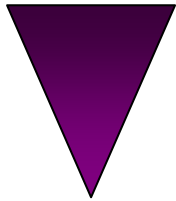


One of the writing requirements in the academic program is a literary essay. Essentially, a literary essay is a formal, five paragraph expository essay that explores a specific idea present in a piece of literature.

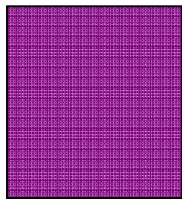
The purpose of expository writing is to explain a specific idea using strong supporting details and examples. A literary expository essay focuses on an idea within a piece of literature and uses specific examples from that literature to support the chosen idea.

This document is designed to give you a brief overview of the structure and some of the techniques involved in writing this essay.

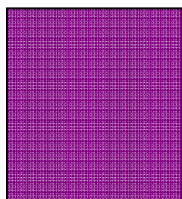
THE ESSAY



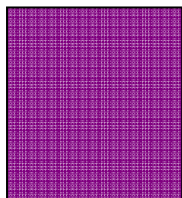
The overall structure of an essay demands that you write five paragraphs: an introduction, three body paragraphs and a conclusion.



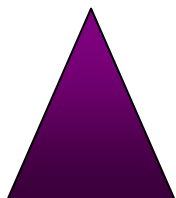
The introduction presents the topic to the reader, hints at the body paragraph content and presents the thesis or focus of your paper. Generally, the thesis is your answer to the essay question posed.



The body paragraphs present specific details and information from the literature you have chosen that support your thesis. Essentially, you use the body paragraphs to show that your idea about the literature is true. Quotations and strong paraphrasing is required.



The conclusion restates your thesis, relates the significance of the details in the body paragraphs a unit, and ends with a thought provoking discussion that ties back to the method/details you chose to begin the essay.

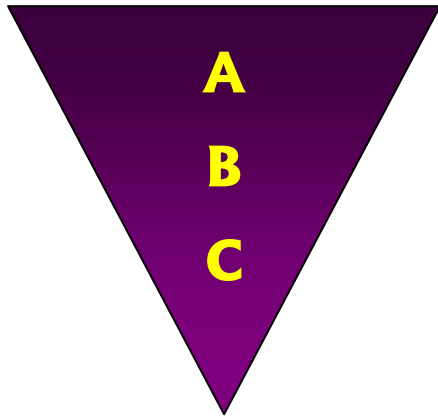


Sound overwhelming? It should. Writing a literary essay is a skill introduced in ELA 10-1 and usually not mastered until ELA 30-1.

What follows is a section by section look at the requirements of the literary essay.

INTRODUCTION

The introduction of a literary essay has three sections to it. This paragraph is responsible for introducing the topic of the essay, the specific details the essay will develop and the thesis, or central idea the essay will focus on.



Section A

The responsibility of section A of the introduction is to grab the reader's attention and to present the general, overall topic of the essay.

There are many effective ways a writer can begin an essay:

- a famous quote
- a series of strong, general statements
- a dictionary definition of a key term with clarification
- an effective, thought provoking question with elaboration

The most important thing to remember when writing this opening section to an essay is that whatever you write **MUST** connect to the purpose of your essay. As well, this particular section should **NOT** be literature specific, but should simply introduce the topic to be explored within the literature.

For example:

If your essay's purpose is to show how a character's choices can lead to personal success, then you will have to begin your essay making sure that you include details about choices and what they lead to.

A famous quote

Famed American dramatist Arthur Miller once wrote, "Where choice begins, Paradise ends, innocence ends, for what is Paradise but the absence of any need to choose this action? His definition of choice suggests that the path to personal success may be a difficult one.

A series of strong, general statements

When a person makes specific choices about what to do in their life, often those choices can lead to immense personal success. These specific choices can be ones that are significant, like whether or not to study for an exam, or can be minor ones such as which clothes to wear to a job interview. However, no matter how big or small the choices are, all of them can influence whether or not a person achieves success in their lives.

Dictionary definition and clarification

In Oxford's Dictionary of Current English, a choice can be defined as the act or power of choosing. This act or power of choice can lead to someone's personal success or personal failure.

Effective thought provoking question with elaboration

Have you ever wondered how some of the little choices we make every day can influence our lives in positive ways? Most people think that it is only the major decisions that impact a person, but it could be the more subtle choices, made everyday, that change a person's life for the better.

