



## LIT THEORY PAPER REMINDERS (rev. 11.15.10)

### ORDER TO TURN IN THE PAPER:

- everything goes in folder (if partners, put both folders inside each other)
- grading sheet with comment box filled out
- the paper (with 3 doc. checks highlighted & label them clearly doc. check 1, 2, 3 in the body of the paper AND on the actual photocopies)
- works cited
- photocopies of source(s) from class used (highlight doc. check)
- all other sources (highlight doc. check)
- the folk/fairy tale (highlight doc. check)

1. **NOTE ABOUT THE SOURCES WALLY PROVIDED:** the Bressler, Appleman, and Dobie TITLED articles are from books on literary theory. The TITLED articles by Smith and Murfin appear in the back of either *Frankenstein* by Mary Shelley or *Hamlet* by William Shakespeare. Follow the format in the Survival Manual pp. WC 17-18 for "When you use only a titled chapter or titled article in a book or pamphlet." NOTE: Mary Shelley's name and William Shakespeare's name will appear on your works-cited page but NOT in any parenthetical references. By the way, her name is spelled **SHELLEY**.

2. Stories in anthologies are in quotation marks. ex. "Cinderella" Stories that are published as books are *italicized*. ex. *Cinderella*

3. **For a copy of how the paper should be organized, click HERE.**

4. If you do the paper with a partner, turn in one copy of the paper, with both names listed in the heading. For the pagination, type both last names with an "and" in between them. Turn in one grading sheet, but both of you should put your comments in the comment box. Paper should be in both folders.

5. Here's how you write the following: PhD or master's degree or MA.

6. Be consistent with capitalization. Either use "Reader Response" or "reader response." Pay attention to how your sources capitalize the theories. Pick a style and be consistent.

7. **ABOUT HIGHLIGHTING ON PAPER AND SOURCES!** Do not highlight anything in the actual paper. Photocopy the pages from the sources you have used. Only highlight what you used in the sources you have borrowed from the bins AND those YOU have located on your own so that I may easily locate the place on the source for the doc. checks. You do not have to highlight anything from the folk/fairy tales. If the folk/fair tales are not paginated, please do so in pencil on the pages OR using post-its. ☺
8. Make sure you punctuate dialogue & any stage directions correctly. Make sure you use *Survival Manual* pp. GRS 11-13 to help you do this.
9. Be sure you document the storyline frequently in the section where you are retelling the story. Unless you have a DQ, it is best to do it episodically.
10. Read the GRADING SHEET carefully, so you don't miss anything required. Be sure to establish credibility--both for your narrator as well as the REAL sources you use.
11. E-mail or voice mail Wally (952 975-4303) for any questions.
12. The paper must be turned in by 3:00 or it's late (-10% per day late)!
13. Including THOUGHTS can be tricky. The thoughts are indicated in BLUE.

Example writing the paper in 1st person:

I walk into the classroom really excited about the hour I am about to spend with the students in Ms. Anderson's Literary Theory 101 class. I hope they will enjoy hearing about *Thumbelina* through feminist perspective and maybe will want to take my own online course as a result.

I clear my throat and say, "Good morning, class." I wonder if anyone is listening. I yell, "Hello! My name is Sara Madison." They are still talking! Is there no discipline in the college classrooms today? I'll try again. "Quiet!" I screamed. Finally, I get their attention.

Example writing the paper in 3rd person:

The professor thought, "I wonder if he is actually going to ask that question."

Then Professor Madison asked, "How many of you have read the story?" She speculated that no one had. Then she added, "Let me phrase it another way, then." She wondered if the hour would ever end and whether teaching was really her calling after all.

14. **NOTE: Be careful with tense!** Are you going to write the paper as the hour unfolds? If so, you will be writing primarily in the present tense when it comes to the classroom events. You can also choose to write the paper as if the event has already transpired; you would be reflecting back on how the events unfolded. In that case, you would write primarily in the past tense.

15. Pay special attention to stories that are "compiled by" or "retold by" or "adapted by." They require special treatment for works cited and parenthetical documentation. See page WC 12 for how to do a translator, editor, compiler, or adapter.