

American Author Research Paper Packet

name _____ per. ___

(You are accountable for all the information stated in this packet, so read it carefully.) You will read several works by one American fiction writer and write a research paper relating to one of the themes in American Literature. Before starting, make sure you get my approval and that the author you have chosen has been discussed by literary critics. Literary critics are your **secondary sources**, and the works themselves or correspondence by the author are considered **primary sources**.

Before beginning your secondary research, read your literature and find at least 45 references on some of the common themes in American literature: **our utopian vision, individuality, the American dream, materialism, American individualism, work ethic, loss of innocence, American hero, practicality, equality, and freedom.** You will take notes on each story on the note sheet in this packet. Keep this note sheet ready for conferences. Also, these sheets will be turned in with your final paper as part of your paper trail. Keep your topic option for a theme open until reading all the literature. A theme that works for the first two novels may not work for the last. **Any degree of plagiarism can result in a zero.**

Third quarter schedule and assignments for research paper.

In 3rd quarter you should begin reading the fiction of your selected author.

1/31-2/7 Meet with Frericks about your project. (5/25 pts.)

2/14 First 15 textual references due from your story/stories. These references should include the following: name of work, page number, first few words or a summary of passage, your comment about how the passage is connected to one of the American themes listed above. (5/25 pts.)

2/19 Second 15 textual references due from your story/stories. (5/25 pts.)

2/20 Preliminary thesis conference. (5/25 pts.)

2/26 Third 15 textual references due from your story/stories. (5/25 pts.)

2/28 Typed Word Outline and thesis due for 2nd Conference. See sample on next page. (5/25 pts.)

3/12 Typed Sentence Outline and polished body paragraph due for 3rd Conference.

You will turn your A. B. C., etc. into your topic sentences. Then write a body paragraph reflecting your best work. This paragraph should incorporate at least two primary sources from two different works and one secondary source. Work time will be available when you're not conferencing. (5/25 pts.)

3/20 Come prepared with completed research paper for **Peer Review** (10 of 100 pts)

3/28 Research Paper and Works Cited due! (90 of 100 pts.)

American Author Note Sheet

name _____ per. ____

U: Utopianism I: Individuality AD: American Dream M: Materialism WE: Work Ethic

LI: Loss of Innocence AH: American Hero P: Practicality E: Equality F: Freedom

Trait (theme)Page # Title and first few words of text or summary of incident

Trait (theme)	Page #	Title and first few words of text or summary of incident

Due: _____ On time? _____

Trait (theme)Page # Title and first few words of text or summary of incident

Trait (theme)	Page #	Title and first few words of text or summary of incident

Due: _____ On time? _____

Sample Word Outline:(Outline must be typed. “A,” for example, would represent a paragraph. You may structure your thesis differently, but it’s best if you can divide it into two major sections.)

Thesis: Louisa May Alcott shows how a strong work ethic will bring success.

Part I. Work Ethic

A. Manual labor (topic sentence)

1. **Jo and Meg work—*Little Women***
2. **Growing crops—*Little Men***
3. **Knight p. 2 (Alcott’s life) --secondary**

B. Determination

1. **Jo determined to publish—*Little Women***
2. **Nan in *Little Men***
3. **Strickland p. 88—secondary**

C. Ethics in life

1. **Loving neighbors—*Little Women***
2. **Self-denial—*Little Men***
3. **Strickland p. 134—secondary**

Part II. Success Work Ethic brings

A. Appreciation of material possession

1. **Frivolous possessions—*Little Women***
2. **Wasting money—*Jo’s Boys***

B. Pride in accomplishments

1. **Nat—*Jo’s Boys***
2. **Meg and John—*Little Women***
3. **Alderson p. 18--secondary**

C. Influence in other’s lives

1. **Marmee’s parenting—*Little Women***
2. **Jo’s work at school—*Little Men***
3. **Mother Bhaer—*Jo’s Boys***
4. **Watanabe p. 699—secondary**

