

Your Guide to the Research Paper: A Literary Analysis

1. What is a research paper?

Research papers are extended pieces of **writing that offer some sort of criticism or analysis of a given topic**. To compose a research paper, a writer must consult other writers' ideas, analyze them, comment upon them, and then use them to support his/her own thesis. In this way, a research paper is a **collaboration of many voices**.

2. What is a literary analysis? What must I do?

Your task is to choose a major literary work that you enjoy or is assigned to you, then develop a thesis (i.e. an argument you want to make) relating to an aspect of the text. After that, you must find works of literary criticism or other scholarly documents that corroborate (or support) your thesis.

3. What is the point of a research paper?

The point of research papers is to contribute to an ongoing dialogue among scholars about areas of academic, scientific, and vocational interest. Researchers in all fields of study are continually contributing to the expansion of knowledge and theories as a result of the critical analyses that they conduct in the course of their research.

While at this point in your academic career, you may not necessarily be contributing to the expansion of knowledge or theories in any field, **you won't ever get to that point without honing your research and writing skills first**. Maybe what you say now isn't terribly consequential, but one day, it very well might be!

4. How does the process of writing a research paper work? Where do I begin?

There are certain aspects of the researching and writing process that are integral to composing a well-written and well-thought-out paper. For example, **finding quality sources and learning how to organize your information are imperatives**. This handout will attempt to guide you through the process in an sequential and logical manner.

5. How long does the paper have to be?

Your paper must be at least 4 full pages. An extra page will be for the Works Cited. To support a clear, well-argued thesis, you will need several body paragraphs.

6. How will I format my paper?

Your paper will be in MLA format. This includes page formatting, in-text citations of sources, and the Works Cited page.

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Part 1

Choosing a Text and Developing a Thesis

A) Considering Topics

2. Brainstorm a list of topics in the text:

3. Consider some of these questions to help guide your creation of a thesis. You may choose to answer one of them directly, or branch out from here.

- a. Is *The Great Gatsby* truly the Great American Novel?
- b. What is the most important theme in *Fahrenheit 451*? How does Bradbury establish this? What symbols and motifs does he use?
- c. What is the most important passage in *Othello*? Why? How does it relate to the text as a whole? (This would be an extended close reading.)
- d. Who is to blame for the tragedy that takes place in *Othello*?
- e. Is Gatsby truly “great?”
- f. What is the significance of car crashes in *The Great Gatsby*? How does this tie in to gender roles?
- g. How is color used in *The Great Gatsby*?
- h. Are there any similarities or differences in characters (within or between texts) that are worth exploring?
- i. In what way is *The Great Gatsby* a criticism of the 1920s?
- j. Is *The Great Gatsby* an endorsement or a condemnation of the American Dream? Does the novel insist that it’s worthwhile to pursue it? Or is the pursuit futile and doomed to fail?
- k. Is *Fahrenheit 451* an endorsement or a condemnation of the American Dream? Does the novel insist that it’s worthwhile to pursue it? Or is the pursuit futile and doomed to fail?
- l. How do gender norms lead to the tragedy in *Othello*?
- m. What is Fitzgerald saying about wealth and materialism?
- n. Is Gatsby a “romantic hero?” (You will need to look up and define the term.)
- o. Is Montag a romantic hero? An anti-hero?
- p. Is Othello deserving of the audience’s sympathy? Why or why not?
- q. What commentary does Bradbury make about individualism? About conformity? How does he do this?
- r. How is geography important in *The Great Gatsby*?
- s. Ultimately, what is the cause of Othello’s downfall?
- t. Examine the use of water in *The Great Gatsby*.

B) Developing a Thesis

The thesis statement is the argument that guides the entirety of your paper. It is a claim that you make and then spend the rest of the paper trying to prove.

Here are some rules for writing your thesis statement:

- 1) Make sure it is argument based, such that someone can disagree with it. (For example,

An effective thesis statement makes a clear point that is supported by specific details throughout the rest of the essay.

no one would disagree with your argument that *The Great Gatsby* discusses social class. They could, however, disagree with your claim that Fitzgerald uses the text to criticize the elitist attitudes and materialism of old money.)

2) Try to make it ONLY ONE sentence. If you're becoming too wordy, try using a semi-colon. If it is complicated, use two sentences.

Some Thesis Practice: The Great Gatsby

1. Start with a text and an argument.

↳ *The Great Gatsby is the Great American Novel.*

2. Okay, why?

↳ *It fulfills all of the characteristics that the Great American Novel should possess.*

3. Okay, this is a start, but it is not a thesis quite yet. You need to expand upon the idea of what the Great American Novel is, and then formulate an argument.

↳ *The Great Gatsby is the Great American Novel because it explores the American Dream and American identity in a well-written and literary way.*

4. We're getting somewhere, but it's still not hitting it out of the ballpark. **Word choice and being as specific as possible are crucial to constructing a solid, purposeful thesis statement.**

↳ *The Great Gatsby is the Great American Novel because of the ways in which it uses Gatsby's disillusionment to comment on the failing and illusory nature of the American Dream in the 1920's.*

In its exploration of the American Dream, with a specific focus on its unattainability during the 1920's, Fitzgerald's The Great Gatsby epitomizes the Great American Novel; the life of Jay Gatsby and the disillusionment he experiences are the means by which the text examines what it means to be an American.

The Great American Novel is one that examines the nature of the American Dream; in F. Scott Fitzgerald's The Great Gatsby, the author uses his protagonist's inability to attain the dream as a means by which to explore disillusionment in a sophisticated way, thus solidifying its status as the Great American Novel.

Notice how each of these theses says the same thing, just in different words. Each claims that *The Great Gatsby* is the Great American Novel because of the way in which it uses Gatsby's story to explore disillusionment with the American Dream.



Some Thesis Practice: Fahrenheit 451

1. Start with a text and an argument.

↳ *Fahrenheit 451 develops the theme of the dangers of censorship and conformity.*

Extra Examples

Weak: *F451* has the mechanical hound as a symbol.

