

ENGL 100-700 Zoom Meeting 3b

Writing Seminar 3: Claim, Evidence, and Analysis



Zoom Meeting Information

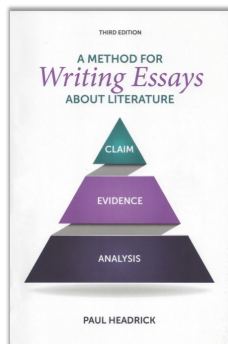
- Zoom Meetings are about 60 minutes long and are recorded.
- Recordings and PowerPoints are posted on onQ (under “Content” > “Zoom Meetings”).
- Participate in the discussion by using the “Chat” window or by raising your hand under “React.”
- Attendance will be taken at a random point in the meeting; your camera may be on or off.

ENGL 100-700 Zoom Meetings

Please see the Course Syllabus for specific dates and times

	a. Informational	b. Writing Seminars	c. Live Chats
Unit 1	Intro to ENGL 100	1b. Writing Seminar 1 (Crafting an Effective Thesis Statement)	1c. Live Chat 1 (Short Fiction)
	1a. Academic Integrity		
Unit 2	2a. Midcourse Exam Info Session	2b. Writing Seminar 2 (Structuring an Analytical Essay)	2c. Live Chat 2 (Drama)
Unit 3	3a. TA Check-In	3b. Writing Seminar 3 (Claim, Evidence, and Analysis)	3c. Live Chat 3 (Literary Non-Fiction)
Unit 4	4a. Final Exam Info Session	4b. Writing Seminar 4 (Some Notes on Grammar and Style)	4c. Live Chat 4 (Poetry)

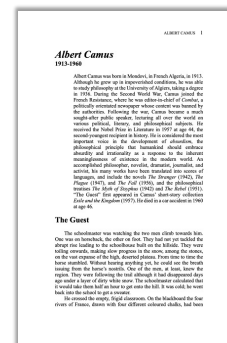
Headrick, *A Method for Writing Essays About Literature*



Writing Seminar 3

- **Chapter 2: Analytical Paragraphs**
 - Initial Analysis (review)
 - Analytical Paragraphs and their Three Components (review)
 - Common Problems in Analytical Paragraphs
 - Working with Analytical Paragraphs
 - Integrating Quotations from Literary Texts
- **Appendix 2: Sample Essays**
 - A Literary Analysis Essay on a Short Story

Camus, “The Guest” (1957)



onQ > “Content” > “Course Readings”

Synopsis

Balducci (an officer) and a prisoner ascend a rocky slope in Algeria to meet Daru (a teacher). Balducci tells Daru that he is ordered by the government to take the prisoner to the police. Daru asks 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. Daru shelters the prisoner for the night. In the morning, Daru sets him free, telling him he can either turn himself in to the police or 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, he sees the message, “You have turned in our brother. You will pay.”

from Writing Seminar 1

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

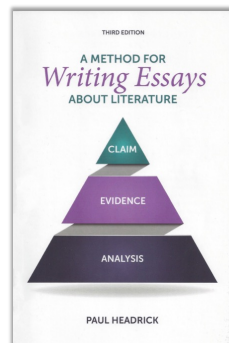
Claim, Evidence, and Analysis

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

- the heart of the analytical essay, sometimes called the *body*
- develops a *claim*, a single idea about part of a literary text
- supports that idea with *evidence*, usually in the form of quotations
- connects the *claim* and the *evidence* with *analysis*
- consists of a sequence of paragraphs that forms the logical argument of the essay, in support of a central argument or *thesis* (Headrick 7)

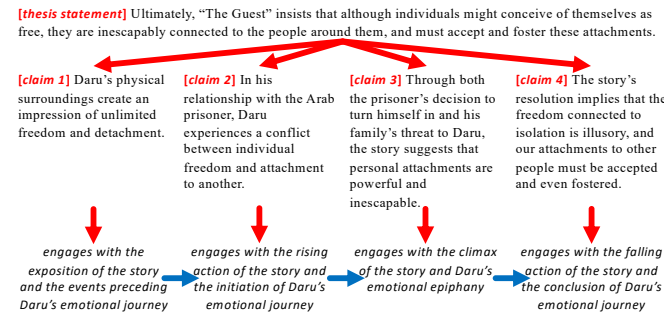
Claim, Evidence, and Analysis

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



Claim, Evidence, and Analysis

Sample Thesis Statement and Claims (Headrick 93-95)



Claim, Evidence, and Analysis

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	

Claim, Evidence, and Analysis

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	

[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.

Claim, Evidence, and Analysis

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 develops the <i>claim</i> <ul style="list-style-type: none"> does not just repeat the <i>claim</i>
	evidence	
	analysis	
concluding paragraph	thesis statement	<ul style="list-style-type: none"> refers directly to the <i>evidence</i> <ul style="list-style-type: none"> pinpoints the salient parts or aspects of the <i>evidence</i> (Headrick 12-13)
	contextualizing information	
	attention-getting remark	

Claim, Evidence, and Analysis

Sample Analytical Paragraph 1 (Headrick 93)

[claim 1] 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.

