

Student Daily Packet

English 1302

Composition & Rhetoric II

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Mini-mester 2013-2014

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General Essay Guidelines

As we progress towards formal essay forms, the following ten guidelines establish items of importance. Utilizing these elements will lower your grade points on papers.

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. These are not book reports.
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.
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; these were invented for speech (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 APA or 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.

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: MLA guidelines

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.
- There will be four (4) pop quizzes supplied throughout the course.
- Remember to always back up your analytical 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.

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 _____.

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.** Identify the following elements in this order; use full sentence format (10 points each):
- protagonist
 - protagonist's main intentions (journey/goal)
 - mode of transportation
 - antagonist
 - type of conflict
- B.** Show at least one quote and in-text notation as an example of defense; follow proper documentation for MLA guidelines. The citation will be shown as (“Little Red Riding Hood”). In this rare case, do not provide a Works Cited page. (10 points).
- C.** Explain one or two unexpected elements placed within the story; there are many to choose. (10 points)
- } D.** Confirm full details of main plot. Does it follow the same formula shown in “The Goose Girl”? What qualities do not agree with the definition of European folk tales we discussed in class? (20 points)
- E.** Remember to follow basic English 1301 regulations for academic papers (10 points):
- 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 at least one-two strong paragraphs *between* 200-300 words (only 1 page).
- II. Post in Turnitin.com: Wednesday, 12/18, before class.**

exercise 1

Abstract for APA Papers

Ideally, the abstract consists of a brief summary of your paper's intentions and describes the methods you used to collect data. It likewise should confirm your thesis without duplicating exact phrases which appear in the actual paper.

After generating the opening title page, create a second page in Word. As a result, your abstract page will automatically include the page header and correct page number.

1. On the first line of the page, center the word "Abstract."
2. On the next line, create a summary of the overall purpose of the paper.

Included in this brief paragraph will be:

- a clarification of your research topic
- a brief explanation of your analysis
- a hint of your intended conclusion

The end result is:

- one paragraph, double-spaced
 - Times New Roman, 12 point
 - between 100 and 150 words
 - one inch margins on all four sides.
3. Some instructors may require you to additionally list keywords from your paper. Skip a line after your last sentence, then type *Keywords* in italics, and display information. This practice will enable researchers to find your work in selected databases if it is published.
(*A sample abstract will be provided in class.*)

abstract

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

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

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