

Essay Two

In a well-developed essay of at least 400 words, discuss one of the topics below. Make sure your essay has an introductory paragraph, several supporting paragraphs, and a conclusion paragraph. **Review the Tips for Essay Writing handout that is posted in this module. I will grade the essay assuming you are following the tips.** Also review your first essay and look at my comments. Use these to improve this essay. All topic choices assume you will discuss at least two points in the essay. You will be required to support your discussion with at least two direct quotes from the work(s) you are writing about. I am looking for your opinion/reaction to the topics--no plot summary. These should be cited in the essay using MLA parenthetical citation format. Examples of parenthetical citations are posted on D2L. I have also posted a sample of how to quote drama dialogue, since you do have the choice to write on a play. The essay should be typed, double-spaced in Times New Roman 10-12 point and maximum one inch margins. The essay should be submitted to the Essay 2 folder in the assignments area of D2L by 10pm Friday, October 25.

Topic Choices:

- *My Antonia* introduces readers to aspects of cultures that may be unfamiliar to them. Discuss two aspects of the work that brought new understanding of a region or culture.
- Compare/contrast Antonia with another female character Jim is close to from *My Antonia*. Have at least two points of comparison.
- Analyze the male/female interactions in *Trifles*. How are they significant?
- Susan Glaspell is famous for her use of an unseen central character. Discuss this as it pertains to *Trifles*. What is the effect and the importance?
- Choose two of the posted definitions of naturalism and describe how *Maggie, A Girl of the Streets* meets those definitions.
- Write an analysis of one of these poems: "Mending Wall," "Nothing Gold Can Stay," "anyone lived in a pretty how town," "The Red Wheelbarrow," "This is Just to Say," or "Richard Cory." **Please do not attempt a poetry analysis unless you fully understand the poem and what a poem analysis is.** In your analysis, make sure you discuss the poem's theme, at least two figures of speech, at least two sound devices and discussion of at two of the following: tone, speaker, imagery. Please refer to the posted poetry sheet for proper definitions. I am looking for your own interpretation of the poem, not those from other sources. Use the textbook and lecture notes only for reference.

Samples of Works Cited entry:

Anthology like your textbook:

Kincaid, Jamaica. "Girl." *The Vintage Book of Contemporary American Short Stories*, Tobias Wolff, et. al., eds., 3rd. ed., Vintage, 1994, pp. 306-07.

*Always double space and use hanging indent feature. Alphabetize the entries.

This assignment fulfills these course-level outcomes:

- Through written assignments, exams, and discussion, students will demonstrate an understanding of literature in its historical and cultural contexts, as well as genres.
- Through written assignments, exams, and discussion, students will be able to identify literary styles and social issues in the work of prominent authors associated with the time period covered in the course.
- Through written assignments, exams, and discussion, students will demonstrate the ability to synthesize information in standard English to support ideas or arguments as they examine literary works.
- Through written assignments, exams, and discussion, students will demonstrate the ability to evaluate or make inferences about information, arguments, or observations.
- Through written assignments, exams, and discussion, students will demonstrate effective use of appropriate literary terminology.

And these GHC outcomes:

Number One- Communication: Students will demonstrate the ability to write and speak logically, clearly, precisely, and the ability, through accurate reading and listening, to acquire, organize, present, and document information and ideas.

Number Five- Critical Thinking: Students will demonstrate that they have developed dimensions of critical and analytical thinking.

Number Six- Global and International Perspectives: Students will demonstrate an awareness of multi-cultural issues as they have affected individuals and social structures in the past and are likely to affect them in the future.