Structure 1

[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.

Claim, Evidence, and Analysis

Sample Analytical Paragraph 4 (Headrick 94)

[claim 4] The story’s resolution implies that the freedom connected to isolation is illusory, and our attachments to other people must be accepted and even fostered. [evidence] After Daru returns to the schoolhouse and discovers the message left for him, the narrator says that he “looked at the sky, the plateau, and, beyond, the invisible lands stretching all the way to the sea” and that in this “vast landscape he had loved so much, he was alone” (220). [analysis] These final references to the “vast,” unobstructed surroundings of sky, plateau, and lands that stretch far away evoke once again the idea of freedom. Yet the evocations of freedom are ironic, for Daru is not free. His inescapable connection to the Arab prisoner has cost him his life, and his love of freedom and autonomy, suggested here by his love for the “vast landscape,” has left him merely “alone,” without protection. The narrator’s use of the past perfect tense in the phrase “he had loved” implies that Daru’s commitment to freedom has been shaken and that he realizes on some level that he would have been better off with closer attachments to other people.

Structure 2

[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.

Claim, Evidence, and Analysis

Sample Analytical Paragraph 2 (Headrick 93-94)

[claim 2] In his relationship with the Arab prisoner, Daru experiences a conflict between individual freedom and attachment to another. [evidence a] As the story’s ironic title suggests, Daru treats the man not as a prisoner but as a “guest”; he feeds him, offers him a bed, and sleeps near him unarmed. His hospitality implies that Daru feels responsible for the man’s well-being. Yet when the man asks, “Why do you eat with me?” Daru replies, “I’m hungry” (216). [analysis a] Daru’s response suggests that despite his feeling of responsibility, he resists the idea of a relationship with the man. Rather than offering an explanation that has something to do with the man, Daru focuses on himself and his own hunger. [evidence b] The tension between freedom and attachment is also evident when Daru sends the prisoner off with food, money, and directions to both the police station and the shelter of the nomads. [analysis b] By providing the man with basic necessities, Daru implicitly acknowledges his attachment to him. His refusal to advise the man, however, suggests a desire to remain free from attachments or responsibilities to another.

Structure 2

[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.

Claim, Evidence, and Analysis

Sample Analytical Paragraph 3 (Headrick 94)

[claim 3] Through both the prisoner’s decision to turn himself in and his family’s threat to Daru, the story suggests that personal attachments are powerful and inescapable. [evidence a] Before Daru and the prisoner go to sleep, the prisoner asks Daru if he will be accompanying him to Tinguit. When Daru says he doesn’t know, the man says, “Come with us” (217). [analysis a] The urgency of his request, phrased as an invitation or a command, suggests that he feels an attachment to Daru. [evidence b] The power of this attachment is evident when, after being left to do as he pleases, the man expresses “a sort of panic” then stands “looking at the schoolmaster” with “his arms hanging” (219) before taking the road to prison. [analysis b] The man’s “panic” suggests that complete freedom distresses him, while his “hanging” arms imply an inability to act on his freedom. By looking at Daru then taking the road to prison, the man suggests that his attachment to the schoolmaster guides his actions more powerfully than does his free will. [evidence c] The power of personal attachments is also, of course, emphasized through the message written on Daru’s chalkboard: “You handed over our brother. You will pay for this” (220). [analysis c] Although Daru has tried to detach himself from other people, the message on the board, particularly the reference to communal brotherhood, clearly suggests that such detachment is impossible. The remark that Daru must “pay for this” further implies, metaphorically, that the consequences of his attachments to other people are inescapable.

What Not to Do

Claim, Evidence, and Analysis

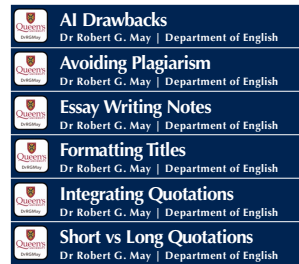
introductory paragraph	attention-getting remark	Structure 1	Structure 2
	contextualizing information	[claim]	[claim]
	thesis statement	[evidence]	[evidence a]
analytical paragraphs	claim	[analysis]	[analysis a]
	evidence		[evidence b]
	analysis		[analysis b]
concluding paragraph	thesis statement	generally preferable for shorter essays	should be used sparingly in shorter essays, and only where space permits
	contextualizing information		
	attention-getting remark		

For More Information

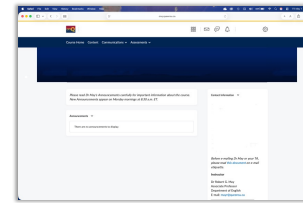
The Purdue Online Writing Lab
<https://owl.purdue.edu/>

- **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 in Literature

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



Quiz 3



<https://onq.queensu.ca>

- Test your knowledge of Writing Seminar 3 by writing Quiz 3.
- Access the Quiz on onQ (under “Assessments” > “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 (see onQ for specific dates).
- All Quizzes count towards your final grade in the course.

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