How to: Textual Analysis Line-by-Line Method

Preparing

1. Read the passage for general understanding.
2. Read it a second time with a pencil and make notes.
3. Read it a third time with a pencil and identify the 'Big 5': Who, What, How T, How S, How D.

<table>
<thead>
<tr>
<th>Who</th>
<th>What</th>
<th>How (Tone)</th>
<th>How (Structure)</th>
<th>How (Devices)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Author:</td>
<td>-Content:</td>
<td>-Tone:</td>
<td>-Form?</td>
<td>Diction, dialogue, metaphor,</td>
</tr>
<tr>
<td>-Audience:</td>
<td>-Message:</td>
<td>-Mood:</td>
<td>-Beginning &gt; middle &gt; end</td>
<td>formal/informal, persuasive techniques,</td>
</tr>
<tr>
<td>-What makes you say that?</td>
<td>-Theme:</td>
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<td>-Strong beginning / ending?</td>
<td>vivid imagery etc.</td>
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4. Always explain: 'What makes you say that?'

Intro

1. Put your passage in context: Author / Title of text / Time period / content
   Eg. The text, title by author is a blog post about the decline of native languages in Australia.
2. Comment on purpose / message / audience / bias.
   Eg. This text criticizes the Australian government on failing to protect native languages and elicits an emotional response from the reader.
3. State the terms of your analysis.
   Eg. I will analyze this text in terms of (The Big 5: Who, What, How T, How S, and How D)
4. (Comparative analysis) Identify the main similarities and differences between the two texts.

Body

1. Paragraph 1: Identify: content / purpose / audience. Explain (What makes you say that?)
2. Paragraphs 2 ~ 5 (5 body paragraphs is the MINIMUM).
   a) Summary of what the first section of the text is (Big 5)
      Eg. In the first section, the author provides context and establishes an angry tone.
   b) Identify and explain key features (How T, S, D) in the first section.
      Eg. The author portrays the government negatively by using adverbs such as ‘ignorant’.
   c) Explain a connection to a bigger idea such as: audience, purpose, message, tone, mood.
      Eg. This creates bias against the government and establishes an accusatory tone.
   d) Move on to the next paragraph or section of the passage and repeat steps a, b, and c.

Paragraph (6?) Can you discuss a key element or feature in more detail or as it is used across the whole passage?

Conclusion

a) Re-state your thesis.
b) Evaluation. How effective is this text as a whole?
   Eg. 'The writer of text A succeeded in entertaining the audience using heightened tone, vivid imagery, and diverse syntax.'

Features and Elements

- Topic / subject / ethical stance / moral values / point of view / Tone / Mood
- Structure: What do you notice about the lines? What happens in the beginning > middle > end?
- Literary devices. Eg. Imagery, rhyme, metaphor, rhythm, alliteration, irony, persuasive techniques.
- Theme / Motifs / Symbols.
- Conventions – (genre) eg. Headings, sub-headings, images, quotes, dot-points. Does the author adhere to conventions or break them?
How to: Textual Analysis Text Elements Method

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   Eg. The text, title by author is a blog post about the decline of native languages in Australia.
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4. (Comparative analysis) Identify the main similarities and differences between the two texts.

Body

Paragraph 1: Purpose
Paragraph 2: Audience
Paragraph 3: Message / Bias (Depending on the text, these might each get a paragraph.)
Paragraph 4: Theme / Mood / Tone. (Depending on the text).
Paragraphs 5-7: Stylistic Devices. Don't lump all stylistic devices into one paragraph. Group them. Eg. Imagery, Sound, Persuasive, Biased, Poetic.
Paragraph 8: Structure.

Conclusion
a) Re-state your thesis.
b) (Comparative analysis) Identify the main similarities and differences between the two texts.
c) Evaluation. How effective is this text(s) as a whole?
   Eg. ‘The writer of text A succeeded in entertaining the audience using heightened tone, vivid imagery, and diverse syntax.’

Features and Elements
- Topic / subject / ethical stance / moral values / point of view / Tone / Mood
- Structure: What do you notice about the lines? What happens in the beginning > middle > end?
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How to: Structure your Comparative Analysis

Method 1: Text by Text

**Introduction:** Identify main similarity and difference

- Text 1: Purpose
- Text 1: Audience
- Text 1: Message / Bias
- Text 1: Theme / Mood / Tone
- Text 1: Stylistic Devices
- Text 1: Structure

- Text 2: Transition sentence + Purpose + link to text 1
- Text 2: Audience + link to text 1
- Text 2: Message / Bias + link to text 1
- Text 2: Theme / Mood / Tone + link to text 1
- Text 2: Stylistic Devices
- Text 2: Structure

**Conclusion:**
- Identify main similarity and difference
- Evaluate effectiveness of the texts.

Method 2: Element by Element

**Introduction:** Identify main similarity and difference

- Text 1: Purpose
- Text 2: Transition sentence + Purpose + link to text 1
- Text 1: Audience
- Text 2: Audience + link to text 1
- Text 1: Message / Bias
- Text 2: Message / Bias + link to text 1
- Text 1: Theme / Mood / Tone
- Text 2: Theme / Mood / Tone + link to text 1
- Text 1: Stylistic Devices
- Text 2: Stylistic Devices
- Text 1: Structure
- Text 2: Structure

**Conclusion:**
- Identify main similarity and difference
- Evaluate effectiveness of the texts.
How to: Write Topic Sentences

<table>
<thead>
<tr>
<th>The role of the writer</th>
<th>Language Device or Stylistic Technique</th>
<th>Verb to Show Effect or Function</th>
<th>Function / Effect / Idea / Theme / Mood / Message /</th>
</tr>
</thead>
<tbody>
<tr>
<td>The writer's use of...</td>
<td>Symbolism</td>
<td>Conveys</td>
<td>Bias for the film</td>
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<td>Contrast</td>
<td>Captures</td>
<td>A sense of tragedy</td>
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<td>Setting</td>
<td>Connotes</td>
<td>A light mood</td>
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<td></td>
<td>Imagery</td>
<td>Demonstrates</td>
<td>The theme of ambition</td>
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<td>Rhetoric</td>
<td>Emphasizes</td>
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<td>Strong adjectives</td>
<td>Highlights</td>
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<td>Rhyme</td>
<td>Hints at</td>
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<td>Repetition</td>
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<td>Punctuation</td>
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<td>Short sentences</td>
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How to: Integrate Quotes

1. Transition phrase + quote

The third technique used in this poem is repetition of a stanza which emphasizes the idea of hope found in that stanza. For instance, the stanza beginning with, 'The caged bird sings with a fearful trill' is repeated two times in this poem. The author's fearful language suggests that even with the fear of racism, African Americans during this time period continued to hope for freedom and equality. That is to say, 'the caged bird sings of freedom.'

2. Drop in

Breaking it down

Quoting
1. Context: Who says it and when do they say it?
2. Transition phrase.
3. What the quote proves.
4. The quote
5. The quote's function.

Macbeth is aware of the negative consequences of his ambition. For instance he says, 'Stars, hide your fires; / Let not light see my black and deep desires.' Macbeth's description of his 'desires' as 'black' suggests wrong-doing.