Notice that all the examples of each technique given focuses on the central purpose of the essay, which is to illustrate that choices can lead to personal success. Remember you must also

CATCH the reader's attention, so your choices for this opening must be creative as well as functional.

When you write your essays you will have to make sure that your opening ties in to the topic given, and the focus of your paper. As well, you have to make sure that this section FLOWS smoothly into the next section, which deals specifically with the literature you are going to be analyzing.

Section B

In this section you are responsible to do two things. One, you must introduce the genre, title and author of the literature you will be analyzing. Two, you must hint at the content of the body of the essay, which is essentially the details you will be using to prove your thesis. And three, this section must begin with some type of transition from the opening section.

Obviously, you are going to have to be **STRONGLY** aware of the details you wish to use in the body paragraphs before you write this section.

Ways to introduce the genre, title and author of the literature are as follows:

In the short story, "The Possibility of Evil" by Shirley Jackson, . . .

The short story, "The Possibility of Evil" by Shirley Jackson, . . .

"The Possibility of Evil", a short story by Shirley Jackson, . . .

Of course, this list is NOT exhaustive as you can play around with sentence structure to come up with your own method.

After you introduce the genre, title and author, you must let the reader know what is to come in the body paragraphs, which essentially are the details you will use to prove your thesis to be true.

An example:

*In the novel *To Kill a Mockingbird* by Harper Lee, many characters make many significant decisions that affect their lives a great deal. Atticus chooses to defend Tom Robinson, even when the rest of the town begins to gossip and threaten his family. He almost loses his children because of the choice he makes. As well, Boo Radley makes a decision to watch over the Finch children, putting his own life at risk as he battles in the dark with Bob Ewell. Last, Tom Robinson chooses to run away from the prejudice of the judicial system instead of facing a new trial and he loses his life because of it.*

Now, if you look carefully at the sentences written above, can you figure out what the content of the three body paragraphs are that will be written to defend the thesis?

Notice that transition is present, between the three ideas, which allows this section of the introduction to flow smoothly. Depending on what the writer decides to do for Section A, the beginning of the section may have to be modified to ensure that it flows smoothly.

Section C

Section C is the simplest and the most complicated section at the same time. You are only required to write **ONE** complete sentence, but it is the most important sentence, as it will communicate to the reader your focus for the **ENTIRE** paper. This focused statement is called the **THESIS** statement.

All you need to do, is answer the essay question you have been provided, being careful to not simply restate the question or just present the obvious.

For example:

Essay Assignment

*Select a character from the novel, *To Kill a Mockingbird* and in an essay, illustrate that character's central character trait.*

What NOT to do:

Atticus is a nice man.

If this is your thesis, first of all, it is very, very vague. What do you mean by nice? A poor choice of words and a not very insightful look into the character.

What TO do:

The author, Harper Lee, illustrates that Atticus is a simple man, who passes on simple values and morals to his children.

Now, this is a great thesis. It gives the author credit for the character development. Since character development is an author's choice, the author should get credit. As well, it is an insightful thesis that goes beyond the idea that Atticus is nice.

Spend some time thinking about what idea you wish to prove in your essay. Remember that all of the students in your class have read the same piece of literature and will probably have the same first impression of a character. Perhaps consider tossing aside your first impression and dig a bit deeper.

Consider developing the negative aspects of the essay question instead of the positive one. This is called "looking at the question backward" as most essay questions hint at the positive. However you approach the question, you **MUST** be original and insightful.

How do I write my introduction?

A good introduction states the purpose of the essay succinctly and is interesting enough that the reader wants to keep reading. The introduction is your opportunity to establish your focus and tell your reader what you will be discussing; it should therefore state or imply your thesis.

Avoid:

- promising to do something in the introduction that you cannot ("This essay will prove that all American literature plagiarizes British Literature").
- making your opening too general. Openings like "from the beginning of time people have wondered about frogs" or "Shakespeare was a magnificent writer who wrote many plays" are not focussed enough to tell your reader what your essay will be about.
- apologizing for your essay or complaining about the topic assigned to you.
- devoting more than three paragraphs to introducing your essay.
- explicitly stating: "the purpose of my essay is".

