

Student Daily Packet

English 1302

Composition & Rhetoric II

Instructor: D. Glen Smith

Winter 2012-2013

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General Essay Guidelines

As we progress towards formal essay forms, the following ten guidelines establish items of importance.

1. Typically, academic writing does not reflect personal stories nor overt editorials. Your research paper will not contain collections of personal memories or random opinions.
2. Avoid colloquial phrases and clichés. (see *A Writer's Reference*) Specifically do not use the phrase “a lot,” which can be replaced with one of the following words: many, most, much, extreme.
3. Avoid questions in your writing. Make statements instead.
4. A typical academic paragraph contains five sentences or more.
5. Avoid opening sentences with words such as: well, sure, now, yes, no.
Do not begin sentences with conjunctions: but, and, or, nor, for, so, yet.
6. Do not end your sentences with a preposition.
7. Do not use contractions. (don't, can't, won't, he's, I'll, we'll, etc.)
8. Remember it's is a contraction for it is: “It's going to rain today.” Avoid it.
On the other hand, its is a possessive:
“Despite its name, the Smoggy-iris exhibits strong colors.”
9. Proof your work.
 - Double check verb tense and noun/verb agreement.
 - Double check punctuation.
 - Remember spell check is not perfect.

Essay Format

All essays must follow the MLA Guidelines established in the *A Writer's Reference* text book.

An example essay is included within this packet as an example of the expectations.

- All assignments will be turned in utilizing 12 pt. Times New Roman.
- Double space papers, with 1” margins on all four sides.
- Indent opening paragraphs with the standard 1/2 inch.
(In *A Writer's Reference* a MLA template on page 436-440 is also available for you to follow.)

Be sure to keep your papers consistent with these requirements.

A full grade point will be deducted if any of these requirements are not met.

Class Materials

1. College Ruled Notebook or Laptop
2. Pen/Pencil
3. Both text books
4. Your Analytical Brain cells
 - Interpret text/lectures/feelings or general observations
 - Collect diverse ideas
 - Propose new concepts/new theories
 - Research additional approaches

Your full name

English 1301: Composition 1

D. Glen Smith, Instructor

Due Date of Paper

Assignment Number: Title of Work

All work must follow the standard MLA standards outlined in this document. Even if using another program other than Microsoft Word 2007, or MS Word 2003, all students must use the same page layout restrictions. This ensures a common starting ground for everyone in the class.

In addition, be sure an extra space does not appear between paragraphs. The reading format should appear as a standard book publication. The assignments are not using a block paragraph format used by a majority of internet sites. In addition, notice the opening sentence is indented, once. The font selection should be set in Times or Times New Roman, 12 pt. size. The page margins should be 1" on all four sides. This document is correctly formatted. Any other setting results in one grade lower.

A heading has been established for this example document. The heading must appear in the right hand corner of the page, with a ½ inch margin from the top. Even though the papers will be stapled together, sometimes pages get separated in transition from the classroom to my desk. The header is preserving your identity and your work as a unit. Whatever program you use, the end result must be the same for all projects.

Another important aspect of your research paper— correctly crediting sources used for background material. There are three different methods for using references: paraphrasing, short quotations, and long quotations. All three methods defend your topic sentences and give proper credit to the original author. Any material not of your own creation needs to be credited.

The first method, paraphrasing, requires you to express an author's work in your own words. *The MLA Handbook* affirms students should feel free to use outside materials in their own work, but need to be cautious when borrowing another author's concepts (69). To ensure your work is not unintentionally considered plagiarism, cite your reference within the sentence, and place page numbers in parentheses.

Short quotations are used when you need to show the exact wording of a source, in order to make an effective point in your paper. These situations particularly need to be given proper credit. The MLA Handbook also mentions that most circumstances of plagiarism are unintentional, “as when an elementary school pupil, assigned to do a report on a certain topic, goes home and copies down, word for word, everything on the subject in an encyclopedia” (70). In these cases, author and source should be identified in the sentence with the page number appearing in parentheses. Notice the final period appears outside the parentheses.

Finally, there are situations which will require long quotations. If quoting material longer than four lines of text, the material needs to appear set off from the text. As an example:

When you believe that some . . . passage in its original wording might make an effective addition to your paper, transcribe the material exactly as it appears, word for word, comma for comma.

