

<http://kathrynvercillo.hubpages.com/hub/What-People-Think-When-You-Type-in-All-Caps>

Comma Debate

<http://ed.ted.com/lessons/grammar-s-great-divide-the-oxford-comma-ted-ed>

Quoting text as evidence: <https://owl.english.purdue.edu/owl/resource/747/03/>

Moods in Verbs https://web.cn.edu/kwheeler/grammar_moods.html

Verbals

<http://www.cliffsnotes.com/writing/english/verb/verbals-gerunds-infinitives-and-participles>

Active vs. Passive Voice <http://www.towson.edu/ows/activepass.htm>

Avoiding inappropriate shifts in verb voice and mood <http://www.towson.edu/ows/shifts.htm>

Comma, ellipsis... dash— (videos)

Be sure to set up your preferences(Tools/Preferences) in Google Docs or “Insert/Special Characters”.

<http://learni.st/users/amy.critchett/boards/1737-comma-ellipsis-dash-and-spelling>

Typography

http://typophile.com/files/typography_rules.pdf

<http://practicaltypography.com/summary-of-key-rules.html>