Having read several poems and discussed various themes, you may select any two of the poems listed below to compare/contrast for your poetry analysis paper. You will consider the role that the elements of poetry, such as tone, imagery, figurative language (i.e. metaphors, similes, personification, understatement, and/or overstatement), diction, structure, irony, and symbolism, may play to convey the theme of each poem. Once you have determined the theme, you will turn in a proposal with an outline as well as a clearly stated thesis.

Furthermore, the length should be approximately 750-1000 words, and you need to include a MINIMUM of THREE QUOTES from the poetry as evidence/support as well as apply the MLA format for parenthetical citations. Remember, you must also provide a “Works Cited” page at the end of your essay. (Note: Late papers automatically receive a late grade of “F/55%;” therefore, plan your schedule carefully as not to leave yourself with no time to complete the paper by the due date.)

***If you find yourself struggling at any point, arrange a time to meet with me in advance, and I will be more than happy to assist you on organizing your ideas, answering any questions, or giving you any feedback on your analysis of the poetry. Keep the following bullet points in mind when approaching this essay assignment.***

- Formulate a clear and focused thesis that explains the argument you are making about the poems.
- Create an informal/scratch outline with headings and subheadings to organize your ideas before you begin composing the essay.
- Use quotations from the poetry as evidence to support your ideas.
- Explain the relevance of those quotations to the argument you are making in your thesis.
- Use formal language (no “I” or “you,” no contractions, no slang, etc.)
- Use an elevated vocabulary that reflects your intelligence and high level of insight into the poetry, in order to express ideas smoothly, clearly, and fluently. (Bring a dictionary and/or thesaurus if you need it.)
- Use appropriate punctuation, capitalization, spelling, grammar, and paragraphing. (Grade: 50% rhetorical content/50% grammar/punctuation. See the syllabus for the rubric.)
- Follow the MLA format (MLA heading, double-space, blue or black ink, etc.)
- Format and cite your quotations correctly in the MLA style.
- Include a “Works Cited” page to document the source of any quotations you use.

**SELECT FROM THE FOLLOWING POEMS:**

1. “WHEN I WAS ONE AND TWENTY” BY A. E. HOUSMAN
2. “RICHARD CORY” BY EDWIN ARLINGTON ROBINSON
3. “OZYMANDIAS” BY PERCY BYSSCHE SHELLEY
4. “THE ROAD NOT TAKEN” BY ROBERT FROST
5. “TO HIS COY MISTRESS” BY ANDREW MARVELL
6. “TO THE VIRGINS, TO MAKE MUCH OF TIME” BY ROBERT HERRICK
7. “A RED, RED ROSE” BY ROBERT BURNS
8. “SHALL I COMPARE THEE TO A SUMMER’S DAY” BY WILLIAM SHAKESPEARE
9. “MY MISTRESS’ EYES ARE NOTHING LIKE THE SUN” BY WILLIAM SHAKESPEARE
10. “BECAUSE I COULD NOT STOP FOR DEATH” BY EMILY DICKINSON
11. “DEATH BE NOT PROUD” BY JOHN DONNE
CHECKLIST FOR POETRY PAPER:

1. HOW TO DETERMINE A THEME AND FORMULATE A THESIS: The theme is the main idea; it is an abstract concept made concrete through the images, characterization, and action of the text. It is not the plot or events of the story. Instead, you are considering the main ideas or points which recur throughout the literary work. Once you have determined a theme, try to narrow it down even further. Push the theme as far as you can and review your notes from our class discussions.

Then, you will want to formulate a thesis statement. The thesis statement is the road map of your paper and provokes thought. It asserts what your analytical argument intends to make or prove in your paper. It should be placed somewhere in the introduction of your paper. It is usually the last sentence of the introduction and clearly identifies what claims you are making about the text and why your claim is important. Here are some examples from our poetry reading to help get you started:

**FIRST EXAMPLE:**
- COMPARISON: “Because I Could Not Stop for Death” Emily Dickinson & “Death Be Not Proud” by John Donne
- THEME: Do not fear death/afterlife
- POSSIBLE ELEMENTS OF POETRY TO ANALYZE: Personification, Metaphor, Symbolism, and/or Imagery, etc.
- THESIS STATEMENT: In comparing Emily Dickinson’s “Because I Could Not Stop for Death” to John Donne’s “Death Be Not Proud,” the use of personification, metaphor, and imagery help to convey the theme that death should not be feared.

