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.

Who	What	How (Tone)	How (Structure)	How (Devices)
-Author: -Audience: -What makes you say that?	-Content: -Message: -Theme: - Bias -What makes you say that?	-Tone: -Mood: -What makes you say that?	-Form? -Beginning > middle > end? -Strong beginning / ending? - Point of view - Contrast of ideas	Diction, dialogue, metaphor, formal/informal, persuasive techniques, vivid imagery etc.

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 is 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.*
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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**
- **Diction** – Word use. Eg. Unusual words, slang, accents.
- **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?

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How to: Textual Analysis Text Elements 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.

Who	What	How (Tone)	How (Structure)	How (Devices)
-Author: -Audience: -What makes you say that?	-Content: -Message: -Theme: - Bias -What makes you say that?	-Tone: -Mood: -What makes you say that?	-Form? -Beginning > middle > end? -Strong beginning / ending? - Point of view - Contrast of ideas	Diction, dialogue, metaphor, formal/informal, persuasive techniques, vivid imagery etc.

4. Always explain: 'What makes you say that?'

Intro

1.Put your passage(s) 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 is 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

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**
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How to: Structure your Comparative Analysis

Method 1: Text by Text

HL

- **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

SL

- 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.

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How to: Write Topic Sentences

The role of the writer	Language Device or Stylistic Technique	Verb to Show Effect or Function	Function / Effect / Idea / Theme / Mood / Message /
The writer's use of...	Symbolism Contrast Setting Imagery Rhetoric Strong adjectives Rhyme Repetition Punctuation Short sentences	Conveys Captures Connotes Demonstrates Emphasizes Highlights Hints at Illustrates Implies Reinforces Reflects Shows Signifies Suggests Symbolizes Underlines Underscores	Bias for the film A sense of tragedy A light mood The theme of ambition

Adapted from: Hedges, Laurence, Lance King, Macclure Graham, and Swash Laura. *Approaches to Learning: A Practical Guide, 2012.*

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**.

Transition phrase

Context: Who says it?

What the quote proves

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.

The quote

The quote's function