Whenever you quote verbatim from a work, be sure to use quotation marks scrupulously in your notes to distinguish the quotation from summary and paraphrase. (46)

Notice in these cases the quoted passage is still double spaced, the page number still appears in parentheses, but quotation marks are not needed. The only difference in appearance is the fact final punctuation is placed before the parenthesis. In the future we will discuss other MLA standards and variations on these regulations.

Further Items of Importance (from Class Lectures and Demonstrations)

Demo: Critical Analysis Process

- You should read all material three times before each class.
- Remember to always back up your statements with examples from the text itself or from another critic.
- In this manner: you are proving your argument sound and defending your point and you are showing others agree with you— or (on the flip side) you can argue against another critic's opinion and show contradictory evidence.

Demo: Literary Criticism Overview

- The paper uses both persuasive & argumentative purposes and shows a clear, concise thesis statement.
- The paper must defend the thesis utilizing evidence from primary source.
 - > the story itself is the primary source
 - > a critical, outside opinion (research) is a secondary source
- Always use present tense when discussing the action within a story or poem— even if the action is related to you by a narrator in past tense, *you always use present tense when discussing action in a story in your paper.*

Lecture: Use Signal Phrases to Introduce and Explain Quotations

(Review *A Writer's Reference* pages 382-383.)

Introduce Quotations:

These target phrases alert the reader that the author is about to quote directly from another source. The writer is preparing the reader for the proper parenthetical citation.

- Dr. Johnson states, “ _____ ” (321).
- In her book, _____, Dr. Johnson maintains that “ _____ ”(321).
- Writing in the journal XxYyZz, Dr. Johnson complains that “ _____ ”(321).
- According to Dr. Johnson's article in *The Boston Review*, “ _____ ” (“Poe as a Modernist”).

Explaining Quotations:

Every paragraph must show clarification, interpretation, or necessary analysis of a supplied quotation or paraphrase. This offers the research author to have the final word in a paragraph.

- Basically, Dr. Johnson is saying _____.
- In other words, Dr. Johnson believes _____.
- In making this comment, X argues that _____.

At least five sentences are needed to defend your chosen subject.

All body-paragraphs in your paper is required to have at least one quote and analysis.

- I. Topic sentence introduces subject.
 - A. Secondary evidence sentence confirms topic relates to thesis.
 - B. Signal phrase introduces critic, author, or authority to be quoted or paraphrased.
 - C. Quote explains, clarifies, or defends your observation.. Source is cited.
 - D. Statement to explain, review, or interpret quote showing it relates to thesis.
 - E. Conclusion acts as transition to next subject.

An example:

In “The Tell-Tale Heart,” Edgar Allan Poe introduces an insane character to the reader immediately. The situation is clearly evident from the monologue of madness detailed by the main character: “I heard many things in heaven and in the earth. I heard many things in Hell. How then am I mad?” (303). Within this short outburst, the protagonist's nervous attitudes are revealed and his inability to defend his mental stability. For obvious reasons, numerous critics use the character's madness as a starting point for further analysis as a means of deciphering his want to kill the old man in the story. By psychoanalyzing the character, many critics hope to explain the author as well, futile as it seems.

Demo: Literary Devices Glossary

- **antagonist:** a person the protagonist struggles against, or competes with; an adversary
- **climax:** the ultimate scene; the decisive moment in a novel or play, results in the conclusion
- **conflict:** clash of opposing views, needs, actions
- **exposition:** establishment of setting, prepares the fictional world for reader
- **fable:** a moralistic teaching presented in a short allegorical story and contains a moral statement at the close of plot-line.
- **folk-tale, fairy tale** is a story based solely on fantasy; basic premise is to explain how good and bad operate in a fantasy representation of the Natural World.
- **figurative language:** descriptive phrasing and literary devices which embellish a work of fiction and poetry (metaphors, similes, *et cetera*).
- **foreshadowing:** hints of a future development through elements of the story
- ***in medias res*:** Latin: “in the middle of.” Many short stories use this technique.
- **intertextuality:** the insertion of older ideas in a new sequence to create something new.
- **irony:** an event deliberately contrary to what the reader expects
- **literary device:** element which creatively affects meaning of story or poem
- **mood:** similar to tone, mood is the atmosphere the author intends the work to offer the reader.
- **motifs:** reoccurring symbols which appear throughout the story
- **myth:** a religious teaching—developed by a culture which views them as a truth, as a religious mystery;
- **parable:** a brief story, based in realistic terms with explicit teachings of religion or philosophy
- **paradox:** conflicting/contradictory statement
- **plot:** main course of action
- **plot device:** an element in a story which affect plot development; items which motivate the story’s plot
- **points of view:** (voice/narration) thoughts and feelings which motivate story
- **protagonist:** main character; focal point of action
- **setting:** the landscape of the story
- **subplots:** minor secondary story lines behind the scene of main action
- **symbolism:** abstract ideas. These exist in plenty throughout any story or poem.
- **theme:** main focus of story or poem; usually provides deeper understanding of human relationships and human behaviors; explains human nature
- **tone:** controlled by the author’s words choice and phrases, the tone supplies a sense of the writer’s attitude towards a given situation or person

