

Toolkit for Chapter 16 Print or Textual Analysis: What You Read

# Chapter Assignment: Analytical Essay

In this assignment, you will choose a short story or another short nonfiction or literary text to analyze. Consider the author's form and organization, tone, or stylistic choices, including diction and sensory or figurative language. You might also consider the historical or social context, the theme, the character development, or the relation between setting and plot or characterization.

Convincing textual analysis essays usually include the following information:  
an overview of the text, identifying author, title, and genre

1. a very brief summary
2. a description of the text's form and structure
3. an explanation of the author's point of view
4. a summary of the social, historical, or cultural context in which the work was written
5. an assertion or thesis about what the text means: your main task as an analyst

When writing about a novel or short story, explain how the main elements function:

* narrator (who tells the story)
* plot (what happens in the story)
* one or more characters (who are acting or being acted upon)
* setting (when and where things are happening)
* theme (the meaning of the story)

## Toolkit 16.1: Determining the Analytical Focus and Thesis Frames

The heart of your textual analysis is your thesis. It should be a clear, concise statement that identifies your analytical stance on the piece of literature you have chosen. First, you’ll develop a working thesis, named because you may revisit and revise it throughout the writing process as your ideas develop.

### Analytical Focus

Your thesis will come from the element(s) you choose to focus on in your analysis. After you’ve selected your piece of literature, consider some of the following aspects to focus on. Remember, not all aspects will work for every piece. Choose a focus that works well for the literature you will analyze.

* an aspect or several aspects of form and structure and their significance
* the social, historical, or cultural context in which the text was written and its significance
* style elements such as diction, imagery, or figurative language and their significance
* aspects of characters, plot, or setting
* overall theme of a single work or more than one work
* comparison or contrast of elements within one or more works
* relation to issues outside the text

**Example:** *I will focus on the use of satire to mock American culture in Miner’s “Body Ritual among the Nacirema.”*

Identify the focus of your analysis: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

### Working Thesis

To develop a working thesis, use this formula, basing your answers on your identified focus. Use the chart and thesis frame below to develop a working thesis.

|  |  |  |
| --- | --- | --- |
| What are you doing? + Why are you doing it? | | |
| What are you doing? | I am analyzing Horace Mitchell Miner’s essay “Body Ritual among the Nacirema.” | I am\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| Why are you doing it? | I am doing this to argue that Miner utilizes satire to mock American culture related to the human body. | I am doing this to argue that \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| Working Thesis | In the essay “Body Ritual among the Nacirema,” author Horace Mitchell Miner uses satire to mock American culture. | In [work] \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, [author] \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ uses [focus element] \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to [effect] \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

Instead of a working thesis, you might choose to start with an analytical question. If you choose to begin in this way, compose the question using the frame below. Your answer will may help focus your thesis.

**Example:** *For what reason(s) does Miner use satire?*

Your Analytical Question

* For what reason(s) does [author] \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ use [element] \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in [work] \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* In what ways do [style elements] \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of [work] \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reinforce its theme?
* How do the use of [style elements] \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in [work] \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ compare to their use in [work] \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* How does the cultural context of [work] \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ impact its [style elements, theme, etc.] \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

## Toolkit 16.2: Explore Possible Areas of Analysis for Fiction

As you prepare to draft, you’ll explore possible areas of analysis for your work. Depending on whether you choose a fictional work or one of literary nonfiction, your approach may differ slightly. However, all analytical essays begin by answering basic questions: *What genre is this text—poem, play, story, biography, memoir, essay? What is its title? Who is the author? When was it published?*

### Summary

Begin by providing a summary of the text. Summarize briefly, logically, and objectively to provide a background for what you plan to say about the text. This information may be incorporated into the introduction or may follow it.

|  |  |
| --- | --- |
| Summary | |
| Professor Linton studied the Nacirema tribe living in North America. These mysterious people live in a lush natural habitat between Mexico and Canada. The customs of the Nacirema people are so strange that they demonstrate the extremes of human behavior centered on economic pursuits and habits related to the human body. | Your summary: |

### Form and Organization

Next, explain the form and organization of the piece. Use the chart to answer questions to help you analyze form and organization. Texts can be structured in many different ways. You will have to determine which aspects of the structure are most important for your analysis.

