***The Crucible by Arthur Miller:* LITERARY ANALYSIS Fall 2014**

* **CHOOSE ONE OF THE FOLLOWING PROMPTS:**

1. Choose three characters in *The Crucible* who tell significant **LIES**. Why do they do this? What does each hope to achieve (or avert) by lying? Does the play suggest that there are times when we should lie?
2. Consider the value of **REPUTATION** in *The Crucible*; discuss how it motivates the actions of three major characters.

What does the play suggest is the importance of one’s “good name”?

1. Discuss *The Crucible* as a **Modern TRAGEDY** (including John Proctor as a **TRAGIC HERO**)—what is the value of reading

the play in the twenty-first century?

1. Discuss the portrayal of **FEMALE CHARACTERS** within *The Crucible.* Consider the social and religious norms of the time.
2. Discuss the role of **MORALITY** as portrayed in *The Crucible.* Consider the hypocrisy, the difference between knowledge and action (“head” vs. “heart”), motivation etc.
3. If you have another prompt idea, you **must** have it approved by me!

* **ASSESSMENT GUIDELINES/CHECKLIST:**

**CONTENT**

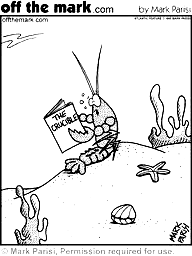
* Addresses all aspects of the prompt and assignment  **6 PARAGRAPHS /x 900 WORDS**
* **ARGUMENTATIVE THESIS** clearly states the writer’s position
* Each body paragraph contains **WELL-CHOSEN** **TEXTUAL EVIDENCE—3 QUOTES FROM THE PLAY per paragraph**

**ORGANIZATION:**

* Effective INTRODUCTION
* TOPIC SENTENCES are persuasively worded and support thesis with a related point
* Concluding paragraph goes beyond restating thesis
* Smooth transitions between and within paragraphs

**WORD CHOICE & SENTENCE FLUENCY**

* Diction appropriate for academic writing; words are specific, appropriate, accurate, and concise
* Sentences varied in length and structure

**CONVENTIONS**

* Mastery of agreement, verb tense consistency, preposition use
* No comma errors, comma splices, or run-ons
* No 1st or 2nd person pronouns (I, you, our, etc.)
* Correct tense is maintained throughout the paper \*\_\_\_\_\_\_\_ tense

**PRESENTATION:**

* Correct MLA format:

**HEADING, HEADER W/ PAGE #, TITLE, FONT, PARENTHETICAL DOCUMENTATION, WORKS CITED PAGE)**

* All quotes are INTEGRATED or INTRODUCED (Who is speaking to whom? About what?)

In Act IV of *The Crucible,* John Proctor pleads with Hathorne, “I have given you my soul;

leave me my name,” revealing the degree to which he values his reputation (Miller 240).

Quotation Integration

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| --- | --- |
| Quotation “Dos” | Quotation “Don’ts” |
| Do try to work quoted material into your sentence.  At this moment, Whitney knew she was “destined for greatness” (54). | Don’t announce quoted material  Wrong: This quote shows that…  Also Wrong: This means that…  Wrong Again: On page 43 it says…  Still Wrong: In chapter five the author says… |
| Do eliminate irrelevant material using an ellipsis.  Original: The girl, the one with the very brown hair, will be delivering the speech.  Modified: Matt declared that “the girl…will be delivering the speech” (447). | Don’t make quoted material its own sentence. All quotations must have lead-ins.  Wrong: They were all shocked. “The windmill was in ruins” (71).  Correct: At this moment, Whitney knew that “she was destined for greatness” (54). |
| Do use brackets to indicate changes you made to the original material clear.  Original: He demonstrated his anger toward the city council.  Modified: At all subsequent municipal functions, “[Mayor George Smith] demonstrated his anger toward the city council” (33). | Don’t use quotations to merely repeat and support plot points or just for the sake of having a quote; the quoted material should support your analysis.  Wrong: Piggy gives him the glasses to “light the fire” (17).  Wrong, too: Piggy showed that others were coming by saying, “There’s one!” (14). |
| Do use a colon to separate your complete sentence lead-in from quoted material.  Mollie shows her disdain for the new state of things: “She refused to learn any but the six letters which spelled her own name” (40). | Don’t combine complete sentence lead-ins and complete sentence quotations with only a comma; this creates comma splices.  Wrong: Jack represents malevolence and maliciousness throughout the novel, “You’re talking too much…Shut up, Fatty” (18). |
| Do use a comma for brief introductions.  As the animals recall, “there was a definite ruling against beds” (79). | Don’t create fragments. Your quotation, with its lead-in, must be a grammatically correct sentence.  Wrong: Terence says, “And I myself a sterling lad” (34).  Correct: Terence calls himself “a sterling lad” (34). |

Do remember to correctly cite quoted material? See below. . .

1. Always end your exact words with a page number.

“exact words” (3).

1. If a quote ends with a question mark or exclamation point, then put that punctuation before the close of the quotation marks, to make sure the intended emotion is retained, AND put the period after the parenthetical citation to show it is part of the lead-in and quote.

