

Senior Thesis Paper Guide Watertown High School

Humanities Version 2009

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Joanna Honig, Vivienne Mulhall, Maurin O'Grady and Maureen Regan, 2007

Joanna Honig and Maureen Regan, 2004

Expanded upon STP Guide, Joanna Honig, Karen Harris, and Monica Hiller, WHS, 2001

Expanded upon STP Guide, Harris, 2000 and STP Guide, Honig and Harris, 1996

A Note About Using The STP Guide/ Humanities Version

This guide is intended to outline the steps you will take to write your Senior Thesis Paper (STP), a graduation requirement at Watertown High School. You are responsible for following the guidelines, formats, and information as included in the guide. This information will supplement the work you do with your class and teacher. Keep this guide with you during class and at home.

What is the Senior Thesis Paper?

In order to graduate from Watertown High School, you must first receive a passing grade on your final Senior Thesis Paper. In addition to the individual requirements of each teacher, the following minimum standards must be met by all students (Honors Humanities students will receive additional requirements from their teachers):

The Senior Thesis Paper for Humanities must:

- include a minimum of six typed, double-spaced pages of thesis development.
- make consistent, in-depth, informed reference to one novel (for level one credit) or two novels by the same author (for honors credit).
- make consistent, in-depth, informed reference to at least **three different secondary sources**.
- be completed and submitted by January 9, 2010.
- be the student's original work.
- count as 50% of the student's second term grade.
- include a title page.
- include a Works Cited page.
- feature a thesis and author that meet with the teacher's approval.
- be orally defended by the student within the classroom context when completed.

Due Dates

You must adhere to each due date that your teacher sets for each step of the STP process, including deadlines for planning, research, and writing. Typically, you will receive a deadline and a grade for each of the following steps of the STP process:

- Selecting primary sources (novel(s)).
- Gathering primary sources.
- Generating ideas for thinking/writing about literature.
- Reading and taking notes on your novel(s).
- Drafting and revising a thesis statement.
- Finding and using secondary sources.
- Taking notes on your secondary sources.
- Outlining your STP.
- Writing a draft and integrating quotes.
- Drafting revisions of your STP.
- Completing the final version of your STP.
- Completing a Works Cited Page.
- Presenting an Oral Defense of the STP.

The Steps Explained

Step One: Selecting your primary sources (novel(s)).

A primary source is simply the work you are reading, researching, and writing about in your STP. Your primary sources for the STP will be the novel(s) by your chosen author.

Gathering primary sources

You can get ideas for selecting your primary sources from an annotated list of literature that you will receive during the first weeks of school, and additional suggestions from your teacher.

Finding your novels

You have many options for authors to use. Find and choose works that suit your tastes and interests and fulfill your teacher's requirements. If you do your legwork now, you will find enjoyable works that are interesting and satisfying to research. **Buy the novel(s) either new or used at a bookstore;** you'll need to own the books so that you can work with them, write in them, and refer to them over the course of the term.

Some last words on choosing your primary sources:

- Choose a writer whose work you like and admire.
- Choose works that make you ask questions.
- Choose works rich enough for you to keep noticing new things about them.
- Choose works about which plenty of quality secondary research will be available.
- Choose a writer whose work you understand but find challenging.
- Don't choose an author because his or her novels are short. That doesn't mean they're "easier"; it often means the opposite!

Step Two: THESIS IDEAS LIST

As you read and view your works and take notes on them (see the next section for tips on notetaking), you should refer to the following list of general ideas. These topics will help point you in the direction of a great thesis.

- relationship between "opposites" (love/hate, illusion/reality, dark/light, beauty/ugliness, good/evil, innocent/corrupt, etc.)
- male-female relationships
- family/ generational conflict
- initiation (childhood to adulthood, innocence to experience) rites of passage
- forms/evolution of friendships
- minor characters as catalysts for action
- symbols/motifs and their meaning/intention/effectiveness
- self-deception and self-discovery
- alienation from society
- individuality and non-conformity/rebellion
- aging, mortality, death
- portrayal of violence
- use of metaphor, symbolism, allegory, motif
- changing values
- portrayal of lower, middle, upper class/relationship between classes/money issues
- portrayal of a specific region or time period (i.e., the sixties, the South, the Victorian era)
- setting (time period, era, landscape, rural/urban, weather, nation...) and its relationship to action and/or characters
- world view of author (pessimistic, hopeful, endorsing a specific ideology/belief system)
- sympathetic vs. unsympathetic characters (whom are we supposed to like? dislike?)
- portrayal of father-son relationships
- portrayal of mother-daughter relationships
- representation of female characters/ representation of male characters
- portrayal of sibling relationships

