

Honors Inquiry 104: Memory and Revision

Duquesne University

Fall 2016, Section # 2, 12:15-1:30pm, TR, Location: 707 Fisher Hall

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Office Hours: TR 8:45-9:15am, T 2:30-3pm, R 1:30-3pm, by appointment, **Note:** To ensure there is enough time for your appointment, you must arrive 15 minutes before office hours end.

Memory and Revision

What is memory? This seems like a simple question. We all have memories. It is something that we associate with the past and see as a vivid recall of something that happened before. Of course, that is memory at its most basic level. As William Shakespeare writes in *The Winter's Tale*, "What's past is prologue." But, if we ponder the concept of memory further, many questions arise: Do memories make us who we are? How does personal history differ from communal history? How do cultures remember certain events? How does the past predict (ore define, or even control) our future? Are monuments and artifacts forms of memory? Can a community remember? How do memory and history inform one another and reflect cultural identity? Now, let us move to the second concept of the course: revision. Revision in its simplest terms means to redo something with the hopes of making it better. But, can we push past revision toward larger questions? Do we revise our memories? When we recall something, is it our actual memories or memories as we have been told by others? How do we revise our memories and perhaps our histories both personally and culturally? Finally, let us move toward writing. In this course, we will be looking at multiple texts that represent memory in multiple ways. As we proceed through the semester, we also want to think about the following questions in relation to writing specifically: How do we write our memories? What role do texts—in multiple forms—play in how we remember and re-vision our experiences and life narratives? What role does interpretation play in our understanding of the past? Throughout this course, we will discuss memory and revision in their most basic forms and push these ideas further to think through how these concepts function in cultures at large and in the narratives and representations that both individuals and communities produce.

The Basics

Honors Inquiry 104, the Fall 2016 semester iteration of the Honors College First-Year Seminar, is one of the most important classes you will take in college, as it is intended to help you *read, write, and think* on a college level. In its essence, this class mirrors Duquesne's UCOR 101 "Thinking and Writing Across the Curriculum" class, and as in that class, in IHP 104 you will be doing a great deal of careful reading and detailed analysis of written and visual texts that will provide the raw material for thoughtful, carefully and fluently argued persuasive academic papers. In 104 you'll learn to situate your own ideas within the larger cultural conversation going on around certain issues, and you'll learn how to pick out relevant and credible sources to back up your arguments. You'll spend a great deal of time writing and rewriting, and you'll develop and refine your ideas through this process. You'll learn about ethics and "academic integrity," which includes, but is not limited to questions of plagiarism and intellectual property. And you'll start thinking about how you can put these skills to work in your life as an educated citizen of a democracy, a trained professional, and a graduate of Duquesne University.

Learning Objectives

Course Subject Matter

- Students will address issues of culture and memory through literary, nonfictional, and ethnographic texts
- Students will engage in close reading of texts, using terminology and secondary sources specific to literary analysis
- Students will use primary-source and secondary-source research to document change in a Pittsburgh neighborhood

Critical Thinking and Analysis

- Students will employ critical thinking in analysis of writing and in use of information in their own writing
- Students will distinguish between critical thinking and uncritical acceptance of received information
- Students will analyze nonfictional and fictional texts and show an appreciation of the different tools used in different genres

Writing

- Students will go beyond rigid conventions of high-school writing (e.g. the five-paragraph essay, prohibition of first-person voice) and select a voice and structure appropriate for the audience and rhetorical occasion

Processes and Conventions

- Students will construct academic papers driven by clear theses and consisting of unified, coherent, and fully developed paragraphs with ideas that contribute directly to the paper's thesis
- Students will write with a focus on process rather than product, and understand the purpose of drafting both for their writing and for their critical thinking
- Students will learn to identify errors in standard written English that they make and how to correct those errors
- Students will learn to locate and use reference sources on usage and mechanics
- Students will demonstrate an understanding of the rhetorical importance of sentence-level issues

Research and Ethics

- Students will integrate appropriate secondary materials into their arguments using paraphrase, summary, and direct quotation
- Students will properly document outside sources and employ summary, paraphrase, and quotation
- Students will be able to define plagiarism, understand its significance in an academic community, and understand the consequences of plagiarizing

Required Texts

Primary Readings

Coates, Ta-Nehisi. *Between the World and Me*. New York: Random House, 2015. (ISBN: 9780812993547)

Diaz, Junot. *Drown*. New York: Penguin Publishing, 1997. (ISBN: 9781573226066)

Lahiri, Jhumpa. *The Namesake*. New York: Mariner Books, 2004. (ISBN: 9780618485222)

Rankine, Claudia. *Citizen: An American Lyric*. Minneapolis: Graywolf P, 2014. (ISBN: 9781555976903)

Seth. *George Sprott: 1894-1975*. Drawn and Quarterly, 2009. (ISBN: 9781897299517)