If you are having difficulty forming an introduction, try beginning with:

- the body of your essay (and come back to the introduction later)
- an important fact
- a personal experience
- an illustration
- a relevant quotation (if you use a quotation, you must incorporate it well)
- a definition. You should consult your dictionary to make sure you understand a term, but do not quote the dictionary. Instead, create your own definition.

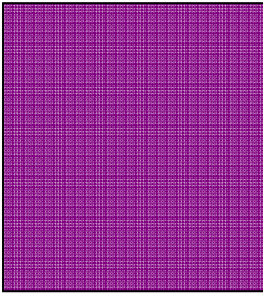
You need to **provide definitions whenever you use controversial or ambiguous terms** (e.g.: "freedom"). In fact, what you say may sometimes rely on a precise conceptualization of a single term. For example, if you discuss heroism in an essay, you will need to define "heroic" and build your essay around what you claim heroism is. Don't feel like you must include your definition in your introduction; a definition may develop out of your argument.

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BODY PARAGRAPHS

Essentially, the job of the three body paragraphs is to provide specific details from the literature that **PROVE THE THESIS TO BE TRUE**.

Each of the body paragraphs must focus on one specific incident, literary technique, character or idea present.



If you look carefully again at the analysis of the introduction, you can see how **THREE** separate ideas are present there and those are the ideas, in the order they were discussed in the introduction, that will show up in the body paragraphs.

The hardest aspects of the body paragraphs are the selection of strong, insightful and appropriate details that accurately prove the thesis to be true. As well, students must do more than just select the details you must **SHOW** how they prove your thesis.

The next hardest aspect is the topic sentence. The topic sentence must contain **TRANSITION** and it also must contain words and phrases that link back to the thesis. This is done to remind the reader of the focus for your paper. Think of the essay as a debate of sorts. You never want the audience to forget what side you are on and what your opinion is. The topic sentences of the body paragraph are the best places to remind your readers of the point you are trying to make.

For example:

Atticus' discussion with Scout about the difficulties she is having with school is one way he demonstrates his simple values and morals.

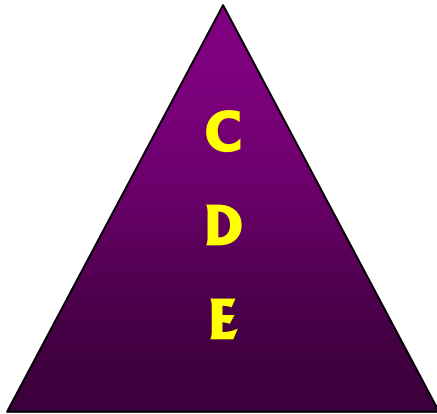
As well, at the jailhouse, Scout's actions indirectly show the ways in which her father's simple values and morals have influenced her in a positive way.

Notice that each example contains some type of transition and also borrows some words or phrases from the thesis statement to remind the reader of the focus for the paper. **BOTH** of these traits are **VERY** important when it comes to crafting an effective body paragraph.

The rest of the paragraph that follows is an insightful explanation of the idea you have presented in the topic sentence. Strong quotations and paraphrases must dominate the paragraph as you are using the literature to prove your idea to be true, not just the ideas you personally possess. A good guideline for these paragraphs is to ensure that you have **FOUR - FIVE** strong details to share within the paragraph. Two of those ideas should contain quotes for support; the other three should be paraphrases that support.

Be careful that you don't just **TELL** the reader about the idea, but **SHOW** him **HOW** the details you have chosen prove your thesis to be true. Do not forget to use strong, effective imagery in your explanations, weave your carefully selected quotes in, and be insightful.

CONCLUSION



If you look carefully at the diagram to the left, you should notice that it looks an awful lot like an upside down introduction. Essentially, that is **EXACTLY** what it is.

In this paragraph, you are required to, of course, finish the essay. The nice thing is, you already have the work done. You just need to put the finished work into the right places.

This paragraph has three sections, just like the introduction.

Section C

Notice that this section contains the same letter identifier as the final sentence in the introduction. That is because you place the same sentence you did in the introduction here. The only trick is you can't put it here word for word. Here, to begin the conclusion, you must **REWORD** your thesis statement.

