

CONSIDERING STYLE

Style is not what is written, but the **way** an author puts together words, phrases, and ideas.

Style is "...the literary element that describes the ways that the author uses words – the author's word choice, sentence structure, figurative language, and sentence arrangement all work together to establish mood, images, and meaning in a text" (Gardner).

Work with your group to add at least three other descriptors we should consider when looking at your assigned element of style. Groups will then present their ideas so that we can completely fill in this grid.

DEFINE:

1. Sentence Structure	<ul style="list-style-type: none"> Are the sentences long or short? Why do they change?
2. Pace	<ul style="list-style-type: none"> Does the writing include long passages of descriptive details, or does it focus on action and plot movement?
3. Diction / Vocabulary	<ul style="list-style-type: none"> Formal or informal vocabulary?
4. Figures of speech	<ul style="list-style-type: none"> Hyperbole
5. Use of Dialogue	<ul style="list-style-type: none"> Do we see whole conversations or just fragments?
6. Point of View	<ul style="list-style-type: none"> Who narrates the piece?
7. Character development	<ul style="list-style-type: none"> Dynamic – a character that changes
8. Tone	<ul style="list-style-type: none"> What is the author's attitude toward what he is writing about? Hopeful? Sarcastic?
9. Structure: Paragraph / Chapter/ Sequencing	<ul style="list-style-type: none"> How has the author organized the chronology of events?

CONSIDERING STYLE IN OUR SUMMER READING

Summer Reading Book Being Analyzed: _____

EXAMINE

DESCRIBE – Give at least one example/quotation (include pg. #) to support your analysis of each criteria.

1. Sentence Structure	
2. Pace	
3. Diction/Vocabulary	
4. Figures of speech	
5. Use of Dialogue	

6. Point of View	
7. Character development	
8. Tone	
9. Structure: Paragraph / Chapter/ Sequencing	

What else do you notice about the writer's style?

ANALYSIS OF STYLE

Analysis of Style is an attempt to show *how* and *why* the author employs word choice, sound or rhythm to convey ideas. In prose, the reader-writer may look at a key passage and consider diction, grammar, sentence length, and rhythm and sound.

Begin with your thesis:

- **CLARIFY A LIMITED TOPIC.** Topics that are too broad or too general are difficult to support well.
- **TAKE A CLEAR POSITION.** Your position is the stance or way that you understand your topic.
- **CLARIFY BASIC RATIONALE.** It is not enough just to take a stance on a topic. Good thesis statements always begin to explain why, giving the reader a preview of the essay to come. **Good thesis statements give reasons.**

When composing literary analysis responses, maintaining a clear focus and a powerful intellectual voice can lead to success. In other words, it's always best to sound like you know what you are talking about. The best way to be sure that your papers are persuasive and clear is to write a well-constructed **thesis statement** showing your reader exactly what they should expect from your paper. The thesis statement is the **central idea** of the essay. If you were to ask yourself, "What is the main point of this essay?" or "What am I writing about?" your answer should be found in your thesis statement.

There are many ways to write a thesis statement, but they all come down to including three basic elements: your **TOPIC**, your **POSITION** on that topic, and your **RATIONALE** or reasons for supporting that position.

Here are two ways to think about arranging your thesis:

- Although some readers of { TOPIC: author and name of the text } have argued that { an opposing view on your topic }, closer examination shows that { your POSITION on your topic } because { RATIONALE: your 3 reasons }.

EXAMPLE: Although some readers of *Marjane Satrapi's* memoir *Persepolis* have argued that the graphic format of the story detracts from the seriousness of her subject matter, closer examination reveals that this writing style is effective because she employs a conversational writing style, quick pacing, and accessible vocabulary in her artwork to engage a wide range of readers in a story they may not otherwise read because of the subject matter.

- { TOPIC: author and name of the text } uses { RATIONALE: your 3 reasons } to prove that { your POSITION on your topic }.

EXAMPLE: *Mawi Asegdom's* memoir *Of Beetles and Angels* employs simple sentence structures and diction as well as a conversational writing style in order to effectively appeal to a wide range of readers from a variety of reading levels.

YOUR PROMPT:

Select one of the required summer reading novels and discuss whether the writing style of that memoir is effective or not for a majority of readers.

BRAINSTORM SUPPORTING DETAILS:

1st stylistic trait of the writing:

2nd stylistic trait of the writing:

3rd stylistic trait of the writing:

THESIS BRAINSTORM:

Now organize your ideas:

1. THESIS STATEMENT:

2. FIRST STYLISTIC TRAIT AND EVIDENCE (One quote/example from the text):

3. FIRST EXPLANATION (Why does this quote support your point?):

4. SECOND STYLISTIC TRAIT AND EVIDENCE (Another quote/example from the text):

5. SECOND EXPLANATION (Why does this quote support your point?):

6. THIRD STYLISTIC TRAIT AND EVIDENCE:

7. THIRD EXPLANATION:

8. CONCLUSION (Restate your thesis in a new way):

Analysis of Style

Textual-Rooted Response to Our Summer Reading

POINTS	GRADING CRITERIA	POINTS EARNED
10	THESIS: The student develops a clear thesis which defines a clear position on the effectiveness of the writing by identifying three specific traits of the author's writing style.	
10	SUPPORT: The evidence and explanations used are appropriate and convincing. To be convincing, the evidence is specific, referencing specific page numbers and/or quotations.	
10	ANALYSIS: The student develops his or her position by effectively synthesizing at least three pieces of textual evidence in connection with author's writing style.	
5	The paragraph is formatted according to MLA standards and uses correct parenthetical citations.	
35 pts. total	COMMENTS:	