Vogel, Paula. *The Mammary Plays*. New York: Theater Communications Group, 1998. (ISBN: 9781559361446)

Textbook

Graff, Gerald and Cathy Birkenstein. *They Say/I Say: The Moves That Matter*. 3rd Edition. New York: W.W. Norton, 2014. (ISBN: 9780393935844)

Course Policies

Attendance:

Attendance is expected in my class; however, I do understand that certain life events might make missing class necessary, including illness, personal emergency, or active military duty. To that end, a student may miss up to **4** classes without affecting the attendance policy. For each absence after **4**, the student's final grade will be dropped by **ONE grade level**. At **6** absences, the student **automatically fails the course**. In addition, excessive tardiness will result in an "F" in your in-class participation grade, which is 10% of your overall grade for the course.

PLEASE NOTE: You are expected to be in class every single day. The attendance policy is meant to accommodate emergencies and illnesses. These are NOT skip days. Let me repeat. These are only to be used for emergencies.

Late Work:

As a rule, I do not accept late work except under extreme emergency situations. Work is due at the beginning of class on the listed due date. **If you come to class late and the assignment has already been collected, I WILL NOT accept it.** Your work should be collected, stapled/paper clipped, and ready to turn in at the start of class. Also, if you miss class, you are still responsible for any work due at the next class that you attend. Assignments, due dates, and a course schedule are all included in this syllabus, so missing class is not an excuse for missing work due at the next class that you attend.

I also **do not** accept e-mailed work for missed classes unless arrangements have been made with me in advance. **DO NOT** e-mail me the work if you are not coming to class. **I would strongly encourage you to befriend a peer in your class who you might call upon and make arrangements to turn in your work for you if you would need to miss a class.**

PLEASE NOTE: The failure of a printer to work or a computer crash does not constitute an emergency. Be sure to save your work often and in multiple locations. Dropbox.com is a great online resource where you can save your work and avoid missing work due to a computer crash.

Office Hours and E-Mail:

Office hours (listed above) provide a great chance to talk one-on-one. Please stop by to ask questions—or to just say hello. You may drop in during these times or make an appointment with me to talk about any questions or comments you have about your progress in the course. I'd be happy to talk with you via e-mail as well, and you can expect that I will respond to you (in email or in class) within 48 hours Monday through Friday.

In addition, this is a writing class. Improperly formatted e-mails are not acceptable. In every e-mail, you must have an opening remark (Dear so and so), the body of the e-mail, a closing remark (Sincerely, etc...), and your full name (first and last) written at the bottom. In addition, e-mails should be properly formatted—meaning using proper sentence structure, capitalization, and the absence of text/IM language (like **u** for **you**). **THIS IS ESPECIALLY IMPORTANT IF YOU E-MAIL FROM A CELL PHONE.** If you do not follow proper e-mail format, then you forfeit the opportunity of receiving a response from me.

Also, the syllabus contains the majority of the information that you need for this course. **Please, review the syllabus before e-mailing me a question**—especially about length requirements. If the answer to your question can be found on the syllabus, I will simply refer you to the syllabus for the first e-mail, and thereafter, I maintain the right to not e-mail you back if the information can be found in the syllabus.

Cancellations:

In the event that I would need to unexpectedly cancel class, I will contact the class via e-mail. I do commute to campus, so on days of inclement weather, especially heavy snow, be sure to check your e-mail before coming to class. If class is cancelled, I may request that you e-mail work or give information about changes in the course schedule, so if class is cancelled, you are responsible for checking your e-mail and following any included instructions before the next class.

Electronic Devices:

I embrace technology. I know that many of you will bring your syllabus to class on cell phones, laptops, or tablets. As long as they are used for course related materials (i.e., taking notes, viewing reading assignments, consulting the syllabus), these devices are free for you to use during class. **However, cell phone ringers should be turned to silent, and if any device is used for anything other than class related work, I have a one strike policy. You will immediately lose your class privileges for electronic devices, and you will receive a “0” for class participation that day. If you repeatedly violate this policy, I reserve the right to collect the device from you at the beginning of every class AND/OR to give you a “F” in participation for the term.**

PLEASE NOTE: This applies especially to texting or answering phone calls in class. You will also receive a “0” in participation for the day for misuse. I will not notify you of the “0” for participation. You will simply receive it if your cell phone is being used during my class. Continual misuse will result in a failing grade in participation for the course. If the disruption is extensive enough for me to ask you to leave, you will also receive an absence for the day. EVEN IF WE HAVE DOWN TIME IN CLASS OR YOU FINISH A TASK BEFORE THE REST OF THE CLASS, THE CELL PHONE SHOULD ONLY BE USED FOR CLASS-RELATED MATERIAL. KEEP IT PUT AWAY.

