

## THESIS

In order to demonstrate mastery in writing a thesis, students should observe the following guidelines.

	Directions	Models
7	The thesis should be the last sentence of the introduction, include the title of the text followed by three reasons the writer would or would not recommend the book (three claims).	<i>Romeo and Juliet</i> is recommended to other readers for the poetic language, universal themes, and contrasting imagery.
8	The thesis should be the last sentence of the introduction, include the author and the title, and make three claims.	Shakespeare examines conflict in a number of ways in <i>Romeo and Juliet</i> , including dreams versus reality, words versus action, and family obligations versus individual choices.
9	ACADEMIC: The thesis of an analytical essay should be the last sentence of the introduction and contain a reasonable argument that can be proved wrong, challenged, or opposed. Claims should not be listed in the thesis.	ACADEMIC: Juliet is a complex character who is both selfless and selfish.
	HONORS: The thesis of an analytical essay should be the last sentence of the introduction, contain a reasonable argument that can be proved wrong, challenged, or opposed, and include a reason-clause or concession-clause that further illuminates the logic of the argument. Claims should not be listed in the thesis.	HONORS: Despite her desire to remain loyal to her family, Juliet's passion drives her to rebel against her family's authority.
10	ARGUMENTATIVE: The argumentative thesis should present two opposing ideas and should contain a concession clause (addressing the counter-argument) and a reason clause (making a "because..." statement). Claims should not be listed in the thesis. PROMPT: Decide if Friar Lawrence's intervention is legitimate or if he oversteps his authority.	ACADEMIC: Although Friar Lawrence intends to be helpful in his actions, his misguided manipulation of Romeo and Juliet's fate is beyond his authority. HONORS: Although Friar Lawrence intends to be helpful in his actions, his misguided manipulation of Romeo and Juliet's fate is beyond his jurisdiction and results in detrimental consequences because he underestimates the risks involved.
	ANALYTICAL: Include the three elements of "what," "how," and "why" in your thesis statement. The "what" is the context under which the events that are being analyzed take place. For instance, where is the main character at the time, to whom is he/she speaking, what events are occurring that add	ACADEMIC: From the city square to the tomb [WHAT], Shakespeare's symbolic use of contrasting settings [HOW] reveals the hypocrisy that is evident in the difference between public and private interactions [WHY].

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	<p>clarification to your analysis? The “how’ is a literary device that the author uses to add depth of description and multiple levels of interpretation. For instance, an author may use metaphor, simile, personification, analogy, a universal conflict, or symbolism. The “why” is the theme or message that the author seeks to convey.</p> <p>PROMPT: Analyze Shakespeare’s use of symbolism and setting to develop a message about the difference between public and private interactions.</p>	<p>HONORS: During the balcony scene [WHAT], Shakespeare uses light and dark imagery [HOW] to contrast compassion, which would foster community, with malice, which creates division [WHY].</p>
11	<p>ARGUMENTATIVE: The argumentative thesis should present two opposing ideas and should contain a concession clause (addressing the counter-argument) and a reason clause (making a “because…” statement). Claims should not be listed in the thesis.</p> <p>ACADEMIC PROMPT: Decide if Friar Lawrence’s intervention is legitimate or if he oversteps his authority.</p> <p>HONORS PROMPT: Determine Shakespeare’s view of political interference in personal affairs and decide if his bias is convincingly demonstrated throughout the course of the events of the play.</p>	<p>ACADEMIC: Although Friar Lawrence intends to be helpful in his actions, his misguided manipulation of Romeo and Juliet’s fate is beyond his jurisdiction and results in detrimental consequences because he underestimates the risks involved.</p> <p>HONORS: Although Shakespeare does not overtly express his views through the voice of the major characters, his resolution to the man vs. man conflict reveals his position that government solutions are less effective than those that come from private citizenry.</p>
	<p>ANALYTICAL: Include the three elements of “what,” “how,” and “why” in your thesis statement. The “what” is the context under which the events that are being analyzed take place. For instance, where is the main character at the time, to whom is he/she speaking, what events are occurring that add clarification to your analysis? The “how’ is a literary device that the author uses to add depth of description and multiple levels of interpretation. For instance, an author may use metaphor, simile, personification, analogy, a universal conflict, or symbolism. The “why” is the theme or message that the author seeks to convey.</p> <p>ACADEMIC PROMPT: Analyze Shakespeare’s use of imagery to</p>	<p>ACADEMIC: During the balcony scene [WHAT], Shakespeare uses light and dark imagery [HOW] to contrast compassion, which would foster community; with malice, which creates division [WHY].</p> <p>HONORS: Through the utilization of figurative language and soliloquy [HOW], Shakespeare contrasts Juliet’s initial hope with her final despair [WHAT] to highlight the tragic influence of social conflict on young love [WHY].</p>

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	<p>develop a message about contrasting attitudes toward community.  <b>HONORS PROMPT:</b> Analyze Shakespeare’s use of figurative language and soliloquy as vehicles that carry the play’s message and that highlight the contrast in Juliet’s attitude from the beginning of the play to the end.</p>	
12	<p><b>ARGUMENTATIVE:</b> The argumentative thesis should present two opposing ideas and should contain a concession clause (addressing the counter-argument) and a reason clause (making a “because…” statement). Claims should not be listed in the thesis.</p> <p><b>ACADEMIC PROMPT:</b> Determine Shakespeare’s view of political interference in personal affairs and decide if his bias is convincingly demonstrated throughout the course of the play’s events.</p> <p><b>HONORS PROMPT:</b> Argue a position on what you see as Shakespeare’s underlying attitude toward the dominant force that destroys the innocence of young love in <i>Romeo and Juliet</i>.</p>	<p><b>ACADEMIC:</b> Although Shakespeare does not overtly express his views through the voice of the major characters, his resolution to the man vs. man conflict reveals his position that government solutions are less effective than those that come from private citizenry.</p> <p><b>HONORS:</b> Although Shakespeare depicts a love that should transcend inherited animosity in <i>Romeo and Juliet</i>; ultimately, the central characters’ deaths warn his audience that young love can become the casualty of the destructive force of social conflict.</p>
	<p><b>ANALYTICAL:</b> The analytical thesis should include a “what,” “how,” and “why.” The “how” (the literary tool) and the “why” (the author’s purpose or theme) are the central features of literary analysis.</p> <p><b>ACADEMIC PROMPT:</b> Explain Shakespeare’s social criticism. What power does society have to change the individual? Include two literary tools that Shakespeare employs to convey his view.</p> <p><b>HONORS PROMPT:</b> Drawing on your knowledge of Elizabethan thinking, focus on one tenet that pervades the final death scene. Choose two literary tools that Shakespeare employs to further his viewpoint on this particular tenet.</p>	<p><b>ACADEMIC:</b> Through the utilization of figurative language and soliloquy [HOW], Shakespeare contrasts Juliet’s innocence with her inevitable disillusionment [WHAT] to highlight the tragic influence of social conflict on young love [WHY].</p> <p><b>HONORS:</b> Shakespeare portrays Romeo’s death and Juliet’s final moments [WHAT] through the use of contrasting diction and imagery [HOW] to illustrate and develop the Renaissance belief in the individual’s ability to shape one’s own destiny [WHY].</p>