Average: Ray Bradbury uses the mechanical hound in *F451* as a symbol to criticize the government.

Good: Ray Bradbury uses the mechanical hound in *F451* as a symbol to criticize the government's use of advanced technology to operate an oppressive and militarized dystopian state.

2. Okay, how?

↳ *Through the mindlessness of Mildred Montag and the ignorant nature of her existence.*

3. Okay, this is a start, but it is not a thesis quite yet. You need to expand upon the idea of how Mildred's ignorant existence is a warning (in the form of a theme) against the dangers of censorship and conformity.

↳ *In Fahrenheit 451, Mildred Montag is ignorant and shallow because with the rampant censorship in society, she has no access to ideas, and therefore loses her individuality and becomes a conformist.*

4. We're getting somewhere, but it's still not hitting it out of the ballpark. Word choice and being as specific as possible are crucial to constructed a solid, purposeful thesis statement.

↳ *Mildred Montag, an ignorant and vacuous woman, is used by Ray Bradbury to develop the novel's theme that warns against the dangerous ways in which censorship can lead to conformity, which ultimately allows the government to exercise its oppressive will over the easy-to-manipulate citizens.*

In Fahrenheit 451, Mildred Montag is the character through whom Ray Bradbury delivers a warning about the dangers of censorship and conformity, as each rob characters – particularly Mildred – of ideas and individualism that would allow them to call their corrupt government into question.

Some Thesis Practice: Othello

1. Start with a text and an argument.

↳ The animal motif is important in *Othello*.

2. Okay, why?

↳ *Iago uses animal terms to describe Othello, which dehumanizes him; he also uses them to describe women, which causes Othello to become increasingly misogynistic.*

3. Okay, this is a start, but it is not a thesis quite yet. You need to expand upon the idea of that Iago's ability to use animalistic terms to dehumanize Othello and change his views on women is important to the storyline overall. What happens as a result of using this kind of language to manipulate characters or events?

↳ *Iago's use of animal terms to describe Othello dehumanizes him, causing his to feel more like an outsider, and therefore insecure in his relationship; his use of these terms to describe women sways Othello's perceptions of Desdemona, which leads him to distrust her.*

4. We're getting somewhere, but it's still not hitting it out of the ballpark. Word choice and being as specific as possible are crucial to constructed a solid, purposeful thesis statement.

↳ *The development of the animal motif throughout Othello is integral in leading to the protagonist's demise, as Iago uses*

Extra Examples

Weak: Darkness and light symbolize ignorance and knowledge.

Average: The symbolism of darkness and light establishes a motif in the play that reflects characters' ignorant states.

Good: The symbolism of darkness and light establishes a motif in *Othello* that underscores the extent to which ignorance and knowledge are what precipitate the tragic events of the play.

Part 2

Proving Your Thesis

A) How to Prove a Thesis

If you're arguing that Montag's going into the river at the end of *Fahrenheit 451* is a baptismal experience in which he is "reborn" as a individual and nonconformist, you're well on your way to putting together a great paper.

However, saying that water immersion is baptismal is not your original idea. It's accepted by writers and literary analysts as being a common tool used by authors to convey baptismal experiences, and they are the authorities on the subject. Therefore, to make this claim in your paper, **you will need to find academic sources that prove this, then cite them in your own paper to**

give your argument credibility.

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Examples

What You Must Prove for Your Thesis

Thesis	What You Need To Prove and How
The Great Gatsby is the Great American novel because of the ways in which it uses Gatsby's disillusionment to comment on the failing and illusory nature of the American Dream in the 1920's.	<ol style="list-style-type: none"> 1. Define The Great American Novel (find a source to define it – preferably one related to <i>Gatsby</i>). 2. Show that the hope of the American Dream in the 1920's was an illusion (find a source that talks about the history of the 1920's, and how people were doomed to fail because they were anesthetizing themselves from the realities of the post-war world). 3. Prove that Gatsby was disillusioned with his dream of being upper class and obtaining Daisy's love (use the text of <i>The Great Gatsby</i> itself, citing specific quotations from Gatsby, comments from Nick, etc.).
Mildred Montag, an ignorant and vacuous woman, is used by Ray Bradbury to develop the novel's theme that warns against the dangerous ways in which censorship can lead to conformity, which ultimately allows the government to exercise its oppressive will over the easy-to-manipulate citizens.	<ol style="list-style-type: none"> 1. Explain how Mildred is ignorant and vacuous (find literary criticism that analyzes Mildred's character, and use the text of <i>Fahrenheit 451</i> to show that she has no knowledge or intelligence). 2. Show that in the text (or in real life), censorship of ideas leads to lack of ideas, which leads to a loss of individualism, and then to sheep-like conformity (find literary criticism that analyzes this, and use the text of <i>Fahrenheit 451</i> to show that the characters are mindless conformists because they have no individual ideas). 3. Prove that the government in the story is oppressive and manipulates its citizens (find literary criticism that analyzes this, and use the text of <i>Fahrenheit 451</i> to show that the government in the novel manipulates and controls its citizens).
The development of the animal motif throughout Othello is integral in leading to the protagonist's demise, as Iago uses animalistic language to dehumanize him and to undermine his belief in Desdemona's fidelity.	<ol style="list-style-type: none"> 1. Explain how animal terms are dehumanizing (find a source that supports this claim – perhaps based on <i>Othello</i>, or perhaps some kind of psychology-based resource). 2. Show that Iago's dehumanizing of Othello leads Othello to become more jealous as a result of his insecurities (find literary criticism to prove this, and use the text of <i>Othello</i> to support it). 3. Show that Iago's use of animal-related, misogynistic comments about women lead Othello to question Desdemona's trustworthiness and fidelity (find literary criticism to prove this, and use the text of <i>Othello</i> to support it).

Your Thesis: _____

What you need to prove in order to prove your thesis:

What You Need to Prove	How Will You Do It? What Kind of Sources Must You Find?

