

Collection 8.2: THE THRILL OF HORROR
LITERARY ANALYSIS [PERFORMANCE TASK B (137-140)]

Prompt: In this activity, you will write a literary analysis of one of the fictional horror stories we have read in this collection. Use the criteria for horror explained in "What is the Horror Genre?" by Sharon A. Russell to support your analysis. Think about the structure of horror fiction and the tools its authors use, such as suspense and plot. As you analyze the story, pay attention to setting, events, and details that make the work both believable and entertaining. Using the nine criteria of Horror presented by Russell, determine whether your short story choice can adequately be categorized as "Horror" within the lexicon of literature.

Use the following pages for assistance

--Plan (137-138)	--Produce (138-139)
--Revise (139)	--Rubric (140)

Additional Requirements:

- Outline of your analysis
- THREE Sources minimum (Russel, Short Story, 1 FYI Article)
- MLA Works Cited Page for all THREE Sources, in alphabetical order
- FIVE Paragraphs, minimum
- SIX Properly Cited Quotes, minimum
- Proper MLA Guidelines
- OUTLINE must be turned into TURNITIN.COM BY: _____
- ROUGH DRAFT must be turned into TURNITIN.COM BY: _____
- FINAL DRAFT must be turned into TURNITIN.COM BY: _____

STEP ONE. BEGIN BY ANSWERING THE FOLLOWING QUESTIONS:

1. Which story are you focusing on?

2. What about that story interests/impacts/moves you?

3. Of the NINE Criteria, what three are you going to focus on?
RC1.

RC2.

RC3.
4. Why "RC1"?

5. Why "RC2"?

6. Why "RC3"?

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RUBRIC

This Rubric is for your own reference. You are to use it to double check and “grade” your paper (and a peer’s for extra exposure, if you choose). The final paper will be turned in to Turnitin.com, where the same Rubric will be used to present a final grade on the following subjects: Ideas and Evidence, Organization, and Language. The Rubric can also be found in the text on page 140. An additional grade will be given based on proper MLA format and the Works Cited page.

PERFORMANCE TASK B RUBRIC			
LITERARY ANALYSIS			
	Ideas and Evidence	Organization	Language
4	<ul style="list-style-type: none"> • The thesis statement presents a specific idea about the work(s). • Concrete, relevant details support the key points. • The concluding section summarizes the analysis and offers an insight. 	<ul style="list-style-type: none"> • Key points and supporting details are organized effectively and logically throughout the literary analysis. • Transitions successfully show the relationships between ideas. 	<ul style="list-style-type: none"> • Language is precise and captures the writer’s thoughts with originality. • Ideas are condensed in precise, detailed sentences. • Grammar, usage, and mechanics are correct.
3	<ul style="list-style-type: none"> • The thesis statement sets up criteria for the analysis. • Some key points need more support. • The concluding section summarizes most of the analysis but doesn’t offer an insight. 	<ul style="list-style-type: none"> • The organization of key points and supporting details is mostly clear. • A few more transitions are needed to clarify the relationships between ideas. 	<ul style="list-style-type: none"> • Most language is precise. • Some ideas are condensed in precise, detailed sentences. • Some errors in grammar, usage, and mechanics occur.
2	<ul style="list-style-type: none"> • The thesis statement only hints at a main point. • Details support some key points but often are too general. • The concluding section gives an incomplete summary without insight. 	<ul style="list-style-type: none"> • Most key points are organized logically, but many supporting details are out of place. • More transitions are needed throughout the literary analysis to connect ideas. 	<ul style="list-style-type: none"> • Language is repetitive or too general at times. • Few ideas are condensed in precise, detailed sentences. • Many errors in grammar, usage, and mechanics occur, but the writer’s ideas are still clear.
1	<ul style="list-style-type: none"> • The thesis statement is missing. • Details and evidence are irrelevant or missing. • The literary analysis lacks a concluding section. 	<ul style="list-style-type: none"> • A logical organization is not apparent. • Transitions are not used. 	<ul style="list-style-type: none"> • Language is inaccurate, repetitive, and too general. • Ideas are not condensed. • Errors in grammar, usage, and mechanics obscure the meaning of the writer’s ideas.

