

English 1102

Project One: Essay: Place in *Howards End*

Fall 2013

Rough Draft Due: Monday 9/16
for in class peer review.

Final Draft Due: Monday 9/23
Length: 750 words.

The title of E. M. Forster's novel *Howards End* (1910) refers to a place, a house that is of immense value to the characters. It is also a novel of contrasts and of characters seeking belonging. For your first project, you will write a 750-word essay asserting your own argument



addressing the role of place in *Howards End*. You can address a single place, a character's relationship to a place or places in the novel, or the relationship of a theme and idea to a place or places in the novel.

You will investigate the places you are writing about and analyze quotations from the novel to support your argument. Find out what the landscape of England looked like in 1910 and how it has changed. How did the characters dress? What did the houses in this part of England look like? In your essay, you will address how this information sheds light on the characters' behavior. You must also include and analyze at least one photograph, map, or other form of media. You can use [Jing](#) to capture, save, and include images.

Other resources include [The British Newspaper Archive](#), [Google Maps](#), and the [Modernist Journals Project 1910 Collection](#).

You can reuse, revise, and build from the contents of your [Digital Woolf blog](#) postings in your essays. Make sure, however, that your essay reads fluidly.

As your draft, compose, and revise your essay, review the techniques for analyzing texts in [WOVENText](#), Chapter 2, (Section 17b and c), including visual texts (Section 17f). You should also review the explanations in of composing arguable statements (Section 19b), thesis statements (Section 19c), drafting essays (Section 21), and developing paragraphs (Section 29a-f).

You should also review *WOVENText* Section 37b "Working With Quotations," Section 42b "In-Text Citations," and "Section 39, Acknowledging Sources and Avoiding

Plagiarism.” You must use your own words and cite all sources appropriately in all of your work this term. You may not cut and paste passages from the internet into your essay, unless you are quoting a passage. You must demonstrate appropriate use of quotations and cite all sources that you consult, including webpages.

This is an academic essay, so it should demonstrate appropriate conventions, including tone, language, and word choice. See Chapter 2, Section 17a of *WOVENText*, “Understanding Your Audience.” You should avoid using the first person, I.

Remember, you do not need to summarize the novel in your essay. Assume your readers have read the novel and only tell them what they need to know to understand your points.

DEVELOPING YOUR ARGUMENT

- Select a set of quotations, details, and an image or other form of media to analyze. You only need to quote when the language of the quotation matters to your argument. Otherwise, you can put a quotation in your own words.
- As you return to the text, begin to formulate an argument by asking what links the evidence that you have selected. Ask yourself how they differ from each other and from other moments. These questions will allow you to answer why each instance is significant to the novel as a whole.
- Select a narrow focus that you are able to address in 750 words.
- Also consider the form and style of the examples you select. Analyze, for instance, the word choice, graphics, and tone. Where in the novel do the instances that you note take place? Why is this significant?
- **Be creative and take intellectual risks.** Show the reader of your essay what you want them to see. Remember that each reader interprets a text differently.

ESSAY STRUCTURE

- Body paragraphs should be approximately half a page in length. As you are planning your essay, consider analyzing two to three quotations or examples per paragraph. If quotations are more than four lines in length they need to be indented as a block quotation. Be selective, however, and only quote the words, phrases, or lines that are necessary to your argument. In addition, fully analyze the quotations you have selected. Sometimes you might deal with only one quotation or example in a paragraph if it demands that much explication.

- Your introductory paragraph should introduce your claim and why it is significant. Remember that your introduction can change up until the last minute and often it is a good technique to make your conclusion your introduction.
- Each topic sentence should assert the argument in the body paragraph it begins. Your analysis in each paragraph should support the topic sentence. The topic sentence of each paragraph should support your claim in the introduction.

PRACTICAL CONCERNS

- You must include a list of works cited. You need to cite the websites for the advertisements according to MLA style. Review the sections in Chapter 2 of *WOVENText* addressing MLA style for in-text citations, websites (Section 39i), and works cited (Section 39d).
- You are not required to address additional materials, but if you do, list them in the works cited. If you consult any web pages you must cite them.
- Your essay needs to be typed, double spaced, in twelve-point, and Times New Roman font.
- Submit your rough draft and final drafts on T-Square at least thirty minutes before class on the dates indicated above.

SUGGESTIONS FOR PREPARING YOUR ESSAY

Paragraph

- Return to the commercials and take stock of what you have observed.
- Begin to synthesize your observations and cluster together passages that are similar or which address a topic that you would like to discuss.
- Gradually write one point you would like to make about the theme or issue you noted.
- This point will become your topic sentence.
- You will use the passages that you collected to support your point.
- The concluding sentence does not need to summarize the paragraph. Bring the argument in the paragraph to a close and begin the next paragraph.

