

AML 2070-0481

Essay 1: Literary Analysis

1500-2000 words; 20 points

Due: Wednesday 04-Mar

Submitted on **e-learning** as .doc or .rtf document.

Parameters

Analysis of **one** literary selection, (from list); no secondary sources, other than Barthes.
Addresses question: what is the function of this text?

Objectives

Present analysis of literature demonstrating (at least) one of Barthes' concepts,
through attentive, active interpretation, with critical thinking about myth and discourse.

Support an interpretation based upon class method, readings, and topics;
using exclusively textual evidence to illustrate analysis,
while including insights and commentary about effects (throughout).

Notes

Main task is not "explaining" what text "means" but how it is operating. This of course involves analysis – but we are not seeking (or arguing) the "true" or "hidden" meaning.
Instead, you'll convert your interpretation into an analytic thesis statement and support discussion.

"Close reading" is attentive to language, poetics, literary functions; highly specific examples,
toward an active interpretation of the text.

Not seeking to argue "why" this is an example of Barthes' "Text" concept – but to discuss how selection functions as such and the effects of this understanding, (either within part of thesis or in conclusion).

Literary Selections (choose **one** short story or poem)

Exclusions:

Death of a Salesman
excerpt from *Adventures of Augie March*

Ragtime
excerpt from *Big Sur*

Short stories:

"The Balloon" (Barthelme)
"The Magic Barrel" (Malamud)
"The Life You Save" (O'Connor)
"Good Country People" (O'Connor)
"Entropy" (Pynchon)
"Separating" (Updike)
"The Swimmer" (Cheever)
"Cathedral" (Carver)

Poem (any) by:

A.R. Ammons
Robert Lowell
Elizabeth Bishop
John Berryman
Allen Ginsberg
Frank O'Hara
John Ashberry
Anne Sexton
Sylvia Plath

Criteria (and Composition Tips)

Analytic Thesis Statement (*assertion / claim*), supported throughout

Formal **Organization** (logical / topical)

- Intro w/Thesis; Support Discussion; Conclusion (*not redundant; see notes*)

Support Examples (*specific*): combination of **direct quotes** (*integrated*) and paraphrases

- **MLA Style** (quotations & **citations**) - *consult* Gardner pp. 34-41; 116-28

- Lit. examples in **present** tense

- **Intrinsic analysis** (“close reading”), using our interpretive method and concepts.

- **Excludes** narration of process; opinion; and redundant first-person phrasing, (*e.g.* “I think that...”)

- **Excludes** textual summary, biographical/historical facts, and unnecessary/irrelevant information.

Edited & Revised, using Effective Style (*see notes*)

- Formal/proper formatting; standard font/size; title; final (*revised*) draft.

- Uploaded to E-Learning as Word (**.doc**) or Rich-Text (**.rtf**) format.

Academic Honesty Policy

Note: any essay that improperly presents material, whether deliberate or inadvertent, will not receive credit for the assignment, under Academic Honesty / Plagiarism rules. This includes primary, secondary, and *any* online sources (“electronic,” “web,” etc). Be sure to properly **quote/cite** all material – do *not* consult “outside” sources.

Plagiarism violations are subject to additional consequences, including failing the course, under Academic Honor Code. For more information about academic honesty, including definitions and examples of academic dishonesty / plagiarism, see: <<http://www.dso.ufl.edu/judicial/honorcode.php>>