

HOW TO WRITE LITERARY ANALYSIS

Статья посвящена значению литературного анализа, рассмотрению развития, восприятия и понимания прочитанного текста. В ней рассматривается процесс чтения, как творческий и предлагает эффективные пути помочь студентам факультетов иностранных языков применять специальные разработанные стратегии написания литературного анализа, т.е семь пошаговых действий, которым следует обучать студентов для достижения поставленной цели.

When we read for pleasure, our only goal is enjoyment. You might find yourself reading to get caught up in an exciting story, to learn about an interesting time or place, or just to pass time. Maybe you're looking for inspiration, guidance, or a reflection of your own life. There are as many different, valid ways of reading a book as there are books in the world. When we read a work of literature in an English class, however, we are being asked to read in a special way : we're being asked to perform *literary analysis*. To analyze something means to break it down into smaller parts and then examine how those parts work, both individually and together. Literary analysis involves examining all the parts of a novel, play, short story, or poem—elements such as character, setting, tone, and imagery—and thinking about how the author uses those elements to create certain effects. A literary essay isn't a book review: you're not being asked whether you liked a book or whether you'd recommend it to another reader. A literary essay also isn't like the kind of book report you wrote when you were younger, where your teacher wanted you to summarize the book's action. A high school- or college-level literary essay asks, "How does this piece of literature actually work?" "How does it do what it does?" and, "Why might the author have made the choices he or she did?"

The Seven Steps No one is born knowing how to analyze literature; it's a skill we learn and a process we can master. As we gain more practice with this kind of thinking and writing we'll be able to craft a method that works best for us. Until then, here are seven basic steps to writing a well-constructed literary essay:

1. Ask questions
2. Collect evidence
3. Construct a thesis
4. Develop and organize arguments
5. Write the introduction
6. Write the body paragraphs
7. Write the conclusion.

Step 1. Ask Questions:

When we're assigned a literary essay in class, the teacher will often provide us with a list of writing prompts. Lucky we are! Now all we have to do is to choose one. So we have to pick a topic that interests us .We'll have a much better (not to mention easier) time if we start off with something we enjoy thinking about. If we are asked to come up with a topic by ourselves, though, we might start to feel a little panicked. Maybe we have too many ideas—or none at all. Don't worry. Take a deep breath and start by asking these questions:

What struck you? Did a particular image, line, or scene linger in your mind for a long time? If it fascinated you, are there chances you can draw on it to write a fascinating essay.

What confused you? Maybe you were surprised to see a character act in a certain way, or maybe you didn't understand why the book ended the way it did. Confusing moments in a work of literature are like a loose thread in a sweater: If you pull on it, you can unravel the entire thing. Ask yourself why the author chose to write about that character or scene the way he or she did and you might tap into some important insights about the work as a whole.

Did you notice any patterns? Is there a phrase that the main character uses constantly or an image that repeats throughout the book? If you can figure out how that pattern weaves through the work and its significance, you've almost got your entire essay mapped out.

Did you notice any contradictions or ironies? Great works of literature are complex; great literary essays recognize and explain those complexities. Maybe the title (*Happy Days*) totally disagrees

with the book's subject matter (hungry orphans dying in the woods). Maybe the main character acts one way around his family and a completely different way around his friends and associates. If you can find a way to explain a work's contradictory elements, you've got the seeds of a great essay. At this point, you don't need to know exactly what you're going to say about your topic; you just need a place to begin your exploration. You can help direct your reading and brainstorming by formulating your topic as a *question*, which you'll then try to answer in your essay. The best questions invite critical debates and discussions, not just a rehashing of the summary. Remember, you're looking for something you can *prove or argue* based on evidence you find in the text. Finally, remember to keep the scope of your question in mind: Is this a topic you can adequately address within the word or page limit you've been given? Conversely, is this a topic big enough to fill the required length?

Good Questions

"Are Romeo and Juliet's parents responsible for the deaths of their children?"

"Why do pigs keep showing up in *Lord of the Flies*?"

Bad Questions

"What do the other characters in *Julius Caesar* think about Caesar?"

"How does Hester Prynne in *The Scarlet Letter* remind me of my sister?"

Step 2. Collect Evidence:

Once you know what question you want to answer, it's time to scour the book for things that will help you answer it. Don't worry if you don't know what you want to say yet—right now you're just collecting ideas and material and letting it all percolate. Keep track of passages, symbols, images, or scenes that deal with your topic.

Elements of the Story

These are the *what's* of the work—what happens, where it happens, and to whom it happens.

Plot: All of the events and actions of the work.

Character: The people who act and are acted upon in a literary work. The main character of a work is known as the *protagonist*.

Conflict: The central tension in the work. In most cases, the protagonist wants something, while opposing forces (antagonists) hinder the protagonist's progress.

Setting: When and where the work takes place. Elements of setting include location, time period, time of day, weather, social atmosphere, and economic conditions.

Narrator: The person telling the story. The narrator may straightforwardly report what happens, convey the subjective opinions and perceptions of one or more characters, or provide commentary and opinion in his or her own voice.

