Essay 1 Notes: Analytic Discussion (content)

Thesis (analytic, also "arguable")

> *Assertion* of interpretation; concise statement of analysis (overall essay discussion).
>
> ***** Analytic Thesis must *say something about*, rather than simply *describe* the text.

> *tip:* avoid *opinion-based* or *reactive* descriptions   (*i.e.* reader's emotional response)
>
> - instead, phrase how the text *functions* instead of what it "is" or what it "means."

>> For example, beyond saying *what* a text expresses, discuss *how* it expresses and the *effects*,
>>
>>> by focusing on its literary techniques and "textual" aspects (see Barthes).

> *tip:* remember, **not** author's *intended* meaning or effects on audience; not *deciphering* "hidden meaning."
>
>> Barthes: "Everything is to be disentangled and yet nothing deciphered" (*IMT* 147).

Analytic strategy / approach:

>> - "close reading" using **class approach**   (*discourse, myth, text*)
>>
>> - review class "experiment" and "method," especially Barthes' concepts.

Reminder: we have been discussing **Discourse** in terms of both **modes of thinking** and **expression.**

Review our key concepts and oppositions, to keep in mind when analyzing:

> Myth, homogeneous discourse, stereotype, cliché, "hidden meaning"
> Antidote, paradox, network, metonym, plurality

Review Barthes' essays in *Image-Music-Text*:   - as well as my **notes** (PDFs on blog)

>> "Death of the Author" ; "From Work to Text" ; "Change the Object Itself"

- *tip:* Interpretation *becomes* analytic **thesis** statement (rephrased)   (*see below*)

Composition Notes:

Do **not** "narrate" or include your interpretive **process**   (**prior** to essay; *implicit*)

    - **entire** essay is *support* discussion of *analytic* thesis   - when revising: **cut** any element not supportive

    - exclude any mention; *e.g.* "from Barthes, I can see that…"   *e.g.* "I analyze this figure as…"

    - instead, **switch** perspective (of phrasing) from your reading to the text's functioning:

    (use *verbs*) "This example {*demonstrates, illustrates, challenges/subverts, reinforces, diverges, disrupts*}"

Intrinsic literary analysis and support   ("close reading")   - *exclusively intrinsic, except Barthes.*

    - **Do not consult** or use any secondary ("outside") sources, scholarly or otherwise.

* *Note*: websites like Wikipedia and Sparknotes **are not acceptable** "sources" for college classes. (**Do not** consult these!)

 - Exclude **Biographical, Historical, and Inter-textual** information   (does not appear in text)

 - Exclude "authorial intention" fallacy, as well as (your) emotional response.

 - Assume reader's (my) familiarity with text   - *do not summarize!*   (discuss = "talk *about*")

Analysis / Thesis Support

    Provide textual "evidence" of your interpretation

            (*i.e.* another reader could recognize your analysis "at work" in the literary selection)

Support all analysis, commentary, insights, etc. with effective example(s).

    - Use to **illustrate** your points; do not present example first and then comment.

        tip: remember "subsequent" and "subordinate" for organization.

    - Use both direct **quotations** and paraphrases, using MLA style for **citations.**   (*Essential / required*)