**Independent Reading Assignment**

**Literary Analysis**

**Ms. Shipp**

**Objective:** To analyze a literary element of your independent reading using textual evidence from both primary and secondary sources.

**An argument**

When you write an extended literary essay, often one requiring research, you are essentially making an argument. You are arguing that your perspective–an interpretation, an evaluative judgment, or a critical evaluation–is a valid one.

**Reminder:**

**You are basing your analysis of your chosen literary text off of *your* interpretation. You are using textual evidence from your work and secondary sources to support *your* interpretation. The expectation for length of this assignment is not an extended magnum opus, but an in-depth, *succinct* analysis of a literary work.**

**Required Elements:**

* **Final Draft in MLA format (Times New Roman, 12 point font, double-spaced, proper header, 1 inch margins)**
* **Rough Draft in MLA format with peer review**
* **Three cited secondary sources (may have more than 3 and evidence from secondary sources should be included within each individual control)**
* **Textual evidence from primary source of chosen play or novel**
* **Works Cited page in proper MLA format**

**Rough Draft due: Friday, April 10th**

**Final Draft due: Wednesday, April 15th**

**Grading Rubric**

**Ideas** are the heart of the message, the content of the piece, the main theme, together with all the details that enrich and develop that theme.

The writer has:

* included direct and indirect textual support from novel/play of choice

50 pts.

* cited textual support from at least **four** **secondary** scholarly literary sources
* provided personal literary analysis
* chosen details that are interesting, important, and informative

**ALL TEXTUAL SUPPORT—WHETHER IT COMES FROM PRIMARY OR SECONDARY SOURCES, AND WHETHER IT IS QUOTED DIRECTLY OR PARAPHRASED—IS DOCUMENTED USING MLA DOCUMENTATION.**

**Organization**

* The piece begins meaningfully and creates a sense of anticipation that is, ultimately, systematically fulfilled

10 pts.

* Events proceed logically
* Connections and transitions are effective
* The piece closes with a sense of resolution, tying up loose ends, bringing things to closure, answering important questions while still leaving the reader something to think about

**Voice** is the writer coming through the words, the sense that a real person is speaking and cares about the message.

10 pts.

* The tone is authoritative and scholarly
* The essay is written from third-person point of view

**Word Choice** is the use of **rich, colorful, *precise* language** that communicates not just in a functional way, but in a way that moves and enlightens the reader. Strong word choice is characterized not so much by an exceptional vocabulary that impresses the reader, but by the ability to use everyday words effectively.

10 pts.

**Sentence Fluency** is the rhythm and flow of the language, the sound of word patterns, the way in which the writing plays to the ear, not just to the eye.

10 pts.

* The essay is free of awkward word patterns that slow the reader's progress
* Sentences vary in length and style, and are so well crafted that the writer moves through the piece with ease

10 pts.

**Conventions**

* The essay has been proofread and edited with care, and is free of mechanical errors
* The essay follows proper MLA format (citations, Works Cited, Works Consulted, etc.)

**Score: \_\_\_\_\_\_\_\_\_\_ out of 100 pts.**