This is an important strategy when writing an essay. You want to remind your reader, once again, what the focus of your paper is. If the conclusion is going to end your writing, then the conclusion is your last chance to convince the reader that your ideas are concrete and believable interpretations of the text.

For example:

Atticus Finch's simple morals and values are the specific traits he successfully passes on to his children.

The conclusion, as it is a beginning sentence for a paragraph, should contain **TRANSITION**. The opening sentence in the conclusion, which rewords your thesis, **SHOULD** begin with some type of transition, but the hardest part here is making sure your transition is not mechanical - avoid saying "in conclusion".

Section D

This section is a summary section of sorts. You need to look at the **FULL** presentation of ideas you made in each body paragraph, and explain the overall significance or importance of those details. It is like being a lawyer and doing your summation. You want to remind the reader of the most effective parts of your argument, which will be the most effective details you chose to prove your thesis true. To begin, it might be helpful to suggest that you create **ONE** specific statement of significance for each body paragraph.. The only pitfall to this is that you have to remember to provide **TRANSITION** between these three sentences, or you end up creating a list of details that don't connect. The thing to remember is

that you are trying to win an argument. You just presented your thesis again, in different words in case the reader didn't clearly catch it the first time, and you are now trying to present the key, significant details/ideas you developed in a limited space to prove that thesis true.

Section E

Ah, the section that causes students tons of grief. This section is fondly known as the universal appeal. What that means is, the details that are present here must appeal to a wide audience, and must show that the idea you just developed in this essay have significance and purpose outside of the literature. It could live and breathe in the real world, in the here and now.

The only trick is, the details in your universal appeal **MUST** relate, somehow, to the ideas you have shared. You can't just ramble on and go off topic, as your essay will not end in the powerful way that you want. Think of the lawyer's summation - he leaves a powerful set of statements to end his argument, often appealing to the jurors in some way - you need to do the same to the readers of your essay.

A strong technique, that creates unity in an essay, is to go back to the technique you used to open, and end using that same technique, or spring boarding from it.

For example:

If I started with a series of general statements, I could end that way too.

The characters in the novel are not the only ones who make significant choices in their lives that lead to personal success. If we look around, we could find many such examples among our acquaintances.

If I started with a question, I could return to that question and perhaps answer it, or bring up others that relate.

Do small, seemingly insignificant decisions really impact our lives? Yes, Atticus and Boo were affected deeply by huge decisions they had to make - those decisions ultimately altered their lives forever. Seemingly small decisions can certainly impact both yourself and those around you.

Now these are just some examples of how the universal appeal can be handled. Notice that the most important thing is to connect the opening of your essay to the closing. This provides the artistic unity required. Plus, it will also help you from straying off topic, which is a damaging pitfall to a literary essay.

How do I write my conclusion?

The conclusion of your essay should re-state or re-imply your thesis and tell your reader the essay has come to an end. Do not, however, explicitly signal your conclusion by saying "to conclude" or "in conclusion." Your reader should be able to sense you're concluding your essay without being told.

You should avoid:

- summarizing your essay point by point. You can retrace your train of thought roughly, but do not repeat things you have already said word for word.
- apologizing for your essay
- introducing new material, minor details, or afterthoughts

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There are many restrictions placed on the literary essay:

- a) no slang**
- b) no contractions**
- c) present tense**
- d) quotations and paraphrasing.**
- e) effective title,**
- t) required paragraph number and structure**

Because of these restrictions, it is important to take advantage of the creative parts. So, BE CREATIVE in the opening of the introduction and in the closing section of the conclusion. The essays will be far more fun to write and far more fun to read if you capture the reader's interest at both the start and the finish. The rest will just fall into place.

THE LITERARY ESSAY – A CONDENSED VERSION

The literary essay, like all other forms, has **three** parts:

- the introduction (one paragraph)
- the body or developing paragraphs (multiple paragraphs)
- the conclusion (one paragraph)

The parts, in detail, are as follows:

the introduction: The intention of the introduction is to “introduce” your reader to the topic that you will be writing about. Like a speaker who is giving a speech, you must:

1. smoothly bring your reader to an understanding of what you will be discussing in the essay,
2. explain the point of view that you have towards your subject and
3. provide an indication of how the essay will be organized.

These criteria can be met by following the steps outlined and explained below:
The introduction needs to include **three** parts. These are, in order:

1. a generalization - a general statement regarding the topic that you will focus on in the essay. This can be one or two sentences in length, and usually is the FIRST sentence in the introductory paragraph.