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Part 3

Finding Sources

Use the sources provided to you by the
BZU library

A) Finding Sources: Books and Databases

Your sources are the backbone of your paper, as they provide you with the support that you need to prove your thesis. You need them to make your paper credible, as you must rely on the ideas of the experts and what is found in the texts themselves in order to prove your argument.

It's necessary to find good, valid, reliable, and credible sources. In the age of the internet, it's very easy to find all kinds of information that is none of these things, as people can publish anything they want online without having it fact checked, or without having any sort of credentials to make their claims valid. You must cite experts, and only experts. This is why you can't just do a basic Google search, as you're not guaranteed to get only information written by experts.

Rather, you must use databases containing scholarly articles, or books that have been published, to find valid sources to help you prove your points. Fortunately, you have several ways in which you can locate these articles and books. These pages will guide you through that process.

Option 1: Sources from a Database

Using a database that contains published articles from journals, newspapers, or other valid academic sources is a great way to find specific information related to your thesis. Database resources include EBSCO, Project Muse, JSTOR, Sage, ProQuest, are particularly handy for finding published articles specifically relating to literature.

Option 2: Book Sources in the Library

Use the BZU online library catalog to look up titles.

A) How To Choose Your Evidence (Quotations)

The first thing you must do is read through your sources. **Highlight any key quotations that you can cite to help prove some aspect of your thesis.**

It's very important that in the margins of your paper, you annotate each highlight so that you can easily reference it for future use. For example, if it's a quotation that helps define how *The Great Gatsby* can be considered the Great American Novel, you would highlight the quotation, and in the margin, write something like "how Gatsby is GAN." Or, if it's a quotation that explains how being submerged in water is baptismal, you would highlight the quotation, and in the margin, write something like "explanation of how water is baptismal."

Keep in mind that the quality of the evidence (quotations) that you find can very well determine the quality of your paper. This part of the process is crucial in making sure you're able to support your thesis!

B) Organizing Your Evidence (Quotations)

Organizing your evidence is critical in proving your thesis. You must group quotations together that will prove individual components of your thesis. That way, when you go to write your body paragraphs, you'll have all of your evidence pre-sorted into manageable groups.

To do this, I will have you complete evidence tables. In these tables, you will list the things you need to prove in order to support your thesis (the things you listed on page 6). Then, in the boxes next to those things, you will copy your quotations verbatim. You will also include the citations here for future reference. You may handwrite or type this information. You will be provided with a hard copy template, and an electronic copy will also be available to you through ITC.

Name: _____ Date: _____ Period: _____

Research Paper: Evidence Table

Use this table to organize your evidence (quotations) for your research paper. Begin by referencing page 6 of your research paper packet. There, you'll find the list of things you'll need to prove on your path towards proving your full thesis. List those things in Column A. In Column B, write the evidence (quotations) that you have found to prove each of these things. Either handwrite them, or copy and paste them. In Column C, put the citation so that you can easily use this in your paper. This citation will simply include the author's last name and the page number on which the quotation is found.

A	B	C
Topic to prove in order to prove thesis	Evidence (Quotation)	Citation (author & page #)

Innocence Lost: Reading “The Garden Party” as a Bildungsroman

Works of great literature explore aspects of universal human experiences, often providing readers with a road map for navigating some of life’s most challenging moments and emotions. **The idea of “coming of age,” whether it be from childhood to adolescence, or from adolescence to adulthood, is woven into the narratives of many of the world’s greatest literary works. This type of story, also known as a Bildungsroman, chronicles the experiences of characters who are leaving behind a state of innocence, and often, through a moment of disillusionment or anagnorisis, move into a more mature existence.**

Katherine Mansfield’s 1922 work, “The Garden Party,” is a patterned coming-of-age tale, following the protagonist’s transition from a life of girlish naivete to one of grown-up understanding. Through Mansfield’s use of intertextual allusions, she aligns Laura Sheridan with the mythological Persephone, creating a set of parallel narratives that trace each young girls’ confrontation with the harsh realities of the adult world. Mansfield begins Laura’s story in the opulent Sheridan home amidst a highly-decorated, upper-class garden party; however, as the story progresses – and as a transformation takes place in Laura’s character – the setting shifts to the dark “underworld” of the lower classes, and becomes metaphorically reflective of Laura’s loss of innocence. **Therefore, through this allusion to the Roman myth of Persephone, and with the use of setting, imagery, and symbols that communicate Laura’s shift from an Edenic to corrupted environment, Mansfield develops the classic Bildungsroman story arc.**

Title that reflects your thesis

A general point about the central topic of your paper. Do not yet mention the title or author, as an opening sentence should be broad.

Overview of key aspects of your paper (for example, things that need to be understood by your reader in order for your thesis to make sense). Here, this includes information on what a Bildungsroman is, and how coming-of-age stories come about.

Become more specific by naming the literary work and its author. Tie in information from the previous section of the introduction to the specifics of the storyline itself. Here, for example, it begins to explain the ways in which Mansfield creates a coming-of-age story for Laura through the use of allusions to the Persephone myth and the use of setting and symbols.

Thesis statement. The paper will prove that Laura’s and Persephone’s stories are parallel, then explain how setting, imagery, and symbols are Edenic at the start of the story, but then become “darker.” **The ultimate point will be that these parallels and devices contribute to establishing the story as a**

A) What Body Paragraphs Must Do and How They Must Be Structured

The body paragraphs of an essay are where you conduct your analysis. An analysis is more than just repeating information you found in your sources. Rather, it is a consideration of the facts and opinions in your sources that you then interpret in helping to make your own argument.

Every analytic body paragraph will contain the following three elements:

3

- **Topic sentence:** the claim you are trying to prove AND how you will prove it
- **Proof/evidence:** quotations and examples from your sources
- **Explanation:** your reasoning as to how your proof/evidence proves your claim and links to your thesis

B) Topic Sentences

What's a topic sentence?

1. Contains (1) an argument and (2) a brief statement of why you believe this argument's correct.
2. Usually only one sentence.

