

Writing Seminar 2



Zoom Meeting Information

- Zoom Meetings are about 60 minutes in length.
- Zoom Meetings are recorded.
- Recordings and PowerPoint presentations are posted on onQ (under "Activities" > "Zoom Meetings").
- Participate in the discussion by using the "Chat" window or by raising your hand in "Reactions."
- Your camera may be on or off.

ENGL 100 Zoom Meetings

	Informational	Writing Seminars	Live Chats
Fall 1-6	Intro to ENGL 100	Writing Seminar 1 (Crafting an Effective Thesis Statement)	Live Chat 1 (Short Fiction)
	Academic Integrity		
Fall 7-12	Fall Exam Information	Writing Seminar 2 (Structuring an Analytical Essay)	Live Chat 2 (Drama)
Winter 1-6	TA Check-In	Writing Seminar 3 (Claim, Evidence, and Analysis)	Live Chat 3 (Literary Non-Fiction)
Winter 7-12	Winter Exam Information	Writing Seminar 4 (Some Notes on Grammar and Style)	Live Chat 4 (Poetry)

ENGL 200 Zoom Meetings

	Informational	Writing Seminars	Live Chats
Fall 1-6	Intro to ENGL 200	Writing Seminar 1 (Crafting an Effective Thesis Statement)	Live Chat 1 (16thC/Sonnet)
	Academic Integrity		
Fall 7-12	Fall Exam Information	Writing Seminar 2 (Structuring an Analytical Essay)	Live Chat 2 (18thC/Satire)
Winter 1-6	TA Check-In	Writing Seminar 3 (Claim, Evidence, and Analysis)	Live Chat 3 (19thC/Romanticism)
Winter 7-12	Winter Exam Information	Writing Seminar 4 (Some Notes on Grammar and Style)	Live Chat 4 (20thC/Modernism)

Writing About Literature

What Does It Involve?

- transcending a mere emotional response to the literary work
- interpreting and critically analysing the literary work
- reflecting on the larger meanings of the literary work
- communicating interpretations and critical analyses of the literary work persuasively

Who Is It For?

- people who believe literature expresses important ideas they want to know more about
- people who believe literature is complicated and want to learn about its various meanings
- people who are literate and have already read and thought about the work under consideration (Headrick 2-5)

Essays and Analytical Essays

What Is an Essay?

- a type of *expository* writing:
 - “serving to clarify, to set forth, or to explain in detail”
- requires:
 - a strong thesis statement
 - evidence supporting thesis
 - persuasive analysis of thesis
- three main types:
 - explication
 - analysis
 - comparison and contrast

What Is an Analytical Essay?

- *analysis*: from the Greek *analyein*
 - “to break up”
- thus, an analytical essay:
 - separates something into its component parts in order to understand the whole
 - breaks the work into various parts and then selects one part for close examination
 - is structured in such a way to facilitate this process of separation and examination

Essay Structure

introductory paragraph	attention-getting remark
	contextualizing information
	thesis statement
analytical paragraphs	claim
	evidence
	analysis
concluding paragraph	thesis statement
	contextualizing information
	attention-getting remark

- most analytical essays contain three components, each of which contains its own three components
- analytical essays are thus highly structured rhetorically
 - each component has a specific role to play
- be sure your analytical essays contain all of these components, in this order

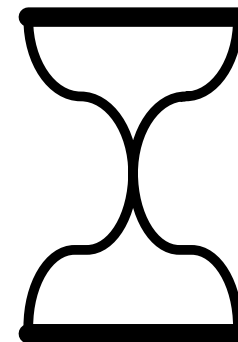
Essay Structure

introductory paragraph	attention-getting remark
	contextualizing information
	thesis statement
analytical paragraphs	claim
	evidence
	analysis
concluding paragraph	thesis statement
	contextualizing information
	attention-getting remark