Academic Honesty:

Plagiarism is the inclusion of another’s words or ideas as your own in a paper you submit for this class. This includes having another person write a paper for you, turning in another student’s work who has previously had this class, taking any or all information, writing, or ideas from the internet without proper in-text citations and works cited entries, and pulling any information, writing, or ideas from any other type of source that is not your own work. To avoid plagiarism, you should always use proper in-text citations for all quotations (which are direct word for word quotations in quotation marks) and for all paraphrased information (which is the use of others’ ideas and information, which has been converted into your own language). For specific in-text guidelines, see the documentation and citation section in your grammar handbook or visit the Perdue Online Writing Lab (OWL) on the internet.

If you do plagiarize, there are consequences for your actions. The university penalties include a “0” on an essay/portion of your grade, a failing grade for the course, suspension, and expulsion from the university. In order to avoid this, be sure to document and cite your sources clearly. If you are having particular trouble with documentation, writing, or even finding an idea for a paper, please, come and see me so that we can discuss your issue. It is far better to take a late penalty or even a “0” on an assignment than have to face sanctions from the university. I am more than happy to help you with your writing/citing in any way that I can.

For complete information on the university plagiarism policy, see the “Academic Integrity” section of the undergraduate catalog located at: <http://www.duq.edu/about/administration/academic-affairs/policies-and-procedures>.

Standards for Written Work

Format:

1” Margins on Top, Bottom, and Sides, 12 Point Times New Roman Font (including titles), Single Spaced Header (No Longer than 2 Lines), Double Spaced Text, Pages with last name in upper right corner, Endnotes, and MLA Bibliography Style

Technology

All assignments should be typed and when assignments are turned in electronically, you should use Microsoft Word (“.doc” or “.docx” files). **Failure to post or e-mail your work as a Word Document could result in a “0” or F on that assignment.**

Athletics

If you are involved in a university athletic program and will miss class because of it, you must bring an official list of the classes you will be missing from the athletic department in the first week of class. Moreover, ALL work is to be submitted prior to the excused absence. You are responsible for any announcements and/or class notes that you miss.

Learning Differences Support and Reasonable Accommodations

If you have any disabilities that may impact your performance in this class, please speak to me within the first week of classes. Disabilities that require accommodation must be documented by the Office of Freshman Development and Special Student Services (x6657).

Writing Center

This is a writing-intensive course. In order to assist you in the revision process of your writing, the Writing Center on campus is available and is staffed by graduate and undergraduate tutors who offer help with writing assignments in all disciplines. Before meeting with a tutor, prepare specific questions about your work so that your time is well spent. The Writing Center is located in 216 College Hall. Appointments must be made online at www.sites.duq.edu/writing-center/

Project Descriptions and Grade Distribution

Written work is the primary focus for this class; writing assignments will be many and varied. Please feel free to ask questions if you do not understand a particular writing assignment. **For your own protection, you must keep ALL work that you produce for this class—including drafts and in-class notes—until the end of the term.**

Course Elements

- ✓ Personal Is Political Essay (10%)/Revisable for Final Portfolio
- ✓ Close Reading Essay (15%)/Revisable for Final Portfolio
- ✓ Final Paper Abstract (5%)/No Revisions
- ✓ Annotated Bibliography (10%)/No Revisions
- ✓ Final Paper Intro/Framework/Outline (5%)/No Revisions
- ✓ Final Researched Literature Argument Paper (25%)/No Revisions
- ✓ Quizzes and Free Writes (10%)
- ✓ Literature Argument Paragraphs (10%)/No Revisions
- ✓ In-Class Participation/Professional Etiquette (10%)

In-Class Participation-10% of Overall Grade
Grading for In-Class Participation

- A: Comes to class on time with clear evidence of having read the material. Contributes significantly to discussion (makes at least 3 substantive comments) in most classes.
- B: Comes to class on time with clear evidence of having read the material. Contributes some to class discussion (makes at least 2 substantive comments) in most classes.
- C: Comes to class on time with clear evidence of having read the material. Contributes to class discussion occasionally (makes at least 1 substantive comment) in most classes.
- D: Comes to class with clear engagement with the class and the reading material but refrains from making any comments. Or, tardy for class.
- F: Comes to class but does not show evidence of engaging with the material or participate in class discussion.
- 0/F: Does not attend class, sleeps during class, uses electronic device during class (i.e. cell phone, laptop) outside of approved methods, or causes substantial disruption to class.