Demo: Poetical Terminologies

- **feet:** are units of measurement dealing with stressed and unstressed syllables.
- **iambic pentameter:** the most common form is called which consists of five feet per line.
 - iambic**— a form of meter defined by words which contain a stress on the second syllable.
 - pentameter**— the number of feet in a line of poetry.
- **metaphor:** a literary device that implies a relationship between two unlikely elements.
- **personification:** a figure of speech which gives an inanimate object or an abstract idea personalities and human characteristics.
- **rhyme:** a concurrence of terminal sounds, usually at the ends of lines which usually entails identical vowels or identical consonants at the end of words.
- **rhyme schemes:** are various formulas showing patterns of the rhyme through an entire poem.
- **rhythm:** the internal beat in a line of poetry; deals with pauses in spoken languages and strategic stresses of words.
- **simile:** a literary device which makes comparisons of elements and ties them together with key words: *like* or *as*.
- **stanza:** a group of lines in a full poem; undefined, unregulated length; different poetry formulas dictate size of stanzas in some cases.

Stanza Types / Line Count

two lines	=	couplet
three lines	=	tercet
four lines	=	quatrain
five lines	=	cinquain
six lines	=	sestet
seven lines	=	septet
eight lines	=	octave

Checklist for Analysis Papers:

*Quote evidence from the primary text to defend your answers to these questions.
Explain the quote or interpret the quote. Never end a paragraph with a quotation.*

Who is the protagonist?

Is the protagonist a stereotypical hero?
Is the protagonist an anti-hero?
Is the protagonist a tragic hero?
How does the character transform?
Does the protagonist gain an epiphany moment?

Who is the antagonist?

What type of character is the protagonist/antagonist?

flat
round
dynamic
static

Why does the author present the characters in the manner depicted?

Do the characters represent a larger group of individuals?

What is the conflict type represented?

What is the specific conflict shown?
What is a possible secondary conflict shown?
How does the conflict contribute to the theme?

Who do the characters resemble?

Are the characters archetypes?
Have you seen a similar plot somewhere else? (Intertextuality)
Bible
Greek/Roman myth
Fairy Tale plot
Shakespeare plot
How is the character motivated to act?
How does the character react?
How does the character speak to other characters?
How do other characters speak to him/her?

Do symbols exist in the text? (—sex, death, love)

religious-spiritual love	fertility-erotic love
love of a partner	friendship-platonic love
spiritual death	physical death
death of love	

Does the story portray a quest theme?

physical
spiritual
psychological

What type of narration is used?

Do you trust the narration?

How are scenes presented to the reader?

How is the setting presented?

Could the setting represent one of the characters?

What mood is the setting promoting?

What tone does the author/narrator use?

What figurative language is being used in the story?

Are there any ironic elements used in the story?

Is there a foreshadowing moment in the opening?

How does the plot fit easily into Freytag's Pyramid?

How strong of an exposition is used?

What is the specific inciting moment?

What is the climatic moment?

What is the epiphany moment?

What type of technique is the author using?

Are there any psychological experiments in the text?

Are there any creative experiments in the text?

What is a possible reason for the author wanting to tell this story?

Are there hidden meanings in the text?

political statement

religious or moral judgement

social commentary

If none of these elements exist, *why not?*

What is the main point of the story?

What is the story's theme?

Is the story successful?

What are critics saying:

—about the story?

—about the author's technique?

—about the author's style?

—about the elements?

—about the characters?

—about the characters' motivations?

—about the characters' symbolism?

Academic Summary

A important part of literary analysis requires an analytical look at the full plot of a story. However, it is equally important to be able to condense a short story's details to a manageable summary. Such abstracts allow critics to clarify to themselves that they fully understand the complete story-formula.

