Summer Reading Character Analysis Paragraph

A character analysis paragraph reveals a character's most important traits and may offer a claim about the causes or effects of those traits.

Assignment:

Select one (1) character from the summer reading and craft a single (1) paragraph of thoughtful, carefully supported, character analysis.

If you have not completed the summer reading assignment, offer a brief written explanation and then write about a character from any other text you read this summer.

Your paragraph must be word-processed.

Please revise and proofread carefully.

Prepare your work as an electronic file, but do NOT print a hard copy. We'll introduce our procedure for submitting written work at our next class meeting.

Drafting:

Remember to include these elements:

1. Paragraph Topic Sentence (¶TS): the paragraph topic sentence should include

- o a complete identification of the source text (author, title, genre)
- o an analytical claim about the character's traits
- o a compelling main verb.

Example: In the short story, "The Adventure of the Dancing Men," by Sir Arthur Conan Doyle, the protagonist, Sherlock Holmes, appears to be strange and unkind, but his keen powers of observation and superior intellect allow him to triumph over the villains he faces.

2. Textual Evidence: the paragraph should include

- o quotations from the text that support each analytical claim offered by the paragraph
- o textual evidence that is incorporated into your own sentences
- o language that "frames" or provides narrative context (what was happening in the plot) for the quotation
- o citations for each quotation or paraphrase. Following MLA conventions, either mention the page number in the sentence or provide a parenthetical citation of the page number.

3. Reasoning: the paragraph should

- o include language that reveals the analysis by explaining how the textual evidence supports the analytical claims
- o employ literary terms appropriately

o   arrange the supporting points in emphatic order (from least important to most important, or simplest to most complex).

4. Style: the paragraph should

o   be written in the present tense
o   be written from the third person point-of-view
o   include transition words between support points
o   avoid self-referential language.

Revision:

You might find this set of questions helpful while revising your paragraph:

1.   ¶TS:

Have you crafted a topic sentence that offers an arguable claim in response to the prompt?
Is the language of the ¶TS specific and precise?
Does the ¶TS employ a compelling main verb?
Does the final sentence of the paragraph reframe/restate in slightly different language the claim offered in the ¶TS?

2.   Textual Evidence:

Do your quotations directly support the claim you have offered in your topic sentence?
Have you whittled your quotations down to only the words you need to support your claim?
Have you embedded your textual evidence into your own sentences in accordance with grammatical conventions?
Have you provided sufficient narrative context in framing your quotations to prevent your audience from wondering "when did that happen?"
Have you provided a citation for every quotation and paraphrase?

3.   Reasoning:

Does the paragraph provide language that reveals meaning by explaining the ways in which the evidence supports the central claim?
Are the supporting arguments arranged in emphatic order, from weakest point to strongest point?
Does the reasoning include the appropriate use of relevant literary terms?
Have you carefully explained the effects of the examples of literary terms?
Does your reasoning include observations or statements that reveal empathetic comments related to character or environment?

4.   Style:

Is the analysis presented in the present tense?
Is the analysis presented from a third person point of view?
Have you avoided writing about your writing, carefully avoiding constructions such as: "In this quotation…" and "This evidence proves that…".
 Have you employed transition words between points to guide your audience along?