



# ELA Virtual Learning

## English 218 Introduction to Literature

Lesson: April 24, 2020



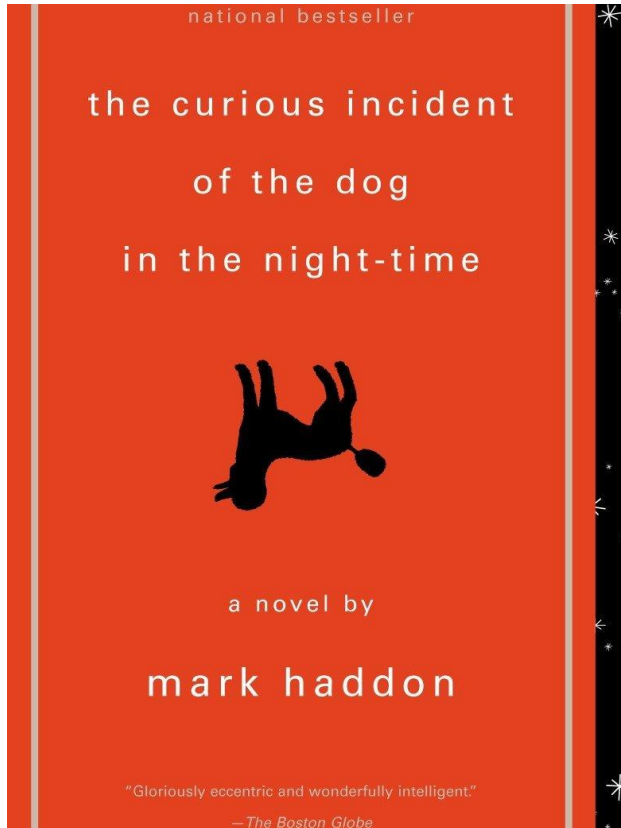
# English 218 Introduction to Literature

Lesson: April 24, 2020

## Objective/Learning Target:

- Analyze the novel using critical reading and thinking skills.
- Analyze and evaluate the author's choices regarding how to develop and relate elements of a text.

## Bell Ringer:



You should now have a plan and an introductory paragraph. Did you have your work checked by someone else? If so, what did your peer reviewer say; were there any changes suggested? If not, please do that before moving on.

**\*\*Start a document to record your response to this and the work which follows on later slides.**

# Learn

You have a plan and you have your introduction. If not, stop and go back to complete that. Then come back here. This is a reminder of what this paper is all about, including requirements and parameters: [Literary Analysis](#)

After re-reading the handout, please read carefully through the [rubric](#) for this paper. I hope you will always strive for the column titled “Well Developed”, which would yield a grade of “A”, signalling excellence!

Note the wording in that part of the rubric regarding the use of quotes and writing commentary. You must use quotes from the novel; a literary analysis uses the author’s words to make argumentative points. Your commentary comes before and after quotes. Always lead to a quote, add the quote, then comment further after it; sandwich all quotes.

# Learn

Move forward now with writing the paper. Remember all rules of scholarly writing (review the No Excuses list from Comp. 101 and refer to it frequently). Using NO FIRST-PERSON OR SECOND-PERSON, attempt to write in elevated diction, varying your sentence structure (but always writing in complete sentences) and avoiding unnecessary wordiness.

Refer frequently to your thesis. Your analysis must address all literary elements included in your thesis. It can also address elements not specifically addressed in your thesis. For example, your thesis may not specifically mention Haddon's diction, but you might note the quality of that when referring to dialogue or characterization. Still, the focus must be on the elements in your thesis.

Refer frequently to the handout. Always keep in mind: WHAT did the author do; WHY did the author do it; HOW did the author do it, and how EFFECTIVE was it?

Monday's lesson will address the "how EFFECTIVE" aspect of it.

# Learn - In-text Citations

As you write, you will cite the novel and also secondary sources. Remember the rules of good practice we have discussed in Comp. 101 (and 102 and in this class). Each time you add a quote, put in the in-text citation (also called parenthetical citation) AT THAT TIME - not later; it should already be on your Works Cited page, too. If you wait, you will lose track of where the quote came from and may forget to do the in-text citation entirely; that would be plagiarism.

Remember the basic in-text citation rules. For quotes from the book, after you have introduced the book and author, your parenthetical citation need only include the page number, like this (45). The period goes after the parentheses. If you then use a secondary source somewhere, your next citation of the book must again use the author's name, like this (Haddon 68). In other words, when the reader sees a quote, it must be immediately clear where that quote came from; if you have just used the author's name, you need only page number, but if you have not, or used a different source, you must then use the author's name again. If in doubt, include name and page number.

# Learn - In-text Citations

When citing from secondary sources, use the rules the same way. The first time, the author (or title, when no author) must be referred to in the sentence OR included in the in-text citation, along with page number (if there is one). If you immediately use another quote, you only need the page number in-text; however, if that quote is somewhat removed, such as on the next page, go ahead and include the author's name.

Refer frequently to Purdue OWL, if you need to see how to do [in-text citations](#).

If you include a quote which is four typed lines or longer, remember to block it by indenting the entire quote in to .50 (½ inch inside the left margin). A blocked quote does not have quotation marks, but does include the in-text citation behind it, as always.

# Practice:

- Use the pdf of the novel to review or re-read any parts you need or want to and also to refer to in the writing of your literary analysis.
  - [Mark Haddon The Curious Incident of the Dog in the Night-Time](#)
1. Start writing your paper. When you have a page or so, be sure you have included relevant quotes, then have your writing peer-reviewed. Include a copy of the rubric, so your reviewer will know what to look for. Ask specific questions, as you would when we peer-reviewed in class.
  2. When you receive feedback, revise and continue writing. Be sure to proofread it, checking for good writing, as you have learned in Comp. 101 (maybe 102) and this class so far. If a classmate asks you to review their paper, please do so carefully and in a thorough manner, keeping in mind that you are helping them, not offering useless praise and platitudes.



# Response Criteria

*(Answers will Vary)*

- Check your written response to make sure it meets the following criteria:
  - Did you write in complete sentences?
  - Did you use standard conventions (spelling, punctuation, grammar)?
  - Did you answer the questions?
  - Did you use MLA formatting in all things, including a proper MLA header?

*Sample Appropriate Response:*

*Bellringer - Responses will vary, but should address if the thesis needs to change or will remain the same.*

*Practice: Responses will vary. The following slides show possible responses for the second practice.*

# Examples of Quality Responses

Here is an example of part of a paper; it shows good writing and a correct in-text citation.

## [Partial Literary Analysis Sample](#)

Notice the overall structure of this, the scholarly writing, and in particular, the in-text citation. This writer included Haddon's name along with the page number, because the author had not been named in that paragraph. This is a safe choice. This writer also shows good command of her own commentary about the quote, leading up to and following it with meaningful and relevant comments. Compare your writing to this to see if you are on the right track.

# Resources

This is the same sample paper I provided yesterday. Today, specifically note the second paragraph, where this writer uses in-text citation. This particular paper only discusses a short story by Alice Munro, called “Boys and Girls” and does not reference any secondary sources. As such, once the author has been introduced, only page numbers are used in-text. By the way, she needs to format her Works Cited page; I will provide reminders on that a little later. :)

[Sample Literary Analysis](#)