Written Assignments (Generally, specific details in assignment sheets)

Grading for Written Assignments

*As a general note, there is no partial credit given unless a paper meets the minimum requirements of the assignment. If it does not, you will receive a "0" on the assignment. **Just turning something in that does not exhibit that you have learned the paper's objectives will not earn partial credit in this course.**

- A: Ideas are well-developed, original, and succeeds in mastering the technical goals for the assignment. There is a clear argument supported with examples, analysis, and research. Paper follows proper citation format, includes a Works Cited page, and has few grammatical errors.
- B: Ideas are written with considerable care and attention. They are developed and detailed. There is some argument format, but ultimately, needs clearer structure. Ideas, grammar, and syntax need more clarity and development. The paper includes correct format, citations, and a Works Cited page.
- C: Ideas and structure are acceptable. The student needs to make more effort to master syntax, grammar, and argument structure and/or develop a thoughtful and focused argument and/or analysis.
- D: Student has made some effort to achieve the assignment goals, but basic fundamentals of writing and analysis need improvement. Also, citations need improvement and argument structure needs more clarity and development. The paper proposes an opinion rather than an argument supported with evidence, especially close reading of the text.
- F: Does not achieve the assignment's technical goals and/or it does not present a focused or thoughtful analysis of the text. There is no clear argument supported with close reading or research. There are no clear citations, and/or the reader summarizes others' ideas rather than constructing his/her own argument.
- 0/F: The paper DID NOT MEET THE MINIMUM REQUIREMENTS OF THE ASSIGNMENT and falls short of the assignment objectives.

Revision Process

Part of your final grade on revisable assignments will be based on your revision process. This will take into account the extent and thoroughness of your revisions throughout the paper process and how complete your writing is at the various deadlines for the revision process (i.e. conference, peer workshop, and Final for Now drafts) and the extent of your revisions between the conference draft to the Final For Now draft to the Final draft. Turning in an incomplete paper as a Final For Now

draft or turning in a paper that does not have a clear and developed argument structure at the Final For Now stage will decrease your grade on the paper. Also, if you miss any step in the revision process, your final grade on the paper will be reduced a grade letter for each missed deadline.

Quizzes & Free Writes

At the beginning of each class, you may be asked to either respond to a prompt about the text assigned for that day or you may be given a quiz. These free write and quiz assignments will not be announced, but they will occur in the first ten minutes of class. If you miss class or if you are late for class, you will not be allowed to make up the quiz or free write, and you will receive a “0.” The free writes and quizzes will ask you to not only identify events in a text but engage with the text. You will be asked to engage in critical thinking. I would prefer to not give quizzes or free writes every day; however, if it is clear that a significant amount of the class is not doing the reading, I will begin to give a quiz OR free write daily. **These Quizzes and Free Writes are worth 10% of your overall grade for the course.**

Schedule of Activities and Assignments

Course Schedule Subject To Change at Instructor’s Discretion

Week	Tuesday (Class Subject/Work Due on Date Listed)	Thursday (Class Subject/Work Due on Date Listed)
1	8/23-Intro to Syllabus;	8/25- Sign Syllabus Contract ; Introduce LAPs 99 Problems Activity; They Say/I Say (TS/IS) (163-166)
2	8/30- Memory Readings on Blackboard; TS/IS (173-201)	9/1- Lahiri (1-96)
3	9/6- Lahiri (97-200); They Say/I Say (TS/IS)	9/8- Lahiri (201-291)
4	9/13- Coates (1-71)	9/15- Coates (72-152)
5	9/20- Brainstorming- Memoir Paper & Structure	9/22-Peer Workshop Personal Is Political Essay Draft Due
6	9/27- Rankine (1-79)	9/29- Conferences; Formal Class Cancelled
7	10/4- Rankine (80-161) Personal Is Political Essay Due	10/6-Diaz (1-65)
8	10/11-Diaz (66-140)	10/13-Diaz (141-208)
9	10/18-Vogel (1-92)	10/20-Brainstorming-Close Reading Essay
10	10/25-Peer Workshop Close Reading Essay Draft Due	10/27-Conferences; Formal Class Cancelled
11	11/1- No Class; Holy Day	11/3- George Sprott (Start to February 11, 1934);Introduce Final Paper; Brainstorm Topics Final Close Reading Essay Due
12	11/8-George Sprott (February 11, 1934- End)	11/10- Introduce Annotated Bib; TS/IS (Part 1) Final Paper Abstract Due
13	11/15- Annotated Bibliography	11/17- Annotated Bibliography; TS/IS (Part 2)
	11/21-11/25	Thanksgiving Recess
14	11/29- TS/IS (Part 3); Annotated Bibliography Due	12/1- Writing Activity; Intro/Framework/Outline Due
15	12/6- Conferences; Formal Class Cancelled	

16	12/9-12/15-Final Exams	Final Paper Due During Final Exam Slot
Literature Argument Paragraphs (LAP)		

Turn In-Typed, **1 Well-Developed Paragraph** with Works Cited Entry and LAP Rubric

Deadlines-You are required to complete 3 LAPs throughout the course of the semester, and each LAP should focus on a different primary text. You can only turn in one LAP per class, and it should only focus on one author/text. The LAP is due at the beginning of class on the date listed for discussion of the text. **You cannot turn in a LAP after the assigned portion of the text is due.** The LAP should focus on close reading of the text and is due on the day we discuss that portion of the text. If you do not complete the 3 LAPs, you will not be able to do an additional LAP later. You will receive a "0" on those assignments. Please, print off the LAP Rubric from our Blackboard page and attach to the front of every paragraph.

