

First Year Seminar
FALL 2023

MEETING 2.6
Analysis

- Analysis
- Analysis Write-Up
- Analysis Worksheet

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Three things today

- 1 Analysis
- 2 Analysis Write-Up
- 3 Analysis Worksheet

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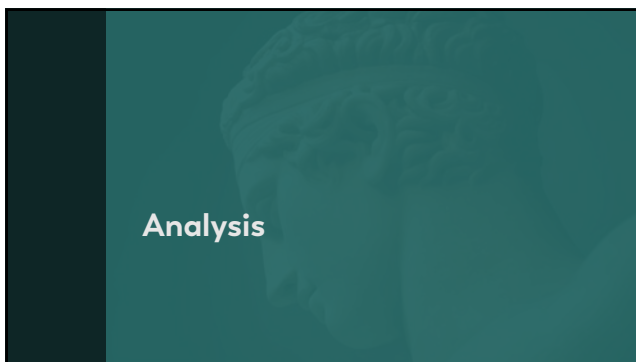
Upcoming dates

- Monday, November 13 Choosing your document (Week 11 online response)
- Monday, November 20 Summary Write-Up
- Monday, December 4 Annotated Bibliography
- Monday, December 11 Analysis Write-Up
- Monday, December 25 **Ultimate Deadline**
 - No late papers or re submissions for reversible deductions after this date
 - No exceptions
 - Any incompletes owing to personal emergencies must be mutually agreed before this date

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D. Analysis Write-Up

Make an argument about what you think the author wants his or her audience to believe, using three examples from the text.

- **Content:**
 - Start with an introduction paragraph that states what you're arguing in this essay.
 - Then, give three examples. For each, describe what it says, and then talk about what you think the example tells us.
- **Sources:**
 - You can use info from what you found for your Annotated Bibliography as support for your analysis.
 - Most of the paper should be what you think—your analysis and interpretation of your document.
 - Any information you use must be cited.
 - Important warning: No internet sources.
- **Length:** At least 1½ to 2 full pages of writing, double-spaced

Due date: Monday, December 11

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Document Analysis Questions

1. In your opinion, why was this document written?
 - What do we know about the impetus for this document?
 - What prompted the author to write it?
2. What does it reveal about the society and time period in which it was created?
 - Bring together what you know from all of your work so far and try to get at the real meat of what this document tells us—not just about the author, but also about the author's society and his or her relationship to it (was she mainstream, or a rebel?)
 - One way of looking at this would be to ask yourself whether the same document could have been written 10 years before, or 10 years after. Why not—what changed?
 - Relate your interpretation of the document to the contexts you found when you were looking for topics for your bibliography. What does it hint about the larger situation the story takes place in?
3. What's missing?
 - What point of view is left out?
 - Was it intentional?
 - How would that change the picture presented by the author?
4. What passage stands out the most?
 - Which sentence or passage did you react most strongly to—out of admiration, revulsion, or strong agreement or disagreement?
 - What caused that reaction? Was it the content alone, or where you affected by the differences between the author's values or experience and your own?
5. What would you ask?
 - If you had a chance to interview the author, what would you want to know?

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Veni Vidi Vici

- In your opinion, why was this document written?
- What does it reveal about the society and time period in which it was created?
- What's missing?
- What passage stands out the most?
- What would you ask?

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The Grudge

- In your opinion, why was this document written?
- What does it reveal about the society and time period in which it was created?
- What's missing?
- What passage stands out the most?
- What would you ask?

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Alexander and Bucephalus

When Philonicus of Thessaly brought Bucephalus to Philip with an asking price of thirteen talents (a large amount of money), they went down to the plain to assess the horse and found him to be, apparently, imtractable and quite unmanageable. He refused to accept anybody on his back or to submit to the commands of any of Philip's companions, but just kept resisting them all. Philip was starting to get annoyed and was about to tell Philonicus to take the horse away, on the grounds that he was wild and uncontrollable, but Alexander, who was there, said, "What a horse they are losing! And all because they are too inexperienced and feeble to manage him!"

At first Philip made no reply, but then, when Alexander kept on interrupting him and showing how deeply upset he was, he said, "Who are you to criticize your elders? Do you think you know more than them or can manage horses better?"

"Yes," Alexander replied, "I do think I could manage this horse better than others have done."

"If you don't succeed in doing so, what penalty are you prepared to pay for your cheek?"

"I guarantee to pay the price of the horse," he said.

There was laughter at that, but as soon as the two of them had settled the terms of the wager Alexander ran over to the horse, took hold of the reins, and turned him to face the sun—apparently because he had noticed that the horse was made jittery by the sight of his shadow stretching out and jerking about in front of him.

He ran alongside the horse for a short while, caressing him, until he saw that he was bursting with energy and that his spirit was up, at which point he unhurriedly shrugged off his cloak, jumped up, and sat easily astride him; then he pulled a little on the bit with the reins and kept him in check without hitting him or tearing his mouth. When he saw that the horse was no longer a threat and was eager for a gallop, he gave him his head, urging him on more stridently now, and kicking with his heels.

At first Philip and his companions were in an agony of silent suspense, but when Alexander made a perfect turn and started back, they all cheered triumphantly everyone else cried out loudly, but his father—so we are told—actually shed tears of joy, and when Alexander had dismounted he kissed him on the head and said, "Son, you had better try to find a kingdom you fit; Macedonia is too small for you."

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