

## CLOSE READING ASSIGNMENT:

[YOUR NAME HERE] \_\_\_\_\_

For our second major writing project in the “Finding Home” course, we’ll be doing a series of interpretive exercises aimed at these learning outcomes:

- Re-read a selected (section of a) literary text to use close reading processes as a way of spotlighting its writerly craft—its effective rhetorical features that mark that text as “literary.”
- Identify ways you have used such craft in our own writing—that is, how a piece of your own writing can invite others’ attentive close reading, making your text effective through its use of literary features.
- Appreciate the writerly craft of your peers by applying close reading skills to your engagement with their work.
- Identify ways that the textual features associated with craft (as identified through close reading) can help enhance your future writing and/or reading, beyond what happens in our literature course (e.g., in your personal writing, in the lenses you use to read in your own field of study, in papers you write for other courses, in reading/writing for your career).

Before you begin with the writing steps below, please upload a clean copy of your own first paper (the memoir/interview) into the sub-folder for this project. You may upload your original OR apply edits based on Sarah’s notes first. If for some reason you prefer not to share your entire paper, select an excerpt of at least one page double-spaced. Include your name and the title on your submission, either way.

To complete the assignment (and achieve the outcomes above), you should **WRITE YOUR RESPONSES** right into this file.

### **1. Re-read a selected section of a literary text to use close reading processes: [40 points]**

Select one very brief passage (a few sentences) from the opening two pages OR the closing two pages of either *My Name is Phillis Wheatley* (by Cooper) or *Mountain Windsong* (by Conley) that you think illustrate very effective literary craft. Copy the passage below.

**Highlight** individual words that lend themselves to close reading, especially when placed (now that you’ve read the whole book) in the context of the narrative’s overall themes, characterization, and/or setting. Then, below the passage, comment on those aspects of diction and other textual features that contribute to the overall rhetorical effect of the passage, indicating how/why the whole passage becomes impactful through these rhetorical choices.

#### **OR**

Select one image that appears several times across one of the two narratives (*My Name* or *Mountain*). List below 4-5 brief quotes (about a phrase or sentence long each) where the image appears. After your list, present commentary explaining how you see the author as making rhetorical choices to build increasingly resonant layers of meaning around this image, and why you find it effective/impactful.

**[Type your response here]**

2. **Re-visit your own first paper for our class. [20 points]** Find a passage to copy-paste here and then interpret along the lines of #1 above from the narrative you chose to work on for step #1—i.e., **highlighting** and explaining your own rhetorical choices in the passage you are spotlighting through close reading.

**OR** Re-visit your first paper's use of a recurring image as described above for the narratives by Cooper and Conley. Carry out the same reading approach for your own image's layered meaning-making as we've seen in the published narratives by Cooper and Conley.

NOTE: You do not have to use the same type of text analysis for the narrative your work on for #1 and analysis of your own writing for #2, though you may. In other words, you could work on a recurring image for one text (your #1 step) and a close reading of a passage for the other (your #2 step) and vice versa.

**[Type your response here.]**

**3. Appreciate your peers' writerly craft by applying close reading lenses [20 points—10 each]**

Read through the papers submitted by your peers to our shared TCU BOX folder for this project. Select two papers where you admire effective use of craft. Below, list the title and author for each of those three, followed by two specific examples of admirable craft features—e.g., a particular phrase or sentence or (recurring) image that you found effective and an explanation of how/why you found that “text piece” or technique effective.

Tip: Remember that an image COULD be pictorial (e.g., a photo, map, or drawing) rather than verbal and/or your analysis could spotlight a visual image interacting with verbal imagery or ideas.

Whether you are praising word choice or picture choice (or a combination), paste in or type in your peer's text that you want to praise and explicate before your commentary.

**[Type your response here.]**

**4. Identify ways that the textual features associated with craft (as identified through close reading) can help enhance your future writing and/or reading [20 points]**

Explain and illustrate (i.e., give a specific example) at least two takeaways from this project that you can now use in future work (e.g., in class(es), in your field more broadly, in your career, in your personal reading and writing.)

**[Type your response here.]**