

In this writing lab activity sheet, you can find tools to help support your prewriting and the beginning stages of developing your Literary Analysis. **Activity 1** guides you through creating a timeline. **Activity 2** is a brainstorming activity, to help narrow down what you want to write about. **Activity 3** guides you through narrowing down what idea interests you the most, by asking you to find some supporting evidence.

# Activity 1 - Creating a Timeline

This chart is aimed to help you create a manageable, realistic timeline for your paper.

In the “deadline” column, determine a deadline for each phase of your paper. Start at the bottom, by listing your paper’s due date. Working backwards with however much time you have until it is due, determine appropriate goals by date to accomplish each section of the paper. Remember that drafting and revising should be the longest phases of your writing process.

In the “notes” column, write down any guiding thoughts or feedback you’ve already received. If a phase is not applicable to how you write, simply ignore it; these are only our suggestions for one way to structure your process.

| **Paper Phase** | **Deadline** | **Notes** |
| --- | --- | --- |
| Identifying a Topic of Interest |  |  |
| Reviewing Sources |  |  |
| Organizing Notes and Ideas |  |  |
| Outlining |  |  |
| Formulating a Main Idea |  |  |
| Drafting |  |  |
| Review by a Peer or Instructional Staff |  |  |
| Revising |  |  |
| Proofreading |  |  |
| Submit the Paper | Put your paper’s due date here! |  |

# Activity 2 - Developing an Idea

This activity provides guiding questions, with space to answer. These questions are meant to help brainstorm an idea and then provide additional structure, so the idea can become a thesis statement or main argument.

1. What about Boccaccio’s *Decameron* is interesting? What is confusing? What is boring?
2. What literary features of the story—such as narration, character, setting, and plot—are most interesting to you? What changes occur over the course of the book?
3. Which question in the prompt can you answer right now? Which questions need more clarification?
4. What was the most engaging lecture or discussion you’ve had in class so far? What was interesting about it? Can you relate it to the prompt for the paper?
5. How would you describe the storyworld in the *Decameron*? What is the physical and temporal setting? How does the world differ from the real world in the 1300s?

#

# Activity 3 - Considering Sources + Evidence

The Literary Analysis assignment asks you to relate your chosen story that you are analyzing to the rest of the stories in the day, or to the *Decameron* as a whole book. In this activity, pick one story from the *Decameron*. Then, pick two other stories, or one story and the introduction or conclusion for the day.

Three times, this activity asks you to list the page numbers for the story (or introduction/conclusion) you have selected. Then, write down a couple sentences summarizing what happens in the story. After, think about the rhetorical goal of the story; what is its message or theme? Lastly, think about how the passage directly accomplishes the message or theme. List characters, literary devices, or rhetorical strategies used in the story that you can quote or paraphrase in your paper.

**Chosen Story for Analysis:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| **Summary** | **Theme** | **Devices + Strategies** |
| --- | --- | --- |
|  |  |  |

**Second Story/Intro/Conclusion from Same Day:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| **Summary** | **Theme** | **Devices + Strategies** |
| --- | --- | --- |
|  |  |  |

**Third Story/Intro/Conclusion from Same Day:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| **Summary** | **Theme** | **Devices + Strategies** |
| --- | --- | --- |
|  |  |  |