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| Analyze & Interpret: literary analysis—developing and supporting a thesis in response to the text | | | | | | | |
| Learning Outcome 1  Students will analyze and interpret the text to develop a thesis and build relevant support in response to the prompt | | | | | | | |
| When Students analyze and interpret, they … | Articulate  Assemble  Break down  Calculate  Categorize  Choose  Clarify | Compare  Contrast  Decipher  Define  Detail  Determine | Differentiate  Discover  Discuss  Dissect  Distinguish  Examine  Find | | Gather  Identify  Inspect  Investigate  Label  Map | Match  Organize  Outline  Paraphrase  Relate  Rephrase | Resolve  Select  Separate  Signify  Summarize  Understand |
| To help students analyze & interpret, the tutor/ Instructor asks… | \*What do you already know about the assignment, prompt and text?  \*What have you learned about quote analysis and a workable thesis?  \*What do you want to know about essay development?  \*What can you say about the text?  \*What do you think about the central argument of the text?  \*How would you explain what an effective thesis statement is?  \*What would you use to support your thesis?  \*What is the significance of the support of your chosen quotes?  What is valid support?  \*What is relevant to your thesis?  \*What has meaning for building support relevant to the thesis?  \*What information is most important to developing your essay? | | | \*How would you best organize the information on the essay structure and paragraphs?  \*How would you categorize or classify the different parts of your thesis and support?  \*What is the purpose or motive of the assignment?  \*What are your assumptions about the author or text?  \*Who, what, when, where, why and how? Author, argument, time period, relevance of support, and further draw out quote analysis?  Who is the audience? What bias is evident? How can we distinguish between text and our analysis?  *Additional Questions*:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| Analyze & Interpret: Main idea/Purpose/Tone/Key Concepts | | | | | | | |
| Learning Outcome 1  Students will analyze and interpret the author’s main idea, purpose, tone, key concepts, organization and bias. They will also be able to support their own ideas. | | | | | | | |
| Here is a list of signal verbs you can use to introduce your quote or summary or strong verbs to describe the article’s main idea | Articulate  Assemble  Break down  Calculate  Categorize  Choose  Clarify | Compare  Contrast  Decipher  Define  Detail  Determine | Differentiate  Discover  Discuss  Dissect  Distinguish  Examine  Find | | Gather  Identify  Inspect  Investigate  Label  Map | Match  Organize  Outline  Paraphrase  Relate  Rephrase | Resolve  Select  Separate  Signify  Summarize  Understand |
| Here are some questions to help you understand and write about the article you read.  If you are struggling with the article, speak to me or a tutor and let one of use know which question you are stuck on so I or the tutor can help guide you through this challenging inquiry | \*What do you already know about the topic?  \*What have you learned about the main idea?  \*What do you want to know about the author?  \*What can you say about the author’s credibility?  \*What do you think about the author’s key ideas? Do you agree or disagree?  \*How would you explain the author’s argument (point of view)?  \*How does your argument (point of view) differ from the author’s  \*What does the author use (statistics, testimonies, explanations) to support his or her argument?  \*Do you think this support is valid?  \*Is any information in the article relevant to your life?  \*What information in the article is most important to help you develop your argument?  \*How would you categorize the different parts of the article or best organize the information in the article to better understand how the author is developing his or her argument? | | | \*What do you think is the purpose or motive for the author writing this article?  \*What are your assumptions about the topic the author is writing on?  \* If you are struggling to comprehend the article, what do you think can help you? Do you think you need to ask a friend to help you explain part of the article? Do you think you need to read it aloud by yourself or with a classmate? Do you think it is best that you go see your instructor or go to the learning center in BT building for help? Are there any vocabulary words that you are not sure up and that you should look up? Are there some dense sentences that you are overwhelmed by?  *Additional Questions*:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |

