

**AP LITERARY ANALYSIS PAPER BASED ON
TWO SUMMER NOVELS OR ONE SUMMER READ and *BEOWULF* or *GRENDDEL* (70 pts)**

(rev. 2/26/2019)

For this paper, you must develop a four or five page literary analysis paper illuminating a significant thesis in an examination of **two of the summer novels** or **one summer novel and either *Beowulf* or *Grendel***. During your analysis, you should think deeply about both works in standard areas of analysis such as: tone, diction, structure, characterization, imagery, theme, content and context (as well as other related elements). Connections between the two texts can come to you in surprising ways, so be willing to pursue an unusual idea, but be sure to discuss your unusual idea with your instructor. To do literary analysis the first and most important thing is to carefully re-examine and review the literary texts you will be discussing in your paper. As you do this, you should take notes recording your questions and ideas.

You may wish to consult some critical essays on the texts, but do not rely upon others' ideas. This analysis should be based on your own deep reading and analysis of the two texts. This is not a research paper. Needless-to-say, if you use or build upon someone else's initial analysis, you should adequately paraphrase or quote it with proper parenthetical documentation. Remember that the primary analysis and connections are your responsibility. **This is NOT a review of literature ON the two novels.**

- Literary analysis writing is formal persuasive writing. It supports YOUR opinion about the literature. That being said, you should avoid statements like "I think" or "I feel."
- Your opinion should be about the **THEME** or some interpretive or stylistic aspect(s) connecting the two works.
- Always make clear and detailed references to the works under discussion to prove that your point really is found in the author's words. Be sure to include **specific page references** to paraphrased and/or quoted passages. Assume that the reader has a passing familiarity with aspects of the plot and characters of the novel (your paper is addressed to an informed reader).
- Only a small portion of literary analysis may be summary, and summary must NEVER be the main aspect of the essay. Nor does literary analysis consist of making critical judgments of the works. That falls under the area of "critical review." Your primary job is arguing for a particular interpretation of two texts of undeniable literary merit. Assume that the reader is reasonably familiar with the texts. Avoid chronological plot summary.

NOTE: You must submit a properly formatted outline with your paper. Also, remember to include a works-cited page and document check materials required by your instructor.

OVERVIEW OF REQUIREMENTS:

CONTENT (40 pts)

1. This paper must focus on a well-developed thesis comparing and contrasting the two novels.
2. Provide sufficient details from the works to support your analysis and make specific references (including but not limited to direct quotation) to the works. These references should be cited appropriately.
3. The relationships/points of comparison between the two works should be significant enough to help the general reader appreciate the works more fully.
4. Organization must be undeniably present. A five-paragraph approach works well as follows: an introduction, a paragraph for each main point of analysis, and a conclusion. You may, however, choose to develop your own organizational structure which naturally complements and enhances content, breaking the analysis into more than five paragraphs.
5. Use of outside critical resources is not required; however, if any are used, they should be of high quality and appropriate to your analysis, not merely tacked on for appearance's sake.
6. The conclusion should provide the reader with a sense of closure and a clear reminder of the key points of analysis.

STYLE (10 pts)

1. Sentence structure and length should be varied.
2. Avoid overuse of passive and linking verb sentences. Use literary present tense.
3. The tone used to address the academic audience should be suitable and effective for the relatively academic purpose of the essay.
4. Diction/word choice should be formal and reveal a command of critical terms of analysis appropriate to the points of comparison used in the essay (themes, structure, characters, etc).

WRITING CONVENTIONS (20 pts)

1. Observe all MLA manuscript form requirements..
2. Paragraphs (sections) should clearly contribute to the unity and coherence of the paper.
3. The paper must demonstrate control of conventions that is skilled in nuances and enhances the paper's purpose as well as employ varied prose strategies.
5. All references to the literary texts should be made to class editions of the texts. Follow MLA citation guidelines for parenthetical documentation and the works-cited page. For any critical essays or other works used in the essay, provide a highlighted photocopy of the sections that you used.
6. Include a properly formatted outline of the paper. This will be graded according to MLA format.

