

Literary Essay: Overview & Submission Requirements

ESSAY PROMPT

For this assignment, you will write a 5-paragraph literary analysis essay on one of the following characters in *The Breadwinner*. Each of these characters displays great courage in her choices. Select one character and explain how she displays courage throughout the story.

Parvana Mother (Fatana) Nooria Mrs. Weera Shauzia

A literary analysis essay is not a story summary or a book report. You can assume that your audience is familiar with the story, so there is no need to retell it at length. Instead, the purpose of your paper is to prove an argument, in this case, how you know that a character is courageous. A literary analysis essay is essentially a persuasive essay that proves your opinion about some element of a story.

***Literary Analysis Essays always use “Literary Present Tense” (as though it is happening now). See Weebly resource page for examples!**

Assignment #1 Thesis

Using a blank page, go through a brainstorming process to decide which character you will write about and what three ‘prongs’ you will prove. In developing your thesis, remember that the courage of your character is the topic. Your three controlling ideas (prongs) will offer arguments of how your character shows courage.

Remember, a thesis must use strong, clear wording that presents your topic to the reader, provides your opinion on that topic, and summarizes the three main arguments (prongs) you will make in the body paragraphs of your paper. Bring your thesis to class after revising it with a parent. The thesis will be approved (or revised) in class. This assignment can be neatly handwritten or typed.

Assignment #2 Keyword (phrase) Outline (printed from Weebly)

This assignment will be started in class and finished at home with the guidance of a parent.

What evidence will you use to prove your arguments? Literary characters are known in three ways: their own words, their actions, and what other characters (or the narrator) say about them. All of this evidence is inside the only source you need to research – the novel. Therefore, all evidence for this essay will be direct quotes from the book. For the outline, add a note summarizing the quote along with the proper citation and page number (so you can find it later).

Assignment #3 Body Paragraphs

MLA document with a Creative Title, the Thesis typed at the top and underlined, and the three body paragraphs typed in order underneath. Remember to indent each new paragraph! Check to see if all TAECTAECC sentences are present and accounted for!

Assignment #4 Introduction, Conclusion, Work Cited Page:

MLA document with both paragraphs typed out fully. The thesis becomes the last line of the introduction, and no longer needs to be underlined. The Work Cited page should be a second page with only a header in the upper right corner. There will only be one citation for this paper, so title it ‘Work Cited’ (singular).

FINAL DRAFT

Before you begin, schedule a time with a parent to revise your final draft together. This is a lengthy essay. Plan extra time for revisions.

Edit your final essay draft

Step 1: Following the tutor’s feedback on your drafts, make the necessary edits and revisions as you assemble your work into essay form.

Step 2: Work with a parent to edit and revise your essay according to the parent checklist, and have them check your work again.

Step 3: Read through your full essay one more time – OUT LOUD. If satisfied, you have now completed the final draft and are ready to submit.

Submit your essay as follows:

- Submit a digital copy to Turnitin by class time on the due date. You may only upload once. Do not upload until you are completely finished making all revisions.
- Submit all essay documents in a 2-pocket folder as noted below:

In the right folder pocket, insert the following:

- A *clean, printed copy* of your Final Draft with pages stapled (on top)
- Completed and signed Parent Checklist

In the left folder pocket, insert the following:

- Graded Body Paragraphs
- Graded Intro, Conclusion, Work Cited page

#2) Key "Phrase" Outline Assignment

Student Name: _____

Creative Title: _____

Full Thesis Statement (Copy Here):

I. First Prong (Topic): _____

A. Assertion 1: _____

1. Evidence _____

2. Commentary: _____

3. Transition (becomes part of the next sentence): _____

B. Assertion 2: _____

1. Evidence _____

2. Commentary _____

C. Conclusion: _____

II. Second Prong (Topic): _____

A. Assertion 1: _____

1. Evidence _____

2. Commentary: _____

3. Transition (becomes part of the next sentence): _____

B. Assertion 2: _____

1. Evidence _____

2. Commentary _____

C. Conclusion: _____

III. Third Prong (Topic): _____

A. Assertion 1: _____

1. Evidence _____

2. Commentary: _____

3. Transition (becomes part of the next sentence): _____

B. Assertion 2: _____

1. Evidence _____

2. Commentary _____

C. Conclusion: _____

Parent Checklist:

- Are the paragraph topics organized in the same order as the thesis statement ‘prongs’?
- Is the Topic Sentence broad with the two assertions narrowing it down to more specific ideas?
- Does the evidence chosen prove the assertion?

Note on evidence/citations: On this form, the student does not need to copy out the entire quote, just where to find it, the idea, and the citation. If there are two authors, use both last names in the citation. If using a book, add the page number.

Website example:

Evidence: Healthline.com: Pineapple has Vitamin C (Wartenberg and Raman).

