**Literary Analysis Essay**

**Purpose:**

* To explore how authors use literary elements, techniques, and devices to achieve a desired effect
* To use the writing process (brainstorming, writing, revising, editing, and publishing) to produce well-crafted original works

**Task:**

Based on one of the short stories you read in class, write a 750 word essay that examines how the author uses literary elements, techniques, and/or devices to communicate/develop theme. Your essay must include the following:

* An intro (with a clear thesis), body paragraphs, and a conclusion
* Emphasis on analysis
* A discussion of 1-3 elements/techniques/devices and how they work to develop/communicate a particular theme
* Quotations from the text to support ideas
* Proper incorporation and citation of quotations
* Proper MLA format

**DO NOT** write a plot summary - the purpose of this assignment is to analyze what the author is ‘saying’ to the reader. Which literary techniques do they use? What is the point of the story? Does it show us anything worthwhile about people or about life? **Focus on analyzing how the THEME works within the short story.**

**Note:** What I see as the major theme may be different than what you see. The important criterion to remember is: can you prove it?

Possible elements/techniques to choose from (but do not restrict yourself to):

|  |  |  |  |
| --- | --- | --- | --- |
| Setting | Plot Structure | Irony | Foreshadowing |
| Symbolism | Point of View | Imagery | Tone |
| Diction | Sentence Structure | Foils | Figurative Language |

**Example theses:**

In “The Lady or the Tiger,” Stockton uses archaic language and point-of-view to illustrate that human actions are driven more by jealousy than love

In order to emphasize the idea that humans suffer when freedom is limited, Kate Chopin artfully creates a suffocating setting in “The Story of an Hour.”

Through colour imagery and bird symbolism, James Hurst’s “The Scarlet Ibis” reminds readers how guilt haunts.

Rubric on reverse page

**Literary Analysis Rubric**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Categories | Level 1 | Level 2 | Level 3 | Level 4 |
| Knowledge & Understandingunderstanding, analysis, explanation of the writing task, themes, concepts, and ideas.  | Demonstrates limited knowledge and understanding of content | Demonstrates some knowledge and understanding of content | Demonstrates considerable knowledge and understanding of content | Demonstrates thorough knowledge and understanding of content |
| Thinking Establishes a clear thesis, maintains direction, focus and coherence; considers perspectives of the reader, author, and context | Uses planning and processing skills with limited effectiveness | Uses planning and processing skills with some effectiveness | Uses planning and processing skills with considerable effectiveness | Uses planning and processing skills with a high degree of effectiveness |
| CommunicationExtent to which ideas are elaborated using specific and relevant details and/or evidence to support the thesis; critical thinking skills are employed | Expresses, organizes, and communicates ideas with limited effectiveness | Expresses, organizes, and communicates ideas with some effectiveness | Expresses, organizes, and communicates ideas with considerable effectiveness | Expresses, organizes, and communicates ideas with a high degree of effectiveness |
| ApplicationWriting reveals proper MLA format, formal academic writing conventions: spelling, punctuation, grammar, paragraphing, capitalization, and word usage | Applies writing conventions and referencing with limited effectiveness | Applies writing conventions and referencing with some effectiveness | Applies writing conventions and referencing with considerable effectiveness | Applies writing conventions and referencing with a high degree of effectiveness |