1. Example from a paper making the argument that water symbolizes rebirth:

Argument
(underlined)

Water is frequently used by authors to communicate the idea of rebirth *because of the ways in which water allows a character to be symbolically cleansed and reborn.*

Why you believe your argument is accurate (the "because") (italics)

2. Example from a paper making the argument that Montag is reborn:

Argument
(underlined)

Near the end of the story, Montag's transformation is completed, *as demonstrated by his submergence in the river, and subsequent transition to a new community.*

Why you believe your argument is accurate (the "as demonstrated by") (italics)

3. Example from a paper making the argument Laura goes to the "underworld" as part of her coming-of-age experience:

The significant juxtaposition of setting imagery from the Edenic Sheridan garden party and the ramshackle homes of the poor is another way in which Mansfield show's Laura's coming-of-age experiences.

Why you believe your argument is accurate (think of it as saying "because of the significant juxtaposition..." (italics)

Argument
(underlined)

C) Practicing Writing Topic Sentences

PRACTICE

Write a topic sentence for a body paragraph about your topic. Remember, you need an ARGUMENT and a REASON WHY YOUR ARGUMENT IS CORRECT.

Good words to use are "because," "given that," "due to," etc.

PRACTICE

Write a topic sentence for a body paragraph about how darkness symbolizes ignorance in *Othello*.

Remember, you need an ARGUMENT and a REASON WHY YOUR ARGUMENT IS CORRECT.

D) How To Use Quotations

What is
proof/evidence?

1. Quotations and examples directly from your sources
2. Carefully chosen so that they actually prove your arguments and thesis
3. **Not your own words and ideas – therefore, they must be cited correctly!**

4

Things to
Remember
about Proof,
Evidence, and
Quotations

1. Quotations cannot be in the first sentence of a paragraph.
2. Quotations cannot be in the last sentence of a paragraph.
3. All proof, evidence, and quotations **MUST** be explained and interpreted by you. You must link these ideas from your sources to what **YOU'RE** trying to prove in **YOUR** paper.
4. All quotations must be embedded. You must lead into them; they cannot stand alone as individual sentences!

1. Example from a paragraph making the argument that quest narratives are actually about finding self-knowledge.

Lead in (words you use to embed or contextualize the quotation) (italics)

According to Thomas Foster, characters who are on quests “don’t know enough about the only subject that really matters: themselves.” The real reason for a quest is always self-knowledge” (3).

Proof in the form of a quotation (underlined)

2. Example from a paragraph making the argument Nick Carraway is concerned with gaining the reader’s trust.

Lead in (words you use to embed or contextualize the quotation) (italics)

Nick Carraway’s reliability as a narrator is called into question when he immediately tells the reader that he is “inclined to reserve all judgment” because of his father’s reminder that “all the people in the world haven’t had the advantages [he’s] had” (Fitzgerald 8).

Proof in the form of a quotation (underlined)

3. Example from a paragraph making the argument that the green light is symbolic of the American Dream.

Lead in (words you use to embed or contextualize the quotation) (italics)

Most interpretations of the novel contend that “it’s Gatsby’s reaching for [the green light] that’s the crucial All-American symbol of the novel” (Corrigan 4).

Proof in the form of a quotation (underlined)

Note the brackets around [he’s] in example 2. The original text reads “you’ve had.” However, we want to talk about Nick in third person, so the brackets reflect our changing the original wording to have the sentence make sense.

In example 3, the original text reads “reaching for it that’s.” However, for this sentence, we need to clarify what “it” is, so we replace it with “the green light” and put it in brackets to show our change.

E) Using In-Text Citations

In-text citations show your reader where your specific quotations and ideas came from. To cite correctly, you need to include:

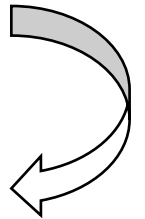


(1) the author(s) last name and (2) the page number on which the quotation can be found.

“ ”

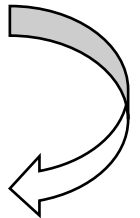
- If the author's name appears in your sentence, your citation only needs a page number.

Additionally, **Foster** explains that “[i]t’s worth remembering that comparatively few writers slavishly copy bits of Shakespeare’s work into their own. More commonly there is this kind of dialogue going on in which the new work, while taking bits from the older, is also having its say” **(44)**.



- If the author's name DOESN'T appear in your sentence, your citation needs a name AND page number.

Additionally, he explains that “[i]t’s worth remembering that comparatively few writers slavishly copy bits of Shakespeare’s work into their own. More commonly there is this kind of dialogue going on in which the new work, while taking bits from the older, is also having its say” **(Foster 44)**.



Q: No page number?

A: Just omit it.

Q: No author?

A: Use the article title in quotation marks.

Q: Two authors?

A: (Smith and Jones 171)

Q: Three or more authors?

A: (Jones et al. 171)

Punctuating In-Text Citations

1. End quotation
2. Open parenthesis
3. Last name(s)
4. Space
5. Page number
6. Closed parenthesis
7. Period

Additionally, he explains that “[i]t’s worth remembering that comparatively few writers slavishly copy bits of Shakespeare’s work into their own. More commonly there is this kind of dialogue going on in which the new work, while taking bits from the older, is also having its say” **(Foster 44)**.



F) Practicing Using and Citing Quotations

PRACTICE

Write a sentence using this quotation. Lead into the quotation, and make sure you're using an in-text citation correctly!

"However we describe the tone of *The Great Gatsby*, the mood of the narration, in Nick Carraway's person, is one of regret, guilt, and even anger." (from *How to Read Novels Like a Professor* by Thomas Foster – page 25)

PRACTICE

Regarding Othello: "He is jealous to a fault, allowing his insecurities to prey upon him." (from an article by Eric Smith and Jess Jones – page 11-12)

H) Explaining Quotations

What is an explanation of proof, evidence, or quotations?

1. Explains and interprets your proof, evidence, and quotations
2. Shows how your proof supports your claims and thesis
3. Must always follow proof, evidence, and quotations

1. Example from a paragraph making the argument that Montag's most significant character shift takes place after he watches the woman burn in the house, dying alongside her books.