What

A LAP should be a brief argument about a text or author that is supported with close reading from whatever text with which you are working. By "close reading," I mean that you not only quote small passages from text but also explain how the text works and supports your argument. You should not use this paragraph to summarize what you read, to express a claim about a text or author that you cannot support with evidence from the text, or whether or not you liked the reading. Instead, I am interested in how you are critically engaging with the text. So, you want to identify an issue or topic that you find compelling in your text. Then, you need to make an argument about HOW that author represents that issue/topic and WHY the author might do so. A good argument does more than identify a trend in a text, but hypothesizes as to how and why the author represents that trend. Think critically and analytically.

Grading

-Worth 10% of your overall grade.

Why

Paragraphs allow you to develop ideas for class discussion, to practice analyzing texts closely, and to develop coherent paragraph structure. I will provide feedback on paragraph structure and analysis that you can apply to your later papers.

How

- Your paragraph should be about **ONE PAGE** in length, double spaced.
- Be sure to number each LAP paragraph as "LAP #__".
- Font: 12 pt, Times New Roman
- Margins: 1" top, bottom, and sides
- If you run onto a second page, then **number and staple your pages.**
- Follow proper **paragraph structure** as outlined below.
- Use **parenthetical page citations** for all quotations or paraphrased information (see MLA in-text citations in *Easy Writer*).
- Include a Works Cited entry at the end with proper MLA format for the text you analyze.
- **Format** Book titles in italics and article titles in quotations.

Paragraph Structure

1. **Thesis** sentence or main idea of paragraph.
2. **Explanation** and elaboration of thesis idea/main point.

3. **Quotation/Example** from text, movie, TV show, etc... that supports and illustrates main point.
4. **Interpretation** of quote or example, explanation of how it illustrates your point.
5. **Conclusion** of main idea, implications of your argument.

Paragraph Principles

- **Length:** Paragraphs should range from half a page to a page.
 - **Thesis:** Begin with your analytical idea, not with plot summary or feelings.
 - **Unity:** Make sure all ideas and sentences relate to the thesis topic.
 - **Coherence:** Make sentences flow logically and smoothly into one another.
 - **Quotation/Example:** Every paragraph must include a quotation or example from the text being analyzed.
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Major Writing Assignments

Personal Is Political Essay

Ta-Nahisi Coates's hybrid essay/memoir *Between the World and Me* uses personal experience in order to make a political point. In essence, Coates makes the personal political, a key tenet of identity politics movements regarding race, gender, sexuality, disability, etc... Coates also melds historical and contemporary research to persuade his readers about the importance of his personal experience. Coates's text makes a persuasive argument through research, personal anecdote, and experimental literary form (a letter to his son).

Drawing upon the strategies used by Coates, construct your own brief essay by melding personal anecdote with research in order to make a persuasive argument. I would encourage you to experiment with different strategies involving the rhetorical triangle (ethos, pathos, and logos) in constructing your argument. Also, feel free to use innovative literary forms in order to give your argument more power. In addition, you will want to make sure that you use research to help strengthen your essay while integrating it into your personal story. Remember, too, that active language and detailed descriptions of your personal experiences that put your reader into your shoes make the essay more powerful. In essence, show me your story rather than tell it.

Length: 4-5 Pages

Evaluation

I will focus on the following aspects in looking at your draft:

- ✓ Do you meld a personal story or stories to make a larger argument about a political or cultural issue?
- ✓ Is there clear essay structure that shows the story to the reader rather than just tells a story?
- ✓ Is there a moment of analysis, imbedded in the creative text, which persuades your reader to your point?
- ✓ Is it clear that you have used research to help give impact to both your argument and your personal story?
- ✓ Overall, does the essay have any major grammar, punctuation, and spelling concerns?
- ✓ Did you show significant revision practice—incorporating suggestions for improvement from both your instructor and your peers? (i.e. Have you made substantive changes to your essay based on feedback?)

Deadline: October 4, 2016

Close Reading Essay

In this assignment, you will write an essay that examines memory, narrative, and history in any of the texts that we've read so far this semester. Choose a text that most interests you and develop an argument about how memory, narrative style, and history interact. I would even encourage you to focus on a single poem or short story as the close reading aspect of this essay will be easier. For this essay, you will use at least one of the "Memory Secondary Readings" from earlier in the semester to define your terms and give context in a framework paragraph. You will then use these ideas to perform a close reading on the language of the novel that you picked.