**SECOND EXAMPLE:**
- COMPARISON: “Richard Cory” by Edwin Arlington Robinson & “Ozymandias” by Percy Byssche Shelley
- THEME: Misconceptions on the role of power/status and the demise of man
- POSSIBLE ELEMENTS OF POETRY TO ANALYZE: Imagery, Tone, Symbolism, Irony, and/or Structure, etc.
- THESIS STATEMENT: The use of irony, imagery, and tone portray the misconceptions of power and the demise of man in “Richard Cory” by Edwin Arlington Robinson and “Ozymandias” by Percy Byssche Shelley.

**THIRD EXAMPLE:**
- COMPARISON: “A Red, Red Rose” by Robert Burns & “Shall I Compare Thee to a Summer’s Day” by William Shakespeare
- THEME: Eternal love
- POSSIBLE ELEMENTS OF POETRY TO ANALYZE: Metaphor, Simile, Imagery, Symbolism, Structure, Repetition, and/or Hyperbole/Overstatement vs. Understatement, etc.
- THESIS STATEMENT: The theme of eternal love is shown through the use of personification, metaphors, and similes in “A Red, Red Rose” by Robert Burns and “Shall I Compare Thee to a Summer’s Day” by William Shakespeare.

**FOURTH EXAMPLE:**
- COMPARISON: “To His Coy Mistress” by Andrew Marvell and “To the Virgins, To Make Much of Time” by Robert Herrick
- THEME: Carpe Diem/Seize the Day
- POSSIBLE ELEMENTS OF POETRY TO ANALYZE: Personification, Metaphor, Imagery, Symbolism, and/or Structure, etc.
- THESIS STATEMENT: “To His Coy Mistress” by Andrew Marvell and “To the Virgins, To Make Much of Time” by Robert Herrick demonstrate the theme of carpe diem through personification, metaphor, and imagery.

2. CREATE AN INFORMAL OUTLINE: An informal outline will help you organize your thoughts in the form of a list divided into main headings and subheadings that distinguish main points from supporting points. When you are writing a comparison and contrast essay, you will need to organize your ideas by using the subject-by-subject or point-by-point format. Point-by-point is better suited for complex ideas while subject-by-subject works better for shorter essays. (Note: You will probably need to use terms, such as similarly, on the contrary, likewise, on the other hand, and also, when making a comparison or referring to contrasting points between the two poems.) Here’s an example of each type of format to help you get started.
<table>
<thead>
<tr>
<th>Subject-by-Subject Format</th>
<th>Point-by-Point Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Introduction</td>
<td>I. Introduction</td>
</tr>
<tr>
<td>II. State all information about subject A (i.e. Poem #1) by referring to theme as well as three reasons/main points stated in thesis.</td>
<td>II. State all information about Topic A (i.e. Poem #1) and Topic B (i.e. Poem #2) <strong>side-by-side while comparing/contrasting</strong> these ideas under one specific point/reason from the thesis (i.e. an element of literature in relation to a theme conveyed.)</td>
</tr>
<tr>
<td>III. State all information about subject B (i.e. Poem #2) and <strong>compare/contrast</strong> ideas to subject A (i.e. Poem #1) by referring to that same reasons/main points stated in thesis in relationship to the theme.</td>
<td>III. Same as above.</td>
</tr>
<tr>
<td>IV. Conclusion</td>
<td>IV. Same as above.</td>
</tr>
</tbody>
</table>