For instance, if the topic is “How does *Macbeth* illustrate the qualities of a tragic hero?”, you might start with something like; “*The qualities of a tragic hero are straightforward and well documented by critics through the years.*” This introduces the “idea” of the qualities of the tragic hero, but stops short of discussing *Macbeth* specifically, or your point of view on *Macbeth*’s meeting the qualities of a tragic hero.

2. a narrowed focus - This next sentence in the introduction is the part where you should mention the author, title, and genre of the literature that you are discussing, as well as introduce your point of view on the literature’s supporting the idea stated in the generalization.

For instance, the next sentence after the generalization from above might be “*William Shakespeare’s Macbeth successfully meets these defined qualities as well, or better, than many other of his tragic heroes.*” In this sentence, the writer’s attitude towards the subject is evident, and the reader becomes aware of the writer’s literary focus, *Macbeth*.

3. a specific focus/the thesis statement - The next sentence(s) in the introductory paragraph specifically, but briefly, tells the reader what details from the literature that will be used to support the previous statement. As well, the relating of these details implies the organization of the essay.

For instance, if I follow the above sentences, I would now continue by writing something like this: “*Macbeth’s stature at the beginning of the play, his tragic error*”

in judgment, his bringing the country into a state of chaos, and his final demise all contribute to his standing as one of Shakespeare's greatest tragic figures." This sentence tells the reader what the body of the essay will deal with, as well as implying the order in which the ideas will be discussed.

This is a standard format for a literary essay dealing with a topic like the one implied by my examples. If I were to put it all together, it would look like this:

"The qualities of a tragic hero are straightforward and well documented by literary critics through the years. William Shakespeare's Macbeth successfully meets these defined qualities as well, or better, than many other of his tragic heroes. Macbeth's stature at the beginning of the play, his tragic error in judgment, his bringing the country into a state of chaos, and his final demise, all contribute to his standing as one of Shakespeare's greatest tragic figures."

body paragraphs: The introductory paragraph always opens a literary essay. The paragraphs which follow are called the developing paragraphs, or collectively, the "body" of the essay. The developing paragraphs must *lead* the reader through your evidence, as you have chosen to arrange it. **Each paragraph** in the body of the essay must contribute to the main idea, or thesis, of the essay. This may be done by providing the reader with examples from the literature which supports your idea, by integrating quotations which support what you are saying, or by summarizing some of the action, and then explaining how it supports your point.

There are three main parts to each developing paragraph:

1. the topic sentence - usually the first sentence in the paragraph, which explains the main idea of that particular paragraph. If the paragraph is going to detail why Lady Macbeth, for instance, is partially responsible for Macbeth's tragedy, then the first line needs to indicate this to the reader. You might write something like this:

"Lady Macbeth, at least in part, can be held responsible for the tragedy that befell her husband, as it was she who prodded him on when he first began to have doubts."

2. the second part of a developing paragraph is where you provide the **specific details** from the literature which illustrate the thesis of the essay. The topic sentence from #1 above *tells* the reader what is going to be dealt with in the ensuing paragraph, and, for instance, you might continue by providing a quotation from the play where Lady Macbeth questions Macbeth's manhood when he says he is having second thoughts.

3. the last part of each developing paragraph is to subtly explain the relevance of the evidence to the thesis of the essay.

For instance, in the example from above, you might want to write something like this, depending on the essay's topic:

"By having Lady Macbeth berate Macbeth's manhood as he does, William Shakespeare is allowing her to take some of the responsibility for the ensuing tragedy, making Macbeth, himself, a little "cleaner" in the reader's eye."

In this sentence, you want to refocus on the objective of the essay: to prove the point, in this case, that Shakespeare intended the audience not to blame Macbeth only for the tragedy that befell him.

transitional devices: these are a part of **every** topic sentence, except the first. The reason for this will become obvious as you read on....

1. The introduction tells the reader the point of the entire essay.
2. The *first* developing paragraph provides the *first* support from the literature that will prove your thesis, and is begun by a topic sentence, telling the reader what *that one* paragraph will deal with.
3. The second, third, fourth, (and so on) need to also provide additional support, but each one needs to include a **transition** from the previous paragraph. This transition can be included in the topic sentence of each paragraph after the first, and excluding the conclusion.