The proof/evidence (quotation) (italics)

After watching the traumatizing event of a woman burning to death, Montag remarks to Mildred that "[t]here must be something in books, something we can't imagine, to make a woman stay in a burning house; there must be something there. You don't stay for nothing" (Bradbury 58). Here, a clear shift in Montag's beliefs becomes evident. Prior to this, he had only ever seen books burn, not people. But when a human life is lost, the impact of the fires takes on a new meaning. Montag questions what it is that could be in books to make someone die for them. Earlier in the novel, he dismissed books as being purposeless – even evil – but now, having witnessed someone sacrifice herself to make a statement about the importance of reading, he cannot help but vocalize his altered perspective to his wife.

Explanation of proof showing how the quotation proves your claim and thesis (underlined)



2. Example from a paragraph making the argument that Gatsby "dies" and is "reborn" during his reunion with Daisy.

The proof/evidence (quotation) (italics)

Gatsby flees Nick's cottage shortly before Daisy's arrival, but returns "pale as death, with his hands plunged like weights in his coat pockets, standing in a puddle of water glaring tragically into my eyes" (Fitzgerald 97). The reunion between Gatsby and Daisy is arguably the most pivotal in the entire novel. Its significance is underscored by Nick's choice of words in describing Gatsby's appearance when he comes to the front door. Gatsby is "pale as death," indicating to the reader this version of Gatsby is undergoing a metaphorical disappearance. His hands, described as "weights," are pulling him down into the puddle of water in which he is standing. This image that Nick creates is of Gatsby's being submerged in water, which is the type of baptismal experience that Foster describes in How to Read Literature Like a Professor. The process of baptism involves both a cleansing and subsequent reemergence. Here, Gatsby's "death" is of his Daisy-less existence; his rebirth will shortly follow after he and Daisy rekindle their romance.

Explanation of proof showing how the quotation proves your claim and thesis (underlined)

I) Practicing Explaining Quotations

Determine whether or not the explanation is sufficient or aligns with the quotation. If it isn't or doesn't, how can we fix it?

1	Maureen Corrigan, a well-known Fitzgerald scholar, explains that “[t]he great theme running throughout all of Fitzgerald’s writing – and his life – is the nobility of the effort to keep one’s head above water despite the almost inevitable certainty of drowning” (32).	The narrative of <i>The Great Gatsby</i> is no exception to this analysis. The storyline of Jay Gatsby traces his attempts to survive in a society that is hostile to social climbers – especially the nouveau riche. He tries, with as much integrity as he can muster, to ascend the social ladder, despite the many obstacles he encounters. For a long time, he does manage to keep his “head above water,” and in fact does come close to winning Daisy, the embodiment of his American Dream. His relentless pursuit is admirable, but his decline is inevitable, according to Corrigan. Gatsby is doomed by the class consciousness of old money, and as a result, struggles with and becomes a victim of forces beyond his control.
2	In their examination of 1950’s culture, Adams et al. claim that it “was a time of immense technological advancement and social change, with many Americans focusing their home lives around watching television with their families” (125-126).	This shows that the 1950’s was not a good decade. None of the technologies created were of any benefit to anyone, especially the television. People were glued to TVs and barely did anything else. In <i>Fahrenheit 451</i> , this is exactly what happens to everyone in that society.
3	Additionally, he explains that “[i]t’s worth remembering that comparatively few writers slavishly copy bits of Shakespeare’s work into their own. More commonly there is this kind of dialogue going on in which the new work, while taking bits from the older, is also having its say” (Foster 23).	A lot of writers have a “dialogue” or conversation with Shakespeare’s texts, alluding to his works and characters through their own symbols, motifs, and images. The result is the creation of narrative complexity, whereby the author, in his or her new work, adds layers of meaning through this intertextual exchange.
4	Nick closes the novel in a tone echoing of lost illusions: “So we beat on, boats against the current, borne back ceaselessly into the past” (Fitzgerald 191).	Here, Nick metaphorically aligns mankind with boats tasked with navigating the sea of life, attempting to move ever onward, working tirelessly to overcome the obstacles that are endlessly pushing back. Gatsby “beat on,” endeavoring to fight the hostile current of classism and the harsh realities of the world. However, as Nick regretfully points out, despite the best efforts of Gatsby – and in fact, of all people – the past can never be outrun. It is the attempt to escape his previous self that is at the heart Gatsby’s ambition, but ultimately, he is unable to actualize and attain his dream, as the past proves an indelible part of his identity.

K) Body Paragraph Example

Laura Sheridan's story is the embodiment of a traditional coming-of-age narrative, given the way in which the author uses setting to demonstrate her loss of innocence. Literary critic Harold Bloom defines the Bildungsroman genre as one that contains a story in which a character "undergoes a period of maturation and psychological or emotional growth from adolescence to adulthood, awakening to the realities of an adulterated world" (27). Often, the extent to which a character matures or develops a new perspective on life is the product of a loss of naivete. Once characters experience something negative that erases their childish idealism, the stage is set for their initiation into the adult world – one that is often more pessimistic or bleak in its views. This experience of disillusionment is reminiscent of the Fall of man in the Garden of Eden, to which Mansfield alludes in her story through the use of setting and imagery. According to Thomas Foster, "every garden that's ever been, is on some level an imperfect copy of another garden," which means that the reader must "see how well it fits into that Edenic template" (270). Laura's garden does, in fact, fit this "Edenic template." It is described by the narrator as being "ideal," "perfect," and "without clouds," each of which suggesting that the garden in which she finds herself is an allusion to this place of perfection (Mansfield 2). Here, Mansfield is using the story's setting – this Edenic place – to develop the idea that Laura exists, at the beginning of the narrative, in an uncorrupted state of youthful innocence, much like Adam and Eve had; therefore, in using this symbolic allusion, she sets up Laura's eventual loss of this innocence, which is integral to the coming-of-age tale.