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STEP TWO. Gathering Evidence as Guidelines of Horror.

Complete the matrix below from the article "What is the Horror Genre?" (125-128). In order to make a claim that one of the following is a criterion, you must show evidence of Russell stating it as such. (Do not begin trying to connect it to your short story choice yet - you only need to be sure that you have a strong foundation of the criterion).

Fig. 1

Criterion	Russell's Quote / Explanation
RC1.	
RC2.	
RC3.	

STEP THREE. Gathering Evidence of Utilization of the Above Guidelines.

Complete the matrix below (feel free to expand on your entries from your Dialectical Journal for the short story you've chosen) to "house" your justification of each of the criterion you've chosen to focus upon and their application to the short story.

Fig. 2

Criterion	Quote from Short Story (properly cited)	Explanation of how it fits (two sentences)
RC1.	II. D.	i. ii.
RC2.	III. D.	i. ii.
RC3.	IV. D.	i. ii.

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STEP FOUR. OUTLINE - PLEASE DO NOT ATTEMPT BEFORE ALL RESEARCH IS COMPLETE AND ALL QUOTES AND EXPLANATIONS ARE WRITTEN OUT.

Your Outline is the most crucial portion of the writing process. I recommend working on the Body Paragraphs first, each on their own page. Consider them their own document. Once they are done, print them out and try moving them around in different orders to see how you can make your analysis stronger. Do you want to begin with your best piece of evidence, and work down, or vice versa? Are you going to begin with your longest paragraph (with the additional FYI quote and analysis) or save it for right before the Conclusion? Once you have the proper order, you're ready to begin Outlining the Introduction (now that you have the proper order to introduce the Criteria - they MUST be introduced in the same order as they are focused on in the body paragraphs to create parallel structure).

Be sure to include your MLA Heading (on Left Side, when Typed)

INTRODUCTION - Your goal is: 1) to HOOK your reader's attention regarding the need for your analysis; 2) to introduce readers to ALL sources and focus points (in the order that you will be discussing them); and 3) to provide a single sentence (THESIS STATEMENT) that shows why you are writing your analysis.

- I. Hook - Here you introduce something dramatic or impactful about your topic ("Horror Criteria") that leads to the need for your FOCUS (Just why is ["Short Story title"] considered horror?).
 - A. Inform readers of why the classification of the work matters. Why should we care if this is horror or not? What does it matter?
 - B. Introduce your short story and affirm that it is horror.
 - i.-iv. Offer a brief (3-4 sentence) summary of the prudent plot details of the short story for readers who are not familiar. Only include details that connect to your FOCUS.
 - C. Introduce the source that serves as the determining factor of the criteria (Russell's article).
 - D. Introduce your First Criterion of Horror, as presented by Russell (RC1).
 - E. Introduce your Second Criterion of Horror, as presented by Russell (RC2).
 - F. Introduce your Third Criterion of Horror, as presented by Russell (RC3). [D, E, and F MUST GO IN THE SAME ORDER THAT THEY ARE DISCUSSED IN THE ESSAY].
 - G. Thesis Statement. Confirm your short story's place within the category of Horror, as based on Russell's Criteria.

BODY PARAGRAPHS - II, III, and IV - You may choose to start with your strongest evidence or build toward your strongest; it's your choice, stylistically. Remember, this is an OUTLINE, and it will represent the bare foundations of an essay. Just get the information down and then use the Rough Draft to add your own style and transitions.

- II. Topic sentence. IVF connecting your short story to the Russell Criteria 1 (RC1) serving as the FOCUS.
 - A. Explain what RC1 is for a reader not familiar in your own words.
 - B. Transition into QUOTE from RUSSELL for RC1 (**Fig 1, RC1 Box**)
 - i. Breakdown / Explanation of Criterion
 - ii. Breakdown / Explanation of Criterion
 - C. Re-introduce Reader to plot point connected to RC1, from Short Story (This should just be a reminder to introduce your quote; it should be a point that is ALREADY described in the summary you wrote in your Introduction).
 - D. Quote from Short Story as Evidence of RC1 (**Fig 2, II.D**)
 - i. Explanation/Connection between Quote and RC1
 - ii. Explanation/Connection between Quote and RC1
 - E. Transition to RC2.