As you review the novel, concentrate on the elements of the story that bring the narrative to life: plot/structure, setting, characterization, narration/point of view/voice, dialogue, tone and irony, symbolism or allegory (what do certain people or objects symbolize in the piece?). After reviewing the novel carefully, choose the specific details that you would like to focus on and then begin to develop your essay.

You must draw upon the larger themes of the course to enhance your argument about the novel. Be sure to choose specific quotations from the novel that you will analyze in detail; however, the bulk of the paper should not be long block quotes. You want to be selective and only include detailed text that you will analyze in depth from the language to how it fits in with the larger themes of the novel. These quotations must be integrated according to the guidelines that we will discuss in class. You must also provide a Works Cited page.

In the final draft of your essay, you must provide the following:

- An introductory paragraph with a clear thesis about the novel and what it ultimately suggests about history, memory, and narrative.
- A framework paragraph that defines your terms using the "Secondary Memory Readings" for the course.
- Body paragraphs with quotations from the novel and detailed analysis of those quotations.
- A brief concluding paragraph that puts the novel into a broader context.

Evaluation:

- ✓ Is there a clear argument, which is clearly stated through a thesis statement?
- ✓ Does each paragraph have a central point, which is supported by specific evidence from the story?
- ✓ Does each paragraph's central point go to supporting your overall argument and thesis statement for your paper?
- ✓ Is there a strong opening and closing?
- ✓ Is a Works Cited page included in MLA format?
- ✓ Is there proper MLA format for both in-text citations and the Works Cited page?
- ✓ Does the paper meet the minimum requirements of the assignment?
- ✓ Are proper grammar, punctuation, spelling, and organization conventions observed?

Length: 4-5 pages, excluding Works Cited, 12 pt. Times New Roman, 1" margins

Deadline: October 25, 2016

Final Researched Literature Argument Paper-Rethinking Narrative Forms

Throughout the semester, we have discussed the many bridges between narrative form and content—especially as relates to issues of gender, race, and sexuality. We have explored issues of identity in multiple genres and the way it relates to history and memory. In particular, this paper should explore one of the major works that we read this semester. You should focus on ONE text by ONE author and create an argument about HOW and/or WHY the author represents the topic in a particular way. What is the author showing to his/her audience about this topic? How does the author represent the historical/social context about that topic? What does the author reveal about the relationship between society and identity? These are the key questions that you should be asking as you go to write this paper.

You will be expected to present a clear argument paper that integrates close reading from your author or text as well as at least eight SCHOLARLY (i.e. academic books or journal articles) sources. This paper is not a summary of what happens in your text nor is it a report on your research. You should make an argument about your text, and you should use your scholarly sources to support and add depth to your argument. Please, follow the format listed in the “Tips for Writing a Scholarly Argument Paper” section of the syllabus. You should also review the “Example Paper and Paragraph Structure” Handout as well as the example papers posted on Blackboard.

Papers should follow academic argument format. There should be a brief introduction to your topic, a clear thesis statement (no later than the end of the first paragraph), close reading/analysis of the language of a text, and a clear conclusion that does not simply restate the argument you’ve already made. You should briefly integrate at least four secondary sources either through direct quotation, paraphrase, or endnotes. You should also follow MLA in-text citation rules and include a works cited page.

Evaluation:

- ✓ Is there a clear argument, which is clearly stated through a thesis statement in the early pages of the paper?
- ✓ Does each paragraph have a central point, which is supported by specific evidence from primary and/or secondary sources?
- ✓ Is there a clear introduction to your thesis statement and the major points of the upcoming paper in the early pages of your paper?
- ✓ Does each paragraph’s central point go to supporting your overall argument and thesis statement for your paper?
- ✓ Is there a strong opening and closing?
- ✓ Is research from multiple sources integrated throughout the paper with proper MLA in-text citations for BOTH paraphrased and directly quoted sources?
- ✓ Is a Works Cited page included in MLA format?
- ✓ Is there proper MLA format for both in-text citations and the Works Cited page?
- ✓ Does the paper meet the minimum requirements of the assignment?
- ✓ Are proper grammar, punctuation, spelling, and organization conventions observed?

Length: 8-10 pages, **excluding** Endnotes and Works Cited page, double spaced, 12 pt. Times New Roman, 1” margins

Deadline: Final Exam Time Slot

Final Paper Abstract

In class, we've discussed a number of literary texts. By now, you should have narrowed down your particular text and author you would like to analyze for the final paper. This proposal is a way for you to begin developing your ideas about your argument and the research you intend to do. This short proposal allows you to direct your ideas and research for the Final Paper.

When you are writing an abstract for a paper, you are sharing your plans for a formal paper and are doing so only after you have immersed yourself in reading and thinking about those questions that are driving your research. The proposal helps you to articulate the direction of and purpose for your research. Hopefully your purpose is to encourage your audience to see a modernist text, its aesthetics, and issues of identity in a new way.