|  |  |
| --- | --- |
| Questions | Answers |
| Example: How is the text ordered or organized? | The essay is written in the style of an academic case study, similar to one that would be published in an academic journal. Miner’s imitation of a standard anthropological essay means that, at first, readers may not realize they are reading about a familiar culture. |
| How is the text ordered or organized? |  |
| Why does the author sequence information in this order? (Why does the author start here and end there?) |  |
| What connects the text from start to finish? (Are certain words, ideas, or images repeated, indicating they are important to the meaning of the text?) |  |
| How does the structure impact or how is the structure impacted by different elements of the text (theme, style elements, context, etc.)? |  |

### Context

It is important to place a work in context, including historical, social, and political contexts. Answer the questions in the chart below to analyze the context of the work.

|  |  |
| --- | --- |
| Questions | Answers |
| Example: What circumstances (historical, social, political, biographical) produced this text? | Miner writes his work as an anthropological essay, examining culture and human behavior. This essay is often used to introduce the concepts of cultural relativism and ethnocentrism in sociology and anthropology courses. |
| What circumstances (historical, social, political, biographical) produced this text? |  |
| How does this text compare or contrast with other works by this author? |  |
| How does this text compare or contrast with similar works by other authors and/or other works from this time period? |  |

### Theme/Main Idea

First, identify the theme or main idea of the text, then analyze how it is developed through the text. You may use the chart below to guide your analysis.

|  |  |
| --- | --- |
| Questions | Answers |
| Example: What is the author trying to say by writing this text? | In his description of the Nacirema, Miner demonstrates that a culture’s rituals are unique to them, perhaps even seeming bizarre to an outsider. However, within a culture these seemingly strange customs are rational. Miner fleshes out the need for perspective when studying culture. |
| What is the author trying to say by writing this text? |  |
| What problems, puzzles, or ideas are most interesting in the piece? |  |
| How do characters or ideas change between the beginning and the end of the text? |  |
| What other elements (setting, plot, characters) impact the meaning of the text? |  |

### Stylistic Choices

Examine the details of the text to determine what stylistic choices the author makes, why those choices may have been made, and their impact on the text.

|  |  |
| --- | --- |
| Questions | Answers |
| Example: What is the impact of tone and diction in the text? | Miner uses a scholarly tone to establish himself as an authority on the subject. His use of formal, academic diction separates the reader from the tribe, encouraging readers to develop a sense of superiority to the tribe, though readers are actually reading about themselves. |
| What is the impact of tone and diction in the text? |  |
| Why does the author use certain words or phrases instead of others? |  |
| In what ways do the author's figurative comparisons affect the meaning or tone of the text? |  |
| In what ways does use of sensory language (imagery) affect the meaning or tone of the text? In what ways does this element represent more than itself? |  |
| In what ways does the author use sound or rhythm to support meaning? |  |

### Analysis

As you work to analyze the work you have chosen, you will begin to interpret it in the context of your focus and thesis. Remember that as you quote the text directly or use outside information for support, comparison, or contrast, you must cite the sources. Use the following organizer to gather ideas for drafting.

|  |  |  |
| --- | --- | --- |
| Genre | Analysis | Ideas |
| Fiction or Narrative Nonfiction | Consider the role of . . .   * *Characters (narrator or author in narrative nonfiction)* * *Setting* * *Plot (or real events in narrative nonfiction) and conflict* * *Theme* * *Diction* * *Structure (chronology, flashback or forward, foreshadowing, chapters)* | Example  Why does the author use satire?  What is the effect on meaning, tone, or audience?  The author uses satire to mock American culture’s obsession and general lack of satisfaction with the body. He suggests that they associate appearance with worth and morality (Miner 4). |
| Poetry | Consider the role of . . .   * Word choice (imagery) * Structure of lines and stanzas * Sound (meter, rhyme, rhythm) * Figurative language (simile, metaphor, personification) | Why does the author (describe author’s use of element/s)? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What is the effect on meaning, tone, or audience? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Drama | Consider the role of . . .   * Characters and dialogue * Setting * Plot and conflict * Theme * Structure of acts, scenes, and stage directions | Why does the author (describe author’s use of element/s)? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What is the effect on meaning, tone, or audience? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| Fiction or Narrative Nonfiction | Consider the role of . . .   * Characters (narrator or author in narrative nonfiction) * Setting * Plot (or real events in narrative nonfiction) and conflict * Theme * Diction * Structure (chronology, flashback or forward, foreshadowing, chapters) | Why does the author (describe author’s use of element/s)? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?  What is the effect on meaning, tone, or audience? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

If you have chosen a literary text for analysis, you are ready to compose your first draft. If you are analyzing a nonfiction text, you may want to utilize the next toolkit before you draft.