I. Using an academic tone and language, quickly supply a concise detailing of the story “Little Red Riding Hood” by Charles Perrault.

A. Be sure to identify:

- protagonist
- protagonist's main intentions
- antagonist
- conflict
- setting
- narrative voice
- climatic point

B. Use at least one quote and in-text notation.

C. Explain any unexpected elements placed within the story.

D. Confirm full details of main plot. Does it follow the same formula shown in “The Goose Girl”?

E. Remember to follow basic English 1301 regulations:

- utilize proper MLA guidelines
- when quoting follow proper MLA rules.
- avoid contractions
- avoid first and second person voice
- use transitions when appropriate
- double check your spelling and grammar

F. Final product should be a strong paragraph *between* 100-300 words (only 1 page).

II. Post in Angel: Tuesday, 12/18, before class.

exercise 1

Comparison/Contrast Essay

A major portion of literary analysis requires the critic to compare and contrast common elements within genres.

- Compare the chambermaid from “The Goose Girl” and the unnamed narrator from “The Tell-Tale Heart.” Despite the different roles in their stories, how are their characterizations similar?
- *Or* compare the American in “Hills Like White Elephants” with the Young Doctor in “Godfather Death.” How are their reactions similar?

PART 1 DUE: THURSDAY 12/20 *(hand copy only)*

PART 2 DUE: MONDAY 12/24 *(digital copy only)*

This project is divided into two stages. Part one consists of detailing a brief, preliminary plan in academic terms which will propose your initial ideas and show a strong, working thesis. (Construct a working introduction paragraph).

OBJECTIVES PART ONE

1. Isolate a tentative thesis regarding your choice of the two supplied stories.
 - *For example:*

Ironically in two Grimm Brothers’ stories both the Chambermaid, an antagonist in the “The Goose Girl,” and the Young Doctor, a traditional protagonist from “Godfather Death,” seem to have similar aggressive characteristics.
 - This shows the instructor you have a plan of attack; likewise this does not represent the final version of a thesis, but does open up possible discussion and necessary revisions.
2. In roughly 300 words (one page) propose a probable introduction.
3. Print out using standard MLA guidelines. *(See template provided on page 4.)*

assignment 01-part 1

Comparison/Contrast Essay

A major portion of literary analysis requires the critic to compare and contrast common elements within genres.

PART 2 DUE: Friday 12/24 in Angel, before class

OBJECTIVES PART TWO

1. Isolate a strong thesis statement regarding the two stories.
2. Remember you want to feature your topic throughout the essay. Each paragraph must defend your main focus. Be sure to support the thesis with secondary evidence details from each story.
3. When writing the first draft, be sure subsequent paragraphs include topic sentences relating to your thesis.
4. Create an interesting, intricate introduction which clearly shows the focus of your essay and leads the reader into subsequent paragraphs.
5. Be sure each new paragraph includes a strong transitional phrase.
6. Use five or more sentences per paragraph.
7. Use the correct MLA essay format outlined in *A Writer's Reference*.
8. Show Works Cited page.
9. **Essay Length: 3 or more pages.**
10. Keep in mind, you do *not* want to spend most of your paper comparing or contrast obvious characteristics. Second, avoid cliched writing: I already know there are “many differences and many similarities” between the two characters.
11. *Be sure to proof your work.*

assignment 01-part 2

General Information

Be sure to consult your copy of *A Writer's Reference* from English 1301 for any documentation or research question.

ADDITIONAL ITEMS OF IMPORTANCE

1. Be sure to use signal phrases and proper in-text notations.

In this assignment's case, the names of authors are less important to mention in parenthetical notations.

example:

In the fairy tale, "Godfather Death," the Grimm brothers establish a personified figure of death, who is often described with human features.

He is shown walking "with withered legs" (209).

See: *A Writer's Reference*, pp 371-372, 382-384, 388-395.

2. When quoting dialogue, be sure to punctuate correctly.

example:

The story relates how the old Queen gives her daughter a cloth with drops of blood: "She gave them to her daughter, saying, 'Take good care of these. They will be of service to you on your way'" (405).

3. If quoting more than four lines of text in your paper, use an indented block quote.

These do not require double quotation marks. See *AWR* page 382.