- the *introductory paragraph* (the first paragraph) and the *concluding paragraph* (the final paragraph) mirror each other
- they both articulate the most important part of the essay: the *thesis*
- think of these paragraphs as the symmetrical top and bottom sections of an hourglass
 - **introduction**: broad to narrow
 - **conclusion**: narrow to broad

Essay Structure

introductory paragraph	attention-getting remark
	contextualizing information
	thesis statement
analytical paragraphs	claim
	evidence
	analysis
concluding paragraph	thesis statement
	contextualizing information
	attention-getting remark

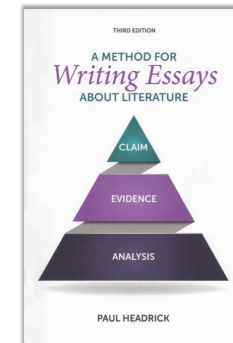


Essay Structure

introductory paragraph	attention-getting remark	<ul style="list-style-type: none"> the heart of the analytical essay, sometimes called the <i>body</i> develops a <i>claim</i>, a single idea about part of a literary text
	contextualizing information	
	thesis statement	
analytical paragraphs	claim	<ul style="list-style-type: none"> supports that idea with <i>evidence</i>, usually in the form of quotations connects the <i>claim</i> and the <i>evidence</i> with <i>analysis</i>
	evidence	
	analysis	
concluding paragraph	thesis statement	<ul style="list-style-type: none"> consists of a sequence of paragraphs that forms the logical argument of the essay, in support of a central argument or <i>thesis</i> (Headrick 7)
	contextualizing information	
	attention-getting remark	

Essay Structure

introductory paragraph	attention-getting remark	
	contextualizing information	
	thesis statement	
analytical paragraphs	claim	
	evidence	
	analysis	
concluding paragraph	thesis statement	
	contextualizing information	
	attention-getting remark	

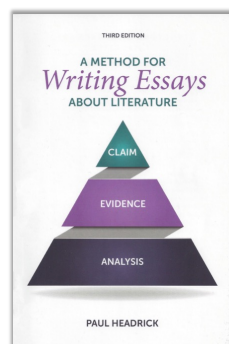


Essay Structure

Appendix 2 Sample Essays

- Literary Analysis Essay on a Short Story (Headrick 93-95)
"Freedom and Attachment in 'The Guest' by Albert Camus"

Albert Camus, "The Guest" (1957)
<https://cdn.theatlantic.com/media/archives/1957/12/200-6/132643114.pdf>



Albert Camus, "The Guest" (1957)

plot summary

Balducci (an officer) and a prisoner ascend a rocky, isolated slope in Algeria to meet Daru (a teacher). Balducci tells Daru that he is ordered by the government to take the prisoner to police headquarters. Daru inquires about the prisoner's crime, and Balducci says that it was a domestic matter, not political. As Balducci is leaving, Daru tells him that he will not take the prisoner to the police, angering Balducci. Daru feeds and shelters the prisoner for the night. In the morning, Daru sets him free, telling him if he goes east he can turn himself in to the police, and if he goes south he can hide with the nomads. Later, Daru sees the prisoner heading east, most likely to turn himself in. When Daru looks at the blackboard in his classroom, there is a message written on it that says, "You have turned in our brother. You will pay." (*Wikipedia*)

Essay Structure

introductory paragraph	attention-getting remark
	contextualizing information
	thesis statement
analytical paragraphs	claim
	evidence
	analysis
concluding paragraph	thesis statement
	contextualizing information
	attention-getting remark

- **opening statement**
 - should identify:
 - the text
 - the author
 - one (or perhaps two) of its abstract topics (Headrick 48-49)
- should draw the reader in, make them interested in the topic, prompt them to read further

Essay Structure

introductory paragraph	attention-getting remark
	contextualizing information
	thesis statement
analytical paragraphs	claim
	evidence
	analysis
concluding paragraph	thesis statement
	contextualizing information
	attention-getting remark

