English Composition II - ENC 1102 Online

Valencia College

Spring 2025

**Instructor**: Dr. Janet Selitto

**Office**: none

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**Online:** M-Th **8:30am-12:15pm**

**CREDIT HOURS**: 3

**REQUIRED TEXTBOOKS/**

**MATERIALS** <https://libguides.valenciacollege.edu/valencia_reader>

Selitto, *Comp II Lecture Notes*

A College Level Dictionary or Thesaurus

A jump drive (flash drive)

**PREREQUISITE**: ENC 1101 with a passing grade of “C” or higher

***DISCLAIMER***: **Everything in this document is subject to change** without notice; therefore, log in is vital. One thing does not change: **I DO NOT ACCEPT LATE WORK. Every assignment in this document is subject to change.**

**CATALOGUE DESCRIPTION**: in this course, students will be able to read literary texts critically, to think logically and creatively, and to write and research effectively. Students must pass the core assignments with a grade equivalent to a “C” or better. This course partially satisfies the writing requirement ---------6000 words (S.B.E. 6A- 10.30)

**MEASURABLE COURSE OBJECTIVES**:

Upon completion of this course, students will be able to:

Use critical thinking in course assignments.

Use original thinking in course assignments

Demonstrate awareness of writing as a dynamic process with rough drafts, substantive revisions, proofreading, and editing.

Demonstrate competence in standard written American English usage, punctuation, sentence structure, paragraphing, and other fundamentals of writing.

Demonstrate the ability to read a literary selection critically and analytically.

Demonstrate the ability to write effective essays determined by audience and purpose about a literary selection.

Employ library research (may also include electronic and field search) completely

in creation of papers.

**CORE ASSIGNMENTS**: In order to pass ENC 1102, each student must pass EACH core assignment with the equivalent of C or better.

* A literary analysis essay (Short Story Compare/ Contrast)
* An argument essay incorporating literature (Poetry paper)
* A library research paper on or incorporating literature (minimum of 5 pages) that demonstrates understanding of drama terms)
* Researching
* Note taking
* Producing an MLA formatted Works Cited ( **5 entry minimum—the drama research paper**)
* Drafting
* Documenting of research (parenthetically cited sources using MLA style of **a minimum of 5 credible sources**
* Formatting using CLAST style research papers and essays
* Editing and proofreading

**\*\*\*\*\*No WIKIPEDIA, NO MASTER PLOTS, NO CQ Researcher, NO SPARKS NOTES, NO CLIFF NOTES, and NO GOOGLE, NO BING, or YAHOO**. You are required to use books, journals, magazines, and the school’s database. Your citations should note the college database if you use it. **You must have no less than 5 credible sources and no less than 5 full pages of text with page 6 as the Works Cited page for an individual research paper. Research papers are to be written in no less than five full pages with a minimum of five sources (textbook, 2 published critiques, and 2 sources for drama terms).**

**COURSE GRADE**: To pass this course all assignments must be completed with a C or better. Your grade will be based on completed assignments, writing competency and participation (as reflected on your portfolio grade sheet).

A= 89.5-100 B=89-79.5 C=79-69.5 D= 69-59.5 Anything below 59.5 is failing

**ASSIGNMENTS**: Participate online discussions, peer reviews, and online activities. I **do NOT accept late lit reviews**. They are to be written immediately following the assigned reading. All writing assignments must clearly express the student's individual ideas and be supported adequately by specific details and examples. Students are encouraged to be creative and original but at the same time maintain academic formality. All essays and research papers must utilize the MLA and CLASP format. To pass this class, each student will plan, pre-write, draft, and revise formal essays of approximately 3-6 pages (depending on the assignments) to be written in different rhetorical patterns studied in this class, on subjects selected by the instructor, topics selected by the students.