Conclusion

- The conclusion of your essay does not need to repeat what you have already said. In light of what you have argued, make a connection to a larger context and suggest ideas for further research.

Sample Paper Outline

- I. Topic sentence for Introduction
 - a. Ideas that you need to set up your claim
 - b. Your claim, and remember it can be more than one sentence.

Remember that three pages is about four body paragraphs and five pages is about eight body paragraphs with an introduction and conclusion. When planning your paper, you can think of a paragraph as approximately half a page. It might also help you to think of your paper as two shorter papers, one following the other, which support your claim and develop your argument.

- II. Topic Sentence for first paragraph (the next three ¶s should support the argument you will introduce in this sentence/paragraph)
 - a. Second sentence that specifically addresses the topic of Body ¶ 1

1. Subtopic Sentence
 - a. Support: example or quotation
Analysis of example or quotation
2. Subtopic Sentence
 - b. Support: example or quotation
Analysis of example or quotation
3. Subtopic Sentence
 - c. Support: example or quotation
Analysis of example or quotation

Transition to next paragraph

- III. Topic Sentence for ¶ 2 [repeat outline for paragraph one]

- IV. Topic Sentence for ¶ 3

- V. Topic Sentence for ¶ 4

- VI. Conclusion:

- a. The conclusion should both draw your argument to a close and suggest ideas for future research.
- After you write your topic sentences, you can fill in the blanks with the evidence and quotations that you have collected to support your claim.

- Making an outline ahead helps to organize the presentation of your paper.
- When you are done with the outline and/or a draft, you should be able to read your topic sentences as a simplified narrative of your essay.

ASSESSMENT RUBRIC

Scale	1: Basic	2: Beginning	3: Developing	4: Competent	5: Mature	6: Exemplary
Rhetorical Awareness Response to the situation/assignment, considering elements such as purpose, audience, register, and context	Ignores two or more aspects of the situation and thus does not fulfill the task	Ignores at least one aspect of the situation and thus compromises effectiveness	Attempts to respond to all aspects of the situation, but the attempt is insufficient or inappropriate	Addresses the situation in a complete but perfunctory or predictable way	Addresses the situation completely, with unexpected insight	Addresses the situation in a complete, sophisticated manner that could advance professional discourse on the topic
Argument and Support Argument, evidence, and analysis	Involves an unspecified or confusing argument; lacks appropriate evidence	Makes an overly general argument; has weak or contradictory evidence	Lacks a unified argument; lacks significance ("so what?"); lacks sufficient analysis	Offers a unified, significant, and common position with predictable evidence and analysis	Offers a unified, distinct position with compelling evidence and analysis	Offers an inventive, expert-like position with precise and convincing evidence and analysis
Organization Structure and coherence, including elements such as introductions and conclusions as well as logical connections within and among paragraphs (or other meaningful chunks)	Lacks unity in constituent parts (such as paragraphs); fails to create coherence among constituent parts	Uses insufficient unifying statements (e.g., thesis statements, topic sentences, headings, or forecasting statements); uses few effective connections	Uses some effective unifying claims, but a few are unclear; makes connections weakly or inconsistently, as when claims appear as random lists or when	States unifying claims with supporting points that relate clearly to the overall argument and employs an effective but mechanical	Asserts and sustains a claim that develops progressively and adapts typical organizational schemes for the context, achieving substantive coherence	Asserts a sophisticated claim by incorporating diverse perspectives that are organized to achieve maximum coherence and momentum

		(e.g., transitions, match cuts, and hyperlinks)	paragraphs' topics lack explicit ties to the thesis	scheme		
Conventions Expectations for grammar, mechanics, style, citation, and genre	Involves errors that risk making the overall message distorted or incomprehensible	Involves a major pattern of errors	Involves some distracting errors	Meets expectations, with minor errors	Exceeds expectations in a virtually flawless manner	Manipulates expectations in ways that advance the argument
Design for Medium Features that use affordances to enhance factors such as comprehensibility and usability	Lacks the features necessary for the genre; neglects significant affordances, such as linking on the web; uses features that conflict with or ignore the argument	Omits some important features; involves distracting inconsistencies in features (e.g., type and headings); uses features that don't support argument	Uses features that support with argument, but some match imprecisely with content; involves minor omissions or inconsistencies	Supports the argument with features that are generally suited to genre and content	Promotes engagement and supports the argument with features that efficiently use affordances	Persuades with careful, seamless integration of features and content and with innovative use of affordances