4. All work cited entries must follow proper MLA guidelines. See *AWR* pp 398-428.

basic print example:

Smith, Robert and Jean. "Complexities." *The Complete Story*.

Trans. James Stern. New York: Random House, 1972. Print.

general information

Comparison/Contrast Essay

Based on characterization, action, and motivation of central players in a story, multiple approaches can be utilized in a critical research paper. Likewise, with a comparison/contrast approach, numerous ideas are developed between analyses of principle actors and plot development.

Characters: **Unnamed Narrator || Chambermaid/False Bride**

Key words:

perception/reality	irony	split personality
greed	mental illness	dominant/ passive roles
revenge	pride	murder
good vs. evil	setting analysis	working class/noble class
guilt	manipulation	violence/morbidity
punishment	identity	personification of evil

Characters: **The American || Young Doctor**

Key words:

lust	love	perception/reality
selfish attitudes	perfection	symbolism
portrayal of nature	portrayal of death	setting analysis
appearances	religious concepts	passive/aggressive
fable/allegory	pride/ego	control
mortality	morality	innocence/experience

thematic analysis

assignment 01-scores

Comparison/Contrast Essay

OBJECTIVES

Points Earned

- 1. Isolate a strong thesis statement regarding the two stories. (10 points)
2. Create an interesting, intricate, descriptive introduction which clearly shows the focus of your essay and leads the reader into subsequent paragraphs. (10 points)
Utilize correct grammar and sentence structure in introduction. (5 points)
3. Remember you want to feature your topic throughout the essay. Each paragraph must defend your point with a quote from primary source. Use evidence from the story to show defense. (5 points)
Length: 3 full pages. (5 points)
4. Include strong topic sentences. (2 pts. per incident, up to 10 points)
5. Be sure each new paragraph includes a strong transitional phrase. (2 pts. per incident, up to 10 points)
6. Use five or more sentences per body paragraph. (5 points)
Utilize correct grammar & sentence structure in body paragraphs. (10 pts.)
7. Use the correct MLA essay format outlined in the A Writer's Reference. (2 points each / total 10 points):
• heading/header • margins • Format ¶s/indent • double space • fonts
8. Show Works Cited information. (10 points)
9. Keep in mind:
• you do not want to spend most of your paper comparing or contrasting obvious characteristics
• paper consists of limited summary of plot
• you show a strong analytical process examining characteristics between two fictional actors. (10 points)
10. DUE: 12/24 in Angel before class.

Total points: 100

Article Synopsis

A portion of literary analysis requires the critic to break down components of elements which exist in a story. We have discussed some of these factors in class:

- characterization of protagonist or antagonist
- relationships between protagonist and antagonist
- types of conflict
- symbolisms of major images
- types of narration / reliability of narrator

I. In the Library Database, from the JSTOR files, or Academic Search Complete, select a Literary Critical Analysis for one of the following authors and their stories.

- Charlotte Perkins Gilman “The Yellow Wallpaper”
- James Joyce “Eveline”
- Edgar Allan Poe “The Tell-Tale Heart”
- William Faulkner “A Rose for Emily”

- A. Do not select material which states the article is a *review* or an *overview* of plot synopsis.
- B. Do not select biographical articles on the author.

II. Objectives

1. *Confirm subject matter and comprehension of material.*
2. Seek out credentials of critic. Defend his/her authoritative status.
3. Read the chosen article, highlighting key phrases and points discussed by the critic.
4. In 300 words (1 page) create a synopsis of the essay.
 - Introduce the author by full name and applicable title (editor, author, critic)
 - Explain the author’s main points.
 - State what evidence is used as defense; label as primary or secondary resources. (In other words: sum up the basic idea of article.)
 - What does the author resolve in the conclusion of the piece?
 - Based on your own reading of the material, do you agree/disagree with the opinions expressed in the essay?
 - Be sure to show proper citation of quoted/paraphrased material.
 - Follow the standards of an academic paper; utilize proper tone and grammar.

III. Submit to Angel in MLA format.

(Keep in mind you will provide all printed articles with final paper.)

DUE: 12/26, before class.

exercise 2

Counting Out Feet of Poetry

- Mark out the feet for the lines of poetry supplied. Each quote is worth 2 points.

After each line state the number of feet.