The “Principle of Transition” is easily understood by considering the following: If you were telling a friend the four reasons why you believe the Calgary Stampeders to be the greatest C.F.L. franchise in history, you would start out giving him your first reason. Next, you would say something like, “Secondly”, or “Another reason why the Stampeders are the greatest ever is...”

In *both* these cases, the speaker has indicated that he has already provided *one* reason, and now he will express a second reason. If he were to express a third reason to support his argument, he would say: “Also,...” or “A third reason...”

The Principle of Transition involves

1. reminding the reader of the past point (looking back)
2. foreshadowing the next point (looking forward).

In the case of the above Macbeth example, a series of topic sentences, all of which include transitional devices (except the first), might look like this:

Introduction Thesis: Shakespeare develops the idea that both Lady Macbeth and the witches played a part in the tragedy of Macbeth, and that Macbeth’s role in his own demise was a minor one.

Body Paragraph #1: “Lady Macbeth, at least in part, can be held responsible for the tragedy that befell her husband, as it was she who prodded him on when he first began to have doubts.”

Body Paragraph #2: “Another agent responsible for the tragedy that befell Macbeth were the witches who gave Macbeth false hopes of immortality.

By using the word “Another”, the sentence **IMPLIES** that there was a first reason, thus “looking back”, as well as implicitly stating that the witches are the next point to be discussed, “looking ahead”

Body Paragraph #3: “Of course, Lady Macbeth and the witches cannot absolve Macbeth himself of blame in his own downfall, even though his part was a minor one which the audience may have been more sympathetic towards.

By mentioning the two other points that have been made previously, this topic sentence “Looks back” and also tells the reader what is upcoming.

conclusion: the conclusion needs to do three things, regardless of whether it is a diploma style topic, or a regular one.

1. You need to **summarize** the points made, briefly, as you did in the *specific focus* of the introduction, sometimes including an indication of the importance of the topic.

2. You need to mention, somewhere in the conclusion, the name of the **author** and the **title** of the literature.

3. You need to *end* the conclusion with a **generalization reflective of the one that began the essay**. This gives the essay more coherence, and, just as a novel often ends with a situation similar to the one that started it, a generalization to end the conclusion.

USING DIRECT QUOTATIONS WHEN WRITING ABOUT LITERATURE

When writing about literature, it is often useful to include quotations to support what you are writing about. There are certain understandings that you will need to have to do this well.

Writing about literature is like arguing a case in front of a judge. You must assert a point of view, and then back it up with evidence. While not every point you assert needs to be backed up in this way, many should be, as it lends credence to your argument and helps you to support your argument.

An essay is like a lawyer pleading his case, an analogy that is the same in kind, but not always in degree. What I mean by this is that *both* argue a point of view, but often a lawyer is arguing a point of view which is much more controversial than is a literary argument.

However, both need to present evidence of their point of view, and quotations are what an essayist uses as his evidence.

When you are writing an essay, you are arguing a point of view, even though the essay may seem drastically different than most arguments you may have had. The essay's purpose is to make a statement, and then prove it, even if it is something as non-controversial as proving what you believe to be the primary cause of Hamlet's apparent madness or who caused Macbeth's tragedy.

There are two ways that a quotation can be introduced into a paragraph to support a contention that you are making.

1. The first is to have the quotation **stand alone** as a sentence on its own. For Instance, a body paragraph on a paper about who is responsible for Macbeth's tragedy, might read like this, using a stand alone quotation to support.

Another individual who can be seen as contributing to Macbeth's "fall" is his wife, Lady Macbeth. When Macbeth first delivers the news of the witches'

prophesies, telling him that he was to become King, he has second thoughts. He pleads with his wife that he not murder his King, and that he appreciate what he has achieved. In response, Lady Macbeth ridicules her husband.

*"Art thou afeard / To be the same in thine own act and valour /
As thou art in desire? ... When you durst do it, then you are a man;"*

Here, Lady Macbeth calls into question her husband's manhood, obviously a tender spot for a warrior as Macbeth has proven himself to be. This manipulation of Macbeth's desires illustrates the fact that Lady Macbeth was, at least in part, responsible for the tragedy which ensued."