The proposal should be written in paragraph form and articulate your overall thesis statement as well as your approach to the project. It should clearly discuss the overall purpose of your essay as well as its nuanced reading of one of the texts from the course. In terms of structure, the abstract should look like an introductory paragraph. It should introduce your text and your topic and build tension toward a succinct thesis section with a clear "I argue that" and an "ultimately suggests" statement. (See example abstract on Blackboard)

Evaluation:

- ✓ Is there a potential academic title for your paper? (i.e. A Title: Subtitle format)
- ✓ Is there a clear, well-established thesis that takes a fresh look at the topic of interest to your intended audience?
- ✓ Is there some research or information that reveals you have studied the pop cultural item and know your question is viable for the writing assignment it supports?
- ✓ Is there a well-organized and inclusive structure that explains it will contribute to the academic discussions on the topic?
- ✓ Is there attention to the conventions of writing, including grammar and punctuation, word choice, and varied sentence structure?
- ✓ Remember a paragraph should be no longer than one page double spaced. If your abstract runs longer, you will need to divide it into more than one paragraph.

Length: 250-500 Words, Double Spaced, Follow Formatting Guidelines on page 4 of the syllabus

Deadline: November 10, 2016

Annotated Bibliography

The Annotated Bibliography is an easy way to organize your secondary research regarding your subject. Be sure to organize your research and thoroughly read all of your items. Also, make sure that all of your secondary sources are credible—meaning no Wikipedia or other mass produced information. Make sure you find a mixture of books and scholarly articles to flush out your research. Do not wait until the last minute to conduct your research. Some items may need to be sent through Interlibrary Loan or E-Z Borrow.

Example Annotated Bib Entry:

Heller, Lee E. "The Persistence of Difference: Postfeminism, Popular Discourse, and Heterosexuality in *Star Trek: The Next Generation*. *Science-Fiction Studies* 24.2(1997): 226-243. Print.

Heller examines gender difference in association with the popular development of self-help/relationship books (like *Men Are from Mars, Women Are from Venus*) and magazine articles found in men's and women's magazines as well as the incorporation of the same relationship themes in *Star Trek: The Next Generation* episodes. Specifically, Heller argues that the heterosexual paradigm is challenged in many *ST: TNG* episodes, only to be reaffirmed as a necessity at the end of the episodes. Heller analyzes "The Host" and "The Outcast" for their surface level exploration of homosexuality and "The Perfect" and "In Theory" for their particular emphasis on gender roles in regards to personal relationships. Ultimately, *ST: TNG* reaffirms a heteronormative sexuality that endorses traditional gender roles for men (as emotionally unavailable) and women (as domestic homemaker). Heller's argument will help to support my own reading of the episode "The Host" and intersects with my own argument about both gender structures and heteronormative sexuality in *ST: TNG*. Finally, this is a credible source, because it is published in the peer-reviewed academic journal *Science-Fiction Studies*, and the article is written Lee E. Heller whose research specializes in *Star Trek* and Science Fiction.

Criteria:

Your Annotated Bibliography must:

- Include **8 ENTRIES** including a mixture of scholarly journal articles and books; **NO** websites are allowed for this assignment. This should only include **SECONDARY** sources.
- Each annotation should be **3-5 COMPLEX SENTENCES** long.
- Include a citation and an annotation for each source. The annotation needs to summarize the main ideas and argument for the source, how you will use the source in your paper, and assess its credibility.
- Follow Modern Language Association's (MLA) Guidelines for documentation. (See OWL website listed on Bibliography assignment.)
- Be arranged alphabetically by author or first word in the entry according to MLA style.
- Have a title. (This may or may not be the title for your Final Research Paper.) Just make sure that it is creative and implies the argument of your paper.

Evaluation:

- ✓ Are your resources appropriate and relevant to your topic?
- ✓ Did you succinctly summarize your sources?
- ✓ Did you evaluate your sources?
- ✓ Did you indicate how each source may contribute to your paper?
- ✓ Did you utilize MLA documentation properly?
- ✓ Did you practice the conventions of grammar, punctuation, and spelling?

Deadline: November 29, 2016

Tips for Researching for the Bibliography and Annotated Bibliography via the Library

At the library, you will be required to do some preliminary research on your paper topic. This research will include looking through the DuCat Catalog and the multiple databases that are available through the Library Databases webpage.

Preliminary Research in DuCat

1. Go to <http://www.duq.edu/academics/gumberg-library>.
2. Under “Gumberg Library,” click on the “DuCat” link.
3. Type a search term related to your topic in the “Search For” box. In the “Search By” column, select the “Keyword” option. You may need to try multiple searches and search terms in order to find anything in the DuCat catalog. If you cannot find anything, you might have more luck on the databases webpage.

