The Day They Burned the Books by Jean Rhys.  Essential Information Length: 3-5 pages, not including Works Cited Purpose: Examine a text from the course and defend an interpretive claim about it that is grounded in the text and also engages with existing scholarship. Audience: Scholars in the humanities Citation Style: MLA Rhetorical Purpose Combining your close reading and research skills, you will write a paper making an argumentative claim about an interpretation of one of the texts on our syllabus. The claim should be grounded in evidence from the text, and you can either push against or show support for scholarly arguments similar to yours. For this paper, you should choose a text other than the one you used for your close reading assignment. Research and Evidence · You need to cite at least two scholarly, peer-reviewed sources for this paper. You are also welcome to cite additional sources that aren’t scholarly, but these will not count toward the two you are required to cite. The biographical information from the book can be used as a supplementary source, but it does not count as one of your peer-reviewed sources. · All evidence should be appropriately acknowledged in the paper, be it paraphrased or quoted. You’ll want to cite the literary text heavily to bolster your argument. · All evidence should be cited using MLA citation style. For future reference, you can find details about MLA on the Purdue OWL website. Logic and Argument · Your paper should include a clear introduction, a number of body paragraphs that support your argument, and a conclusion that emphasizes the significance of your argument. · Your introduction should follow organizational conventions in the humanities. First, a hook will draw the reader into the conversation. Next, your introduction will provide the necessary context for the reader to understand your argument and the source text. Finally, a thesis statement will provide an argumentative claim about the text and roadmap the support you will use to support that claim. · Your body paragraphs should follow a specific paragraph format, beginning with argumentative topic sentences and ending with transition sentences that help your argument flow from one paragraph to the next. Evidence from your chosen text should be paired with your original analysis. Remember, evidence never speaks for itself; we must explain how the evidence we provide supports the claims we are making. · Finally, your conclusion should reiterate your main argument, remind readers how you’ve supported that argument, and remind your audience why your argument matters. Formal and Stylistic Conventions · Because you are writing to an audience of scholars in the humanities, it is not necessary to define or explain humanities-specific jargon. · You can also assume that your readers have read the text you are discussing, so there is no need for prolonged summary of the text. Focus instead on bringing in evidence from the text that supports your claims about it. · Scholars in the humanities view texts as products, so creative titles and figurative are encouraged. · Overall, you should tailor your language to make your argument as clear as possible to your intended audience, and adopt a fairly formal style that avoids using first-person and referring to the readers directly. Focus your discussion the text and what it means. · The research paper should include an MLA-style Works Cited page with bibliographic citations for all sources used, including your chosen literary text. You should also include in-text citations after all paraphrase and quoted material in your paper. Evaluation Criteria Purpose (35 pts) · Offers an interpretation of one chosen literary text, developing an argument about the meaning behind a text and analyzing how that meaning is created. · Bases analysis on concrete evidence from the text; analysis seems well-founded (i.e. fits the evidence, is logical and well-explained). · Balances quotation/paraphrase of the literary text with analysis of how the evidence supports your interpretation of the text—ties analysis to larger argument. · Demonstrates an understanding of existing scholarship and how your own work connects to or deviates from the existing conversation surrounding the text, using references from scholarly texts. · The overall argument is insightful & original, adding complexity to readers’ understandings of the text. Research and Evidence (30 pts) · Bases analysis on adequate evidence from the text: concrete description, quoted text, occasional paraphrasing. · Incorporates discussion from at least two scholarly, peer-reviewed sources. · Uses MLA conventions for documentation and formatting, including appropriate in-text and bibliographic citations. Global Features (30 pts) · Structures paper as an essay: title, introduction with a thesis, focused body paragraphs, and conclusion. · The title is both specific and intriguing, giving readers a good idea of the paper’s focus, and compelling them to read. · The introduction engages reader with a hook to pull the reader in, brief background and description of the literary text, and the thesis. · The thesis makes a claim about the literary text that is arguable and based on evidence from the text. The thesis includes or is followed by a “road map” that lays out the main points of support for the thesis that will be discussed in the body of the paper. · Organizes body paragraphs topically to build to a logical, larger argument. · The paragraphs are focused and balance evidence and description with analysis supporting the thesis. · The conclusion reiterates & expands on the thesis, reiterates the main points of support for the argument, and connects the analysis to the larger scholarly conversation about the text. · Uses connective transitions, topic sentences, and other signposting to orient readers & keep the focus on the overall argument. Local Features (5 pts) · Adopts a fairly formal, specific style, reasonable tone, and complex sentences suitable for an academic audience. · Uses literary device terms for accurate, specific description and analysis. · Keeps the reader’s focus on the argument and literary text by avoiding first-person.