

Literary Genres: Poetry (603-102-MQ)
Term Paper: length 1000 words
worth 30% of your final grade
evaluation divided into smaller components: 15% process, 15% product

This assignment spotlights two important processes: drafting and revision. It builds on the first in-class (essay-equivalent) test, to develop your skills in essay construction, starting with the basics of formulating effective claims and presenting solid support. It is designed to foster skills in critical observation, promote the correct application of literary terms, and otherwise increase your familiarity with the discourse of literary analysis.

Earlier this term, you wrote an essay-equivalent test in which you presented a critical analysis of a villanelle. In the form of short answers and one longer paragraph, you were asked to explore and analyze such aspects as poetic form, voice (speaker), rhyme, diction, repetition, and theme.

For the next writing assignment, you will rearrange and revise your answers in the test to construct a basic draft of an analytical essay on the poem. Then you will develop that draft, reformulating claims, adding support, and carefully editing your work, with the aim of producing a 1000-word critical analysis of the poem.

You will undertake these steps:

1. Word-process (or revise and word-process) answers from your essay-equivalent test. If you got full marks, you can type verbatim your hand-written responses. If you got partial marks, you should revise your answers to respond to the questions more accurately and precisely. In some cases this will mean using the correct terms, or supplying appropriate examples. Some of you will have to overhaul certain responses—for instance, if you missed the mark on identifying who the poem’s speakers are or what the dramatic situation is. Even if you got perfect marks, ultimately you will need to revise your responses a bit to rework them into an essay.

Homework—2 marks (due in class on Friday Oct. 28th).

2. Develop a thesis. In the long-answer question, you were required to state the poem’s theme and to identify three techniques that the poet uses to develop the theme. Many students presented a workable thesis in this section of their test. To transform this bare-bones thesis, you will need to develop or revise your ideas to present a strong argument (a complex rather than an over-simplified argument). I will devote part of a class to teaching this concept, with the use of a handout related to another poem we have looked at: Browning’s “My Last Duchess.” Then you will revisit and revise your thesis statement, modifying it to suit the scope and complexity of a 1000-word analytical essay. **In class Oct. 28th—2 marks.**

3. Formulate an effective working title. In class Nov. 2nd —1 mark.

4. Draft the essay, complete with supporting evidence in the form of quotations or other direct reference to the poem. **Homework—2 marks (Due in class Nov 9th).**

5. **Develop an outline.** This important step will help you to structure your essay effectively. Working from your draft and the essay-equivalent test, you will identify supporting arguments and evidence and present that structure on a formal outline. As part of this process, you will have to write topic sentences to introduce each of your arguments. **In class Nov. 9th—2 marks.**
6. **Format your essay in MLA style, complete with a Works Cited page. Homework, due in class Nov. 11th—3 marks.**
7. **Engage in peer-editing review during class time reserved for this purpose.** You will exchange your essay with another student in the class (your partner might be assigned to you) and evaluate that student's draft according to a set of criteria. **In class Nov. 11th—3 marks.**
8. **Edit the essay.** Work on smoothing out transitions, eliminating any grammar and stylistic glitches and otherwise "aligning the bones." **Homework.**
9. **Submit your edited essay—the final draft. Due in class Nov. 18th— it is worth an additional 15%.**