Paraphrasing Accurately

- Include all main points and any important details from the original source in the same order in which the author presents them. Your words should express the author’s meaning accurately.
- When you restate the writer’s ideas into your own words, you must change the wording enough so that not even a phrase of the original exists.
- Paraphrased information should still be cited, acknowledged as an outside source
Lewis Thomas says that human beings are unique among animals in their worrying (12). **or without an in-text citation . . .**
Human beings are unique among animals in their worrying (Thomas12).
- If you want to include especially memorable language from the original in your paraphrase, enclose those few words in quotation marks.
- Citing paraphrased information is not necessary if the information is considered common knowledge. Common knowledge is more factual information found in encyclopedias and other reference sources.

MLA Citations: Using Quotations

- Reasons to use quotations: for support, to preserve vivid or technical language, to comment on another quotation, and to distance yourself from the diction.
- If information can be found in 3 reference sources, then it is considered common knowledge and need not be cited, but should be paraphrased.
- Even a phrase from an outside source must be set off with quotation marks.
- A “citation” sets up the quotation. A parenthetical at the end of quotation or paraphrase may include a combination of the author, title (see below), and page number, and this information links the reader to the works cited for complete bibliographical information.
- When the author’s name is used to introduce the quotation or paraphrase, only the page number is included at the end. If you have two or more works by the same author, you may need to include author & title in the parenthetical.
- The first item for each source listed in the Works Cited entry belongs in the parenthetical.
- If a works cited page isn’t required, and you use an outside source, still give credit.
- According to Lewis Thomas in *Biology Today*, “We are, perhaps uniquely among the earth’s creatures, the worrying animal.”
 - The citation can also follow the quotation or interrupt the quotation.
- “We are, perhaps uniquely among the earth’s creatures, the worrying animal,” says Lewis Thomas (12). “We are,” according to Lewis Thomas, “[. . .] the worrying animal” (12).
 - Altering quoted words w/in a sent. requires brackets. Use ellipses (3 periods) and brackets for any omission of words unless the omission is obvious.
 - Use a colon when the introductory citation is a complete thought. An answer is in these words by Lewis Thomas: “We are, perhaps uniquely among the earth’s creatures, the worrying animal” (12).
 - When the author’s name isn’t in the sentence before the quotation, put it with the page #. An answer is in these words: “We are, perhaps uniquely among the earth’s creatures, the worrying animal” (Thomas 12).
 - A partial quotation can be integrated into your writing (no ellipses needed if omission is obvious.) The first letter of the quotation is not capitalized & no comma!
- Worrying places us “uniquely among the earth’s creatures” (Thomas 12).
 - Insert a reference to the work for clarity if your essay includes several diff. stories.
- A Hemingway hero “did not need a compass” (*The Old Man* 97).
 - No page # suggests the article is only 1 page long. Use the title when there is no author. Violent images are on the rise: “Movie goers saw an average of forty-six violent acts per film (“Film Violence”) (Note the “ “ signify it’s an article, not a book.)

- If you want to quote material already in quotation marks, it's best to use the original source. If that's not possible, the quotation should look like this: Rodriguez agrees with other critics: "I'm years ahead. The professionals are not paying attention" (qtd. in Corliss and Donohue 68).
- Set up indented quotations with a colon, indent 10 spaces and retain dbl spacing; only use I.Q.'s when the material is longer than 4 lines. Also, since the parenthetical clearly belongs to the indented material, place the period *before* the parenthetical.
- Dbl & sgl: "'Thanks,' the boy said before running away in shame" (123).

