**Purdy Literary Analysis Step 1**

**The HATMAT Introductory Paragraph – Due Wednesday, October 2nd:**

1. **Answer this Question:**

How does Wilde both honor and satirize the Aesthetic movement through his play The Importance of Being Earnest?

Keep in mind the frame: Aestheticism

1. **And the Focus of the movement:**

Where do you see dualism? How does this satirize Victorian norms?

1. **And the outside source:**

Use annotated bibliography you created.

 **Use the notion of dualism to connect to how Wilde connects this to the Aesthetic movement. THIS IS YOUR THESIS.**

**Only worry about this for Tomorrow:**

**I. Catchy Title**

**II. Paragraph 1: Introduction (Use HATMAT)**

**A. Hook (Quote from outside source – Drugeon)**

**B. Author**

**C. Title**

**D. Main characters / idea of Dualism**

**E. A short summary (of thesis idea & Aestheticism)**

**F. Thesis**

**In Depth:**

1. A Catchy Title

2. Introduction: the opening paragraph. The introduction should include the

following:

a. Hook, Author, Title, Main Characters, A Short Summary, framework Thesis

b. Hook: The beginning sentences of the introduction that catch the reader’s interest. Ways of beginning creatively to include the following:

1. A startling fact or bit of information
2. A meaningful quotation (from the work or another source)
3. A rich, vivid description
4. An analogy or metaphor

c. Introductions should identify the work of literature being discussed, name the author, and briefly present the issue that the body of your essay will more fully develop (your thesis).

Basically, introductions suggest that something interesting is occurring in a particular work of literature.

**1. The Argumentative Topic Sentence**

You can think of your critical response paragraph as a mini-essay; your paragraph’s topic sentence (usually the first sentence) must act as both the thesis and the introduction. You should include the author’s name and the title of the text you are writing about, and you must state precisely and concisely what you are going to argue, prove, or analyze about the text. Creating a strong argumentative topic sentence is perhaps the most crucial step in writing a critical response paragraph. A strong topic sentence gives you something to say; it helps ensure that the paragraph you write proves, argues, illustrates, interprets, or explains something. The most common mistakes students make when writing a critical response paragraph are to start out with a weak topic sentence or to start with a topic sentence that is a statement of fact; a weak topic sentence leads to an unfocused, rambling response, and a factual statement leads to plot summary. If, after writing your paragraph, you find that many of your sentences say the same thing or that you have actually summarized all or part of a text, then you probably have not created a strong topic sentence.

*Weak: Rowlandson intersperses her autobiography with numerous quotations from the Bible.*

This sentence is a poor topic sentence. It is a statement of fact that leaves no room for interpretation or analysis, and it makes no argument. This kind of topic sentence leads to plot summary of the text. There is nothing to prove. The only evidence that can be supplied is instances where Rowlandson uses quotations from the Bible. So what? What can that instance prove beyond the obvious? This topic sentence also does not clearly identify the author and the text.

*Better: In her autobiography The True History of the Captivity and Restoration of Mrs. Mary Rowlandson, Rowlandson’s attempts to use scripture to make sense of her ordeal reveal the role Puritan’s believed God played in their lives*.

This is a stronger topic sentence because it makes a statement that can be argued. Several things will have to be proven: How does Rowlandson use scripture as a coping mechanism, and how does her use of scripture reveal a Puritan ideal about God? Evidence will have to be provided and interpreted to support this claim. This topic sentence also clearly identifies the author and the text.

**2 and 3. Evidence and Interpretation**

Now that you have created a strong argumentative topic sentence, how do you prove your argument? Quotations and paraphrases from the text supply the evidence you need to support your argument. You may want to go through the text and mark or write down passages that illustrate what you are trying to prove. From these passages, choose one or two that most clearly support your argument. There may be more, but in a 7-10 sentence paragraph, you do not have the space to incorporate all of them, so choose the best. Filling your paragraph with evidence does nothing to prove your argument, however. When you use a quote or a paraphrase, you must interpret or explain it in relation to your argument; evidence does not stand alone as proof. In addition to interpreting your evidence, you must also smoothly incorporate it into your paragraph. Introducing your evidence is the best way to incorporate it into your paragraph; introducing the evidence tells the reader from where in the text the passage is taken, and it helps highlight what you are using the evidence to prove.

*Unclear: Rowlandson dismisses her hardships as a trial by God. “Affliction I wanted, and Affliction I had, full measure. [. . .] And I hope I can say in some measure as David did, It is good for me that I have been afflicted” (69).*

This example may use an excellent passage from the text, but the passage is not explained or interpreted. It is also not introduced and seems dropped into the paragraph.

*Better: Rowlandson uses scripture as a way to illuminate God’s motives; she uses scripture to explain why she has to endure seemingly senseless hardships. Near the end of the narrative, Rowlandson writes, “Affliction I wanted, and Affliction I had, full measure. [. . .] And I hope I can say in some measure as David did, It is good for me that I have been afflicted” (69).*

This example shows how Rowlandson compares her ordeals to the ordeals of Biblical figures. She is able to understand her hardships as trials and tests by God to strengthen her faith.

Notice that the same quotation from the previous example is used again. However, it is now more smoothly integrated into the paragraph, and it is now interpreted in relation to the argument. Notice also how much longer this example is than the previous one.Properly introducing your evidence and interpreting it becomes the bulk of your paragraph. Add your topic sentence and a concluding statement, and you’ve written a critical response paragraph.

**4. Concluding Statement**

Don’t allow your paragraph to putter out at the end or to stop abruptly after you’ve proven your argument. You’ve stated your argument, supplied evidence to support it, and interpreted the evidence. End your paragraph with a strong concluding sentence that restates your topic sentence and brings all of your thoughts together into a final comment about the text.

*Weak: Using scripture, Rowlandson is able to make sense out of the hardships she endures.*

*Better: Rowlandson’s attempt to explain her hardships through scripture reveals the Puritan view that God is an omnipresent influence in daily life and that everything that happens serves God’s purpose, whether or not that purpose can be understood.*