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| Analyze & Interpret: literary analysis | | | | | | | |
| Learning Outcome 1  Students will analyze and interpret literature and what it says about society, culture, race, gender, sexuality, class, and the human soul | | | | | | | |
| Here are a list of signal verbs to introduce your quotes and summaries and strong verbs to describe the text (story, poem, letter, diary, film, art) you will be writing about | Acknowledge  Advise  Argue  Articulate  Assemble  Break down  Calculate  Categorize  Choose | Clarity  Comment  Compare  Contrast  Decipher  Declare  Define  Detail  Determine | Differentiate  Discover  Discuss  Dispute  Dissect  Distinguish  Emphasize  Examine  Find | | Gather  Identify  Illustrate  Inspect  Investigate  Label  Map | Match  Organize  Outline  Paraphrase  Relate  Rephrase | Resolve  Respond  Select  Separate  Signify  Summarize  Understand |
| Here are some questions to help you understand and write about the article you read.  If you are struggling with the article, speak to me or a tutor and let one of use know which question you are stuck on so I or the tutor can help guide you through this challenging inquiry | \*What have you learned about the theme of the text you have just read?  \*What do you want to know about connecting symbols and metaphors to the overall theme?  \*Does the theme focus on social issues (race, gender, sexuality, class, region, disability, human psyche)?  \*What is valid evidence does the text use to explore any of the social issues mentioned above?  \*Does the author’s life – his or her experiences and struggles – play a role in how the text was written?  \*What is the purpose or motive of the author?  \*Does the time period the text was written in shape the content?  \* When and where is the action set? Why do you think the author chose this setting? How does this work connect to your life experiences?  \*How can you produce a thesis from the text’s theme?  \*Does your thesis focus on a single issue pulled from the text’s theme?  \*How can you ensure that your thesis is debatable to engage your community of literary/academic readers?  \*What information is most important to supporting your thesis | | | \*What secondary sources do you think you need or required to have to further develop and support your thesis  What interests you about this text? If you are completely bored by the text, why do you think this is the case? Do you think you are the intended audience? Can you relate to it? If you cannot, who do you think could? Does this text say something important about our society that you should care about even if you did not find the text engaging?  *Additional Questions*:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | | | |

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| Analyze & Interpret: literary analysis | | | | | | | |
| Learning Outcome 1  Students will analyze and interpret literature for symbolism and metaphor connected to the overall theme of the work. | | | | | | | |
| When Students analyze and interpret, they … | Articulate  Assemble  Break down  Calculate  Categorize  Choose  Clarify | Compare  Contrast  Decipher  Define  Detail  Determine | Differentiate  Discover  Discuss  Dissect  Distinguish  Examine  Find | | Gather  Identify  Inspect  Investigate  Label  Map | Match  Organize  Outline  Paraphrase  Relate  Rephrase | Resolve  Select  Separate  Signify  Summarize  Understand |
| To help students analyze & interpret, the tutor/Instructor asks… | \*What do you already know about literary analysis and literary devices?  \*What have you learned about the theme of the text you have just read?  \*What do you want to know about connecting symbols and metaphors to the overall theme?  \*What can you say about the author’s use of literary devices to advance the theme?  \*What do you think about the use of metaphor to define the protagonist’s actions and antagonist’s actions in the story?  \*How would you explain the protagonist’s behavior based on the literary clues?  \*What would you use to support the idea that the theme of the story is revealed through the author’s use of literary devices?  \*What is the significance of the support of color references in the work to the protagonist’s struggle?  What is valid evidence to support the argument that the protagonist undergoes a significant change by the end of the story?  \*What is relevant to that change in terms of the metaphors and symbols the author uses?  \*What has meaning for your particular thesis?  \*What information is most important to supporting your thesis | | | \*How would you best organize the information on the different literary devices and their connection to the theme?  \*How would you categorize or classify the different parts of the protagonist’s struggle as revealed through the use of literary devices?  \*What is the purpose or motive of the author?  \*What are your assumptions about the work?  \*Who, what, when, where, why and how? Who is the protagonist? Who/what is the antagonist? What clues in the story helped you to identify the protagonist and antagonist? When and where is the action set? Why do you think the author chose this setting? How does this work connect to your life experiences?  \* What do you like about the use of symbols and metaphors in the story? What do you dislike?  *Additional Questions*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | | | |

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| Analyze & Interpret  Learning Outcome 1  Students will analyze and interpret text and its meaning based on setting, time period, language, recurring themes, author’s background, sociopolitical ties, and present-day relevance. | | |
| When students analyze and interpret, they… | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  | | --- | | Articulate | | Assemble | | Break down | | Calculate | | Categorize | | Choose | | Clarify | | |  |  | | --- | --- | | Compare | Differentiate | | Contrast | Discover | | Decipher | Discuss | | Define | Dissect | | Detail | Distinguish | | Determine | Examine | |  | Find | | |  | | --- | | Gather | | Identify | | Inspect | | Investigate | | Label | | Map | | |  |  | | --- | --- | | March | Resolve | | Organize | Select | | Outline | Separate | | Paraphrase | Signify | | Relate | Summarize | | Rephrase | Understand | |  |  | | |
| To help students analyze & interpret, the tutor/Instructor asks… | \*What do you already know about this particular topic/subject?  \*What have you learned about the author and his/her use of language?  \*What do you want to know about the people during this time period?  \*What can you say about how the author presents themes?  \*What do you think about the characters and the roles they play?  \*How would you explain the disposition of the main character?  \*What would you use to support your claim of evolution or de- evolution of a character?  \*What is the significance of a group discussion on this novel?  \*What is a valid about the literary elements and devices used?  \*What has meaning for present-day society?  \*What information is most important to you as an individual, if any? | \*How would I categorize or classify the different parts of this book from rising action to denouement?  \*What is the purpose or motive of the author writing this book?  \*What are my assumptions about how the time period affected the author’s writing style?  ***Additional Questions*:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

