

Example Literary Essay: The Giver by Lois Lowry

Example Introduction Paragraph:

“The real voyage of discovery consists not in seeking new landscapes, but in having new eyes.” This quote by Marcel Proust speaks of discovering what’s right in front of you by seeing it differently, with “new eyes.” The main character, Jonas, in Lois Lowry’s The Giver goes through a similar experience when he discovers his “Capacity to See Beyond.” Jonas begins to see his Community differently, with an awareness or mindfulness that most people in the Community have lacked. **Mindfulness, in fact, is one of central themes in The Giver.** Although the book begins with what seems to be a perfect place, it turns out that the people in the Community are living shallow and superficial lives. As Jonas begins his work as the Receiver of Memories, he gains wisdom and through that wisdom, learns that in protecting the Community from the memories, their lives have lacked feeling and understanding. In the end, Jonas learns to value his new way of seeing and chooses to risk everything to restore mindfulness and wisdom to everyone in the Community.

Example Body Paragraph for First Argument (Main Point #1):

The people in Jonas’s Community share their feelings with family members in their dwellings each evening. However, the feelings they share are merely surface feelings shared by mindless people numbly going about their day, shallow and superficial. For example, when Lily expressed anger over the incident at the park with the boy from another community who did not follow the rules, it was not truly anger. Instead, Jonas realized, she felt “**impatience and exasperation**” (pages

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Mark Hawkins-Dady



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Writing Essays About Literature: A Brief Guide for University and College Students - Second Edition Katherine O. Acheson, 2021-02-01 This book gives students an answer to the question What does my professor want from this essay Using a single poem by William Carlos Williams as the basis for the process of writing a paper it walks students through the processes of reading brainstorming researching secondary sources gathering evidence and composing and editing the paper Writing Essays About Literature is designed to strengthen argumentation skills and deepen understanding of the relationships between the reader the author the text and critical interpretations Its lessons about clarity precision and the importance of providing evidence will have wide relevance for student writers The second edition has been updated throughout and provides three new complete sample essays showing varying approaches to the final essay **The Literary Essay in English** Eleanor (Sister Mary), 1923 **AP English Literature & Composition For Dummies®** Geraldine Woods, 2008-02-13 Yes you can pass the AP English Literature and Composition exam with ease Just brush the dust off your thinking cap and get a little help from AP English Literature and Composition For Dummies It gets you up to speed on all the topics and themes of the AP exam in a focused step by step manner Beginning with an exam overview and ways to get the most out of an AP English class this book has it all long and short range planning advice detailed chapters that discuss the four main literary genres and two full length practice exams complete with detailed answer explanations and scoring guides It helps you perfect the skills you need to get your best possible score Two bonus appendixes provide a full list of teacher recommended titles to choose from for the open ended essay as well as a quick grammar review to address the fundamentals of superior essay writing Discover how to Get familiar with the exam format and the types of questions you ll face Figure out what the questions are really asking Maximize your score on multiple choice questions Write effectively and eloquently about poetry prose and drama Prepare for paired passages and craft a clever open ended essay Annotate poetry and prose like an expert Passing the AP English Literature and Composition exam doesn t have to be torture Get AP English Literature and Composition For Dummies and find out how easy it can be **Encyclopedia of the Essay** Tracy Chevalier, 2012-10-12 This groundbreaking new source of international scope defines the essay as nonfictional prose texts of between one and 50 pages in length The more than 500 entries by 275 contributors include entries on nationalities various categories of essays such as generic such as sermons aphorisms individual major works notable writers and periodicals that created a market for essays and particularly famous or significant essays The preface details the historical development of the essay and the alphabetically arranged entries usually include biographical sketch nationality era selected writings list additional readings and anthologies **Writing Essays About Literature** Katherine O. Acheson, 2010-12-20 This book gives students an answer to the question What does my professor want from this essay In lively direct language it explains the process of creating a clearly written argument based on evidence about the meaning power or structure of a literary work Using a

single poem by William Carlos Williams as the basis for the process of writing a paper about a piece of literature it walks students through the processes of reading brainstorming researching secondary sources gathering evidence and composing and editing the paper Writing Essays About Literature is designed to strengthen argumentation skills and deepen understanding of the relationships between the reader the author the text and critical interpretations Its lessons about clarity precision and the importance of providing evidence will have wide relevance for student writers