Topic sentence (expresses argument, gives a reason why your argument is correct, and indicates content of paragraph)

Quotation 1 (must be embedded and include a proper citation!)

Explanation of quotation 1 (must address ALL aspects of what you are quoting!)

Quotation 2 (must be embedded and include a proper citation!)

Explanation of quotation 2 (must address ALL aspects of what you are quoting!)

Concluding sentence to tie all ideas together and show what you've proven (emphasize link to thesis)

L) Extra Body Paragraph Information

How many quotations do I need in a paragraph?

1. Just one is okay, if the quotation is strong and needs a lot of explaining.
2. Two are preferred, if the quotations are related and help you make the point and prove the claim of the paragraph.
3. Three can work, depending on what point you're trying to make. More than that means you should probably have two paragraphs.

What if I don't want to use an entire quotation?

↓
Use an ellipsis!

SAMPLE QUOTATION: "The dystopian genre became popular during the middle of the 20th century, as observant authors saw the increase in governmental power and corruption as a threat to society and democracy. The result of this fear was the production of literary texts that warned of the dangers of this trend. Ray Bradbury's *Fahrenheit 451* imagines a world of total governmental oppression in the form of ignorance-induced mind control, calling attention to the ways in which it robs people of individual liberties." (from Linda Miller, page 16)

1. **You very rarely need to use an ellipsis to start or end a quotation. Therefore, just embed the words. The reader is under the assumption that you're taking an excerpt from a larger part of the text.**

EX: Miller explains that the novel "call[s] attention to the ways in which [the government] robs people of individual liberties" (16).

EX: "The dystopian genre became popular during the middle of the 20th century," Miller explains, particularly as a result of authors' increasing awareness of "governmental power and corruption as a threat to society and democracy" (16).

EX: *Fahrenheit 451* "imagines a world of total governmental oppression in the form of ignorance-induced mind control" (Miller 16).

2. **If you don't want a phrase in the middle of the quotation, take it out and add an ellipsis to indicate that something has been removed."**

EX: Miller contends that "governmental oppression in the form of ignorance-induced mind control...robs people of individual liberties" (16).

What if I have a large section of text that I need to use?

↓
Use a block quotation!

If you have more than 4 typed lines of a quotation, you must block it.

How do you do this? Simply type the entire quotation, then highlight it, and indent the entire quotation 5 spaces (use the ruler at the top of the page).

If you need to use a blocked quotation and are struggling to format it, Google it! Or, go to the Purdue OWL MLA page. Or, ask me!

Blocked Quotation

Understanding of The Writing Center at The College of Western Idaho (CWI) can assist students in using this important resource effectively. The CWI Writing Center webpage provides information on their services and philosophy:

The Writing Center is a place where students can talk about writing in a supportive atmosphere. Writing Center consultants are careful readers and listeners. As such, they will not edit papers, but will instead offer strategies for revision and help identify errors. They help with any type of writing at any stage of the writing process, including brainstorming, drafting, revising, and polishing. (The Writing Center)

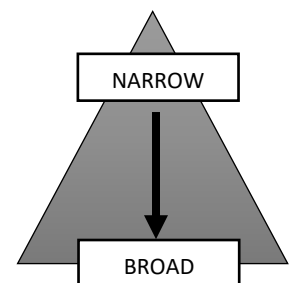
This information provides a description of The Writing Center and what the consultants can do to help students. The Writing Center's ability to guide and support students without editing or doing the work for them, can be understood from the quote.

The story of Laura Sheridan is the quintessential Bildungsroman tale, as Katherine Mansfield alludes to Roman mythology and Biblical images to emphasize the disillusionment Laura experiences during her transition to adulthood. Laura comes of age in the same way most people do: through an encounter with a more adulterated world that removes her from the realm of childhood naivete. In leaving her parents' garden party – the symbolic representation of Edenic youth – and descending to the bleak and inhospitable world of the underprivileged, Laura is awakened to a darker side of human existence. The awareness that she develops here is likened to the knowledge gained when Adam and Eve leave the Garden, and when Persephone is forcefully coerced by Hades into the Underworld. Through these intertextual references, Mansfield strengthens the underlying theme of the story that comments upon the challenges associated with coming of age. Stories of growing up, like “The Garden Party,” are some of the most beloved in literature, as they reflect a universal experience of all people that transcends place and time. The difficulties associated with the loss of childish innocence are experienced at some point by everyone, but in the reading of stories in which characters undergo the same trials, readers can identify with them, and use the lessons they learn to help navigate the challenges of growing up.

Restated thesis (use new diction, syntax, sentence structure, etc.)

Overview and synthesis of all of the smaller arguments that you made in your paper. Connect the dots by putting the ideas together for your reader.

Become less specific by moving away from speaking about your analysis of the story itself (which is narrow). Begin to extend the main points of your argument to the real world or the human condition (broad things).



A) What Is Style?

Style refers to how lucid your writing is, in addition to your diction (word choice), syntax (word arrangement), and sentence structure.

One of the easiest ways to improve the style of your paper is to use sophisticated vocabulary. You have learned many new vocab words so far; try using some of them in your paper! **Also, if you find yourself repeating the same words over and over again (possibly because they relate directly to your claim) use an online thesaurus (www.thesaurus.com) to mix up your word choices (however, as a word of caution, make sure the new words you find are actually interchangeable – if you have questions about this, please see me).**

Style is also about creating sentence variety. Some sentences can be short; some can be long; some can be somewhere in the middle. Vary your sentence lengths and structures (meaning the clauses you use and in which order). **Style is all about “dressing up” your writing in your own voice – take stylistic risks!**

B) Transitions

You must transition (or shift) ideas from one paragraph to the next in a coherent format. You can do this by building from one idea to the next (e.g. “In addition to...” or “Furthermore...”) or by shifting ideas (“However...”). Below is a list of strong words to use when transitioning either within or between paragraphs.

DO NOT make numeric lists of your paragraphs (first, second, third, etc.). This is because when your papers get longer, it would be silly to say “eight, ninth, tenth, etc.” You’re proving an argument – not compiling a list!

