**ENG 112**

**Essay #2: Literary Analysis**

**Topic** Construct an argumentative literary analysis in which you answer the following questions about the short story:

* What is the “they say”? What is the historical/social/cultural context to which the writer was responding? What are other ways people have viewed this important idea?
* What is the author’s thesis (theme)? What position does the author take about this important idea?
* What elements are used to support that theme? How does the author use elements such as figurative language, imagery, symbolism, point of view, setting, or structure to convey his or her opinion on this important idea? *You must discuss at least three*.
* What do you say? What is your own opinion?
* Why does it matter? Why is this idea important or relevant to your reader?

Choose from the following short stories:

* William Faulkner’s “[A Rose for Emily](http://xroads.virginia.edu/~drbr/wf_rose.html)”
* Charlotte Perkins Gilman’s “[The Yellow Wall-paper](https://www.nlm.nih.gov/literatureofprescription/exhibitionAssets/digitalDocs/The-Yellow-Wall-Paper.pdf)”
* Richard Wright’s “[The Man Who Was Almost a Man](http://xroads.virginia.edu/~DRBR2/wright.htm)”
* T.C. Boyle’s “[Chicxulub](http://www.newyorker.com/magazine/2004/03/01/chicxulub)”

**Purpose** To strengthen your critical reading and writing ability, to explore literature as another genre in which authors make rhetorical choices to advance their viewpoint, to practice integrating research into an analysis.

**Format** The essay must be at least five pages and use two articles of literary criticism from either books, *Literature Resource Center, Academic Search Complete*  or *JSTOR*. No other online sources of articles are acceptable (I want you to demonstrate that you know how to use these Durham Tech databases). You will use many quotes from the story and the articles to provide evidence for your essay. You will use MLA format.

**Deadlines**

Prewriting A 9/15

Two Articles and Prewriting B 9/20

Outline (optional rough draft) 9/27

First Draft/Peer Review 10/4

Final Draft 10/6

**Grading**

This paper will be 25% of your final grade in the course.

A Paper Has a clearly articulated understanding of the author’s claim, and is able to prove that through analyzing at least three formal aspects of the story. Thoroughly develops and explains the they say and the I say portions. Interpretation of the story makes sense based on evidence from the text, and the writer demonstrates a clear understanding of formal elements in the story and how they contribute to the theme.

Uses lots of evidence, especially quotes, from the story to support and develop his or her idea. Uses evidence from research to support and develop the thesis. Evidence from research is integrated into the writer’s own argument.

The essay has a well developed introduction, body paragraphs, and conclusion. The topic sentences express ideas (rather than plot summary) and clearly show how a paragraph supports and develops the thesis.

MLA format is used correctly in format, in-text citations, and works cited page.

Remains free from grammar, spelling, and punctuation errors.

B Paper Accomplishes all of the above to a lesser extent.

C Paper Has one or more of the following problems:

Lacks a clear understanding of (or ability to articulate) the author’s claim. Writer fails to develop the they say, I say, and analysis of three formal aspects of the story. Interpretation of the story is not well supported by evidence from the text, or the writer seems uncertain of the formal elements of the story and how they support and develop the theme.

Uses insufficient evidence from the story to support the writer’s thesis. Evidence from research is not used to support and develop the writer’s thesis. Evidence from research is not integrated into the writer’s own argument.

Contains errors in MLA format, in-text citations, or works cited page.

Contains many grammar, spelling, and punctuation errors.

D or F Paper Has several of the problems listed under C Paper.