All essays must be submitted on time and receive a grade of C or higher. The first core paper is a compare/contrast essay of two of the six ASSIGNED short stories (4-5 pages), the second is an analysis of poetry (2 pages), and the last paper is a documented research paper containing a minimum of Six FULL pages of text ( for an individual paper) followed by a Works Cited page citing no less than 6 credible sources.

**Any student who fails to turn in all writing assignments is subject to failing the course.**

### Overview - What You're Learning and Why

One of the most challenging parts of conducting research is evaluating sources for credibility—after all, your conclusions are only as good as your research. However, how do you know if what you've found is "good enough" to include in your essay? Deciding if a source is credible goes beyond superficial screening or surface-level evaluation.  For instance, it’s not enough to glance at the URL or avoid Wikipedia automatically. Some .org websites can be biased or unreliable, while Wikipedia, though often dismissed, can serve as a useful starting point. Likewise, relying on recent publication dates or professional website design doesn’t guarantee accuracy or objectivity. Truly evaluating credibility requires digging deeper into the source’s content, purpose, and context.

### Applying What You Learned

In this module, we’ll look at frameworks that support critical evaluation of source credibility. [CRAAP](https://online.valenciacollege.edu/courses/225799/pages/framework-choice-number-1-craap) and [CARS](https://online.valenciacollege.edu/courses/225799/pages/framework-choice-number-2-cars) are two examples, each guiding you through a structured process to ensure your sources align with academic standards. These frameworks are designed to deepen your understanding of research and help you select sources that align with your assignment, course, and the purpose of your essay (known as the rhetorical situation).

After learning how to use these methods, you’ll practice by applying them to [two sample articles](https://online.valenciacollege.edu/courses/225799/pages/applied-examples). Finally, you’ll demonstrate your understanding by completing and uploading a [completed worksheet](https://online.valenciacollege.edu/courses/225799/assignments/6318732)for each article as part of your assessment.

# **Frameworks of Evaluating Credibility Instructor Guide**

# **Framework Choice #1: CRAAP**

## **Using CRAAP to Do Research**

Evaluating sources requires careful consideration and critical thinking, as the process involves a range of considerations and can often feel subjective. Using a framework to guide thinking can help researchers navigate the complexities of the research process.

A popular framework in academic research is called **CRAAP**. CRAAP is an acronym that stands for five key areas to consider when evaluating sources: **Currency, Relevance, Authority, Accuracy,** and **Purpose**. Each category asks specific questions to help assess the quality of a source:

* + **Currency:** Is the information still relevant, or has newer information come out that could contradict it?
  + **Relevance:** Does the source clearly support your research goals or thesis?
  + **Authority:** Does the author have the necessary qualifications or experience to discuss this topic?
  + **Accuracy:** Can the information be verified through other sources or by checking the methods used?
  + **Purpose:** Are there biases that could influence the author’s conclusions?

Remember, CRAAP isn’t a strict, objective checklist but a tool to encourage critical thinking about each source. There’s no simple “YES/NO” answer to these questions, as you’ll see in our next section.

## **CRAAP and Your Rhetorical Situation**

Frameworks like CRAAP are meant to be flexible; this means that as researchers evaluate sources, they need to consider changing conditions or contexts. These frameworks are meant to guide adaptable thinking, not to dictate specific answers. Take Currency as an example: if a researcher is analyzing current housing market trends to predict next year’s prices, they’ll need the most recent data available, perhaps even from the past month. However, if they’re examining William Shakespeare’s influence on comic books, sources from any time in the last century—or even earlier—might be relevant. What counts as "current" depends entirely on the research goal, so researchers must stay mindful not just of what’s in the source, but what they aim to accomplish.

A rhetorical situation includes the circumstances and guidelines that influence how a piece of communication is developed. This involves examining the goals of the research, the intended audience, and common strategies used by others in the field. Consider the following questions to guide your analysis using the CRAAP criteria:

* + What are your own goals for conducting the research?
  + What qualifications might the audience find appropriate for a source? What standards might they have for its timeliness?
  + What common methods do other experts in the field use to draw conclusions?
  + How objective does the audience expect the research to be?

## **Helpful CRAAP Resources**

Below is a visual representation of the CRAAP framework, along with a helpful[CRAAP test worksheet](https://online.valenciacollege.edu/courses/225799/files/56588182?wrap=1)[Download  CRAAP test worksheet](https://online.valenciacollege.edu/courses/225799/files/56588182/download?download_frd=1)developed by librarians at Valencia College. The worksheet provides some common questions to guide your analysis of a source’s credibility. Use the visual below and the worksheet as resources to support your next steps in evaluating sources effectively.

# **Framework Choice #2: CARS**

## **Using CARS to Do Research**

Evaluating sources takes careful thought, as there are many factors to consider, and it can sometimes feel subjective. Using a framework can help researchers make sense of this process and approach it with more confidence.

The CARS Test is one framework that many student researchers find useful in determining whether a source meets the basic criteria for use in an academic essay. While this particular tool was developed specifically with evaluating web-based resources in mind, the same criteria can be used to evaluate sources of all sorts. In addition, students should recognize that sources that "fail" these tests are not necessarily ineligible for use in academic research; such a source might still be useful as long as its shortcomings are acknowledged and discussed in the essay.

The CARS Test is a framework that helps student researchers decide if a source is suitable for an academic essay. Although it was originally designed for evaluating web-based resources, its criteria work well for sources of all sorts. It's also important to note that sources that don't fully meet CARS criteria aren’t automatically unusable; they can still be valuable if their limitations are acknowledged and discussed in the essay.

This is just one of many possible tools to help students "evaluate source material for academic credibility and relevance." For the CARS Test to be effective, students must have a clear understanding of each element in the acronym—not just knowing what each letter stands for, but understanding the depth of each concept. This isn’t meant to be a simple checklist; rather, the CARS Test is a guide to help students thoughtfully assess each source. Applying due diligence and careful analysis to each part of the framework enables students to make informed decisions about a source’s value in their research.

## **Helpful CARS Resources**

Below is a visual representation of the CARS framework, along with a helpful[CARS Worksheet](https://online.valenciacollege.edu/courses/225799/files/56567350?wrap=1)[Download CARS Worksheet](https://online.valenciacollege.edu/courses/225799/files/56567350/download?download_frd=1). The worksheet provides some common questions to guide your analysis of a source’s credibility. Use the questions below and the worksheet as resources to support your next steps in evaluating sources effectively.

The CARS model prompts researchers to assess sources by considering if they are:

**Credible**

* Is the author listed? Is the author a respected expert?
* Is there a sponsoring organization? Is it well-respected?
* Is there quality control? Are spelling & grammar correct?

**Accurate**

* Is the information current? Are creation/update dates given?
* Are precise facts and details provided? Are they clear?

**Reasonable**

* Is the source balanced, objective, and comprehensive?
* Are ideas expressed without extreme bias or generalization?
* Are conflicts of interest (e.g., commercial sponsorship) avoided?

**Supported**

* Are facts & data backed up by bibliographical information?
* Do other scholarly sources agree? Is there corroboration?

Harris, Robert. “Evaluating Internet Research Sources.” 17 November 1997. VirtualSalt  ***\****

<https://www.nhcc.edu/academics/library/doing-library-research/cars-checklist>

This resource provides a more in-depth discussion of each element in the CARS framework as well as indicators for both positive and negative evaluations of a particular source.

[CARS Checklist.pdf](https://online.valenciacollege.edu/courses/225799/files/56562214?wrap=1)[Download    CARS Checklist.pdf](https://online.valenciacollege.edu/courses/225799/files/56562214/download?download_frd=1)[Links to an external site.](https://lib.conestogac.on.ca/research-skills-tutorials/evaluating#:~:text=CARS%20stands%20for%20Credibility%2C%20Accuracy,or%20lack%20of%20evidentiary%20support.)

[Links to an external site.](https://lib.conestogac.on.ca/research-skills-tutorials/evaluating#:~:text=CARS%20stands%20for%20Credibility%2C%20Accuracy,or%20lack%20of%20evidentiary%20support.)

[https://lib.conestogac.on.ca/research-skills-tutorials/evaluating#:~:text=CARS%20stands%20for%20Credibility%2C%20Accuracy,or%20lack%20of%20evidentiary%20support.Links to an external site.](https://lib.conestogac.on.ca/research-skills-tutorials/evaluating#:~:text=CARS%20stands%20for%20Credibility%2C%20Accuracy,or%20lack%20of%20evidentiary%20support.)

This site offers a handy checklist for applying the CARS method effectively. The page also has a series of four short videos covering the SIFT (Stop, Investigate, Find better coverage, Trace claims) method for fact-checking online sources that students might also find useful.

FORMAT FOR ALL CORE ESSAYS

Both Core 1 and Core 2 essays must be a **minimum of three full pages** in length and have page numbers in the top right corner beginning on the first page. **The Research paper is to be a minimum of 6 full pages with 6 credible sources documented throughout the paper and entered in a Works Cited page on the seventh.**

Header format is as follows:

Student’s Name

Dr. Selitto

ENC 1102 (with section number)

Date of work

Core number (Core 1)

**Student created titles** are to be center aligned (no quotes or fancy font or underlining) Student titles are to be in the same font as the rest of the paper. It is not a published work. **My assignment is NEVER your title**. You are to create a witty title and NOT use any part of the published titles. The student created title will be center aligned at the top of the text. Please remember to use page numbers in the top right corner as seen in this syllabus.

**Essay Format**: Three of the course papers are to be computer-generated and have one formal outline for EACH rough draft for portfolio points, a first rough draft for portfolio points, and a final draft for grade all in correct MLA format. NO exceptions. All drafts and outlines are due before the final draft is accepted. If a draft or an outline is not turned in when assigned, the student will receive a zero--NO EXCEPTIONS, NO EXCUSES!!!

**LITERATURE REVIEWS**: Write a I ½ - 2 pages for short story(with parenthetically cited quotes) and a 2 – 3 page literature review for every act in the assigned play.

**Purpose**: Literature review assignments are designed to promote and develop reflection, self-discovery, practice non-threatening writing, connections between class and personal experience, and dialogue with self and others.

**Literature Reviews:** These reviews must be at least I ½ pages for short story and 2-3 pages for plays ( because you will be writing about acts that contain many scenes), with the summary being facts only reported in double-space one full page (minimum) in length. Each review will be evaluated for completeness, effort, insight, and connections with the course. **Avoid writing ..." this story was about…”**

Please note the citations for a play are different from those of a short story. Parenthetical citations for a short story is to be the author’s last name and page number of the quote. For a play the citation will be act number, scene number and page number of the reading without the words act, scene, or page for example Act 1, Scene 2, page 1249 will be written parenthetically as (1.2.1249). If you miss the submission deadline, I’m sorry, but you miss the points. I will NOT accept them through Inbox message tab. The lit reviews MUST be submitted through the assignment tab to the correct assignment. If you find your assignment did NOT upload please contact OIT at 407-582-5555

**Students will use loose-leaf lined paper** and write the following headers beginning on the first line **for all in-class writings**.

Student's Name (left side inside margin) Dr. Selitto (right side inside margin)

ENC 1102 and section number Date

Assignment (Literature review) Author of the assigned reading

“Title of Story” (in quotes since it is a published work)

Please use the assigned headings for each of the **three** REQUIRED sections of the lit review.

**Summaries for plays are to be sub-headed scene by scene and each summary paragraph is to include at least one MLA parenthetically cited quote.**

***Lit Reviews for Short Stories***

*Summary*: For a play label each act and scene clearly. Paper must be one full-page minimum double - spaced, using compound - complex sentence structure. The summary is nothing more than facts from the reading [without saying this story was about]. Summaries for each lit review must contain no more than and no less than two MLA cited quotes (for each scene if a play, and story over all if short story).

*Opinion/Experiencing*:

**Please limit lit reviews to no more than three pages.** If your summary goes over one full page, continue it on the next page and continue on with the opinion and then vocabulary.by writing vocabulary and definitions on theof the paper- students will write their opinion of the story, the topic and share any experiences involving the topic. This is the Opinion/Experiencing section, and this is the only section the evaluation of the reading can be made and must have a minimum of 15-17 complete sentences.

*Vocabulary*:

The section of the Lit Review is the vocabulary and definition section in which students will list any vocabulary terms they were not familiar with and write the definitions. If there were no new terms, students must write a complete sentence stating that he or she was familiar with all the terms and definitions in the reading. The Lit Review is worth 50 points for each reading assignment.

I DO NOT ACCEPT LATE WORK. **Every assignment in this document is subject to change.**

ATTENDANCE/WITHDRAWAL POLICIES:

For online courses, attendance is taken through complete assignments. Faculty report the second week of any students who do not complete the first week’s activity as a no-show and are automatically withdrawn. After two weeks of missed assignments, you are encouraged to withdraw. Faculty can no longer withdraw students. At the end of the course if you have not withdrawn, or you have not turned in and passed ALL core assignments, you will be given an F for the course. You are responsible for all material covered or assigned during class. **Last day to withdraw from any college credit course is March 14, 2025.**

Any adjustments to the schedule and assignments will be announced in class; therefore, make sure that you exchange telephone numbers with another student so that you can obtain any information you miss if you are absent. It is your responsibility to locate important notes, assignments, and information. Final drafts must be turned in on the day they are due. Late papers will lose one letter grade for each day they are late. **No make-up work is accepted for class assignments**. I DO NOT give EXTRA credit.

**Important Dates**:

Classes begin: January 6, 2025

College is closed : January 20, February 7, and March 17-23

Student Withdrawal Deadline: March 14

Classes End: April 27

Final Exams: April 14-25

Term Ends: April 27

Grades due: April 28

Grades Viewable on Atlas: April 29

**Valencia College** PHONE NUMBERS FOR EMERGENCY CONDITIONS:

To verify that the college is open and classes are being held please call:

(407) 582-2290, (407) 582-4722,

ACADEMIC INTEGRITY and PLAGIARISM:

Students are expected to submit their own work. Academic dishonesty such as cheating on any quiz or exam, course assignments, or projects, plagiarism, misrepresentation, and the unauthorized possession of examinations or other course related materials is prohibited.

VALENCIA COLLEGE Plagiarism and Academic Integrity Statement

As a member of Valencia College community, a student is expected to be honest in all of his or her activities. Academic dishonesty such as cheating on any king of examinations, quizzes, course assignments, or projects; plagiarism, misrepresentation; and the unauthorized possession of examinations and other course materials is prohibited.

Plagiarism is unacceptable to the College community. Academic work submitted by students is assumed to be the result of their own though, work, or self-expression. When students borrow ideas, wording, or organization from another source, they are expected to acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another’s work without identifying the source and trying to pass off the work as the student’s own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized.

Any student who shares his or her work for the purpose of cheating on class assignments or tests or who helps another student cheat or plagiarize is subject to the same penalties as the student who commits the act.

When cheating or plagiarism has occurred, the instructor may take academic action ranging from denial of credit or assigning a grade of “F” on a specific assignment , test, quiz, or project to assigning a grade of “F” for the course. The student may also be subject to further sanctions such as disciplinary probation, suspension, or dismissal from the college.

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**I DO NOT ACCEPT LATE WORK that only earn points.**

**Every assignment in this document is subject to change.**

Tentative Course Outline

**All assignments are subject to change without notice!**

All reading assignments will be from the libguide (<https://libguides.valenciacollege.edu/valencia_reader>) and are to be ***read Before logging into class.*** Quizzes will be given after each assigned reading as well. **I DO NOT ACCEPT LATE WORK.** Library orientation date will be announced- worth 150 points toward portfolio grade

Week One: Introduction to ENC 1102- professor’s welcome video

Formatting a lit review and review of formal outline

Reading and writing about fiction and review EFFECTIVE ESSAY WRITING and MLA documentation. Under assignments, answer the questions and introduce yourselves to your professor and classmates. Respond to at least two classmates. Before logging into class read “Cathedral” and write a detailed lit review properly labeled, incorporating the required MLA parenthetically cited quotes posting to Canvas. Answer discussion questions and respond to at least two classmates on this story and take the quiz. Each discussion will involve points toward your final grade

Watch for the open date and the deadline date!

Week Two: Read “Story of an Hour” and write a detailed lit review properly labeled, incorporating the required MLA parenthetically cited quotes posting to Canvas. Watch for the open date and the deadline date! Answer discussion questions and respond to at least two classmates on this story and take the quiz. Each discussion will involve points toward your final grade

Week three For Monday read “The Yellow Wallpaper” and write a detailed lit review properly labeled, incorporating the required MLA parenthetically cited quotes posting to Canvas. Watch for the open date and the deadline date! Begin choosing two of the ASSIGNED seven short stories to write your Compare and Contrast paper for Core 1 Answer discussion questions and respond to at least two classmates on this story and take the quiz. Each discussion will involve points toward your final grade

Week Four: Before logging into class for day read Poe’s “Cask of Amontillado” and write a detailed lit review labeled incorporating the required MLA parenthetically cited quotes posting to Canvas.

Answer discussion questions and respond to at least two classmates on this story and take the quiz. Each discussion will involve points toward your final grade

Week Five: Read ”Why I Live at the P.O.” and write a detailed lit review properly labeled, incorporating the required MLA parenthetically cited quotes posting to Canvas. Watch for the open date and the deadline date! Rough Draft due. Answer discussion questions and respond to at least two classmates on this story and take the quiz. Each discussion will involve points toward your final grade

Week Six: Read “A Worn Path” and write a detailed lit review properly labeled, incorporating the required MLA parenthetically cited quotes posting to Canvas. Watch for the open date and the deadline date! Rough Draft due for Core 1 Short Story Compare/ Contrast TWO of the seven stories that I ASSIGNED.

Answer discussion questions and respond to at least two classmates on this story and take the quiz. Each discussion will involve points toward your final grade

Exam on Short Story

Week Seven: Watch for the open date and the deadline date! Rough Draft due for Core 1 Short Story Compare/ Contrast TWO of the six stories that I ASSIGNED.

Answer discussion questions and respond to at least two classmates on this story and take the quiz. Each discussion will involve points toward your final grade

Exam on Short Story

Week Eight: Poetry section. I will be assigning specific poems to explicate and

interpret. …No poetry exam. Library Orientation (worth 150 points toward final grade) Remember to upload a completed Proposal the I provided for the Drama research paper.

Week Nine: Read Induction and Act 1 of “Taming of a Shrew”

write a detailed lit review properly labeled, incorporating the required MLA cited quotes posting to Canvas. Watch for the open date and the deadline date! Submit the Research proposal for the drama paper

Week Ten: Read Act II write a detailed lit review properly

labeled, incorporating the required MLA cited quotes posting to Canvas. Watch for the open date and the deadline date! Proposal for drama research paper due

Week Eleven: Spring Break No classes – college closed

Week Twelve: Before logging into class Read Act III

write a detailed lit review properly labeled, incorporating the required MLA cited quotes posting to Canvas. Watch for the open date and the deadline date! Submit a rough draft of the drama research paper. Rough draft of drama research paper due

Week Thirteen: Before logging into class Read Act IV

write a detailed lit review properly labeled, incorporating the required MLA cited quotes posting to Canvas. Watch for the open date and the deadline date!

Week Fourteen: Before logging into class Read Act V

write a detailed lit review properly labeled, incorporating the required MLA cited quotes posting to Canvas. Watch for the open date and the deadline date! Final draft for the Drama Research paper is due.

Week Fifteen: Final draft of drama research paper due.

Week Sixteen: Exam on Drama and the play we read as a class

**Core directions for each ENC 1102 Core paper is attached to the syllabus.**

**Assignments can be changed without notice!**

ENC 1102 Literature Dr. Selitto

Core 1:Short Story Analysis

**Objective**: Every essay is to follow CLAST format. Students will write a CLAST compare/contrast analysis paper regarding two of the assigned stories **using literary terms: setting, type of plot, type of point of view, types of characters, all conflicts –types and between whom, tone of the story.**

**Format:**

**Title:**  Students are to create a fun witty title. No part of my assignment is to be in your title. Your title is not to contain ANY part of the author’s title or my assignment.

**The introduction** must contain 6-8 sentences and begin with maybe 3 general background sentences about short stories, perhaps of that era and location (i.e., the South, Europe). Then provide the thesis, followed by the six major points for the paper (the literary terms as listed above)

**Each** of the three to six body paragraphs should contain a minimum of 10 sentences and include literary terms regarding both stories. For instance the **first body should contain information about the setting for both stories. The word setting is to appear** in discussion for the time, the place, and the situation.

The second body paragraph will include information about **the type of plot in each of the two stories, including a single parenthetically cited quote from each story** to provide support for your choice of plot type.

The same will be expected for the subsequent body paragraphs- single parenthetically cited quotes from each of the two stories to provide support for your choice of point of view, type of characters for every character in both stories, all conflicts, and tone.

**The conclusion will follow CLAST format: restate the thesis, restate the topics for each body paragraph, and one final conclusion drawn from the analysis of the stories that is consistent with the thesis. NO NEW Elements**. If it has not been said previously, now is NOT the time to say it.

This paper should be a minimum of 4 pages with the page numbers placed in the top right corner beginning on the first page.

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Core 2: Poetry Analysis

DiYanni writes, “Poetry can be classified as narrative or lyric. Narrative poems stress action and lyrics song. Each of these types has numerous subdivisions: narrative poetry includes the epic, romance , and ballad; lyric poetry includes the elegy and epigraph, sonnet and sestina, aubade and villanelle.” (385) He states that while narrative poems tell a story and describe action, lyric poems combine speech and song in. Every Essay is to follow CLAST format

**Objective**: Students may choose any poem in their textbook that is longer than three stanzas to analyze through poetic terms.

**Title:**  Students are to create a fun witty title. No part of my assignment is to be in your title.

**No** part of the authors’ titles are to be in your title. Include page numbers top right

**Task**: Students will demonstrate their understanding of interpreting poetry by explaining

1. the poem through elements of interpreting poetry
2. narrator
3. tone
4. discuss time period
5. diction, syntax, sound, figure of speech
6. discuss imagery
7. discussing the rhyming pattern ( i.e., couplets; a b b a, **or** a b a b c d c d)
8. the stanza patterns, (i.e., quatrain, tercet)
9. Compare what others have written about the poet or the work itself.

**Format**: Using the CLAST format for a college essay, begin the introduction with generalities about poetry and interpretation of artistic expression. State the thesis, and in separate sentences write the points to be made (without referring to the paper itself).

The body paragraphs should be topical in the sequence of noting them in the introduction. Narrator and tone should be discussed in the first body. Provide plenty of details and examples in each body and perhaps a quote from the work being analyzed in each body correctly cited in MLA format.

The conclusion should be a restatement of the thesis and subsequent sentences should be a restatement of the topics in all of the body paragraphs followed by one final thought consistent with the thesis. NO NEW Elements. If it has not been said previously, now is NOT the time to say it.

**Length:** this paper should be a minimum of 2 **FULL pages** with the page numbers placed in the top right corner beginning on the first page**,** and include MLA parenthetical citations and a Works Cited page. In-text citations (i.e., Blake 6-10) (author and line numbers) See handbook.

ENC 1102 Literature Dr. Selitto

Core 3: Drama Research

**Objective:**  Students will demonstrate their knowledge of dramatic terms by using them in conjunction with the type and time period of the play under analysis, using MLA formatted parenthetical citations throughout the paper and finalizing the paper with an MLA formatted Works Cited page. Provide at least two different critiques from published writers for the play the student has selected.

**Task**: For analyzing **all** plays, **use the dramatic terms** similar to short story

1. Begin by summarizing the play (For Elizabethan an modern plays summarize by using the Freytag pyramid and five parts of a Greek play for Ancient Greek plays)
2. Type of theater (i.e., tragedy, comedy/ and stage,(i.e., box set, proscenium arch, scrim, surrealistic stage setting, arena, environmental) , Type of drama (i.e., Ancient Greek, Elizabethan, or Modern)
3. Character (i.e., protagonist, antagonist, stock characters, flat characters, round characters, dynamic characters)
4. Setting (i.e., time, place), tone, and theme
5. Any monologue or soliloquy or asides
6. Two published critiques

For Ancient Greek plays by Sophocles, students will **use the following terms** and explain in relation to the play:

1. Five parts of the play (Prologos, parados, episodes, (or scenes) stasimon (or odes) (strophes/antistrophes), exodus
2. Persona
3. Catharsis
4. Hamartia
5. Hubris (overwhelming pride)

**Format**: Using the CLAST format for a college essay, begin the introduction with generalities about drama and various types of plays throughout the centuries. State the thesis, and in separate sentences write the points to be made (without referring to the paper itself). This is a research paper, so there should be a minimum of six body paragraphs.

**Length:** this paper should be a minimum of six **FULL pages** with the page numbers placed in the top right corner beginning on the first page**.**

For an **Elizabethan or modern play**: EVERY BODY PARAGRAPH should **have 3 parenthetically cited quote from various sources.**

The i**ntroduction** should have 8-10 sentences (for a research paper) beginning with three of four sentences discussing play in general and then a sentence or two about the playwright (Shakespeare or Sophocles, or whoever wrote the play) and some of his or her famous works. Then write a sentence introducing the play of choice, which will be your thesis for the overall paper **(without referring to the paper**). The rest of the introduction should contain mention of how to summarize using the Freytag Pyramid, the setting and staging, type of play, and type of drama. Mention different types of characters and the fact that storylines most generally contain one major conflict and several little ones. Mention different types of speak (dialogues, monologues, soliloquies, and asides). End the introduction with mention of drama critics that function in society the same way movie critics function… to evaluate a play on storyline, acting, lighting, and so on.

**The first body** paragraph should begin with mention of Gustav Freytag who modified the five parts of Greek play to develop his pyramid unless the paper is about a Greek play in which case the first body will be a summary using the five parts of a Greek play. Then talk about each part. **The second body** will discuss the setting, theme, and type of play and type of drams. In this paragraph there should be an indication of the type of staging as well. (Was a scrim used? Was a proscenium arch used, was the stage a box set, picture frame setting, or open air such as the Globe theater? ) **The third body** should be that of characters and conflicts. **The fourth body** should be about the different types of speak. **The fifth body** should be a discussion of your published critiques and **the sixth body** is your personal critique.

The Concluding paragraph is NOT your critique. It is to be a summation of your paper from thesis to type of setting to personal critiques and everything in between as it is a recap of everything you have said. The conclusion should be a restatement of the thesis and subsequent sentences should be a restatement of the topics in all of the body paragraphs followed by one final thought consistent with the thesis. NO NEW elements. If it has not been said previously, now is NOT the time to say it

DO NOT USE 2nd person you, slang, informal terms, or contractions ( unless they are part of the quote) in your paper. For the Ancient Greek plays see me.