III. and IV. Follow the same format as II.

NOTE: You must also work in an additional quote from ONE FYI ARTICLE in one Body Paragraph (I would suggest the last Body Paragraph or the first, as it will make the paragraph longer and richer). This quote will be introduced as a "C" after the Russell Quote (since Russell is serving as the MAIN AUTHORITY) and the quote from your Short Story MUST address each, so additional clarification is needed under your quote. SEE BELOW for a modified section of the Body Paragraph Outline:

Ex.

- B. Transition into QUOTE from RUSSELL for RC (**Fig 1, RC Box**)
 - i. Breakdown / Explanation of Criterion
 - ii. Breakdown / Explanation of Criterion
- C. Introduce FYI article and provide a relatable quote (FYIQ)
 - i. Breakdown / Explanation of FYI Quote
 - ii. Breakdown / Explanation of FYI Quote
- D. Re-introduce Reader to plot point connected to quotes from Russell (RC) and FYI article (FYIQ), from Short Story (This should just be a reminder to introduce your quote; it should be a point that is ALREADY described in the summary you wrote in your Introduction).
- E. Quote from Short Story as Evidence of RC1 (**Fig 2, II.D**)
 - i. Explanation/Connection between Quote and RC1
 - ii. Explanation/Connection between Quote and RC1
 - iii. Explanation/Connection between Quote and FYI Evidence

THE CONCLUSION -Your CONCLUSION does not introduce ANY new information at all, under any circumstance...EVER. It's like the closing remarks of a trial and you are the lawyer. It is too late to introduce any information. The argument/presentation of ideas is over, and now you are just stating your closing remarks. In your Introduction, you were responsible for bringing your readers on board with you, your Body Paragraphs showed your evidence; now, you are an EXPERT and can give you thoughts as facts. Remove all sense of uncertainty, because this last paragraph is the last thing your reader will associate with your paper. So be confident and be sure in your points.

DO NOT BEGIN WITH "IN CONCLUSION" instead reference the following: "Ultimately," "Thus," "It is clear after close analysis that..." "Given the above criteria..." "In light of all the reasons stated above..." "Taking the above into account..." "All things considered..." as an alternative opener.

V. Topic Sentence, in the affirmative. Answer the prompt: Is "Short Story" categorized as "Horror," according to Susan A. Russell's criteria?

- A. Restate your criteria (you can go with RC1 or RC3) in relation to your Short Story.
- B. Restate Criteria RC2 in relation to your "Short Story."
- C. Restate Criteria RC3 or RC1 in relation to your "Short Story."
- D. Confirm with absolute authority whether the "Short Story" is Horror or not.

Once you have your Outline in its proper order, type it up in the proper format and submit it on Turnitin.com

STEP FIVE, ROUGH DRAFT. Remember: This is a step towards your FINAL DRAFT. You will still need to perfect your choices in transitions, check for consistencies, and PROOF READ.

Steps:

1. Copy and Paste your Entire Outline onto a new document.
2. Delete each of the Outline Roman Numerals (I., II., III), Letters (A., B., C.), and Lower Case Roman Numerals (i., ii.)
3. Back-space each of the spaces where they were to form paragraphs with each of the Topic Sentences being the first sentence.
4. Add necessary transitions between each portion.
5. Format into proper MLA guidelines (1" margins, Header with your Last Name and Page Number, Double Spaced)
6. Complete a MLA Works Cited Page (its own page after the essay). Make sure that all entries are in alphabetical order.
7. Add a Title.
8. Submit to Turnitin.com under "Rough Draft"

STEP SIX. FINAL DRAFT. Revise, revise, revise. Share with a friend, and then Revise. Once you are done, post it on Turnitin.com