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**A. Annotation**

As you review your literary analysis essay, use the instructions in italicized brackets to annotate each element as you check each of its parts, as listed below. Then highlight the language on this handout that best describes that element of your essay. While the choices are limited, select the option that best describes the essay.

**Manuscript Format:** This essay was submitted in proper MLA ms format. / This essay was not submitted in proper MLA ms format.

**Title:** This draft begins with an intriguing and informative title. / The title of this essay is not both intriguing and informative. How would a more specific title strengthen the draft? Would the title-within-title convention make the title more specific?

**Introduction:** The essay contains an introduction that introduces its topic in a clear, direct, and concise manner designed to create within the reader a desire to read further. / The essay presents an introduction that is too brief/too long.

**Lead Sentence:** The first sentence entices the reader to read further. / The first sentence does not entice the reader to read onward.

**Textual ID:** *[Mark the textual identification.]* A complete textual identification (author/title/genre) is present at the first mention of the source text. / Remember to provide a complete textual identification (author/title/genre) at the first mention of the source text.

**Thesis:** *[Label the thesis. Identify Cause and Effect language.]* The introduction concludes with a thesis statement that identifies the main idea of the essay as specifically as possible, the thesis is interesting enough to engage a skeptical audience by presenting an arguable claim and the thesis reveals the structure of the essay. / Remember that the introduction should conclude with a thesis statement that identifies the main idea of the essay as specifically as possible, is interesting enough to engage a skeptical audience by presenting an arguable claim and reveals the structure of the essay.

**Support (Body) ¶s:**

**Order:** The essay reveals its supporting points in emphatic order. / The supporting points are not presented in emphatic order.

**Paragraph Topic Sentences:** *[Underline all transitions. Label the Cause and Effect language in each ¶TS.]*Each body paragraph begins with a complete ¶TS (transition + new claim). / Remember that body paragraphs should begin with complete ¶TSs (transition + new claim).

**Context for Textual Evidence:** *[Annotate all context language.]*This draft consistently establishes narrative context for textual evidence derived from the text being analyzed. / This draft does not consistently establish the narrative context for textual evidence.

**Evidence:** *[Highlight all textual evidence.]* This essay supports all critical claims with examples and carefully cited quotations from the text or from other sources the audience would respect./ This essay does not support all critical claim with carefully cited examples and quotations from the primary text or from other sources the audience would respect.

**Reasoning:** *[Identify all reasoning language.]*The body ¶s of this draft contain clear, careful explanations of the ways in which the textual evidence support the analytical claims. / The explanations of the ways in which the textual evidence support the analytical claims should be more clearly and completely developed.

**Language:** *[Identify all literary terms.]* The argument employs appropriate literary terms. / The argument does not employ appropriate literary terms.

*[Annotate instances of informal language.]* The essay has been revised to meet expectations for formal language. / The essay is too often informal.

**Conclusion:** *[Highlight the “other” material in the conclusion.]* This draft offers a concise concluding paragraph consisting of a one-sentence summary of the thesis followed by two to three sentences of relevant “other” material. / This draft does not offer a concise concluding paragraph consisting of a one-sentence summary followed by two to three sentences of relevant “other” material.

**Copy:** *[Mark all spelling, grammatical, syntactical, and typographical errors.]* The essay has been proofread thoroughly to demonstrate the author’s interest in, and control of, his or her prose. / The essay has not been proofread thoroughly enough to demonstrate the author’s interest in, and control of, his or her prose.

**B. Reflection: Elements I Must Really Keep in Mind as I Draft and Revise Future Literary Analysis Essays**

Please use complete sentences in making these Cause🡪Effect notes for your future self.

**A.**

**B.**

**C.**

**D.**

**E.**