

What does the author do? And why?

# THIS IS A TEMPLATE OR GRAPHIC ORGANIZER THAT EXPLAINS THE PROCESS OF WRITING A TIMED ANALYSIS ESSAY FOR THE AP LANGUAGE AND COMPOSITION EXAM.

## INTRODUCTION PARAGRAPH

Write a broad, universal statement relating to the subject or the theme of the text here. Read the prompt information to clue you into the SOAPStone. Hopefully, you have a bit of background knowledge to generally introduce the passage or its ideas, but if you don't ...then, write about the general idea/theme of the passage. While a hook to gain the audience's interest makes for good writing, don't spend a lot of time trying to be a creative writer—especially if you know that your weakness is speed writing. A general sentence will not hurt you as long as the rest of your essay ANALYZES the passage and answers the prompt. Do not write any sort of opinion-based evaluations!!! That is a waste of time, words, and hurts your ethos. They don't care much about your opinions of the author's writing because you as a teenager have no credentials as an authority on excellent literature yet. They want to know that you know to how analyze and write well.

**Comment [JSM1]:** Indent here! No, really! Indent your paragraphs!!! This only be about one sentence.

**Comment [JSM2]:** Stumped? Writer's block? Write about what made the author write this? What started it?

**Comment [JSM3]:** Never ever say "in this paper I plan to discuss"

**Comment [JSM4]:** First sentence. You might want to write it last...It should not say anything so general as "In today's world" or "Since the beginning of time"

**Comment [JSM5]:** The AP readers are looking for insightful thought and analysis. They are not grading you on your creativity. This is a bare bones analysis essay, not a creative story.

**Comment [JSM6]:** This means this is your chance to prove that you can quickly and critically read a passage. This means that you understand how an author persuades and why he chooses to explain it that way.

In \_\_\_\_\_'s \_\_\_\_\_, he/she presents...

**Comment [JSM7]:** First name of author and second name of author; correctly spell and correctly write the actual author!!!

**Comment [JSM8]:** Genre

**Comment [JSM9]:** Title of work, correctly spelled and punctuated

**Comment [JSM10]:** Insert general purpose of the work and intended audience

**Comment [JSM11]:** This is only one sentence

Put your thesis statement here: This should answer the prompt question (two parts). It is a good opportunity to set the stage for your paragraph organization. If you can, list the devices you plan to discuss in your following paragraphs in order. Every body paragraph will refer back to this thesis, back up this thesis, and prove the thesis. While this does help with cohesion, sometimes it can turn into a dangerous cliché formula. If you are strapped for time, explain the author's strategies chronologically and specifically while going back to your thesis.

**Comment [JSM12]:** Still... you should copy the prompt down word for word. You can put it in your own words answering the prompt question.

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## FIRST BODY PARAGRAPH

Transition word or statement of how the author BEGINS...(this shows that you understand that authors organize the passages on purpose), +topic sentence=reiterate the two parts of the prompt like language and tone and what specifically you will talk about in this paragraph.

**Comment [JSM13]:** This is your first body paragraph to back up your thesis that answers both parts of the prompt. Indent here!

**Comment [JSM14]:** Now only refer to the author by his/her last name===NOT FIRST!

**Comment [JSM15]:** E.g. Initially, Keat's speech introduces his main point through different types of parallelism.

For example, in lines \_\_\_\_\_, the author demonstrates \_\_\_\_\_ by presenting the \_\_\_\_\_ "example."

**Comment [JSM16]:** Do not write "says" or "uses"! Instead incorporate a more vivid, intelligent verb such as "points out, proves, reiterates, conveys, supports, highlights, illustrates, juxtaposes, develops, berates, eulogizes, confirms"...use your "said" word cards!