- **evidence preview**
 - should state what *evidence* the essay will analyse
 - should be brief
 - should avoid quoting evidence directly
- **links between evidence and thesis**
 - should articulate the connection between the *evidence* the essay will focus on and the *theme* that will be identified in the *thesis* (Headrick 48-49)

Essay Structure

introductory paragraph	attention-getting remark
	contextualizing information
	thesis statement
analytical paragraphs	claim
	evidence
	analysis
concluding paragraph	thesis statement
	contextualizing information
	attention-getting remark

- a single sentence that clearly and concisely indicates the central argument of the essay
- not the same thing as a topic:
 - must be argumentative
 - must take a clear position on some significant issue
 - must answer the questions “Why?” and/or “How?”, and not just “What?”
- characterized by all four of “the Four S’s”: significant, single, specific, and supportable

weakest

strongest

1 2 3 4 5 6

Draft Thesis 6

- ✓ “The Guest” insists that although individuals might conceive of themselves as free, they are inescapably connected to the people around them, and must accept and foster these attachments.

- **Apply the “So What?” Test:** passes test because it articulates a clear theme phrased as a complete thought
- **Apply the Counterargument Test:** passes test because another critic could potentially advance a different, equally valid interpretation of the significance of this theme in the story
- **Conclusion:** Draft thesis 6 is a strong thesis because it is concise and argumentative

Essay Structure

Sample Introductory Paragraph (Headrick 93)

[attention-getting remark] Albert Camus's philosophically complex story "The Guest" is about individual freedom and personal attachments. **[contextualizing information]** Through the main character's geographic circumstances, his relationship with the prisoner, and the resolution of the story's central conflicts, the story makes an important commentary on the limitations of freedom. **[thesis statement]** Ultimately, "The Guest" insists that although individuals might conceive of themselves as free, they are inescapably connected to the people around them and must accept and foster these attachments.

Essay Structure

introductory paragraph	attention-getting remark
	contextualizing information
	thesis statement
analytical paragraphs	claim
	evidence
	analysis
concluding paragraph	thesis statement
	contextualizing information
	attention-getting remark

- **summary**
 - briefly restates the essay's *thesis*
 - uses different phraseology from that in the *introductory paragraph* (Headrick 52-53)
- provides an extra shade of meaning to the thesis to help explain it to the reader more comprehensively

Essay Structure

introductory paragraph	attention-getting remark
	contextualizing information
	thesis statement
analytical paragraphs	claim
	evidence
	analysis
concluding paragraph	thesis statement
	contextualizing information
	attention-getting remark

- **acknowledgement of limitation**
 - may include an acknowledgement of the limitations of your *analysis*
 - rationale: it is not possible in a single essay to consider all of the implications of the text, or all of the *evidence* (Headrick 52-53)
- for this course, it is preferable simply to review the essay's sub-arguments (as articulated in the preceding analytical paragraphs)

Essay Structure

introductory paragraph	attention-getting remark
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	thesis statement
analytical paragraphs	claim
	evidence
	analysis
concluding paragraph	thesis statement
	contextualizing information
	attention-getting remark

- **new possibility**
 - may suggest a topic or focus of analysis that the essay has not covered but which it might raise in the minds of the reader
 - avoids going off topic by introducing new *evidence* or presenting new *analysis* (Headrick 52-53)
- for this course, it is preferable simply to provide a simple, final sentence that provides closure for the reader

Essay Structure

Sample Concluding Paragraph (Headrick 94-95)

[thesis statement] Ultimately, “The Guest” challenges the modern ideal of individual freedom. **[contextualizing information]** Through its bleak ending, it reminds us that detaching ourselves from relationships with others is not only impossible but also dangerous. **[attention-getting remark]** A further study might analyze the story in the context of the French colonial experience in Algeria and consider how its comment on individuals could be applied to global politics.