- Example: Shall I /compare/thee to/a sum/mer's day? 5

1. The mother sent me on the holy quest, _____

Timid and proud and curiously dressed _____

2. When I descend _____

I stand and look _____

3. Stop all the clocks, cut off the telephone, _____

Prevent the dog from barking with a juicy bone... _____

4. We journeyed hard under the bridges of forlorn weather; _____

And then the difficulties developed frequently overnight. _____

5. One, two, buckle my shoe; _____

Three, four, shut the door. _____

exercise 3

Poetry Explications

Day 1: *tba*

1. As a group decide everyone's role in the project. You will need to:
 - Elect moderator of group; organize the presentation.
 - > how will you present poem to class
 - > who will generate necessary presentation material
 - > who will present the various primary research
 - Conduct research on poem, poet, and historical background of the period (*concentration should be on poem*).
 - > in text notes are expected when quoting and a works cited page to show outside research
 - > use school database for research; avoid *Wikipedia, Ask, Yahoo!*, or any other commercial web site
2. Determine what you know regarding the poem and what information you need to gather for next class.

Day 2: *tba*

1. Discuss research and various findings.
 - > disagreement within the group is acceptable so long as areas of debate are reflected in presentation
 - > remember some poems have intentional, multiple interpretations
2. Any questions or clarifications need to be addressed with instructor.
 - I will be asking presenter questions after each lecture; be sure all areas of worksheet are covered in your analysis.
 - For the final exam, one question from each poem will be selected.
 - Be sure to take notes and ask questions of each group presenter.
 - Each group has 15 minutes to present the material.

Group Project Rubric (100 points total)

I. Presentation of Material (25 points)

- direct eye contact with audience
- encourage audience participation; discussion afterwards
- strong, clear voice; no stumbling over material; stay focused
- use of props and use of creative approaches; think outside the box (*see last item below*)
- use full time allotted: 10-15 minutes
 - >discussion focuses on questions provided
 - >discussion's primary focus centered on poem's strategies, not poet's life

II. Power Point Presentation (25 points)

- this will be saved on public database; be sure all members' names appear on opening slide
- information accurate / pages grammatically correct
- propose interesting theories
- Power Point presentation follows standards of MLA style guidelines for citation
 - >reliable sources credited
 - >works cited shows primary book source and secondary critical resources
 - >photos and designs show source credit as well

III. Creativity / Presentation of Poem (25 points)

- direct eye contact with audience
- encourage audience participation
- strong, clear voice; no stumbling over material; stay focused
- use of props and alternative creative concepts
- presentation shows different approach to recitation; think outside the box (*see last item below*).
 - >YouTube video, Flash animation, alternative media presentation encouraged
(first three bullet points still apply)

IV. Group Membership Summary (25 points)

- Students individually will turn in a one page journal/overview of daily activities, (300 words or more).
 - >This portion of the project allows an opportunity for providing feedback regarding the group experience as a whole.
 - >An informal, first person account told with a casual tone is acceptable.
 - >This serves as an explanation for the group's end product and focus; discuss problems and issues which provoked debates or concerns in the group.
- All rules of MLA style guidelines apply, however.
- This must be turned in on the day of your presentation.
This portion of the project will not be accepted late.

KEEP IN MIND:

- *Think outside the box for the presentation of all materials.* For instance you could:
 - >dramatize the relationship of the poet with his/her persona regarding the finalized poem
 - >illustrate the differences between an experimental poet and a traditional, conventional poet to show differences in craft and style
 - >perform the poem as group chorus; rap it; add a beat box, full music score; choreograph motions; use flashing lights
- No work will be accepted after your scheduled presentation day.
- Every member must participate in the preparation and the presentation of the material.
 1. Missing one day of group discussions, or leaving early from class, means that you cannot receive a grade higher than 75 points, which could be lower based upon how well the presentation was and how well you completed part IV.
 2. Missing two days of discussion means that you cannot receive a grade higher than 50 points and could result in a zero for the overall project.
 3. Missing a day of discussion, plus missing the day of the actual presentation will result in zero points.
No exceptions.
 4. Missing the day of the actual presentation, yet attending the discussion periods, will result in a grade no higher than the 50 points, but could result in a lower grade based upon how well the presentation develops and how well you did part IV.