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| Analyze & Interpret  Learning Outcome 1  Students will analyze and interpret “The Lottery” by Shirley Jackson. | | |
| When students analyze and interpret, they… | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Articulate | Compare | Differentiate | Gather | March | Resolve | | Assemble | Contrast | Discover | Identify | Organize | Select | | Break down | Decipher | Discuss | Inspect | Outline | Separate | | Calculate | Define | Dissect | Investigate | Paraphrase | Signify | | Categorize | Detail | Distinguish | Label | Relate | Summarize | | Choose | Determine | Examine | Map | Rephrase | Understand | | Clarify |  | Find |  |  |  | | |
| To help students analyze & interpret, the tutor/Instructor asks… | \*What do you already know about how lottery systems work?  \*What have you learned about human behavior?  \*What can you say about the people’s views of the lottery?  \*What do you think about politically/socially mandated executions?  \*How would you explain the purpose of “The Lottery”?  \*What is relevant to compare to our current society?  \*What information is most important to help analyze human psyche? | \*What is the purpose or motive of the lottery, as expressed in the story?  \*What message does the writer want to convey?  ***Additional Questions*:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

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| Analyze & Interpret: | | | | | | | |
| Learning Outcome 1  Students will analyze and interpret literature. | | | | | | | |
| Here are a list of signal verbs to introduce your quotes and summaries and strong verbs to describe the text (story, poem, letter, diary, film, art) you will be writing about | Acknowledge  Advise  Argue  Articulate  Assemble  Break down  Calculate  Categorize  Choose | Clarity  Comment  Compare  Contrast  Decipher  Declare  Define  Detail  Determine | Differentiate  Discover  Discuss  Dispute  Dissect  Distinguish  Emphasize  Examine  Find | | Gather  Identify  Illustrate  Inspect  Investigate  Label  Map | Match  Organize  Outline  Paraphrase  Relate  Rephrase | Resolve  Respond  Select  Separate  Signify  Summarize  Understand |
| To help students analyze & interpret, the tutor/Instructor asks… | \* What do you already know about literature?  \* What have you learned about the relevance/ value of literature?  \* What do you want to know about how literature can help me?  \* What can you say about how literature has touched you?  \* What do you think about how literature has changes?  \* How would you explain literature’s relevance to students today?  \* What would you use to support your interpretation?  \* What is the significance of the support of your opinion?  \*What is valid about your interpretation?  \* What is relevant to other people’s lives?  \* What has meaning for me?  \* What information is most important to me and my life?  \* How would I best organize the information on what I read?  \* How would I categorize or classify the different parts of the story?  \* What is the purpose or motive of the main characters?  \* What are my assumptions about characters in a story? | | | *Additional Questions*:  The general, over-arching question my students have in literature courses.  Why is this relevant in terms of my education?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | | | |

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| Analyze & Interpret: | | | | | | | |
| Learning Outcome 1  Students will analyze and interpret historical text/ early American literature. | | | | | | | |
| Here are a list of signal verbs to introduce your quotes and summaries and strong verbs to describe the text (story, poem, letter, diary, film, art) you will be writing about | Acknowledge  Advise  Argue  Articulate  Assemble  Break down  Calculate  Categorize  Choose | Clarity  Comment  Compare  Contrast  Decipher  Declare  Define  Detail  Determine | Differentiate  Discover  Discuss  Dispute  Dissect  Distinguish  Emphasize  Examine  Find | | Gather  Identify  Illustrate  Inspect  Investigate  Label  Map | Match  Organize  Outline  Paraphrase  Relate  Rephrase | Resolve  Respond  Select  Separate  Signify  Summarize  Understand |
| To help students analyze & interpret, the tutor/Instructor asks… | \* What do you already know about time period?  \* What have you learned about historical events of the period?  \* What do you want to know about relevance of text?  \* What can you say about what text means to you?  \* What do you think about how the original/intended audience read this?  \* How would you explain how the author conveys ideas/ details/plot?  \* What would you use to support your interpretation of the text?  \* What is the significance of the support other writers, commenters, critics?  \* What is relevant to my understanding of significance of text?  \* What has meaning for me (mode in reader)?  \* What information is most important to understand theme or purpose of text?  \* What are my assumptions about the role of these texts in culture/society? | | | *Additional Questions*:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | | | |