

Novel Paper Guidelines

1. The paper should be a 3-5 page paper formatted in MLA Style
 - a. Times New Roman, 12pt font
 - b. Double spaced (with the box checked that says “Do not add space between”)
 - c. There should be a Double Spaced Heading; Hit enter once and center the title
 - d. You do not bold, underline or Italicize your Title; however, remember to underline or italicize titles of major works, and use quotations for inclusive works such as short stories, poems, essays, etc.

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12/9/15

AP English 12 (2A or 2B)

Ms. Crandle

The Title

2. The Paper is an analysis; **there should be a clear thesis indicated in your introduction**
 - a. There should be an introduction which includes the title of the work and the author you are discussing
 - b. The thesis should be original and argumentative; it's your opinion and argument on any aspect of the novel that interests you. The following is a list of ideas:
 - i. Themes and their significance and/or how they are developed over the novel
 - ii. One or more characters
 1. Relationships
 2. Character development
 3. Identity
 4. Significance to the plot
 - iii. Motifs and/or symbols
 - iv. Basically anything that interests you.

3. Be sure that you prove your thesis over the course of the paper. That is your goal! **Your paper should be organized in the sense that each paragraph includes the following:**
 - a. A topic sentence that indicates what your sub-claim or first mini argument in relation to your thesis is.
 - b. At least 2 examples from the text to support the idea/argument being developed
 - i. Examples can be direct quotes or summaries of the events. In an analysis of this kind a balance of the types of textual evidence you use is important
 - ii. Be sure that the examples are relevant and truly demonstrate or prove your point that you are making
 - c. Be sure to always introduce or lead into your examples by first making your claim in regards to your main argument (thesis); you can use attributive tags or signal phrases to lead into your examples.
 - i. The following example shows, demonstrates, proves, illustrates, etc.
 - ii. During the plot when ----- does ----- it demonstrates that she -----
 - iii. Be creative with how you lead into your example; make it a part of the conversation you are having with your audience
 - d. Be sure to explain your examples once you provide them. Show the relevance or significance of the example. Explain why it proves your claim. Make the connection for your audience; don't assume that they will make the connection that you make.
 - i. This is relevant because
 - ii. This example is significant because it proves, demonstrates, illustrates, shows, etc.
 - e. Finally, your paragraph should have a transitional sentence that concludes the paragraph and leads into the next one, or it concludes in a way that you can go on to the next one.
4. Remember your final paragraph should be a conclusion
 - a. You must give the paper a sense of finality
 - b. Restating your thesis in a new and fresh way does not mean you should repeat it word for word; simply sum up your main argument by bringing the reader back to the attention of your argument and providing your final thoughts and opinions.

Do's and Don'ts

- Always write an analysis in 3rd person (this is not a reflection)
 - No “you” (second person)
 - No “we” (1st person)
 - If necessary use phrases such as, “The reader” or “one feels,” etc.
- Always write in the present tense when discussing literature.
 - Write as if the action is currently going on
 - “Chopin argues” not “Chopin argued”
 - “Edna argues with Mr. Pontellier” not “Edna argued with Mr. Pontellier”
- Always present your argument as being Definitive;
 - Do not leave room for doubt; this is your argument! Own it! Prove it!
 - Do not say “It seems” instead say “It is,” etc.
 - Do not say “It might” instead say “It does,” etc.
- When using pronouns, remember that you must clarify the antecedent every now and then; in other words, revert back to the character’s name or the author’s name, depending on who or what you are discussing.
 - Don’t consistently use (he, she, him, her, etc.) without identifying the person every now and again
 - If you are beginning a new paragraph, you must identify the author or the character’s name again before you can revert back to pronouns such as (he, she, him, her, etc.)