



# ELA Virtual Learning

## English 218 Introduction to Literature

Lesson: April 27, 2020



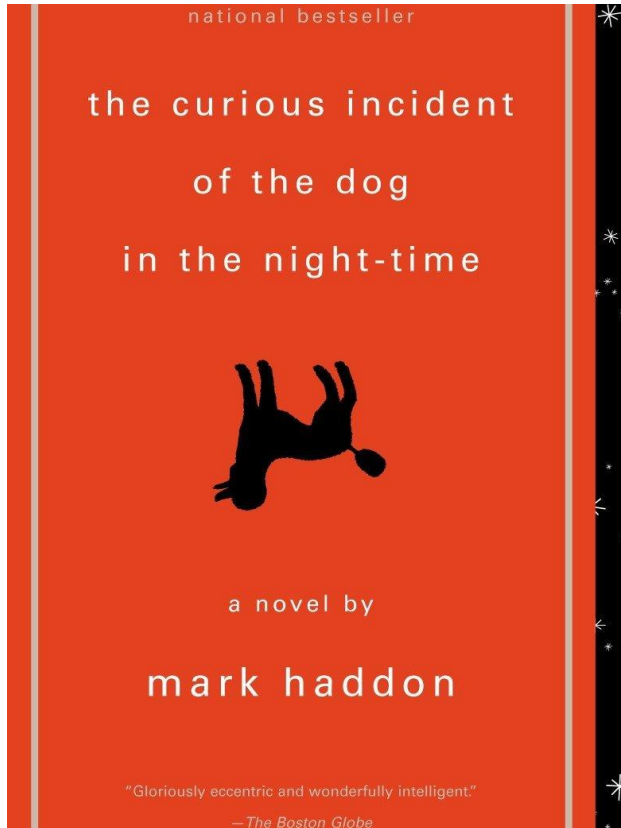
# English 218 Introduction to Literature

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## 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:



At this stage, you should have half of your paper done - or more. Quickly assess where you are right now. Is your thesis being realized? Do you have sufficient sources? Self-assessment is an important step in writing.

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

# Learn

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!

Hopefully, your paper is well along, if not fully drafted. You should have a peer review by now, as well, for your half-draft. Using those comments, you have revised your thesis, if necessary, and are surging forward. Let’s talk about use of secondary sources. You must use at least one for this paper; more is generally better, because it gives you more support for your argument. There are multiple ways to use those outside sources. If you have found a source that

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directly discusses your novel, then great. It will probably be obvious how you can use that. Later, when you are on a college campus, there will be many more databases to help you with this type of writing. One in particular is called JSTOR. Since we don't have access to that now, your secondary source(s) may not address your novel, but may address one of your topics, instead; for example, it may discuss how an author develops a particular tone or builds a character. That is just fine and will still support your argument; just be sure your argument addresses that point (and vice versa).

As always, lead to your quote, add the quote and citation, and transition away with commentary. The following slide shows a good example, illustrating a relationship between characterization and theme, using a secondary source entitled, "Narrative and Character Formation" from a journal on Ebsco.

Christopher's gradual shift from a static to a round character exemplifies the changes one must undergo, but Haddon does it in a subtle way. "Details must be hierarchically organized in the mind of the reader insofar as they reflect underlying themes of the work or the "deeper nature" of the individuals depicted within it. As we progress through a work, busily enjoying ourselves, we implicitly engage in an exercise of prediction-error minimization" (Cochrane 4). This is exactly what Haddon achieved in his work. His subtle change in Christopher's characterization allows readers to enjoy the book at face value, while they subconsciously take note of how Christopher is growing and changing, which then helps to convey his theme.

# Learn to Evaluate

Refer frequently to your thesis. Your analysis must address all literary elements included 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?

The last question refers to evaluating how well the author did what you say he did - develop a theme or character, etc. In evaluation, revisit your thesis and look at those elements. One at a time, address pros and cons of how Haddon handled that element. This does not have to be a long section of your paper and can be done all at once or throughout the paper, as you discuss how the author developed elements. Here is an example from a student paper, who had been discussing characterization and development of a theme:

# Learn to Evaluate

Haddon's subtle changes in Christopher's characterization to convey his theme was extremely well done. The stark contrast in Christopher from the beginning to the end is extremely satisfying as a reader. He begins as this guarded and eccentric young boy, but through his handling of conflicts and solving mysteries, transforms into a brave young man with many goals and plans for his future. The ability to watch him grow and develop over time is what really drives the theme home.



# 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. Review how you have used secondary sources in your paper. Do you need to go back to Ebsco or the internet (be careful) to get another source or two to support your argument? Check that you have sandwiched your quotes and your in-text citations are correct.
  2. Have you included evaluation in your paper? This can be throughout the paper or in a paragraph toward the end. This part answers the question of how WELL did Haddon do what you say he has done in his writing. Remember to stay in third-person; any statement which you might begin as “I think...” does not need the “I think...” anyway.

# 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 other examples of evaluation of an author's writing.*

# Examples of Quality Responses

Here is an example of evaluation used at the end of a paper.

Haddon effectively establishes Christopher's character through his visual aids, mannerisms, mind games, direct narrator to reader development and newly found confidence in himself at the end of the story. "And I know I can do this because I went to London on my own, and because I solved the mystery of **Who Killed Wellington?** and I found my mother and I was brave and I wrote a book and that means I can do anything" (Haddon 221). It gave readers a fresh look into the mind of a person with autism, which made the story so much more heartwarming and enjoyable to read.

# Example of Quality Responses

Here is another example of evaluation; this one includes some criticism.

In the end, Haddon's characters are exceptional but their inconsistency drags the novel down. Haddon almost seems to forget who his characters are — as though their personalities are lost in driving the story forward. While *the curious incident of the dog in the night-time* is an engaging novel, this inconsistency is its most glaring flaw — a flaw which detracts from the masterfully crafted web of intrigue and conflict Haddon presents.

# Resources

Always remember Purdue OWL for all things writing. This section discusses more about [Arguments in an Essay on Literature](#). Check it out for great tips and general reminders as you go into the final revision of your paper.