Literary Criticism Paper

Your final paper is here! Using your Critical Theory notes, literary criticism/reviews and research, and your texts *Macbeth* or *Lord of the Flies*, you are going to write a **FOUR** paragraph argumentative essay, complete with an introduction, two body paragraphs, and conclusion. You may choose between these three types of criticism: Feminist, Psychoanalytical/Freudian, or Historical Materialistic Criticism, only!

1.) **FEMINIST CRITICISM: Believe that literary texts tell readers about gender relationships.**

* **Analyzes text to explain usage or discussion of gender.**
* **Excellent literature is defined as that which promotes gender equity.**
* *What are the roles played by the male and female characters of the story?*
* *How are women’s roles expanded/contracted in this novel?*
* *How does this poet’s works promote or inhibit gender equity?*

2.) **PSYCHOANALYTICAL – FREUDIAN CRITICISM: Believe that ALL texts must be analyzed through the tenets of psychology.**

* **Freudian analysis includes analysis of the characters and the author.**
* **Excellence is thought to be found in texts that prove that psychological theory works.**
* *Vary based on the psychological theory studied. To what extent is this theory supported or rejected? Compare how two different psychologists would analyze characters, plot, setting, theme, etc.*
* *How does Freud’s Personality Theory relate to the characters and their decisions, etc.*

3.) **HISTORICAL MATERIALISTIC CRITICISM: Believe that literary texts are products of the society that produced them.**

* **Texts politically and socially enrich one group of that society while depriving another.**
* **Analysis demonstrates how power and money are distributed as a result of the production of the text.**
* **Excellent literature promotes social equity.**
* *What social classes are described in the text? What lifestyles are promoted as appropriate and which ones are inappropriate?*
* *Ultimately, which classes do the text promote/inhibit?*
* *How did the publication of the text affect the economics of the culture when the text was produced?*

During the time allotted in class and in the library you will research your criticism on specific databases and find articles to prove your points about the text. You will need at least **TWO** sources in your two body paragraphs for this paper to demonstrate your thesis as well as proper **quotations from the text** you chose. You will also need a **WORKS CITED PAGE** with proper **MLA** citations for your two sources.

You will be responsible for working during the time in class allowed and outside of school, you may have to handwrite your first rough draft and the final draft will be typed.

**\*You are prohibited from using Wikipedia, contractions, and BE VERBS:** am/is/was/are/were/been/being/be/has/have/had/have been/will be/could be/might be/can be

**Self-Editing Exercise**

1. Read through essay
2. Underline grammatical errors
3. Circle spelling errors
4. Attention Grabber – highlight --- Weak? Strong?
5. Thesis Statement – highlight --- Last Sentence in Introduction – Weak? Strong?
6. Topic Sentences – highlight – Does the paragraph support the main idea in the topic sentence?
7. Count the number of sentences in each paragraph – label each paragraph – minimum **FIVE** sentences per paragraph
8. Cross out BE verbs – **am/is/was/are/were/been/being/be/has/have** **been/will be/could be/might be/can be**
9. Cross out FORBIDDEN WORDS – **it/stuff/I/people/me/my/we/us/you-your-you’re /got/a lot/have/**

**good/bad/go/nice/thing/all words containing the word thing**

1. Cross out THE if the word is *starting* a paragraph.
2. Cross out contractions
3. Put a box around the first word of every sentence. No Two Sentences (in a paragraph) Should Start With The Same Word (NTSSSWTSW)
4. Cross out these/those/that/this/there starting a sentence
5. Cross out personal pronouns starting a sentence
6. Transitional Sentences – highlight – Last Sentence in each paragraph? Are they effective?
7. Restated thesis – highlight – is the thesis in the conclusion worded DIFFERENTLY than the thesis in the introduction?
8. Conclusion – are the summary points effective? No New Information!!!
9. Concluding sentence – highlight – is it strong? Weak?
10. Body:
	* Supporting evidence clear?
	* Enough support and detail?
	* Direct references to the sources?
		1. Experts?
		2. Direct Quotes?
	* Does the body support the thesis?
	* Number of body paragraphs effective??? (2)