# ­Essay 3: Genre Study

* **Due Date 1:** Monday, March 30: Bring 2 printed drafts to be workshopped

*Skipping the draft workshop = a lowered grade on revised draft.*

* **Due Date 2:** Friday, April 3: Revised draft, submitted via Blackboard
* **Length:** 900 - 1200 words
* **Research / Reading:** Genre study: compare *Evelina* and *Carrie*
* **Format:** MLA Style
* **Value:** 10% of your final grade

## Description

Practice your interpretation skills by analyzing the effect of genre in a comparison two novels telling the story of a young woman’s experience but doing so through two different genres: *bildungsroman* and horror (*Evelina* and *Carrie)*.

Based on the difference in the genre of the two texts, what conclusions can you draw about the way the different genres affect the meaning of the different texts? Remember, you need a thesis that argues something about how we should analyze and interpret these texts (not just a description of genre differences), so you must decide what you think is the overall meaning of each of the two texts you pick and how the genre change helps to highlight that difference in meaning.

Using close readings and direct textual analysis of quotes as your evidence, argue how you see the different genres supporting the different meanings of the two texts.

## MLA Format

Be sure to format your paper according to MLA guidelines: 1-inch margins, the font Times New Roman, 12-point type, double spaced text, indented first lines for every paragraph.

# Description of different grades for papers

1. These papers are brilliant, original, insightful, and articulate, surpassing all of criteria and doing particularly well in four or more areas; such papers are a rich pleasure to read and instruct even experts about their subject matter.
2. These papers are very good, meeting all of the criteria and exceeding basic requirements in two or more areas.
3. These papers meet all of the basic criteria or, if they are deficient in one area, compensate for it in another; these are satisfactory papers that meet the needs of the assignment. There may be a lack of specific textual analysis, or there may be a lot of unnecessary reference to textual details and quotations which are not clearly linked to the argument of the paper, including frequent instances of “unattached quotations.”
4. These papers fail to meet some of the criteria, but most of the pieces are in place. Using inappropriate sources without violating the rules for citation falls into this category. These papers present a poorly defined thesis claim, little or no interpretive/critical context, or inconsistently addresses several ideas that are only loosely related, and treats its subject matter with little insight or development.

F. These papers do not meet the requirements of the assignment, often lacking a clear thesis claim or restricting themselves to plot summary or summary of previous research, or they indulge in plagiarism (either intentionally or due to carelessness). Any plagiarism in a paper (from a single line to full paragraphs) is *unacceptable* and will result in an “F.” If even one sentence of your paper contains words, phrases, and/or ideas from an uncited outside source, you fail the assignment; with more excessive plagiarism, you fail the course and earn an X grade on your transcript. If you use a source and do not cite it for any reason (forgot, fell and hit your head, fingers refused to type, or purposely tried to use others’ work as your own), this is plagiarism.

## Writing Requirements

*General Rules:* Many of these assignments require incorporating scholarly sources. Here, a “scholarly source” refers to something you’ve found via the *MLA Bibliography* database: typically this means books, chapters in book-length collections of essays, or articles in peer-reviewed journals. All sources should be relatively recent, published within the last 10 years or so. Book reviews or short notes will not count for this assignment (“Notes” would include, for instance, items in the *Explicator*, *Notes and Queries*, and *American Notes and Queries* [*ANQ*]).

Follow the checklist on the “Writing about Literature” link on the English Dept. webpage <http://www.uscupstate.edu/english> for reminders about formatting. As standard practice, every formal essay should have

|  |  |
| --- | --- |
| * a title, * an introduction, * a powerful and original thesis or claim, * well-developed and focused paragraphs that support and develop your thesis with carefully analyzed evidence | * well-written topic sentenes in each body paragraph * strong transitions that help guide your readers through the logic of your ideas, and * a conclusion that points to the significance or implications of your argument. |

When you use any primary or secondary sources, cite them appropriately using MLA style, including in-text citations and a Works Cited page.