Name _____ Hr. _____ Due Date _____

Paired Novels: Literary Analysis Brainstorming

NOVEL PAIRINGS	MAJOR IDEAS / TOPICS for COMPARISON	THEME STATEMENTS / UNIVERSAL (GLOBAL) QUESTIONS No YES/NO framed questions! Think of starting these UQ's with words like "How" and "To what extent" instead.
A. TTC & P&P		1. 2.
B. TTC & OM		1. 2.
C. TTC & BEOWULF		1. 2.
D. TTC & GRENDEL		1. 2.
E. P&P & OM		1. 2.
F. P&P & BEOWULF		1. 2.
G. P&P & GRENDEL		1. 2.
H. OM & BEOWULF		1. 2.
I. OM & GRENDEL		1. 2.

Name _____ Hr. _____ Date due for submission _____

Preliminary Proposal for Literary Analysis Paper

1. Circle the two works you have preliminarily chosen:

Tale of Two Cities *A Prayer for Owen Meany* *Pride & Prejudice* *Beowulf* *Grendel*

2. **MAJOR IDEA / TOPIC for COMPARISON OF THESE TWO NOVELS**

Please describe:

3. **THEME STATEMENT / UNIVERSAL (GLOBAL) QUESTION**

NOTE: No YES/NO framed questions! Think of starting these UQ's with words like "How" and "To what extent" instead. You may certainly list more than one idea.

Examples:

- a. *To what extent might adhere to tradition bring about devastation? How might one avoid such consequences?*
- b. *What do these two works say about the possibility that women might inherently be different from men? How might this contribute to gender inequality?*

4. **HOW I MIGHT GO ABOUT IT**

Sketch out a preliminary plan to go about/organize this essay:

5. **QUESTIONS AT THIS POINT FOR TEACHER**

Please describe and be as specific as possible:

more room on back ->

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Name _____ Hr. _____ Due date: _____
(rev. term 3 Feb. 26, 2019)

AP LITERARY ANALYSIS PAPER RUBRIC

STUDENT(S) COMMENTS ON DOING THIS PAPER:

What worked? What didn't? What challenged you? Of what are you proud? What might you have done differently? What have you learned? Share what you'd like. WRITE YOUR RESPONSE BELOW:

/40 CONTENT

1. INTRODUCTION/OPENING COMMENTS

- 3
- 1 Overall effectiveness of the intro/opening remarks
 - 1 •interesting, engaging, unique, attention-getting, draws reader in
 - 1 Thesis statement identifies a clear line of analysis connected to the text
 - 1 •effective, clear, uses appropriate verb, no use of phrases such as "this paper," follows order of paper, etc.
 - 1 Overview of three main areas of analysis is clear and concise

2. ORGANIZATIONAL APPROACH

- 3
- 1 Areas of analysis are put into a coherent and "motivated" order
 - 1 Organization intrinsically contributes to and complements the analysis
 - 1 If you are writing a comparison paper, clearly develop either block comparison or point by point comparison (circle one of the above)

3. AREA OF ANALYSIS #1

- 7
- 1 to -2 Statement of the area of analysis is clear and coherently linked to the thesis
 - 1 to -3 Analysis is well-developed and in-depth, effective, convincing, accurate
 - 1 to -2 Area(s) of analysis significantly and logically connected to a clear line of reasoning
 - 1 to -3 Sufficient, focused support from the FIRST CHOICE WORK is provided
 - 1 to -3 Sufficient, focused support from the SECOND CHOICE WORK is provided
 - 1 to -2 Unity is present: All material present contributes effectively to the analysis.
 - 1 This section is organized logically and is balanced.
 - 1 This section is coherent; transitions are used effectively both between and within paragraphs to promote coherence.