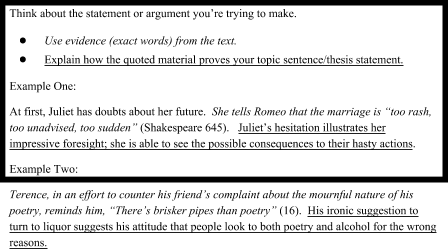
“During their phone conversation, Toby’s father tries to win Toby over by saying, “I’ve made some mistakes…We all have. But that’s behind us. Right, Tober?” (211).

1. If there is a quotation within the quoted material you are using, then use single quotation marks to set off the inner quotation.

When Lena shows Ying-Ying around her new house, Ying-Ying complains that “the slant of the floor makes her feel as if she is ‘running down’” (Tan 163).

1. When quoting poetry, cite line numbers, not page numbers. Also, use a slash mark (/) to designate each line break.

Angelou’s call “Shine on me, sunshine / Rain on me, rain / Fall softly, dewdrops” conveys her desire to shift away from the monotony of housework (15-17).



Name:

**Literary Analysis for *The Crucible*: Step 1**

My prompt is going to be about\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Over the next several weeks, we will be reading and analyzing the tragic play *The Crucible*. You will also write your first semester research paper on one *theme* represented in the play. To help you understand the play and gather evidence for your paper, you will need to fill out a “quotations chart” for *each* act. This “Quotations” section is very important, as it will be the basis of your research paper. You need to pick one or two topics on which to focus for this step. Use the same topic(s) for ***every act***. As you’re reading, look for quotations that apply to your topic(s) and choose a ***minimum of 4 and a maximum of 6*** for each act.

In the first column, you will write your topic. In the second column, write the quotation, including parenthetical documentation. In the third column, write who says the quote and to whom he/she says it. In the fourth column, briefly explain what happens right before and right after the quotation. In the fifth column, explain, in one to two sentences, how the quotation relates to your topic or thesis.

Example Response:

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| Topic | Quotation (w/ pd) | Who says this? To whom is it said? | What is happening right before and right after this is said? | How does the quotation relate to my topic/thesis? Analyze the quotation and explain how it connects to your topic/thesis. |
| Proctor as tragic hero | “I have three children—how may I teach them to walk like men in the world, and I sold my friends?” (Miller 239). | John Proctor; Danforth | Right before, Danforth is telling Proctor that his written confession must be made public; after, Danforth continues to tell him that he must have the proof | At this point in the play, Proctor is offered a chance to save his life, but sin again, by handing over a document which will confirm that his friends are witches. He refuses to do it, which supports the point that he is a tragic hero. |

**Quotations Analysis for Act I**

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| Topic | Quotation (w/ pd) | Who says this? To whom is it said? | What is happening right before and right after this is said? | How does the quotation relate to my topic/thesis? Analyze the quotation and explain how it connects to your topic/thesis. |
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**Quotations Analysis for Act II**

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| Topic | Quotation (w/ pd) | Who says this? To whom is it said? |  | What is happening right before and right after this is said? | How does the quotation relate to my topic/thesis? Analyze the quotation and explain how it connects to your topic/thesis. |
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**Quotation Analysis for Act III**

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| Topic | Quotation (w/ pd) | Who says this? To whom is it said? | What is happening right before and right after this is said? |  | How does the quotation relate to my topic/thesis? Analyze the quotation and explain how it connects to your topic/thesis. |
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**Quotations for Act IV**

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| Topic | Quotation (w/ pd) | Who says this? To whom is it said? |  | What is happening right before and right after this is said? | How does the quotation relate to my topic/thesis? Analyze the quotation and explain how it connects to your topic/thesis. |
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**Extra space if needed:**

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NAME: *The Crucible:* LITERARY ANALYSIS -- DOCUMENTED SENTENCE OUTLINE DATE:

**P.D. = PARENTHETICAL DOCUMENTATION Parenthetical documentation is often referred to as an “in-text” citation.**

**Thesis Statement:** (succinct, layered, original, and asks the question “So what?” or “Why does this matter?”, “What is the bigger picture/message?”

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**I. TOPIC SENTENCE** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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A. Example/Event #1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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ii. SIGNIFICANCE/PROVE YOUR THEME/THESIS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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C. Example/Event #3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**II. TOPIC SENTENCE** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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A. Example/Event #1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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C. Example/Event #3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**III. TOPIC SENTENCE** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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A. Example/Event #1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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ii. SIGNIFICANCE/PROVE YOUR THEME/THESIS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B. Example/Event #2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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i. QUOTE+ P.D. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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C. Example/Event #3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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i. QUOTE+ P.D.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. **TOPIC SENTENCE** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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A. Example/Event #1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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i. QUOTE+P.D. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B. Example/Event #2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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C. Example/Event #3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Locating Scholarly Secondary Sources for Research**

Name Period

For your literary analysis, you must incorporate at least ***two*** ***scholarly secondary sources*** into your paper. ***Remember, you must properly cite the source in your paper (using parenthetical documentation) and also cite it in your Works Cited page. You will not have a passing paper without using secondary scholarly sources.***

**Steps for locating a *scholarly* internet source:**

***\*Note: You are only permitted to use scholarly sources from Galileo or Galenet.***

1) Search for a *relevant* article. Use choice words to narrow your searches. Please understand that this is typically the most time-consuming part, so expect to spend a decent amount of time evaluating sources *(i.e. Does this article relate to my paper? Is it helpful? Will it enhance my thesis? etc).*

2) Write down important information from the source. What are some of the quotes/paraphrased statements you want to use? What is the citation information? (Again, you will need this to both cite the article in your paper and in your Works Cited.)

