

One famous example that can be analyzed for contextual as well as textual analysis is Dr. Martin Luther King's "I Have a Dream" speech. Looking at it textually, King makes use of repetition of the phrase, "I have a dream" to emphasize how he sees something better for the country that he hopes one day will happen. He is relying on pathos throughout in order to relate to his audience, regardless of race, because the issue of discrimination is a powerful subject and his details bring out emotion. He also uses words such as we, us and together throughout to stress that the country needs to strive for unity among all and by repeating these words he is emphasizing that this truly is important for all people.

As part of the bigger picture, this speech was given in 1963 during the Civil Rights Movement, a time in which African Americans were fighting for equal rights. Therefore, it is important to know that Dr. King is African American and that this movement directly affects him making his speech more meaningful and powerful. It also makes people realize that equality among people is not literally a dream, instead it is something that needed to be done in the United States and it needed to happen as soon as possible so everyone could be treated fairly.

8. The linguistic approach: what the text tells us about the language of the time of the work.

It would seem obvious that as linguists we have a special role in the teaching of literature, because we are experts in the medium – language – from which literary texts are made. However, linguists do not have a monopoly on discussion or theorization of language in literary studies. Poets and writers, particularly in their manifestos or statements about practice, make various statements about the language of poetry which ignore or deny what linguists know about language. One characteristic claim is that a particular writing practice involves 'a new syntax' or that a poet 'creates a new language'.

9. The subjective or personal approach. This can be categorized into:

a. **Reader- Based criticism** -- the effect that the differences of readers have on reading common "text". Reader-response suggests that the role of the reader is essential to the meaning of a text, for only in the reading experience does the literary work come alive. For example, in Mary Wollstonecraft Shelley's Frankenstein (1818), the monster doesn't exist, so to speak, until the reader reads Frankenstein and reanimates it to life, becoming a co-creator of the text.

Thus, the purpose of a reading response is examining, explaining, and defending your personal reaction to a text.

Your critical reading of a text asks you to explore:

- why you like or dislike the text;
- explain whether you agree or disagree with the author;
- identify the text's purpose; and
- critique the text.

There is no right or wrong answer to a reading response. Nonetheless, it is important that you demonstrate an understanding of the reading and clearly explain and support your reactions. Do not use the standard approach of just writing: "I liked this text because it is so cool and the ending made me feel happy," or "I hated it because it was stupid, and had nothing at all to do with my life, and was too negative and boring." In writing a response you may assume the reader has already read the text. Thus, do not summarize the contents of the text at length. Instead, take a systematic, analytical approach to the text.