Preliminary Research in Databases

1. Go to <http://guides.library.duq.edu/dbs>.
2. Here, you will find multiple databases related to a number of topics and subjects. A database is usually an index of books, articles, periodicals, and other sources that you can then access either through the Duquesne library system, EZ-Borrow, or ILLIAD.
3. Once on this database page, you will then want to narrow down the database options based on “Subject.” For instance, if you want to research information on technology, then you should click the “Engineering & Technology” link. Once you narrow down the databases by subject, browse through the list of databases that appears on the screen. You will probably need to search multiple databases in order to find the most information possible.
4. When you find a database you would like to search, click on the blue, highlighted link to that database. Once you enter the database, you will be allowed to search for information on the database in much the same way that you would search the web by using a search engine like Google. You will need to search the databases using multiple terms—both broad and specific—that relate to the topic you are researching.
5. Some of the most used databases include: JSTOR, Academic Search Complete, MLA Bibliography, Lexis-Nexis, and Project Muse.
6. Often, in these databases, you will not be able to access a full text document, but rather a citation for a specific source—whether a book, an article, etc... You should take the information from the citations in the databases and search the DuCat Catalog first. If you are unable to find the source at the Duquesne Library, you have two options to obtain that source:
 - a. EZ-Borrow-This is a service through the Duquesne library where you can request books from other neighboring libraries in the area. You simply click on the EZ-Borrow link on the Library Homepage. You can then search the EZ-Borrow system by title, author, or ISBN. Once you find the book you are interested in, simply click the “request” button and fill out the form. The library will then e-mail you when the source arrives at the Library.
 - b. ILLIAD-This is a service through Duquesne that will find specific sources from all over the country. It is particularly useful if you are looking for a journal or magazine article. Again, you can access ILLIAD through the library homepage. Once you log in, simply fill out the form for the type of request that you want to make and submit it. If you are requesting a journal article, they will often e-mail it to you. Otherwise, they will e-mail you in order to notify you when the item arrives at the Library.

Tips for Writing a Scholarly Argument Paper

Introductory Paragraph

- Use your Final Paper Abstract as the basis for your introductory paragraph.
- Typically, a strong introductory paragraph begins with an introduction to the ideas of the paper, the author, or the text.
- The paragraph should build-up to the thesis.
- The thesis should be located towards the end of the introductory paragraph and should be a clear “I argue that...” statement.
- A strong thesis should not only identify the topic, subject of analysis, and the text, but it should also propose why and how the author explores this topic, issue, subject.
- For this paper, the thesis should clearly connect an issue or topic to aesthetics (i.e., form, genre, style, technique) in your specific texts. You cannot make broad arguments about literature in a short paper. You should only make an argument about your text and how it interacts with your topic or issue.

Framework Paragraph (typically your second paragraph)

- A brief paragraph that defines the necessary terms, ideas, historical context, etc...for your argument. So, if you are writing about race and using “double-consciousness” to explore a text, you need to show research about race in the early twentieth century and you need to define “double-consciousness.”
- This paragraph should incorporate a fair amount of research about your topic, text, and author. This sets up the terms of analysis that you will use to do your close reading of the text in your body paragraphs. You will return to and use these ideas and terms throughout your paper.
- Watch broad statements about your topic that are not supported with your secondary research. We’ve discussed many topics broadly in class, but if you are writing on a topic and your text, then you need to show your research on that topic. If you want to use a claim from class, you need to research it and integrate that into your paper.
- If you are building on arguments that other critics have made or disagreeing with a critic or critics, this is a good paragraph to set up the terms of their arguments, so that you can combat them later.
- Essentially, this paragraph should lay the framework for your paper by providing the necessary ideas and definitions that will structure the rest of your paper.

Body Paragraphs

- Basically, follow the 5 part paragraph structure in the LAP assignment. One major difference is that instead of a thesis statement, you will have a topic sentence that clearly identifies the topic of the paragraph and how it connects to your overall argument.
- Also, you will be expected to incorporate secondary research into some of your body paragraphs. Typically, you will use brief quotations and paraphrases to give depth to your close reading. This research is usually placed in the “explanation/definition” or “interpretation” portions of your paragraph. Never end your paragraph on your quote. You always need a sentence or two that clearly explains how that quote ties to the topic of your paragraph.
- Finally, your conclusion will function as a transition to the next topic sentence in the next paragraph.

Research

- If you use direct quotations or paraphrase (taking someone else’s ideas and putting it into your own language), you need MLA in-text citations in proper format. See OWL website on Bibliography Assignment Handout.
- All quotations should be introduced. You should not simply place a quotation in a paragraph.
- The parenthesis are located after the quotation mark, but the end punctuation, typically the period, goes after the parenthesis.
- If a quotation runs longer than 4 lines, you need to use a block quotation. In this case, the quotation marks drop off and the period moves to before the parenthesis.