## Toolkit 16.3: Explore Possible Areas of Analysis for Literary Nonfiction

If you have chosen literary nonfiction to analyze, your approach to analysis will carry many of the same strategies used to analyze fiction. However, two main differences in literary and nonfiction works—lack of dialogue and the idea that the author and narrator are the same person—may cause you to change the approach slightly. You may choose to use this toolkit to plan your analysis if you’ve chosen a nonfiction piece. If not, move on to the next toolkit. Note that this chart is an outline for planning purposes and is not a full draft of your essay.

|  |  |
| --- | --- |
| Introduction  Your introduction sets the stage for your essay, beginning with an overview of the work, followed by a brief summary, placing it in context. The thesis should be near the end of your introduction. | Genre: |
| Title: |
| Author: |
| Publication date: |
| Literary point of view: |
| Summary in context: |
| **Thesis** (you may choose to use one of the thesis frames from Toolkit 16.1 or write your own)**:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Body  Body paragraphs begin with a topic sentence and support the thesis with well-developed ideas. Paragraphs include paraphrases, summaries, and quotation from the text (and outside sources, if desired).  You may choose to address and refute any opposing or negative ideas, if applicable, in a paragraph discussing counterclaims. | Body paragraph 1  Topic sentence: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Support (paraphrases, summaries, quotations): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Body paragraph 2  Topic sentence: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Support (paraphrases, summaries, quotations): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Body paragraph 3  Topic sentence: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Support (paraphrases, summaries, quotations): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Counterclaim (if any)**  Address opposing ideas: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Refute opposing ideas: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  |
|  | Add more paragraphs as needed. |
| Conclusion  Your conclusion should restate your thesis, provide a general statement about the work and its significance, or, if applicable, state its relation to culture, history, current events, etc. | **Restatement of thesis (using different words and a transition):** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Exigency statement  This work is significant because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

Now, using your outline and the literary nonfiction model, compose a draft of your analytical essay.

## Toolkit 16.4: Revising

After you’ve reviewed your peers’ feedback, consider their suggestions. Read all comments and think carefully before making changes, keeping in mind these tips:

* Use your discretion before making changes.
* Address global (major) comments that affect your entire essay first.
* Complete a close revision, examining for clarity, ensuring citations are correct, and checking for accuracy and style.

After reading your peer’s suggestions, complete the following sentences to review your work:

* I identify and summarize the content by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* My thesis states what I am doing and why I am doing it by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* I describe the form and structure of the work when \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* I place [author] \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and the work in context by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* I clearly state the theme, which is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­.
* I indicate [author’s] \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ use of language, such as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* I give supporting evidence for my points, such as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* I conclude with a balanced and convincing viewpoint by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Next, make revisions based on both your peer reviewer’s suggestions and your own analysis of your essay draft.

These are three specific ways I can improve the content of my essay:

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## Toolkit 16.5: Editing for Present Tense

Literary works live in the present, no matter how long ago they were written. Therefore, your essay should refer to the literary work in the present tense.

### Referring to a Literary Work in the Present Tense

Review the example, then edit your essay for tense consistency.

**Incorrect Example:** Miner equated wealth with health and status.

**Correct Example:** Miner equates wealth with health and status.

**Your tense correction:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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### Distinguishing between Time

Though literary present tense is the standard in literary essays, there are some instances when you must distinguish between time in events. In these cases, present tense may not apply to all actions in the text. For example, there may be cases when events in the text have happened before the action of the story. In cases where you must indicate time, you may need to use past tense. Review the example, then edit your essay for tense consistency.

**Incorrect Example:** Professor Linton first calls attention to the Nacirema rituals years ago.

**Correct Example:** Professor Linton first called attention to the Nacirema rituals years ago.

**Your tense correction:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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You will also use past tense to refer to the author and the events in the author’s life that do not relate directly to the text. Review the example, then edit your essay for tense consistency.

**Incorrect Example:** Horace Mitchell Miner publishes “Body Ritual among the Nacirema” in 1956.

**Correct Example:** Horace Mitchell Miner published “Body Ritual among the Nacirema” in 1956.

**Your tense correction:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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