

## Writing a Literary Analysis Paper

### The Purpose of a Literary Analysis:

A literary analysis is not merely a summary of a literary work. Instead, it is an argument about the work that expresses a writer's personal perspective, interpretation, judgment, or critical evaluation of the work. This is accomplished by examining the literary devices, word choices, or writing structures the author uses within the work. The purpose of a literary analysis is to demonstrate why the author used specific ideas, word choices, or writing structures to convey his or her message.

### How to Create a Literary Analysis:

1. **Read the text closely several times.** Focus on the ideas that are being presented. Think about the characters' development and the author's writing technique. What might be considered interesting, unusual, or important?
2. **Brainstorm a list of potential topics.** Highlight important passages in the text and take notes on these passages. Later, when writing the paper, these notes should help a writer to remember which aspects of the story caught his/her attention. The topic chosen should always be based on a writer's interpretation of the author's message. Here are some things a writer may want to consider when brainstorming for a literary analysis.
  - ❖ **Character:** What observations might a writer make about the characters? Are there discrepancies in what they think, say, or do? Are the observations a writer makes different from what other characters say? How does the author describe the characters? Are the characters "dynamic" (a dynamic character is a character that undergoes important changes throughout the work)? Are the characters "static" characters (a static character is a character that stays the same throughout the work)? Are the characters "flat" characters (a flat character is a character that does not have vivid character traits) or "round" characters (a round character is a character that has vivid character traits)? Are the characters symbolic or representative of some universal quality? Is it possible that two characters in the text might be compared or contrasted?
  - ❖ **Setting:** Is there a relationship between the work's setting and its mood? Does the setting reflect the work's theme? How does the setting impact the characters? Does a change in the setting affect the mood, characters, or conflict?
  - ❖ **Plot:** How might the beginning of the work be interpreted? How does the plot build suspense? Does the author use techniques such as foreshadowing or flashback? Are there patterns of cause-effect relationships? Do events occur in a logical order? Examine the events that lead to the climax and determine how the work ends?

# Literary Analysis Paper

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## Literary Analysis Paper:

**Understanding by Design** Grant P. Wiggins, Jay McTighe, 2005 What is understanding and how does it differ from knowledge How can we determine the big ideas worth understanding Why is understanding an important teaching goal and how do we know when students have attained it How can we create a rigorous and engaging curriculum that focuses on understanding and leads to improved student performance in today's high stakes standards based environment Authors Grant Wiggins and Jay McTighe answer these and many other questions in this second edition of *Understanding by Design* Drawing on feedback from thousands of educators around the world who have used the UbD framework since its introduction in 1998 the authors have greatly revised and expanded their original work to guide educators across the K-16 spectrum in the design of curriculum assessment and instruction With an improved UbD Template at its core the book explains the rationale of backward design and explores in greater depth the meaning of such key ideas as essential questions and transfer tasks Readers will learn why the familiar coverage and activity based approaches to curriculum design fall short and how a focus on the six facets of understanding can enrich student learning With an expanded array of practical strategies tools and examples from all subject areas the book demonstrates how the research based principles of *Understanding by Design* apply to district frameworks as well as to individual units of curriculum Combining provocative ideas thoughtful analysis and tested approaches this new edition of *Understanding by Design* offers teacher designers a clear path to the creation of curriculum that ensures better learning and a more stimulating experience for students and teachers alike *Leaders of Their Own Learning* Ron Berger, Leah Rugen, Libby Woodfin, EL Education, 2014-01-07 From EL Education comes a proven approach to student assessment *Leaders of Their Own Learning* offers a new way of thinking about assessment based on the celebrated work of EL Education schools across the country Student Engaged Assessment is not a single practice but an approach to teaching and learning that equips and compels students to understand goals for their learning and growth track their progress toward those goals and take responsibility for reaching them This requires a set of interrelated strategies and structures and a whole school culture in which students are given the respect and responsibility to be meaningfully engaged in their own learning Includes everything teachers and school leaders need to implement a successful Student Engaged Assessment system in their schools Outlines the practices that will engage students in making academic progress improve achievement and involve families and communities in the life of the school Describes each of the book's eight key practices gives advice on how to begin and explains what teachers and school leaders need to put into practice in their own classrooms Ron Berger is Chief Program Officer for EL Education and a former public school teacher *Leaders of Their Own Learning* shows educators how to ignite the capacity of students to take responsibility for their own learning meet Common Core and state standards and reach higher levels of achievement Video and other supplementary materials are not included as part of the e-book file but are available for download after purchase *Writers Solution Grammar Practice Book Grade 10 1998c*

Nancy A. Humbach, Prentice-Hall Staff, 1999     **Research in Education** ,1974     *Academy, with which are Incorporated Literature and the English Review* ,1882     **The Academy and Literature** ,1882     Holy Cross Catalog College of the Holy Cross (Worcester, Mass.),1900     *Understanding and Writing the Literary Analysis Essay in an Urban High School* Sarah Woodward Beck,2002     **Michigan School Moderator** ,1888     *The Journal of Education* ,1921     **Literature and Language** Holt McDougal, Richard Craig Goheen,1994     Science John Michels (Journalist),1890     **The Spectator** ,1905 A weekly review of politics literature theology and art     The Iowa Publisher and the Bulletin of the Iowa Press Association ,1929     **Report of the Proceedings** ,1895     **Current Literature** ,1894     *New England Journal of Education* ,1910     The Iowa Publisher Frederick John Lazell,1929     *Sessional Papers* Québec (Province). Legislature,1910     **Sophomore English** David Brooks Cofer, P. G. Gunter, E. K. Spahr,1927

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