**EXAMPLE OF INFORMAL OUTLINE FOR SUBJECT-BY-SUBJECT:**

<table>
<thead>
<tr>
<th>I. Introduction</th>
<th>A. Briefly summarize both poems, identify the theme, and provide an overview about the literary elements/devices used.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B. State thesis: In comparing Emily Dickinson’s “Because I Could Not Stop for Death” to John Donne’s “Death Be Not Proud,” the use of personification, metaphor, and imagery help to convey the theme that death should be feared.</td>
</tr>
<tr>
<td>II. Emily Dickinson uses <strong>personification, metaphor, and imagery</strong> in “Because I Could Not Stop for Death” to show that death should not be feared.</td>
<td>A. Example 1 (Personification)</td>
</tr>
<tr>
<td></td>
<td>1. Quote or paraphrase evidence from poem.</td>
</tr>
<tr>
<td></td>
<td>2. Explain meaning/relevance in supporting your thesis.</td>
</tr>
<tr>
<td></td>
<td>B. Example 2 (Metaphor)</td>
</tr>
<tr>
<td></td>
<td>1. Quote or paraphrase evidence from poem.</td>
</tr>
<tr>
<td></td>
<td>2. Explain meaning/relevance in supporting your thesis.</td>
</tr>
<tr>
<td></td>
<td>C. Example 3 (Imagery)</td>
</tr>
<tr>
<td></td>
<td>1. Quote or paraphrase evidence from poem.</td>
</tr>
<tr>
<td></td>
<td>2. Explain meaning/relevance in supporting your thesis.</td>
</tr>
<tr>
<td>III. Similarly, John Donne applies <strong>personification, metaphor, and imagery</strong> in “Death Be Not Proud” to emphasize the same theme as Emily Dickinson that death should be feared.</td>
<td>A. Example 1 (Personification)</td>
</tr>
<tr>
<td></td>
<td>1. Quote or paraphrase evidence from poem.</td>
</tr>
<tr>
<td></td>
<td>2. Explain meaning/relevance in supporting your thesis and comparing/making connections to “Because I Could Not Stop for Death”.</td>
</tr>
<tr>
<td></td>
<td>B. Example 2 (Metaphor)</td>
</tr>
<tr>
<td></td>
<td>1. Quote or paraphrase evidence from poem.</td>
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<tr>
<td></td>
<td>2. Explain meaning/relevance in supporting your thesis and comparing/making connections to “Because I Could Not Stop for Death”.</td>
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<td></td>
<td>C. Example 3 (Imagery)</td>
</tr>
<tr>
<td></td>
<td>1. Quote or paraphrase evidence from poem.</td>
</tr>
<tr>
<td></td>
<td>2. Explain meaning/relevance in supporting your thesis and comparing/making connections to “Because I Could Not Stop for Death”.</td>
</tr>
<tr>
<td>IV. Conclusion: Reiterate the main points of your essay about each poem that you analyzed.</td>
<td></td>
</tr>
</tbody>
</table>
3. MLA FORMAT FOR PARENTHEtical CITATIONS AND THE WORKS CITED PAGE: You must apply the MLA format for citation/documentation when quoting, paraphrasing, and/or summarizing from the stories. A writer must cite the source of phrasing, ideas, or information of another writer in written work. If one quotes, paraphrases, and/or summarizes material from another writer, the source must be acknowledged. Not acknowledging the phrasing, ideas, or information of another writer constitutes plagiarism. (See the course syllabus for the plagiarism policy.) Nonetheless, you must support your analysis with lines from the poetry, so apply the MLA format, or it is plagiarism if you do not credit your source. Some examples of applying the MLA format for a parenthetical citations as well as a “Works Cited” follow:

<table>
<thead>
<tr>
<th>MLA FORMAT AND GUIDELINES</th>
</tr>
</thead>
<tbody>
<tr>
<td>(from the MLA Handbook)</td>
</tr>
</tbody>
</table>

The rules for poetry differ from the rules for quoting prose in two key ways: **(A)** Poetry requires writers to cite line numbers not page numbers; and **(B)** Poetry requires writers to keep line breaks intact.

**Quoting 1, 2 or 3 lines of poetry:** You can quote three or fewer lines of poetry without having to place the lines in a block quote. Use quotation marks. Use a slash to indicate the break between lines. Put the line numbers in parentheses. Place the period at the end of the line number(s):

The author, David Bottoms, is wise to the fact that men often use sports to communicate their feelings. The persona of the poem, however, takes years to realize his father’s message. Once he realizes the importance of sports to their relationship, he sends a message back to his father:

```markdown
and I never learned what you were laying down.
Like a hand brushed across the bill of a cap,
let this be the sign
I'm getting a grip on the sacrifice. (20-23)
```

**Quoting 4 or more lines of poetry:** If you quote four or more lines of poetry, you need to block indent the poem ten spaces on the left margin.

```markdown
McDonald paints a picture of a family in pain, but he uses images that usually show up in cozier circumstances, such as children reading the comics:

At dawn
we folded the quilts
and funnies, crept softly
through our chores. (13-16)
```

**Do not use ellipses if you start quoting a poem midline:** If you want to start quoting in the middle of a line of poetry, just add indentions to indicate the text is only a partial line. Do **not** use ellipses points [. . .].

```markdown
As a boy, the persona visited his grandfather in the fields: "Once I carried him milk . . . . / He straightened up / To drink it“ (Heaney
```
The persona in Hayden's poem would wake to hear the fire his father started before dawn:

Sundays too my father got up early

I'd wake and hear the cold splintering, breaking.
When the rooms were warm, he'd call,
and slowly I would rise and dress. (1, 6-8)

Roethke uses a variety of words in "My Papa's Waltz" that indicate physical violence, words such as "death" (3), "battered" (9), "scraped" (12), "beat" (13), and "hard" (14).

When Heaney uses a simile to compare his pen to a "gun," he creates a startling image (2).

For more information on quoting poetry, please see the MLA handbook or visit Purdue's OWL website.

For the “Works Cited” page: You will use the rule for a work in anthology like the following example.


NOTE: Italicize the title of the anthology.