Sample Body Paragraph

A Hemingway code hero is not just courageous but also shows grace under pressure. In *A Farewell to Arms*, Fredric, a code hero, displays grace under pressure after his wife Catherine dies; he narrates: [The doctor] went down the hall. I went to the door of the [hospital] room. But after I had got them [the nurse and doctor] out and shut the door and turned off the light it wasn't any good. It was like saying good-bye to a statue. After I went out and left the hospital and walked back to the hotel in the rain (332). Despite Fredric's tragic loss of his wife and child, he remains in control of his emotions. Likewise, in the novel *The Old Man and the Sea*, when sharks are attacking Santiago's fishing boat in order to get at the big marlin fish he caught, Santiago, instead of getting angry and agitated, decides to be rationale and calm about his situation: "I could not expect to kill them, he thought. I could have in my time..." (32). Santiago knows he will not be able to fight off the sharks now that he is an older man, and he accepts this reality. In the book *Ernest Hemingway's A Farewell to Arms*, Harold Bloom writes about Hemingway's heroine, Catherine Barkley, and describes her composure: "Catherine Barkley not only is a strong and fully realized character, she is the one character in this novel who exemplifies in the widest range the controls of honor and courage, the 'grace under pressure'" (1). Catherine, considered one of the novel's code heroes, according to Bloom, shows grace under pressure in many different points in the novel: when she is dying and when her newborn baby dies. Grace under pressure is a positive attribute all Hemingway code heroes possess.

Helpful transition words: To signal sequence: again, also, besides, finally, furthermore, moreover, next, still To signal time: afterward, as long as, as soon as, at last, at that time, before, earlier, immediately, in the meantime, in the past, lately, later meanwhile, now presently, simultaneously, since, so far, soon, then, thereafter, until, when To signal comparison: again, also, in the same way, likewise, like, once more, similarly To signal contrast: although, but despite, even though, however, in contrast, in spite of, instead, nevertheless, on the contrary, on the one hand/on the other hand, regardless, still, though, yet however, therefore, consequently, likewise, moreover, then, still, also, otherwise, nevertheless, in fact

Helpful verbs for in-text citations:

accepts, acknowledges, adds, admits, affirms, argues, asks, believes, brings to light, claims, comments, confirms, considers, criticizes, declares, defends, defines, describes, explains, expresses, indicates, insists, makes clear, mentions, proposes, points out, refers, regards, reports, reveals, speculates, states, submits, suggests, supports, testifies, verifies, writes

MLA Format Heading: Left side, double spaced. Your Name/Ms. Frericks/Ad. English & hr.; date. Descriptive title centered. Student's last name and page # in upper right corner of each subsequent page. Double spaced, 12 font. Correctly used parentheticals identify the source and link to the Works Cited page.

Check List:

1. ___ Turn in final essay & works cited, peer reviewed essay, 1st draft of 1st body paragraph, outlines, primary note sheet, & rubric.
2. ___ When talking about literature, use the present tense.
3. ___ Use a backslash when quoting poetry to show that a new line of poetry begins.
4. ___ Introduce a critic the first time by stating credentials or source, or both.
5. ___ Each paragraph should include 1 secondary support & support from 2 novels.
6. ___ Use parenthetical documentation for any info you paraphrase.
7. ___ Put all common knowledge from reference sources into your own words.
8. ___ Use single marks only within double quotation marks.
9. ___ Set up the literature quotation by making sure it's clear who is speaking or narrating or being spoken about. Add one other context note regarding the situation, i.e. when or where. **If a secondary source has a quotation you want to use, your parenthetical should be (qtd. in Smith18).** Include clarifying commentary after the quotation connecting the quotation to the topic sent.

Introduction

1. ___ Include pertinent bio info, awards, and ref. to major works.
2. ___ Make a Commager connection.
3. ___ Write a strong thesis which concisely defines your argument.

Conclusion

1. ___ Restate thesis and sum up main points of the paper
2. ___ Make connections to the thesis that have meaning outside the novel's context.
3. ___ Give the reader a feeling of closure, a sense of the writer's impact on the world.

Works Cited

1. ___ The words "Works Cited" should be centered at the top of the last page.
2. ___ Indent the second line of your bibliographical entry five spaces.
3. ___ Alphabetize and double-space your works cited. "Thank you Questia."
4. ___ Include your primary (i.e. novels) and secondary sources in your works cited.
5. ___ Note how to cite your primary sources when you have several sources by the same author: Lorde, Audre. *A Burst of Light*. Ithaca: Firebrand, 1988.
---. *Sister Outside*. Traumansburg: Crossing, 1984.