- Notice that this quotation is **indented** from the rest of the paragraph and single spaced, while the rest of the paragraph may be double spaced. The sentence before the quotation **ends** with a period, and the quotation **stands alone** as a sentence on its own.
- As well, the "/" marks are used, because, when quoting Shakespeare or a poem where the line length is specified, you will need to indicate *where* the line breaks occur.
- The ellipsis, the "...", that people often call "dot dot dot", has also been employed. This is used to communicate to the reader that some of the text has been skipped over, and just the parts that are important to support the position have been selected.

2. The second way that a quotation can be used is by **integrating** the quote **into** your sentence.

For example;

"Another individual who can be seen as contributing to Macbeth's 'fall' is his wife, Lady Macbeth. When Macbeth first delivers the news of the witches' prophesies, telling him that he was to become King, he has second thoughts. He pleads with his wife that he not murder his king, and that he appreciate what he has achieved. In response, Lady Macbeth ridicules her husband. She asks Macbeth if he is 'afeard / To be the same in thine own act and valour /' and further exclaims that 'When you durst do it, then you are a man;' Here, Lady Macbeth calls into question her husband's manhood, obviously a tender spot for a warrior as Macbeth has proven himself to be. This manipulation of Macbeth's desires illustrates the fact that Lady Macbeth was, at least in part, responsible for the tragedy which ensued."

If the essayist wants to include a longer quotation (more than one sentence long), and still *integrate* the quotation into the previous sentence, it might look like this.

"Another individual who can be seen as contributing to Macbeth's 'fall' is his wife, Lady Macbeth. When Macbeth first delivers the news of the witches' prophesies, telling him that he was to become King, he has second thoughts. He

pleads with his wife that he not murder his king, and that he appreciate what he has achieved. In response, Lady Macbeth ridicules her husband. She asks him;
"Art thou afeard / To be the same in thine own act and valour /
As thou art in desire? Wouldst thou have that / Which thou esteem'st
the ornament of life, / And live a coward in thine own esteem, /
Letting 'I dare not' wait upon 'I would,' / When you durst do it,
then you are a man;"

Here, Lady Macbeth calls into question her husband's manhood, obviously a tender spot for a warrior as Macbeth has proven himself to be. This manipulation of Macbeth's desires illustrates the fact that Lady Macbeth was, at least in part, responsible for the tragedy which ensued."

It is important to note that in all three of these examples, there are **three** things that have been done in each case:

1. First describe to the reader the situation to which you will be referring (I explained that the situation was just after Lady Macbeth found out about the prophecies, and explained that Macbeth had had second thoughts which Lady Macbeth sought to overcome)
2. Then you provide the quotation that supports.
3. Lastly, you must explain the significance of the quote in supporting your idea (I concluded by explaining that calling Macbeth's manhood into question was the way that she manipulated him, thus placing at least some of the blame for his tragedy on her.)

QUOTING FROM A POEM

When you write about a poem or refer to a poem in a paper, you will frequently need to quote from it. Below are some rules to follow when you quote the words or the title of a poem. (All the examples given in the rules are taken from the following lines from Shakespeare).

*When I have seen the hungry ocean gain
Advantage on the kingdom of the shore,
And the firm soil win of the watery main,
Increasing store with loss, and loss with store...*
(from "Sonnet LXIV" by William Shakespeare)

RULE 1: Whenever you mention the title of a poem, put quotation marks around it. Example:
In "Sonnet LXIV," Shakespeare expresses his sorrow at the change brought by time.

RULE 2: Whenever you quote a word or phrase that appears in the poem, put quotation marks around it. Example:
This poem is filled with contrasts - for example, the contrast between "firm soil" and "watery main."

RULE 3: Whenever you quote a phrase that begins on one line but ends on the next, indicate where the first line stops by using a slash mark. Example:
One thing destroys another; we see, for instance, "the hungry ocean gain / Advantage on...the shore."

RULE 4: Whenever you quote one whole line or more from the poem, you do not need to use quotation marks. Instead, write the line(s) from the poem on a separate, indented line within your paragraph; use italics if possible. Example: The cycle of destruction never seems to end in this poem. While the sea gains on the land, yet we see also

*...the firm soil win of the watery main,
Increasing store with loss...*

Thus each object is in turn destroyed by time.