Themes: The main idea or message of the work—usually an abstract idea about people, society, or life in general. A work may have many themes, which may be in tension with one another.

Elements of Style

These are the *how*—how the characters speak, how the story is constructed, and how language is used throughout the work.

Structure and organization: How the parts of the work are assembled. Some novels are narrated in a linear, chronological fashion, while others skip around in time. Some plays follow a traditional three- or five-act structure, while others are a series of loosely connected scenes. Some authors deliberately leave gaps in their works, leaving readers to puzzle out the missing information. A work's structure and organization can tell you a lot about the kind of message it wants to convey.

Point of view: The perspective from which a story is told. In *first-person point of view*, the narrator involves him or herself in the story. ("I went to the store"; "We watched in horror as the bird slammed into the window.") A first-person narrator is usually the protagonist of the work, but not always. In *third-person point of view*, the narrator does not participate in the story. A third-person narrator may closely follow a specific character, recounting that individual character's thoughts or experiences, or it may be what we call an *omniscient* narrator. Omniscient narrators see and know all: They can witness any event in any time or place and are privy to the inner thoughts and feelings of all characters. Remember that the narrator and the author are not the same thing!

Diction: Word choice. Whether a character uses dry, clinical language or flowery prose with lots of exclamation points can tell you a lot about his or her attitude and personality.

Syntax: Word order and sentence construction. Syntax is a crucial part of establishing an author's narrative voice. Ernest Hemingway, for example, is known for writing in very short, straightforward sentences, while James Joyce characteristically wrote in long, incredibly complicated lines.

Tone: The mood or feeling of the text. Diction and syntax often contribute to the tone of a work. A

novel written in short, clipped sentences that use small, simple words might feel brusque, cold, or matter-of-fact.

Imagery: Language that appeals to the senses, representing things that can be seen, smelled, heard, tasted, or touched.

Figurative language: Language that is not meant to be interpreted literally. The most common types of figurative language are *metaphors* and *similes*, which compare two unlike things in order to suggest a similarity between them—for example, “All the world’s a stage,” or “The moon is like a ball of green cheese.” (Metaphors say one thing is another thing; similes claim that one thing is like another thing.)

Step 3. Construct a Thesis:

When you’ve examined all the evidence you’ve collected and know how you want to answer the question, it’s time to write your thesis statement. A thesis is a claim about a work of literature that needs to be supported by evidence and arguments. The thesis statement is the heart of the literary essay, and the bulk of your paper will be spent trying to prove this claim. A good thesis will be:

Arguable. “*The Great Gatsby* describes New York society in the 1920s” isn’t a thesis—it’s a fact.

Provable through textual evidence. “*Hamlet* is a confusing but ultimately very well-written play” is a weak thesis because it offers the writer’s personal opinion about the book. Yes, it’s arguable, but it’s not a claim that can be proved or supported with examples taken from the play itself.

Surprising. “Both George and Lenny change a great deal in *Of Mice and Men*” is a weak thesis because it’s obvious. A strong thesis will argue for a reading of the text that is not immediately apparent.

Good Thesis Statements

Question: In *Romeo and Juliet*, which is more powerful in shaping the lovers’ story: fate or foolishness?

Thesis: “Though Shakespeare defines Romeo and Juliet as ‘star-crossed lovers’ and images of stars and planets appear throughout the play, a closer examination of that celestial imagery reveals that the stars are merely witnesses to the characters’ foolish activities and not the causes themselves.”

Step 4. Develop and Organize Arguments:

The reasons and examples that support your thesis will form the middle paragraphs of your essay. Since you can’t really write your thesis statement until you know how you’ll structure your argument, you’ll probably end up working on steps 3 and 4 at the same time. There’s no single method of argumentation that will work in every context. One essay prompt might ask you to compare and contrast two characters, while another asks you to trace an image through a given work of literature. These questions require different kinds of answers and therefore different kinds of arguments.

Types of Literary Essays

Compare and contrast

Compare and contrast the characters of Huck and Jim in *The Adventures of Huckleberry Finn*.

Chances are you’ve written this kind of essay before. In an academic literary context, you’ll organize your arguments the same way you would in any other class. You can either go *subject by subject* or *point by point*. In the former, you’ll discuss one character first and then the second. In the latter, you’ll choose several traits (attitude toward life, social status, images and metaphors associated with the character) and devote a paragraph to each.

Trace

Choose an image—for example, birds, knives, or eyes—and trace that image throughout *Macbeth*.

Sounds pretty easy, right? All you need to do is read the play, underline every appearance of a knife in *Macbeth*, and then list them in your essay in the order they appear, right? Well, not exactly. Your teacher doesn’t want a simple catalog of examples. He or she wants to see you make *connections* between those examples—that’s the difference between summarizing and analyzing. In the *Macbeth* example above, think about the different contexts in which knives appear in the play and to what effect. In *Macbeth*, there are real knives and imagined knives; knives that kill and knives that simply threaten. Categorize and classify your examples to give them some order. Finally, always keep the overall effect in mind.