Also	In addition	Another reason	On the other hand
Moreover	Furthermore	Another significant event	At the same time
Additionally	Similarly	Besides	Lastly
Therefore	Thus	Ultimately	Consequently
As a result	Even so	As a consequence	Arguably

C) Don't Point out Quotations and Examples

Pointing out quotations and examples undermines the sophistication of your writing style. Never do this in your paper! Here are some other ways to word your sentences in order to avoid this.

1. Instead of “An example of this is when...” say **“This occurs when...”**
2. Instead of saying “This quotation proves...” say **“This demonstrates that...”**
3. Instead of saying “One quotation that shows this is...” say **“This is shown by...”**



A) What Is a Works Cited?

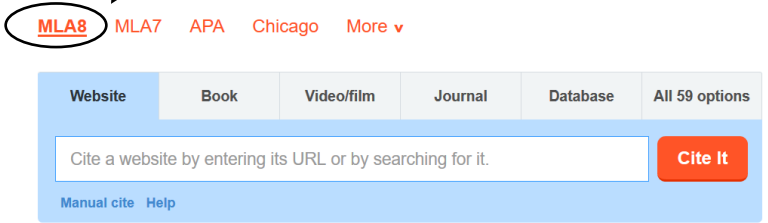
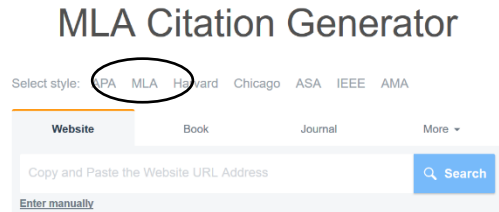
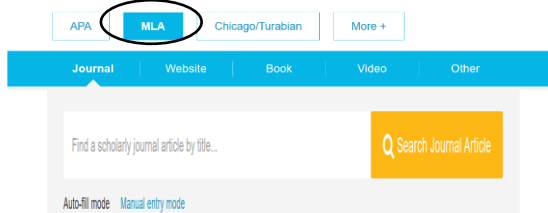
A Works Cited page is a list of all the works (or texts) that you cited throughout your paper. Here are some important things to note:

1. It is always on its own page (it does not begin right after your conclusion).
2. It is arranged alphabetically according to authors' last names. However, if no last names exist for your source, you would continue to arrange alphabetically, but in this case, using the title of the article/text.
3. It remains double-spaced, just like the rest of your document.

B) How Do I Make My Citations?

In 2017, the MLA came out with its 8th edition for proper formatting. These are the guidelines your Works Cited must follow. However, rather than give you tons of examples of how to format a wide variety of sources, I'll point you in the direction of some online citation generators. It is 2021 after all, and I believe you would be remiss not to take advantage of technology that expedites your citation process.

When using these, make sure you're choosing **MLA 8** for your formatting style, and that you're choosing the right type of work to cite! Also, you may have to choose "cite manually" for getting the citation correct.

Easybib.com	
Citethisforme.com	
Bibme.org	

C) What Does a Works Cited Look Like?

Works Cited

Corrigan, Maureen. *So We Read On: How The Great Gatsby Came to Be and Why It Endures*. Back Bay

Books / Little Brown, 2015.

Fitzgerald, F. Scott. *The Great Gatsby*. Penguin Books, 1950.

Washington, Matthew. "Color Symbolism in *The Great Gatsby*." *The Journal of Literary Review*, vol. 4, no.

12, 3 Apr. 2017, pp. 6–21. EBSCO, www.literature.fitzgerald.article.com.

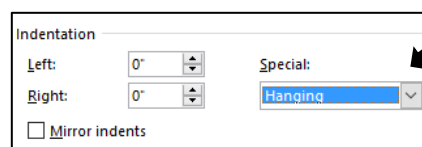
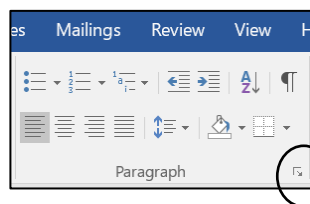
Book titles in ITALICS.

Article titles in QUOTATIONS.

Journal titles in ITALICS.

D) How Do I Format a Works Cited?

1. The Works Cited page should begin on a new page at the very end of the document.
2. The title (Works Cited) should be centered on the first line of the page. It should NOT be underlined, italicized, placed in quotation marks, highlighted, in a different font or size, formatted in Word Art, etc.
3. The entire document should remain double-spaced.
4. Begin the first line of each entry at the left margin. If the citation goes to the next line, you must use a hanging indent. Do this by highlighting your entire page, clicking the small arrow to the right of the "Paragraph" panel, and selecting "Hanging" under the indentation options.



5. Citations should be in alphabetical order by authors' last names. If there is no author, alphabetize by the first word in the title.

A) MLA Sample Page

Your Name

Instructor's Name

Title of Course

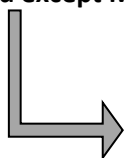
Date (Example, 10 May 2020)

Paper Title

The content of your paper will begin here. The first paragraph (this one) will be your introductory paragraph. After that, you will have several body paragraphs that support your thesis. Your paper will end with a concluding paragraph.

Don't forget to indent each new paragraph that you begin. Make sure you follow all of the directions on this page about formatting your papers. This is the way other teachers will have you do it in later years, and this is the required format for papers in humanities.

1. Note the following ways in which the months of the year are written in the heading of a paper in MLA format. (All are abbreviated except May, June, and July.) Each abbreviation is followed by a period.



Month	Abbreviation
January	Jan.
February	Feb.
March	Mar.
April	Apr.
May	May
June	June
July	July
August	Aug.
September	Sept.
October	Oct.
November	Nov.
December	Dec.