College Writing and Beyond Anne Beaufort, 2008-02-06 Composition research consistently demonstrates that the social context of writing determines the majority of conventions any writer must observe Still most universities organize the required first year composition course as if there were an intuitive set of general writing skills usable across academic and work world settings In College Writing and Beyond A New Framework for University Writing Instruction Anne Beaufort reports on a longitudinal study comparing one student's experience in FYC in history in engineering and in his post college writing Her data illuminate the struggle of college students to transfer what they learn about general writing from one context to another Her findings suggest ultimately not that we must abolish FYC but that we must go beyond even genre theory in reconceiving it Accordingly Beaufort would argue that the FYC course should abandon its hope to teach a sort of general academic discourse and instead should systematically teach strategies of responding to contextual elements that impinge on the writing situation Her data urge attention to issues of learning transfer and to developmentally sound linkages in writing instruction within and across disciplines Beaufort advocates special attention to discourse community theory for its power to help students perceive and understand the context of writing

The University of Virginia Record University of Virginia, 1916

Literary Philosophers Jorge J. E. Gracia (ed), Carolyn Korsmeyer, Rodolphe Gasché, 2002 First published in 2002 Routledge is an imprint of Taylor Francis an informa company

The Dhaka University Studies, 2008

Resources in Education, 1994

The Columbia Guide to Central African Literature in English Since 1945 Adrian A. Roscoe, 2008 Columbia's guides to postwar African literature paint a unique portrait of the continent's rich and diverse literary traditions This volume examines the rapid rise and growth of modern literature in the three postcolonial nations of Zimbabwe Malawi and Zambia It tracks the multiple political and economic pressures that have shaped Central African writing since the end of World War II and reveals its authors' heroic efforts to keep their literary traditions alive in the face of extreme poverty and AIDS Adrian Roscoe begins with a list of key political events Since writers were composing within both colonial and postcolonial contexts he pays particular attention to the nature of British colonialism especially theories regarding its provenance and motivation Roscoe discusses such historical figures as David Livingstone Cecil Rhodes and Sir Harry Johnston as well as modern power players including Robert Mugabe Kenneth Kaunda and Kamuzu Banda He also addresses efforts to create a literary historical record from an African perspective an account that challenges white historiographies in which the colonized was neither agent nor informer A comprehensive alphabetical guide profiles both established and emerging authors and further

illustrates issues raised in the introduction Roscoe then concludes with a detailed bibliography recommending additional reading and sources At the close of World War II the people of Central Africa found themselves mired in imperial fatigue and broken promises of freedom This fueled a desire for liberation and a major surge in literary production and in this illuminating guide Roscoe details the campaigns for social justice and political integrity for education and economic empowerment and for gender equity participatory democracy rural development and environmental care that characterized this exciting period of development