Poetry Explications Rubric

Group members:

1. _____ 4. _____
 2. _____ 5. _____
 3. _____ 6. _____

Group Project Rubric (100 points total)

25-100
 24-96
 23-92
 22-88
 21-84
 20-80
 19-76
 18-72
 17-68
 16-64
 15-60
 14-56

I. Presentation of Material (25 points)

- direct eye contact with audience
- encourage audience participation; discussion afterwards
- strong, clear voice; no stumbling over material; stay focused
- use of props and use of creative approaches; think outside the box (*see last item below*)
- use full time allotted: 10-15 minutes
 - >discussion focuses on questions provided
 - >discussion's primary focus centered on poem's strategies, not poet's life

II. Power Point Presentation (25 points)

- information accurate / pages grammatically correct
- propose interesting theories
- Power Point presentation follows standards of MLA style guidelines for citation
 - >reliable sources credited
 - >photos and designs show source credit as well
 - >works cited shows primary book source and secondary critical resources

III. Creativity / Presentation of Poem (25 points)

- direct eye contact with audience
- encourage audience participation
- strong, clear voice; no stumbling over material; stay focused
- use of props and alternative creative concepts
- presentation shows different approach to recitation; think outside the box (*see last item below*)
 - >YouTube video, Flash animation, alternative media presentation encouraged
 - (first three bullet points still apply)

IV. Group Membership Summary (25 points)

- Students individually will turn in a one page journal/overview of daily activities.
 - >This portion of the project allows an opportunity for providing feedback regarding the group experience as a whole.
 - >An informal, first person account told with a casual tone is acceptable.
 - >This serves as an explanation for the group's end product and focus; discuss problems and issues which provoked debates or concerns in the group.
- All rules of MLA style guidelines apply, however.
- This must be turned in on the day of your presentation.
 - This portion of the project will not be accepted late.*

group rubric

Research Paper Overview

PROJECT OBJECTIVES

The final goal of this project is to produce a well-written research paper based on a critical literary analysis which will:

- Demonstrate the ability to use the writing process to complete a critical assignment.
- Demonstrate the ability to analyze an audience and select an appropriate written communication style. (*No personal voice.*)
- Demonstrate the ability to use a variety of sources.
- Synthesize information from a variety of sources into a new document.
- Analyze the selected stories: do not review, nor summarize the plots.

SECTIONS

- | | |
|-------------------------------------------|-------------------|
| 01. Article Synopsis | due: 12.26 |
| 02. Declare a topic and thesis statement. | due: 12.27 |
| 03. Tentative Works Cited Page | due: 12.27 |
| 04. Turn in seven-to-nine page document: | due: 12.31 |

REQUIRED SOURCES

- Four academic journals from school database (turned in with the final document)

Only utilize the following sources:

- Academic Search Complete (EBSCO), JSTOR Journal Archive, or Literature Resource Guide (Gale)
- eLibrary (ProQuest)
- **Avoid** using Wikipedia, Ask, Bing, Google, or any other commercial-based site.
- *Remember the class text book is your required primary source for all stories.*

DOCUMENT REQUIREMENTS

- Seven-nine full pages (2,000-2,500 words), *plus* an additional work cited page
- Entire paper is double spaced, following MLA standard template

THESIS POSSIBILITIES

Below are sample topics. Choose one as a focus for your paper, manipulating the observations to suit your purposes. *Utilize critical analysis to support your theories.*

1. Analyze the victims in the following stories: The Old Man in “The Tell-Tale Heart” and Jane in “The Yellow Wallpaper.” Each character is placed in similar situations of passivity with different results. Form an opinion regarding the motivations of the dominant oppressors in each story. What similar or dissimilar techniques do the authors use to motivate fear in their audience? Can a strong similarity be seen between John and the unnamed narrator?
2. Analyze William Faulkner’s character Emily in “A Rose for Emily” with James Joyce’s protagonist in “Eveline.” What similar or dissimilar techniques do the authors use to motivate their female protagonists? Form an opinion regarding the passive actions and motivations of the main characters in conjunction with their male counterparts.
3. Free-for-all: Compose your own thesis statement regarding character actions and motivations from any pair of the following authors. *Do not repeat previous assignments.*

E. A. Poe

Charlotte Perkins Gilman

Nadine Gordimer

Charles Perrault “Little Red Riding Hood”

Ernest Hemingway

Sophocles

William Faulkner

James Joyce

Nathaniel Hawthorne “The Birth-mark” / E. Hemingway

Kate Chopin “The Story of an Hour” / C. P. Gilman

James Joyce “Araby” / Richard Wright “The Man Who Was Almost a Man”

E. A. Poe “The Cask of Amontillado” / W. Faulkner

final project

Research Paper Step-by-Step

Construction of your final analysis project should follow a basic concept such as provided below. Remember, every paragraph consists of five (or more) sentences.