4. AREA OF ANALYSIS #2

- 7
- 1 to -2 Statement of the area of analysis is clear and coherently linked to the thesis
 - 1 to -3 Analysis is well-developed and in-depth, effective, convincing, accurate
 - 1 to -2 Area(s) of analysis significantly and logically connected to a clear line of reasoning
 - 1 to -3 Sufficient, focused support from the FIRST CHOICE WORK is provided
 - 1 to -3 Sufficient, focused support from the SECOND CHOICE WORK is provided
 - 1 to -2 Unity is present: All material present contributes effectively to the analysis.
 - 1 This section is organized logically and is balanced.
 - 1 This section is coherent; transitions are used effectively both between and within paragraphs to promote coherence.

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5. AREA OF ANALYSIS #3

7

- Statement of the area of analysis is clear and coherently linked to the thesis
-1 to -2
- Analysis is well-developed and in-depth, effective, convincing, accurate
-1 to -3
- Area(s) of analysis significantly and logically connected to a clear line of reasoning
-1 to -2
- Sufficient, focused support from the FIRST CHOICE WORK is provided
-1 to -3
- Sufficient, focused support from the SECOND CHOICE WORK is provided
-1 to -3

- Unity is present: All material present contributes effectively to the analysis.
-1 to -2
- This section is organized logically and is balanced.
-1
- This section is coherent; transitions are used effectively both between and within paragraphs to promote coherence.
-1

6. CONCLUSION

3

- Paper transitions smoothly into conclusion
-1
- Reviews fully the major significance of the analysis of BOTH NOVELS
-1 to -2
- Closing statements logical and conclusive
Sense of closure present (beyond summarizing) with interesting, finalizing "closing statement/discussion"
-1
- Conclusion is organized logically. Summary is balanced.
-1

7. CORRECT DOCUMENTATION/CITATIONS

10

- CREDIBILITY OF SOURCES
Other than the two texts, if sources are used, they must be credible.
-1 to -2
- Circle problems:
 - Authoritative sources must be used.
 - Credibility of authors/sources is well-established in the paper.
 - No use of print or online encyclopedias
 - Use of sources (besides the two texts) is valid and enhances the argument.

CORRECT DOCUMENTATION/CITATIONS

- DOCUMENTATION/CITATIONS are provided for virtually all material in this section that needs to be cited. In other words, credit is given where credit is due.
-1 to -4
- DOCUMENTATION SPOT CHECK #1 (p. ___ source ID ___, p. ___) author, etc.
-1 to -3
- Circle problems:
 - Direct quotations:
 - Direct quotation isn't quoted exactly as it appeared in the original
 - Quoted material stands alone. No effective lead-in statement is present.
 - In-text acknowledgement of author (w/ credentials if needed) of direct quotations not given proper credit.
 - Material isn't found in the original.
 - Interpretation of the original material is inaccurate.
 - Other problem(s):

For direct quotations:

- Paraphrased citations:
 - Paraphrasing of the original material raises suspicion of plagiarism. Wording is too close to the original.
 - Interpretation of the original material is inaccurate.
 - In-text acknowledgement of author (w/ credentials if needed) of direct quotations not given proper credit.
 - Material isn't found in the original.
 - Other problem(s):

DOCUMENTATION SPOT CHECK #2 (p. ___ source ID ___, p. ___) author, etc.

-1 to -3

- Circle problems:
 - Direct quotation isn't quoted exactly as it appeared in the original
 - Quoted material stands alone. No effective lead-in statement is present.
 - In-text acknowledgement of author (w/ credentials if needed) of direct quotations not given proper credit.
 - Material isn't found in the original.
 - Interpretation of the original material is inaccurate.
 - Other problem(s):
- For paraphrased citations:
 - Paraphrasing of the original material raises suspicion of plagiarism. Wording is too close to the original.
 - Interpretation of the original material is inaccurate.
 - In-text acknowledgement of author (w/ credentials if needed) of direct quotations not given proper credit.
 - Material isn't found in the original.
 - Other problem(s):

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/10 STYLE

1. **LANGUAGE**

Diction (word choice) reflects a sophisticated tailoring of the message to a clear academic audience.