- Do the topic sentence and conclusion sentences form ‘bookends’ to the paragraph?
They will have the same idea, but when the sentences are written out, the conclusion will need to ‘wrap it up’ in light of what was proven in the paragraph. Have your student change the wording of the conclusion phrase to signal that the actual sentence will need to be different.
Example:
Topic phrase: Pineapple makes pizza healthier
Conclusion phrase: pizza needs pineapple to elevate its nutrition
- Does the mid-paragraph transition word clearly lead to the next assertion?
At this level, make the transition very obvious. There are more elegant ways of transitioning, but the lesson being taught here is to **feel** the transition. Use strong words like “Additionally”, “Furthermore”, “Moreover”, and “In addition”
- Does the commentary explain why the evidence is good? Guide the student to explain out loud why they have chosen that particular quote. The quote/details/story should directly prove the assertion they have made.

Parent signature of checklist completion: _____

The student should submit three typed paragraphs for this assignment with the thesis statement underlined at the top (under the title). Staple this signed checklist behind the paragraphs.

MLA (check each item):

- Times New Roman Font
 - 12 point, double-spaced
 - no extra spacing between paragraphs or lines
 - 1 inch margins
 - First line indented
 - Header with last name page and number in the upper right (1/2 in. margin))
 - Heading (Student, Tutor, Class, Date (DD Month YYYY))
- Creative Title is centered on the next line under the heading
 - Thesis is typed correctly and underlined on the next line (left aligned)
- Check the following for each paragraph:**
- Topic sentence does not contain a 'be' verb (am, is, are, was, were, be, being, been)
 - Topic sentence addresses the first prong from the thesis statement
 - The topic sentence begins with a signal word (First, To begin, Next, Secondly, Lastly, Finally) or a bridge transition for the 2nd and 3rd paragraphs (mention the last topic and then transition to the next: While pineapple belongs on pizza due to its health benefits, one should also include it due to its flavor profile)
 - Uses a clear transition word between assertions
 - All sentences are complete (no fragments or run-on sentences).
 - The paragraph contains **no** contractions (Can't, won't, isn't, it's etc.)
 - **No** first-person or second-person pronouns (I, me, my, us, we, you, your) (all evidence in this paper should be quoted from the text, so there are no exceptions. Quotes are allowed to contain whatever they originally contain)

- Quotes are properly cited using parenthesis at the end of the sentence. Remember, the period comes after the citation, not at the end of the quote! Only exclamation points and question marks can be inside the final quotation mark. In this case, they should still put a period after the citation.
- The commentary addresses the quote by explaining how the evidence proves the point made. Avoid starting with “This shows that” type statements.
- The conclusion sentence wraps up the whole paragraph, not just the last point made. It does not exactly copy the topic sentence but draws the paragraph’s ideas together to show that the topic has been proven.
- The conclusion sentence does not contain a ‘be’ verb (am, is, are, was, were, be, being, been)
- The paragraph as a whole makes sense (logical flow of information intended to persuade)

Parent Signature that all details above have been specifically checked:

Signature

Students will submit a two-page document in MLA format with the Introduction and Conclusion on one page (leave an extra space between them). The Works Cited page should be a separate page. Staple these pages behind the assignment.

- Creative Title Centered

Introduction:

- Has a 'hook' to draw readers in
- The hook is connected to the topic in some way (transition)
- 2-3 sentences of background information on the topic
 - including the title of the work in italics
 - the author's full name (one time- should be only the last name after one use)
- The thesis statement is the last sentence of the introduction
- No first-person or second-person pronouns (I, me, us, we, you, your)
- No contractions
- Limited be verbs (the end goal is 2 per paragraph)

Conclusion:

- The thesis is restated in a NEW way. Concepts are still present, but the sentence approaches it from the angle that the point has been proven.
- 2-3 sentences summarizing the main points in favor of the thesis
- Call to action/ look to the future (in this case, does the courage of your character inspire the reader to have courage? Watch out for pronouns here- still no 1st/2nd person!
- Final Sentence that 'tags' the hook from the introduction
- No first-person or second-person pronouns (I, me, us, we, you, your)
- No contractions
- Limited be verbs (none in the restated thesis or last sentence)

Works Cited Page:

- Work Cited (title should be singular and centered at the top of the page)
- Uses a 'hanging indent' (first line is NOT indented, but all others are in the citation)
- Uses appropriate punctuation and italics. Use a period after the author and title, then use commas until the end. End with a period.
- No extra space between the title and the citation.
- Page should have the header in the upper right corner (last name and page number)

Parent Signature that all of the above has been checked, corrected, and checked again:

Parent Signature

Literary Essay Final Parent Checklist

Student Name: _____

- All Tutor Comments on drafts have been addressed, and no new errors have occurred
- Creative Title
- Must have a strong thesis that addresses the prompt and includes 3 prongs
- Body paragraphs begin with a transition and contain a strong transition between assertions
- Each body paragraph includes the eight sentences from the TAECTAECC format
- Must use a variety of sentence openers per paragraph
- No “I” or “me” or “my” etc.
- No use of “you” or “your”
- No contractions
- Limit of 2 be verbs per paragraph used in interior sentences (not the topic or conclusion)
- Use MLA format
- Submit graded drafts and this checklist with the final draft of the essay

I have proofread my student’s work and confirmed that all needed edits have been made.

Parent signature

Date