Essay Structure

introductory paragraph	attention-getting remark	<ul style="list-style-type: none"> states what the <i>analytical paragraph</i> is going to prove <ul style="list-style-type: none"> the <i>topic sentence</i>, the first sentence in the paragraph the “thesis” of the paragraph
	contextualizing information	
	thesis statement	
analytical paragraphs	claim	<ul style="list-style-type: none"> makes a point about something significant that is suggested or indirectly revealed by the text <ul style="list-style-type: none"> goes beyond the obvious does not just summarize plot
	evidence	
	analysis	
concluding paragraph	thesis statement	<ul style="list-style-type: none"> uses verbs that lead to <i>analysis</i> “suggests,” “reveals,” etc.) (Headrick 8-10)
	contextualizing information	
	attention-getting remark	

Essay Structure

introductory paragraph	attention-getting remark	<ul style="list-style-type: none"> provides information that supports the <i>claim</i> <ul style="list-style-type: none"> usually in the form of long, short, direct, and/or indirect quotations
	contextualizing information	
	thesis statement	
analytical paragraphs	claim	<ul style="list-style-type: none"> consists only of passages that you will go on to analyse <ul style="list-style-type: none"> clearly supports the <i>claim</i>, with nothing extraneous
	evidence	
	analysis	
concluding paragraph	thesis statement	<ul style="list-style-type: none"> is separate and distinct from the <i>claim</i> and the <i>analysis</i> <ul style="list-style-type: none"> avoid mixing <i>evidence</i> and <i>analysis</i> (Headrick 11)
	contextualizing information	
	attention-getting remark	

Essay Structure

introductory paragraph	attention-getting remark	<ul style="list-style-type: none"> explains how the <i>evidence</i> supports the <i>claim</i> <ul style="list-style-type: none"> shows how the two are connected
	contextualizing information	
	thesis statement	
analytical paragraphs	claim	<ul style="list-style-type: none"> repeats key terms from the <i>claim</i> <ul style="list-style-type: none"> helps promote clarity
	evidence	
	analysis	
concluding paragraph	thesis statement	<ul style="list-style-type: none"> develops the <i>claim</i> <ul style="list-style-type: none"> does not just repeat the <i>claim</i>
	contextualizing information	
	attention-getting remark	

Essay Structure

Sample Analytical Paragraph (Headrick 93)

[claim] Daru's physical surroundings create an impression of unlimited freedom and detachment. **[evidence]** The narrator describes the land surrounding Daru's schoolhouse, where he "lives like a monk" (212), as a "high, deserted plateau" (211) and as a "solitary expanse where nothing had any connection with man" (213). **[analysis]** The altitude suggested by the term "high" and the wide open space suggested by "deserted plateau" and "solitary expanse" evoke an absence of obstacles and a freedom to do whatever one wants. The description of the landscape as having no "connection with man" implies an existence that is detached from human concerns, as does the fact that Daru lives in isolation, "like a monk." The descriptions imply that freedom and detachment are linked.

For More Information

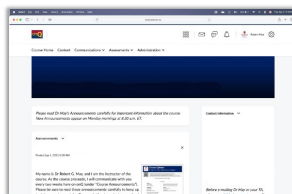
Dr May's Class Web Site
<https://www.queensu.ca/academia/drrgmay/documents/>

- "Essay Writing Notes"
- "Integrating Quotations"

The Purdue Online Writing Lab
<https://owl.purdue.edu/>

- **Essay Writing:** General Writing > Academic Writing > Essay Writing
- **Argumentative Essays:** General Writing > Academic Writing > Essay Writing > Argumentative Essays
- **Paragraphs and Paragraphing:** General Writing > Academic Writing > Paragraphs and Paragraphing
- **Writing About Fiction:** Subject-Specific Writing > Writing in Literature > Writing About Fiction

ENGL 200 Quiz 2



<https://onq.queensu.ca>

- test your knowledge of Writing Seminar 2 by writing Quiz 2
- access the Quiz on onQ (under "Quizzes")
- the Quiz consists of a series of multiple-choice questions
- the suggested due date for this Quiz is soon, but you may complete it anytime until the last day of class
- this Quiz counts towards your final grade in the course

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