Teaching the Transatlantic Eighteenth Century Jennifer Frangos, Cristobal Silva, 2020-05-15 The central axiom of *Teaching the Transatlantic Eighteenth Century* is that the classroom functions as a site for research and collaboration not only as a space that reflects the research of individual teacher scholars but as a generative site to put ideas theories and methodologies into play Whereas transatlanticism has transformed research practices over the last decade the present collection is concerned with exploring what this transformation looks like in the classroom and how the classroom continues to shape research practices in the field Contributors address issues such as how the traffic in ideas people and commodities between Europe Africa and the New World are considered in classroom settings how inter and intra departmental collaborations reshape our approaches to teaching the eighteenth century how and why Transatlantic Studies can function as an introduction to college study and how it can help more advanced students to revise their notions of nation place and identity By now there are a number of anthologies available to help instructors determine what transatlantic material to teach but none that engage why and how to teach it or what teaching it can do for us our students and our profession Rather than simply providing reading lists or a collection of anecdotes about lesson plans *Teaching the Transatlantic Eighteenth Century* emphasizes theorizing critical engagements with interdisciplinary focus on and the transformative potential of Transatlantic Studies The primary market for *Teaching the Transatlantic Eighteenth Century* is university college and community college professors researchers and students with three specific subgroups 1 Teachers new to Transatlantic Studies Teachers coming to Transatlantic Studies for the first time will find both suggestions for materials or topical units to be integrated into existing courses e g a unit on transatlantic exchange that could figure in an eighteenth century literature survey course and ideas for developing new courses altogether 2 Teachers already teaching and or researching in the field of Transatlantic Studies Such scholars will find material to broaden their approach to familiar courses and subjects inter or cross disciplinary focus new texts successful clusterings of texts or themes or approaches and ideas for team teaching or linking courses with other faculty 3 Teachers involved in Transatlantic Studies programs especially those that focus on contemporary Post WWII context e g at the University of Dundee the University of North Carolina Chapel Hill and the University of Birmingham *Teaching the Transatlantic Eighteenth Century* will provide historical context for current geopolitical studies perspective on the dynamics and historical and political forces occurring in the eighteenth century and contributing to 19th 20th and 21st century politics nations and paradigms *Johnson's Critical*

Presence Philip Smallwood, 2017-07-05 Johnson's Critical Presence demonstrates how Johnson's criticism has for long been divided from the issues of modern criticism by historical narratives that have marked the progress of criticism from classic to romantic. The image of Johnson constructed by his immediate antagonists has been preserved by the routines of historical representation and mediated to the present day most recently by the characterizations of radical theory. By an in-depth analysis of major works by Johnson Smallwood argues that the historicization of eighteenth-century criticism can be more fruitfully understood in the light of the dialogic and translational historiography of such thinkers as Collingwood and Ricoeur and that the contexts of Johnson's criticism must include the poetry he read as well as the theories he espoused. In this way the book reinstates Johnson's presence as critic while displacing the history of ideas as the leading paradigm for conceptualizing the history of criticism.

Writing and Learning in Cross-national Perspective David Foster, 2017-10-03 Despite the increasingly global implications of conversations about writing and learning U.S. composition studies has devoted little attention to cross-national perspectives on student writing and its roles in wider cultural contexts. Caught up in our own concerns about how U.S. students make the transition as writers from secondary school to postsecondary education we often overlook the fact that students around the world are undergoing the same evolution. How do the students in China, England, France, Germany, Kenya, or South Africa, the educational systems represented in this collection, write their way into the communities of their chosen disciplines? How, for instance, do students whose mother tongue is not the language of instruction cope with the demands of academic and discipline-specific writing? And in what ways is U.S. students' development as academic writers similar to or different from that of students in other countries? With this collection editors David Foster and David R. Russell broaden the discussion about the role of writing in various educational systems and cultures. Students' development as academic writers raises issues of student authorship and agency as well as larger issues of educational access, institutional power, relations, system goals, and students' roles in society. The contributors to this collection discuss selected writing purposes and forms characteristic of a specific national education system, describe students' agency as writers, and identify contextual factors—social, economic, linguistic, cultural—that shape institutional responses to writing development. In discussions that bookend these studies of different educational structures the editors compare U.S. postsecondary writing practices and pedagogies with those in other national systems and suggest new perspectives for cross-national study of learning writing issues important to all educational systems. Given the worldwide increase in students entering higher education and the endless need for effective writing across disciplines and nations, the insights offered here and the call for further studies are especially welcome and timely.

Waste-Site Stories Brian Neville, Johanne Villeneuve, 2012-02-01 Ours is a wasteful society consumed with care for its remains according to the contributors of *Waste Site Stories*. Here scholars from around the world probe current notions of waste and the ways in which remains of different kinds recover value in the act of recollection and recycling. In the wake of destructive experiences that continue to trouble

memory there is something compelling about today's theoretical and artistic interest in waste and recycling. The two terms provide a purchase on changing conditions of cultural memory on technological development and its sometimes toxic ecological and social fallout and on the legacy of personal and historical trauma. They suggest new resources for the stories of our engagement with the things of the past and the sites where traces of history survive. *Chinese Literature and the Child* K. Foster, 2013-10-22 Tracking ideas of the child in Chinese society across the twentieth century Kate Foster places fictional children within the story of the nation in a study of tropes and themes which range from images of strength and purity to the murderous and amoral.