Circle problems:

- Diction is not precise and/or often incorrect.
- use of overly simple word choices; vocabulary is not near "college level."
- use of slang, colloquialisms, clichés, idioms, or informal speech mannerisms.
- overuse of linking verbs or passive voice
- verb tenses are inconsistent

The literary and other terminology must be used precisely, correctly, appropriately, and effectively. Terminology must be clarified.

Literary present tense must be used consistently

-1 to -2 Except in direct quotations, do not use first person or personal pronouns such as *I, me, my, mine, you, your, yours, the use of the "understood you" as well as we, us, our, and ours*

2. **VOICE/TONE**

Author's voice is confident regarding assertions in analysis

Author's voice is distinct from sources' voices

Author's voice/tone is sophisticated, precise, and appropriate to college level.

The author's depth of understanding of text(s) is evident

3. **SENTENCES**

Sentence structure is purposeful, technically correct, well-crafted, and sophisticated.

Sophisticated use of subordination and sentence complexity is appropriate to academic writing

The sentence structure must clearly differentiate student author's voice and style from the authors' voices and styles.

Sentence variety reflects a sophisticated tailoring of the message to clear academic audience.

Complex sentence structures are used over simple sentence structures.

-1 to -2

/20 WRITING CONVENTIONS

You can buy back up to 20 "writing convention" pts. by making corrections by due date

"Writing Conventions" consists of two areas:

• **MANUSCRIPT FORM**

(total pts. off) **REGULAR MSF (manuscript form) ERRORS** (-1 each)

(total pts. off) **MSF (manuscript form) ON DOCUMENTATION** (-1 each)

DIRECT QUOTATION

total

off

- incorrect msf of direct quotations (DQ)
- incorrect msf of the parenthetical documentations of direct quotations
- incorrect use of ellipsis points in square brackets [. . .] for omissions, square brackets for interpolation, [sic] for errors in the originals
- incorrect msf when quoting from a play (see special requirements)
- other problem(s): _____

PARAPHRASED MATERIAL

total

off

- incorrect msf of paraphrased citations
- incorrect msf of parenthetical documentation of paraphrased citations
- other problem(s): _____

• **TECHNICAL ASPECTS**

(total pts. off) **TECHNICAL ASPECTS**

- AWKWARD word choice **awk (-1)**
- AGREEMENT faulty subject-verb agreement or pronoun-antecedent agreement **agr (-1)**
- CAPITALIZATION **cap/lt (-1)**
- EXACT WORD word chosen is not precise or correct to convey clear meaning **exw (-1)**
- FRAGMENTS **frag (-2)**
- HOMONYM ERRORS **H (-1)** AND **H no excuse (-2)**
- MISPLACED MODIFIER **mm (-1)**
- PUNCTUATION-COMMAS **pc (-1)**
- PUNCTUATION-APOSTROPHES **ps (-1)**
- PUNCTUATION-OTHER **pend & psc & pscd & pscf & psh & psl** (ALL -1)
- PRONOUN CASE **pro case (-1)**
- REFERENCE UNCLEAR **ref (-1)**
- RUN-ONS **ro (-2)**
- SPELLING **sp (-1)** AND **sp no excuse (-2)**
- TENSE **t (-1)**

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+ / 1 BONUS

You may earn up to one extra credit point on this paper for using five extra-credit vocabulary words correctly. **BOX**, bold, or highlight them in the paper.

/ -1 off total not submitted to Turn-it-in.com

/ 70 TOTAL = PRELIM. GRADE

However, if you receive full credit for baybacks your new score would be ___/70 = grade

Do baybacks carefully! They are due on _____ and cannot be redone!

TEACHER COMMENTS:

+ positives	- suggestions
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