**Hint: Sometimes a book source is actually easier to use than a scholarly article; keep that in mind, but feel free to use either!**

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|  |  |
|  | |  | | --- | | Scholarly Databases:  Galileo Password for Galileo:  Galenet Password for Galenet: | |

How do I cite the information in MLA? Purdue University has an ongoing goal of keeping up with all things MLA, so this site will tell you how to do all things regarding MLA! <https://owl.english.purdue.edu/owl/resource/747/01/>

**1) Citing an Entire Web Site**

It is necessary to list your date of access because web postings are often updated, and information available on one date may no longer be available later. If a URL is required or you chose to include one, be sure to include the complete address for the site. (Note: The following examples do not include a URL because MLA no longer requires a URL to be included.) Remember to use *n.p.* if no publisher name is available and *n.d.* if no publishing date is given.

**2) An Article in an Online Scholarly Journal**

For all online scholarly journals, provide the author(s) name(s), the name of the article in quotation marks, the title of the publication in italics, all volume and issue numbers, and the year of publication.

**Article in an Online-only Scholarly Journal**

MLA requires a page range for articles that appear in Scholarly Journals. If the journal you are citing appears exclusively in an online format (i.e. there is no corresponding print publication) that does not make use of page numbers, use the abbreviation *n. pag.* to denote that there is no pagination for the publication.

Dolby, Nadine. “Research in Youth Culture and Policy: Current Conditions and Future Directions.” *Social Work and Society: The International Online-Only Journal* 6.2 (2008): n. pag. Web. 20 May 2009.

**3) Book Source**

**Basic Format** The author’s name or a book with a single author's name appears in last name, first name format. The basic form for a book citation is:

Lastname, Firstname. *Title of Book*. City of Publication: Publisher, Year of Publication. Medium of Publication.

**Scholarly Secondary Source #1:**

**Citation Information (the full citation that you will need for your Works Cited):**

\*Note: If you have an online article, you may want to write the web address here in case you need to refer back to this article later:

Quotes/paraphrased information from this article that relates to my thesis + parenthetical documentation:

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How do these quotes relate to my thesis/the point I am trying to prove?

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**Scholarly Secondary Source #2:**

**Citation Information (the full citation that you will need for your Works Cited):**

\*Note: If you have an online article, you may want to write the web address here in case you need to refer back to this article later:

Quotes/paraphrased information from this article that relates to my thesis + parenthetical documentation:

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How do these quotes relate to my thesis/the point I am trying to prove?

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**For the final draft of your literary analyses, you need to do the following:**

Edit your rough draft only after I have said it is okay to do so. I do not want to deduct points from your essay for touching it “early”. Please “resolve” all comments only after you have fixed the problem for each comment.

**Hard copy materials to turn in:**

## 1. quotation charts

## 2. documented sentence outline

3. locating a secondary source sheet

## 4. checklist sheet (this sheet)

(Cut here, and turn in the checklist to Ms. Swanson.)

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Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Checklist: Please *only* check off the line if it is complete!**

I have:

\_\_ used MLA format properly (12 pt. font, Times New Roman, double-spaced, header, title, etc.)

\_\_ reviewed my rough draft and addressed every comment from Ms. Swanson.

\_\_only written in *present* tense.

\_\_have a minimum of 900 words and 6 paragraphs.

\_\_implemented information from two secondary [scholarly] sources + parenthetical documentation

\_\_correctly used parenthetical documentation throughout my analysis

\_\_ *analyzed* my paper and not just provided a summary of *The Crucible*.

\_\_ provided a correct Works Cited page with citations for *The Crucible*  and my secondary sources (in MLA format)

\_\_Proofread my paper *aloud* at least 2x

\_\_ Turned in my hard copy materials.

Signature: X\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name: Period:

**Research Packet**

American Literature & Composition A

Swanson Fall 2014

Literary Analysis Research Paper: Themes in *The Crucible*

*\*Research for juniors count as 20% of the final grade\*.*

Research Grade Breakdown:

Thesis /5 Due: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Revised Thesis /5 Due: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Documented Sentence Outline /50 Due: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rough Draft /100 Due: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Final Draft /100 Due: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*I will take up your quotation charts for each Act, but they will not count towards your research grade. However, please understand that they lay the groundwork for your research, so it is imperative that you complete the charts for each Act.