Argumentation in Higher Education Richard Andrews, 2009-09-10 Argumentation in Higher Education offers professors, lecturers and researchers informative guidance for teaching effective argumentation skills to their undergraduate and graduate students. This professional guide aims to make the complex topic of argumentation open and transparent. Grounded in empirical research and theory but with student voices heard strongly throughout, this book fills the gap of argumentation instruction for the undergraduate and graduate level. Written to enlighten even the most experienced professor, this text contributes to a better understanding of the demands of speaking, writing and visual argumentation in higher education and will undoubtedly inform and enhance course design. The book argues for a more explicit treatment of argument, the product and argumentation, the process in higher education so that the ground rules of the academic discipline in question are made clear. Each chapter concludes with practical exercises for staff development use. Topics discussed include: The importance of argument; The current state of argumentation in higher education; Generic skills in argumentation; The balance between generic and discipline specific skills; Information communication technologies and visual argumentation; How can we best teach argumentation so that students feel fully empowered in their academic composition. Professors, new and experienced lecturers, researchers, professional developers and writing coaches worldwide grappling with this question will find this accessible text to be an extremely valuable resource. Richard Andrews is Professor in English at the Institute of Education, University of London.

Literary Research and Canadian Literature Gabriella Reznowski, 2011-02-07 Canada's rich literary heritage, dominated by a multicultural and multilingual presence, reflects the country's unique history and experience. In addition, an emerging body of new writers is redefining both the geographic and metaphorical boundaries of Canadian literature. Coupled with the propagation of digital technologies, Canada's burgeoning publishing industry presents unique challenges for both the introductory and seasoned literary researcher. *Literary Research and Canadian Literature: Strategies and Sources* provides researchers with the tools to navigate Canada's multifaceted literary scene. This guide addresses the tools and best practices for selecting and evaluating print and electronic sources related to the extensive and varied literature of Canada. Beginning with an overview of the strategies needed to conduct online research, individual chapters examine general literary reference materials, relevant online library catalogs, including national and union library catalogs, scholarly journals, archival collections, microform and digital collections, periodicals.

literary magazines newspapers and reviews and Web and electronic resources Special topics discussed include little magazines scholarly gateways and cultural resources The guide culminates in a chapter that illustrates the application of the strategies explored to solve a research problem The strategies discussed within the guide are applicable to both canonical and lesser known authors therefore making this work relevant to anyone interested in researching Canadian literature

Reader's Guide to Literature in English Mark Hawkins-Dady, 2012-12-06 Reader's Guide Literature in English provides expert guidance to and critical analysis of the vast number of books available within the subject of English literature from Anglo Saxon times to the current American British and Commonwealth scene It is designed to help students teachers and librarians choose the most appropriate books for research and study

A Companion to Arthur C. Danto Jonathan Gilmore, Lydia Goehr, 2022-05-03 A Companion to Arthur C Danto paints a detailed portrait of one the most significant figures in twentieth century philosophy and art criticism offering unparalleled coverage of all aspects of Danto's writings artworks and thought Edited by two long time colleagues of Arthur Danto this interdisciplinary resource presents more than 40 original essays from both prominent Danto scholars and leading practitioners from various sub fields of philosophy The Companion illuminates Danto's many contributions to the artworld aesthetics criticism and philosophy of knowledge action science history and politics The essays explore central concepts and intersecting themes in Danto's writings while providing new interventions into the areas of philosophy in which Danto engaged Topics include Danto's mode of writing and art production his critical engagement with artists and philosophers conflicts in Danto's views and in interpretations of his works and much more An important addition to Danto studies A Companion to Arthur C Danto is essential reading for practitioners scholars and advanced students looking for a critical provocative and insightful treatment of Danto's philosophy art and criticism

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