MLA-STYLE CITATIONS for a Works Cited page

Note: To save paper, I did not double space the sample entries.

Internet—author, article title, site, web address, date accessed

Smith, John. "Race and Religion." *U.S. Division of Justice*. www.info.sllk.world.com
(4 Apr. 1999).

Note: If you use the internet to access a database of articles use the format for the article.

Book by a single author—author, title, place published, publisher, date

McConnell, Frank. *Storytelling and Mythmaking: Images from Film and Literature*.
New York: Oxford UP, 1979.

Encyclopedia—article or topic title, encyclopedia, edition date

"Mandarin." *Encyclopedia Americana*. 1980 ed.

Weekly Magazine—author, article title, magazine, date, page(s)

Begley, Sharon. "A Healthy Dose of Laughter." *Newsweek* 4 Oct. 1982: 74.

Newspaper—author, story title, newspaper, date, page(s)

Schreiner, Tim. "Future Looks Dim for Students." *USA Today* 2 June 1983: 3A.

Article without an author—article title, newspaper or mag., date, page(s)

"Future Looks Dim for Students." *USA Today* 2 June 1983: 3A.

Interview—name of person you interviewed, type, date of interview

Johnson, Joe. Personal interview. 27 July 1983.

Television or video program—title of program, producer, date aired

Serge Pavlovitch Diaghilev 1872-1929: A Portrait. Prod. Peter Adam, 12 July 1982.

Article with two or three authors—authors, title, magazine, date, page(s)

Smith, Joe, Craig Johnson, and Carol Lewis. "Anorexia Takes Toll." *Journal of
Pediatric Science* May 1991: 60-68.

A work in an anthology or book—author, essay, poem, or short story, anthology, editor,
edition, volume, place published, publisher, date, page(s)

Stowe, Harriet Beecher. "Sojourner Truth, the Libyan Sibyl." 1863. *The Heath
Anthology of American Literature*. Ed. Paul Lauter et al. 2nd ed. Vol. 1. Lexington:
Heath, 1994. 2425-33.

Research Paper Evaluation Rubric

Name _____ Per. _____

Student has included the 5 pages from peer review day. _____/10

Ideas

The intro. paragraph gives author background & smoothly leads into a thesis focusing on a theme in Am. literature. _____/5

The student demonstrates knowledge and insight of a writers' 3-4 primary works using 6 body paragraphs. _____/9

The literary critics' viewpoints (6) enhance the reader's understanding of the Am. theme within the primary works. _____/6

Organization

A strong thesis is well-supported throughout the paper. _____/5

Transitional topic sent.'s & applicable info support thesis & unify paragraph, & paragraphs are well ordered. _____/5

Conclusion summarizes main points and provides closure. _____/5

Voice

The student gives credit when quoting or paraphrasing. _____/5

The student's formal voice, predominant in the essay, works to set up, smoothly integrate, analyze, unite, and make sense of the primary and secondary sources while avoiding repetition. _____/5

Word Choice/Diction

Transitional and key words help bring about a logical progression of ideas between sentences. _____/5

Word choice is specific, accurate, varied, logical & formal. _____/5

Fluency

Sentences read naturally, are concise & grammatically correct:

Avoiding errors of PN ref, agr, usage, tense, parallelism, redundancy/repetition of ideas _____/10

Beg., ending, & origin of each source is clear. _____/5

Conventions

MLA format is correct for heading(1), indented quotes(1), parentheticals(3). _____/5

Student discusses literature in the present tense. _____/1

Avoids typo's, spelling/spacing errors, fragments, c.splices, extraneous commas _____/4

Correctly uses caps, italics, apos's, ~~,I D,I I,cI I;I ID ' " : () [] ... _____/4

Student accurately copies quotations. _____/1

The **Works Cited** page is complete and accurate. _____/5

Total Points----- _____/100