**Comment [JSM17]:** his tone, point, purpose, diction, theme, whatever the prompt wants you to focus on

**Comment [JSM18]:** this is where you put the specific name of the device; get this right; if you forget the name of the device move on with the example., but make sure you can explain HOW the author conveys his point

Next sentence: make sure you explain why that particular device you named and exemplified truly helps prove your thesis. Pretend that the readers have not read the passage. What seems obvious to you probably isn't. This is your chance to prove that you understand the point of the passage and the author's style. Don't get this part wrong. Plus, if your example really doesn't back up your thesis or you can't prove that it does... you may not be taken seriously, but if you can effectively write/prove why that example backs up the thesis, then you are amazing... This is also your chance to show your

**Comment [JSM19]:** This is the WHY part of your analysis. Why did the author do that thing you were just writing about one line ago.

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elevated diction in presenting ideas. Don't be wordy, conversational, opinionated, or grammar grieved....Also, everything is rhetoric...so, don't write that the author uses rhetoric...

The author further conveys his/her (e.g. tone) \_\_\_\_\_ (whatever is required from prompt and present in your thesis) by implementing \_\_\_\_\_ (rhetorical strategy) in "...specific quote example" ( lines # - \_ ). He does this to \_\_\_\_\_ reinforcing his attitude towards \_\_\_\_\_ because...

**Comment [JSM20]:** Your verbs should be in present tense.

**Comment [JSM21]:** Your specific quote is your evidence proving your thesis to be true.

**Comment [JSM22]:** This is the WHY part. Why did the author do what you just said he did.

Next, the author continues emphasizing \_\_\_\_\_ as he \_\_\_\_\_ incorporating \_\_\_\_\_

**Comment [JSM23]:** Whatever the prompt is telling you to analyze. Eg: specific tone, persuasive strategies...

**Comment [JSM24]:** You need a specific verb describing HOW the writer is bringing home is point.

Next sentence: Why did the author do the above? Try to vary the sentence pattern of this sentence. Dependent clause openers are always easy and excellent ways to add variety.

**Comment [JSM25]:** Specifically name the device here. Eg; anaphora, emotive language, convoluted sentences, and so on.

**Comment [JSM26]:** Although...When...

Next sentence: What effect does the author's stylistic device have on the passage?

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THE FOLLOWING BODY PARAGRAPHS...

*All of your body paragraphs follow the same pattern and format. Use the same template on the last page*

Transition word \_\_\_\_\_. Topic Sentence=generally speaking, what does author do next?

(Or) what specific strategy are going to emphasize in this paragraph?

And why are you going to talk about it?

**Comment [JSM27]:** In doing this, you should be answering the prompt and going back to your thesis

(Insert transition word here like “immediately, consequently”) What is the first thing the writer does?

**Comment [JSM28]:** Include another transition like “for instance, as illustrated by, for example”

**Comment [JSM29]:** Give the exact name of the device, the exact quotation, and the lines.

Why does the writer do the above? This is your commentary, so that it doesn't seem like you are simply throwing your quotes into the mix. Instead explain here what the quote means and its significance.

**Comment [JSM30]:** Include transition words to show cause/effect like: as a result, consequently, accordingly, therefore, thus, hence

(Vary your sentence pattern here.)What effect does it have on the passage

**Comment [JSM31]:** Variety examples: Because... Not only... At the onset...headed by...Originally...To make the passage more concrete... Although...

**Comment [JSM32]:** Effect on the PASSAGE! Passage's tone, message, whatever...but not the effect on the reader or the audience because you can't prove that

**Comment [JSM33]:** Don't forget your transition words like : moreover, in addition, further, also, equally important, conversely, nevertheless, similarly

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A good conclusion should be the writer's final appeal. In a persuasive argument, the writer should end with a final rhetorical thrust, ending with a convincing idea designed to draw the reader to his side. In a rhetorical analysis, the writer should be with a holistic assessment of the author's impact on his or her audience (viz., what does the author want his or her audience to think or feel upon finishing the work?). Something NOT to do in either case: Summarize. Always end with something new (that is, something not said before). You can and should return to former ideas, but present them from a different angle. Perhaps show the combined effect of the writer's ideas in a rhetorical analysis. Or, in a persuasive argument, end with a convincing idea that follows from your previous points. It doesn't matter what you do, so long as the paper ends on an emotional upswing in which your ideas are crystal clear and meaningful.

