

Night by Elie Wiesel

Literary Analysis Assignment Details

What's literary analysis?

The essay you're about to write is a literary analysis. That means, in simple terms, you are going to explain the book *Night*. Notice I said "explain" and not "summarize." We've already covered the plot and events in class. Now it's time for you to think through what Wiesel is trying to tell you and how he goes about getting his point(s) across.

How do I explain the book?

Start with the following question: *What does the author want the reader to understand?*

If you can come up with an answer to that question (and there's usually more than one way to answer it) you're well on your way identifying a **theme**. A traditional literary analysis identifies a theme from the book and then explains and unfolds it by pointing out the devices used to get the message of the theme across.

What do you mean by "devices?"

The literary devices used in *Night* include, among others:

Irony	Symbolism	Imagery	Syntax	Repetition
Characterization	Diction	Flashback	Foreshadowing	Tone
Anaphora	Apostrophe & Authorial Intrusion			

There's a great website out there that will explain any of these terms that may be unfamiliar to you. I've included a link to it on the class website.

So how do I write a paper about a theme by talking about literary devices?

Start by coming up with a working **thesis**. This is a really simple approach, but at first all that matters is generating raw material you can use (rough draft). Worry about making it good later.

1. Begin by taking your answer to the question above – what does the author want the reader to understand – and think about what examples are in the book related to that theme.
2. In other words, follow up the question of what the reader should understand with another question, this time asking, "Why do you say that?" This means it's time to start looking to the book itself for clues.
3. These clues will eventually become a crucial element of your paper. Keep careful track of any key line(s) that seem to be important to your theme (including the pg. #).
4. Take the strongest selections from the book, the ones that seem like the best illustrations of what you have to say about the theme, and then try to figure out what literary device is being employed.

If you can do that, the hardest part of the whole assignment is done. Now, getting back to that working thesis. Here's a really simple formula:

In (title) , (author) uses (1st literary device) , (2nd literary device) , and (3rd literary device) to (explain/criticize/illustrate/etc.) (some aspect of humanity) .

Here's an example:

In *Night*, Elie Wiesel uses symbolism, imagery, and anaphora to illustrate the permanence of memory after inconceivable trauma.

Now what?

Let's get into that on the other side of this sheet.

Steps in the Process:

Friday, November 5 th	Intro to the assignment. Begin considering themes/essay topics.
Monday, November 8 th	Draft a thesis statement and identify relevant quotes from the book.
Tuesday, November 9 th	Work on rough draft.
Wednesday, November 10 th	<u>Rough draft due.</u> In class peer-editing.
Thursday, November 11 th	Work on revision.
Friday, November 12 th	Continue to work on revision.
Monday, November 15 th	<u>Revised draft due.</u>
Tuesday, November 16 th	Work on editing revised draft.
Wednesday, November 17 th	<u>FINAL DRAFT DUE.</u>

Other details:

- ⇒ Most of the work identified above for each day is a suggestion for what you should be doing, not necessarily what we'll be doing in class. For example, on Tuesday the 9th we'll be spending most of the hour discussing the use of direct and indirect quotes, not giving a ton of time to write.
- ⇒ Given how little time remains this trimester, deadlines are crucial. **Late papers will receive half credit.** Anticipate problems. Don't blame your printer for not having a paper on the due date.
- ⇒ No work will be accepted that is not your own. Plagiarism, whether accidental or intentional, can bring some heavy consequences down on you (see "Rosemount High School Honor Code" on pages 11 – 13 of *Irish Write it Right*).
- ⇒ Don't be afraid to ask for help. If our class discussions don't address your questions and leave you stuck, feel free to make arrangements for some assistance outside of class, whether in person or by email.
- ⇒ These papers will be graded according to how well the criteria on the rubric are met. We'll be going over these criteria in class.
- ⇒ While the rough draft may be handwritten or word processed, it is expected that the **revised and final drafts will be typed.** Standard formatting rules apply (see "Guide for Formal Assignments" on pages 1 and 2 of *Irish Write it Right*). If you do not have access to a computer, make arrangements as soon as possible to work in the computer labs at school.