I. Introduction Paragraph establishes topic of paper and declares thesis.

- the full name of all authors must be shown
- the full title of each work must be shown
- explain any of the unifying elements within the works (characterizations, motifs, images, symbols, literary movement, genre, etc.)
- state thesis at close of ¶: thesis states main points of analysis (three elements examined)
- never show quotes in introductory paragraphs

II. Paragraph (¶) 2 provides quick summary of both plots.

- summary must be concise, precise, minimal
- each story's synopsis should be less than four sentences
- this is the only section for plot synopsis

III. Paragraph 3 discusses the authors' writing styles.

- describe the authors' styles: (flowery, terse, concise, in-depth, emotional, etc.)
- compare and/or contrast the two authors' styles
- state the tone for each story; what moods do the authors express in each story?
- **provide specific quotes from primary source** to explain observations; cite pages

IV. Paragraph 4 identifies multiple themes between the stories

- compare/contrast what you see as the two primary themes
- why is the theme significant? what makes it stand out?
- are they treated similarly?
- does one go in a different direction?

V. Paragraph 5 - Paragraph 20 shows research and observations from you, the critic

- Examine characters, conflicts, archetypes, symbols, narration, scenes, plot format, figurative language, authors' intentions (see analytical check list provided earlier)
- **in every ¶ include quotes from primary source or from critics; cite pages.**
- analyze each quote supplied; never end ¶ with quote

VI. Concluding Paragraph states main point of paper

- acts as a confirmation of the critic's analysis
- restates thesis in new fashion; main points are summarized with logical connections *and* further, **final** analysis; this is your most important point in the document,
- never present quotes in conclusion paragraphs

basic outline

Research Essay

Paper is 2000-2500 words, 7-8 pages, double spaced, 12 point font _____ Yes _____ No

- supplied digital copy
- supplied print copy
- correct page count
- supplied articles
- on time

Content: 40 points		
1. Introduction states narrowed topic and a clearly appropriate, literary thesis or purpose, and major points.		36-40 A 32-35 B
2. Writer provides ample relevant examples, reasons, and analysis of sources to support the thesis without over quoting selected resource material.		28-31 C 24-27 D 0-23 F
3. Paper avoids over quotations and summarizing, but focuses on analysis and in-depth exploration of topic.		
4. Author avoids needless repetition and uses a vivid, scholarly vocabulary, as well as maintains sentence structure variety, sentence introduction variation, and flow.		
5. All paragraphs have clear topic sentences.		
6. Content has originality/character/style and contains perceptive ideas.		
7. All paragraphs consist of 5 sentences or more.		
8. Paper is correct page count and proper presentation. (See above.)		
Total Points:		
Organization: 15 points		
1. Paper includes an introduction, body, conclusion, and works cited that work together clearly and concisely.		14-15 A 12-13 B
2. Author follows logical outline that clearly develops the thesis and does not stray from the topic.		11 C 9-10 D 0-8 F
3. Paragraphs are fully developed with a clear purpose and smooth transitions.		
Total Points:		
Mechanics and Grammar: 20 points		
1. Writing is free of grammar errors such as word usage, agreement, proper structure, etc.		18-20 A 16-17 B
2. All sentences are punctuated correctly with few to no mechanical errors.		14-15 C 12-13 D 0-11 F
3. Paper uses formal diction: no contractions, colloquialism.		
4. Paper utilizes correct spelling.		
Total Points:		
MLA documentation: 25 points		
1. Each quotation/paraphrase/summary is introduced smoothly.		23-25 A 20-22 B 18-19 C 15-17 D 0-14 F
2. Each quotation/paraphrase/summary is significant to thesis.		
3. Parenthetical citations included appropriately.		
4. Documentation of paraphrases and quotes punctuated correctly.		
5. Ellipses, quotation marks are handled appropriately.		
6. All paraphrases and quotes have entry on the Works Cited.		
7. Works Cited entries are in appropriate formats.		
8. At least 5 sources (4 database; 1 text-based)		
9. All sources listed on Works Cited are used in paper at least once.		
10. All headings, headers, and margins are in proper format.		
Total Points:		updated 12.16.12

final project