



Critical Analytical Response to Literature:

Paragraph Writing Structure



POINT

INTRODUCTORY PARAGRAPHS:
Thesis Statements



Discuss the idea(s) developed by the text creator in your chosen text about **the significance of idealism and truth in an individual's life.**

- › Start by underlining the focus (theme) words
- › Look up these words in the dictionary:

IDEALISM

- a standard of perfection or high degree of excellence

TRUTH

- reality, based in fact, legitimate

SIGNIFICANCE

- importance, of consequence



Discuss the idea(s) developed by the text creator in your chosen text about **the significance of idealism and truth in an individual's life.**

- › Re-phrase the topic into your own words to ensure you truly understand what the essay question is asking you.
- › *Think about how these important terms relate to each other. This question begs for discussion about the contrast between these terms.*

TOPIC REPHRASED

- Why is having a standard of perfection and basing ideas in fact and reality important?



Constructing a Cause & Effect Thesis

- › A thesis is a response to the topic.
- › Say something using the language of the topic.
 - *Remember that the word **significance** is an important word. In this case, your job is to say something about why idealism and truth are significant.*
- › Think of another idea or word which fits with your literature choice, to use in your thesis.
 - *Example: It is significant for an individual to recognise truth and balance this with idealism in order to live a fulfilled life.*

Constructing a Cause & Effect Thesis

- › Don't worry if your thesis is not perfect in the planning stages. Try your best to have a rough idea of what you want to prove. You may develop better ideas as you proceed in your planning, or begin writing.
- › Avoid words like **must** and **should**. These are preachy words. Remember that your job is to make observations about human behaviour, not to tell people what to do.
 - Example of a weak thesis: *People should balance truth and idealism.*
- › Avoid absolute statements such as **always**, **everyone**, and **never**. These words beg for argument. Try words like *often*, *may*, *rarely*, and *occasionally*. Or, just leave out these words altogether.
 - Example of a weak thesis: *People always balance truth with idealism.*





VECTOR

BODY PARAGRAPHS:
Context Evidence Analysis

Creating a Flow of Ideas

› **THESIS STATEMENT:**

› *When one chooses to cling to an ideal despite the harsh truths that are presented, it often results in a fracturing of self.*

FROM

- **Initially**
- When one
- Often times
- In order to

THROUGH

- **However**
- By
- Despite
- though

TO

- **Consequently**
- To thus impacting
- Results in
- Leading to





Templates for Introduce the Quotations (CE)

- X states, “ _____ ” (23).
- According to X, “ _____ ” (23).
- Writing in his / her text, _____, X observes that “ _____ ” (23).
- In X’s view, “ _____ ” (23).

Templates for Analyzing Quotations (A)

- In other words, X believes _____.
- X is insisting that _____.
- The essence of X’s argument is that _____.
- In making this commitment, X argues that _____.
- X’s point is that _____.

Bridge Words or Signal Phrases

adds	claims	illustrates	reasons
admits	comments	implies	says
agrees	compares	insists	states
argues	demonstrates	notes	suggests
asserts	denies	observes	thinks
believes	emphasizes	points out	writes



Avoiding Common Pitfalls

- › *Lack of adequate support* – A well-crafted thesis requires substantiation in the form of textual evidence. Often, if your thesis doesn't make a complex, arguable claim, the act of substantiation becomes difficult. Take care to develop a thesis that will require purposeful use of textual evidence.
- › *Excessive summarizing* – Your task is to move beyond mere summary to help a reader understand a not-so-obvious idea. You can assume your reader has read the literature but that he/she will not remember every detail relevant to your perspective.
- › *Excessive quoting* – When quoting in order to provide textual evidence, use only the relevant part of the quotation. When you establish a claim/assertion and provide textual support, be sure to explain the relationship between the quotation and the assertion. Your reader can't read your mind.





TARGET

CONCLUDING PARAGRAPHS:
Editing vs. Spell-Checking



SPELLING & GRAMMAR

- Depending on type, underline or “quotation mark” titles
- No contractions in formal writing
- Then/than
- There/there/their

DICTION

- Improve word choices from \$1 words to \$1,000 words, NOT \$1 million dollar words
- Avoid the word “things”...far too vague
- NO first person pronoun “I”. This is **not** a Personal Response
- Write in Present / Active tense

SENTENCE VARIETY

- Have a nice variety of simple, compound and complex sentences

CLARITY

- If you are trying to make diction and sentence variety complex, you may run the risk of being awkward or confusing. NEVER sacrifice clarity for sophistication.