Debate

Is the society depicted in *1984* good for its citizens?

In this kind of essay, you’re being asked to debate a moral, ethical, or aesthetic issue regarding the work. You might be asked to judge a character or group of characters (*Is Caesar responsible for his own demise?*) or the work itself (*Is JANE EYRE a feminist novel?*). For this kind of essay, there are two important points to keep in mind. First, don’t simply base your arguments on your personal feelings and

reactions. Every literary essay expects you to read and analyze the work, so search for evidence in the text. What do characters in *1984* have to say about the government of Oceania? What images does Orwell use that might give you a hint about his attitude toward the government? As in any debate, you also need to make sure that you define all the necessary terms before you begin to argue your case. What does it mean to be a “good” society? What makes a novel “feminist”? You should define your terms right up front, in the first paragraph after your introduction.

Step 5. Write the Introduction:

Your introduction sets up the entire essay. It’s where you present your topic and articulate the particular issues and questions you’ll be addressing. It’s also where you, as the writer, introduce yourself to your readers. A persuasive literary essay immediately establishes its writer as a knowledgeable, authoritative figure. An introduction can vary in length depending on the overall length of the essay, but in a traditional five-paragraph essay it should be no longer than one paragraph. However long it is, your introduction needs to:

Provide any necessary context. Your introduction should situate the reader and let him or her know what to expect. What book are you discussing? Which characters? What topic will you be addressing?

Answer the “So what?” question. Why is this topic important and why is your particular position on the topic noteworthy? Ideally, your introduction should pique the reader’s interest by suggesting how your argument is surprising or otherwise counterintuitive. Literary essays make unexpected connections and reveal less-than-obvious truths.

Present your thesis. This usually happens at or very near the end of your introduction.

Indicate the shape of the essay to come. Your reader should finish reading your introduction with a good sense of the scope of your essay as well as the path you’ll take toward proving your thesis. You don’t need to spell out every step, but you do need to suggest the organizational pattern you’ll be using. Your introduction should not:

Be vague. Beware of the two killer words in literary analysis: *interesting* and *important*. Of course the work, question, or example is interesting and important—that’s why you’re writing about it!

Go off-topic. Keep your introduction streamlined and to the point. Don’t feel the need to throw in all kinds of bells and whistles to impress your reader—just get to the point as quickly as you can, without skimping on any of the required steps.

Step 6. Write the Body Paragraphs:

Once you’ve written your introduction, you’ll take the arguments you developed in step 4 and turn them into your body paragraphs. The organization of this middle section of your essay will largely be determined by the argumentative strategy you use, but no matter how you arrange your thoughts, your body paragraphs need to do the following:

Begin with a strong topic sentence. Topic sentences are like signs on a highway: they tell the reader where they are and where they’re going. A good topic sentence not only alerts readers to what issue will be discussed in the following paragraph but also gives them a sense of what argument will be made *about* that issue. “Rumor and gossip play an important role in *The Crucible*” isn’t a strong topic sentence because it doesn’t tell us very much.

Step 7. Write the Conclusion:

Just as you used the introduction to ground your readers in the topic before providing your thesis, you’ll use the conclusion to quickly summarize the specifics learned thus far and then hint at the broader implications of your topic. A good conclusion will:

Do more than simply restate the thesis. If your thesis argued that *The Catcher in the Rye* can be read as a Christian allegory, don’t simply end your essay by saying, “And that is why *The Catcher in the Rye* can be read as a Christian allegory.” If you’ve constructed your arguments well, this kind of statement will just be redundant.

Synthesize the arguments, not summarize them. Similarly, don’t repeat the details of your body paragraphs in your conclusion. The reader has already read your essay, and chances are it’s not so long that they’ve forgotten all your points by now.

Move from the specific to the general. Your essay has most likely treated a very specific element of the work—a single character, a small set of images, or a particular passage. In your conclusion, try to show how this narrow discussion has wider implications for the work overall.

Stay relevant. Your conclusion should suggest new directions of thought, but it shouldn’t be treated as an opportunity to pad your essay with all the extra, interesting ideas you came up with during your brainstorming sessions but couldn’t fit into the essay proper. Don’t attempt to stuff in unrelated

queries or too many abstract thoughts.

A+ Essay Checklist

Congratulations! If you've followed all the steps we've outlined, you should have a solid literary essay to show for all your efforts. What if you've got your sights set on an A+? To write the kind of a superlative essay that will be rewarded with a perfect grade, keep the following rubric in mind. These are the qualities that teachers expect to see in a truly A+ essay. How does yours stack up?

- Demonstrates a thorough understanding of the book
- Presents an original, compelling argument
- Thoughtfully analyzes the text's formal elements
- Uses appropriate and insightful examples
- Structures ideas in a logical and progressive order
- Demonstrates a mastery of sentence construction, transitions, grammar, spelling, and word the choice.

Literature

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