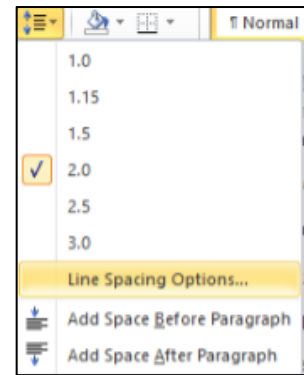
C) MLA Formatting in Microsoft Word on a PC

1. Open up a new document in Microsoft Word.

2. Change the font to TIMES NEW ROMAN.

3. Change the font size to 12.

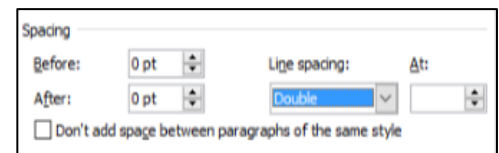
4. Click on the line spacing button.



5. Choose "Line Spacing Options."

6. Make sure that "Before" and "After" are each set to "0 pt."

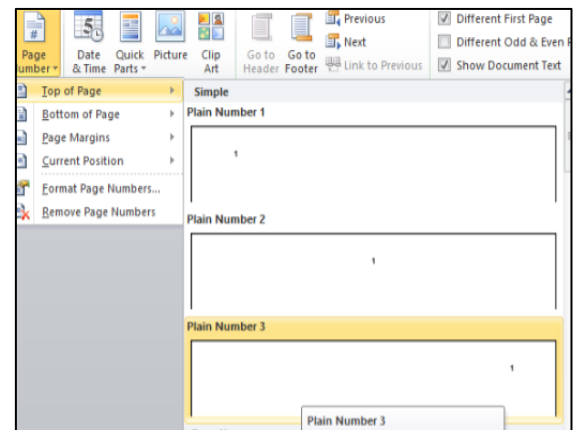
7. Make sure that the spacing is set to "Double."



8. Double click in the "Header" area (the top of the page).

9. The top of your screen will change. In the top left corner, click on the "Page Number" image.

10. Select "Top of the Page" and then "Plain Number 3."



11. Highlight the number "1" that appears on the top of your page and change the font style to TIMES NEW ROMAN.

12. In the "Options" section, put a check mark in the box that says "Different first page."

13. Double click back on the body of the page.

14. Type your name, first then last. Hit enter once.

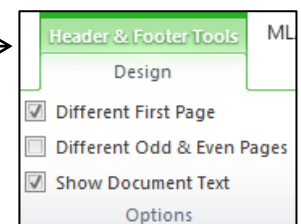
15. Type your teacher's name. Hit enter once.

16. Type the class title. Hit enter once.


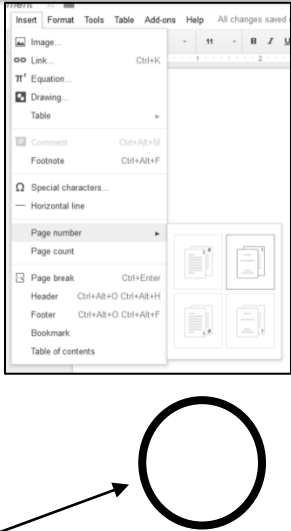
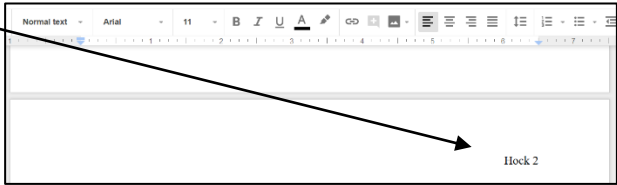
17. Type the date (e.g. 9 Sept. 2020, 18 Oct. 2020, 10 Jan. 2021). Hit enter once.

18. Type the title of your paper. Hit enter once. (DO NOT bold or underline your title.)

19. Indent to begin your first paragraph.



B) MLA Formatting in a Google Doc

1. Open up a new blank document in Google Docs.
2. Change the font to TIMES NEW ROMAN.
3. Change the font size to 12.
4. Click the line spacing button and change it to "double." → 
5. Double click in the header section (top 1" of document).
6. Click on the "Insert" tab.
7. Choose "Header and page number" and then "Page number" and then select the option on the top left. 
8. Click in front of the number that appears. Type your last name, then hit the space bar.
9. Highlight the text (your last name and page number), then right align it.
10. Change the text (your last name and page number) to size 12, "Times New Roman" font.
11. Click in front of your last name and page number. Hit "enter" 3 times to make sure the spacing is correct.
12. Put a check mark in the box next to the text that reads "Different first page header/footer." This will make the header on the first page disappear. However, when you get to your second page, a header will appear with your last name, followed by the number 2. 
13. Double click in the body of the paper. On the first line, type your name, first then last. Hit enter once.
14. Type your teacher's name. Hit enter once.
15. Type the class title. Hit enter once.
16. Type the date (e.g. 5 June 2018). Hit enter once.
17. Type the title of your paper. Center align it. Hit enter once.
18. Left align your paper again. Indent to begin typing your first paragraph.

A) What Is Plagiarism?

Remember the university's plagiarism policies.

Plagiarism is using another person's words or ideas and not giving him/her credit for it, AND/OR taking the credit for the words or ideas.

Plagiarism can be intentional or unintentional, so it's important that you pay attention to making proper citations so as to avoid the unintentional copying of another person's work.

The following constitute acts of plagiarism:

1. Submitting work that is not your own, but that you claim belongs to you
2. Using someone else's words without citing them
3. Using work from one class in another class without your teacher's permission or consent
4. Reporting about a text that you haven't actually read
5. Paraphrasing another person's ideas without citing them
6. Making up a fake source

B) What Are the Consequences of Plagiarism?

Plagiarizing can affect you in many ways, both in high school and beyond. Here are some possible consequences.

1. In this class, you will receive a "0" for all parts of the assignment. You will not get a chance to redo the assignment, or make it up in any way. You will also not be offered any extra credit to try to ameliorate your marking period grade.
2. Penalties can vary in severity. At a minimum, you will fail a class and NOT be reimbursed. At a maximum, you can face expulsion.

C) Checking for Plagiarism

All essays will be submitted to me will be run through turnitin.com so I can check for plagiarism.