

## British Literature Paragraphs (BLiP)

Turn In-Typed, 1 Well-Developed Paragraph Per Entry w/BLiP Feedback form attached

Deadlines-You are required to complete 2 BLiPs for **EACH** major literary period throughout the survey for a total of 8. You must complete 2 BLiPs by the concluding day of each period. You can only turn in one BLiP per class, and it should only focus on one author/text. The BLiP is due at the beginning of class on the date listed for discussion of the text. You cannot turn in a BLiP after we discuss the author/text in class. If you do not complete 2 BLiPs for a section, you will not be able to do additional BLiPs later. You will receive a "0" on those assignments.

**1<sup>st</sup> Deadline**-By Tuesday, January 31, 2012 (2 BLiPs on Romanticism)

**2<sup>nd</sup> Deadline**-By Thursday, February 16, 2012 (2 BLiPs on Victorian Literature)

**3<sup>rd</sup> Deadline**-By Thursday, March 15, 2012 (2 BLiPs on Modernism)

**4<sup>th</sup> Deadline**-By Tuesday, April 24, 2012 (2 BLiPs on Postwar & Contemporary Literature)

### What

A BLiP 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. There are example BLiPs in the "Example Papers" folder on e-campus.

### Grading

-Worth 15% of your overall grade.

-See "Grading for Written Assignments" criteria listed on page 4 of the syllabus.

### 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 BLiP paragraph as "BLiP #\_\_\_".
- 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** Movie, TV show, and 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.