## Writer's Checklist

Are your verb tenses in present tense?
Mark out all YOUs, A lots, Used, Said,
Did you answer both parts of the prompt?
Did you vary your sentences?
Did you use transition words?
Do you provide the quotes and lines?
Do you explain why the author chose the strategies or devices?
Do you write with elevated diction?
Did you spell the author's name correctly? Is the author's full name in the first paragraph, but only his/her last in the rest of the paper? Did you write the title correctly?
How does your grammar and spelling look?
Do you have any expletive sentence starts like: there are, it is...here are, there is...
Remove unnecessary prepositional phrases or clichés that make your paper wordy. For example, instead of "the words of Homer" write "in Homer's words"
Did you use parallel structure?
Read your essay aloud. How does it sound? Does it make sense? Does it flow?
Do explain all of your examples and connect to the prompt?
Do you have generalizations or opinions or obvious statements? Remove.
Is there any place in the essay where an evil AP Reader could react, "NO DUH!"?
Is there any place in the essay where that reader could also exclaim, "Prove it!"?

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Mrs. M's example of a body paragraph...

In Delany's pursuit of clarity, he continues to explain the connection between his knowledge of autobiographies and his own. He points out that the previous literary examples are "brief" and "intense" even precisely ascertaining the exact number of pages as 250, when ironically his drawn out analysis over one inaccuracy "shamelessly" seems to go on forever. Again that syntax reiterates his scientific analysis of truth in memories. Next, he continues with an emotional appeal by stating he does not want "the last word on evidential certainty." He emphasizes its clarity and creates parallel structure in the ninth paragraph stating, "I'm not about to try...nor am I going to try," and "I hope it's clear...I hope instead to sketch." He finishes the paragraph by challenging the assertion that an autobiography can ever be truthful, but he does this in a very personal demonstration of how he has tried his best with scientific, honest, empirical data.

Thankfully, he creates suspense and honors his audience with a break from lengthy lists and analysis by reducing the debate to just two sentences. His use of antithesis "the first is incorrect, the second correct" syntactically juxtaposes these two confusing ideals as simple. With his conversational tone, he relates to the audience by sympathizing, "I am as concerned with the truth as anyone" even though his entire passage is devoted entirely to his goal in connecting time, memory, and truth. He resumes with a hyphen and cliché again in keeping a conversational tone.

Delany concludes with the final contradiction that the collection of memories, be it a memoir or autobiography, cannot be entirely clear, complete, or honest without the admission that an individual's perception of time will inevitably skew the exactness of a memory's truth. With the finality of his last paragraph, he has won his own debate.

**Comment [JSM34]:** Varied sentence structure to emphasize author's purpose; AP readers want to know you understand the author's purpose

**Comment [JSM35]:** Transition word of time

**Comment [JSM36]:** General topic sentence that lets the audience know what its going to read

**Comment [JSM37]:** Words instead of uses or says or writes

**Comment [JSM38]:** Specific diction examples

**Comment [JSM39]:** Brief explanation of irony

**Comment [JSM40]:** Transition word

**Comment [JSM41]:** Transition word

**Comment [JSM42]:** It is good to talk about APPEALS: ethical, logical, emotional

**Comment [JSM43]:** Varied sentence; written in the same sentence style as author; AP readers like this

**Comment [JSM44]:** Sarcastic, specific DICTION positively illustrating that I understood his style and pattern of organization

**Comment [JSM45]:** Weak personal example of figurative language, but yes, try to blend in some of your own stylistic devices showing "You've got STYLE!!! Too"

**Comment [JSM46]:** I know... use... get a better word Mrs.M, but I only "used" it once...

**Comment [JSM47]:** AP readers love this word and irony and contradictions

**Comment [JSM48]:** Varied sentence

**Comment [JSM49]:** Parallel structure

**Comment [JSM50]:** I proved that I understood the author's purpose. I reinforce prompt/thesis

**Comment [JSM51]:** Varied sentence. Without being too wordy, I point out that his passage was as if he was arguing with himself. Without being too wordy, I point out that his conclusion was so abrupt that he finally felt okay about his resolution and his case is closed.