- breaking away from the family unit
- portrayal of old age
- representation of the hero/hero's journey
- use of humor
- use of ambiguity
- the notion of a character's tragic flaw
- portrayal of an institution (marriage, school, the law, government, big business, etc.)
- portrayal of utopia or dystopia
- portrayal of love and romance
- use of religion and/or religious allusions
- sacrifice and suffering
- rebirth
- portrayal of women "breaking out"
- oppression (race, gender, sexual orientation, status, ethnicity, religion...)
- falling and regaining stature
- female characters created by men/male characters created by women
- stereotypes or archetypes
- portrayal of children/childhood/youth
- singularity/ strength of the "dream"/death of the "dream"
- coping mechanisms used by characters
- way of life/state of mind seemingly endorsed by author/director
- clashing cultures
- point of view and how it affects what/who/how we know

You may also want to ask yourself any of the following questions to help steer you in the right direction...

- Does the author seem to be saying something about human nature, life, or the "way things are?" What specifically is s/he saying?
- What forces or circumstances make one of the characters change/act in a certain way?
- How does the author characterize women/men, young/old, rich/poor, etc.?
- How does the structure of the story affect the reader's experience? (i.e. How is suspense built into the story? When does the climax occur? Is the narrative broken up into sections or points of view? Is the story telling linear or non-linear?)
- What effect does the setting have on the characters and action? Does it parallel the action or mirror characters' interior lives?
- How does the writer use literary or storytelling devices like symbolism, motif, irony, foreshadowing, "breaking the rules" of grammar or mechanics--and what is the effect or outcome of this?

Source: Sebranak, Peter. *Writers, Inc.* Lexington: D.C. Heath and Company, 1996. 415.

Step Three: *Taking Notes on Your Primary Sources*

As soon as you get your novel(s) home, create a Word document that includes the following formation for your novel:

author's last name, first name

book title (underlined)

copyright date, publisher

total number of pages

Now you're ready to do your first careful reading of your primary sources. Type the bibliographic information for each one of your primary sources (and secondary sources, but this guide will address that in a later section). Make sure to back up this information, and all writing for the STP, on a flash drive.

Reading Your Novels

When you read your novel(s) for the first time, you should really be doing two things. One part of you should read and get immersed in the action, language, and characters. Another, more analytical part of you, should keep an eye open for anything that is particular or notable about this book and/or writer (trends, ideas, style, themes, and patterns). You should try to take such notes almost as soon as you begin reading.

Taking Notes as You Read

1. Highlight.

As you read, use a highlighter to mark anything (word, sentence, paragraph, section...) that strikes you as important, unusual, noteworthy, or seems to be part of a trend or a bigger picture somehow.

In addition to highlighting, you can also write notes to yourself in the margins of the pages or on post-it notes.

*Respond actively to what you're reading, and you'll be much more likely to begin forming thesis ideas early on. And remember, this part of the process is EXPLORATORY. Since you probably don't know what your thesis is yet, you won't use everything you highlight in your book. That's okay.

2. Review.

After you've read your novel all the way through and highlighted, go through and read what you've highlighted and what you've written to yourself in the margins. What do you notice? What's similar about what you noticed and noted?

3. Revisit the Thesis Idea List (earlier in this Guide).

Now, you may want to revisit the ideas list earlier in this guide. Does either your highlighted material or your notes to yourself lend themselves to any of these thesis ideas? Go back and forth between the Thesis Idea List and your "marked up" novel(s) until you notice a few possibilities. Underline those items on the Thesis Idea List that might work.

4. Write Notecards.

With a couple of possible thesis ideas in mind, you will now go through your novel and document the material you still think might be important. Your teacher will require you to pass in at least 20 (30 for honors) electronic notecards that cover your book from beginning to end.

A Step-by-Step Guide to Writing Notecards for Your Novels.

Step One. At the top of each notecard include the following information: your name, book title (or abbreviation), author's name, and the page number you are referring to on the card. Be sure to number each notecard. Staying organized from the beginning of the process of writing this paper is essential.

Step Two. On the front of each notecard, you must put the following things:

- an important passage or important dialogue
- a theme you notice in the novel

*Remember, as you write notecards you are trying to get closer to a thesis statement for your paper. Refer back to the Thesis Ideas List if you are running out of ideas. There might be something there you missed the first time.

Step Three. On the back side of each notecard, you should explain why you think the information on the front of the card is important. You should also raise questions and refer to earlier cards, whenever possible. You should also make connections between and among these electronic notecards.

Sample notecard on a novel:

Front of Card

M. O'Grady

1984 by George Orwell

quote: "Her body seemed to be pouring some of its youth and vigor into his."

page: 113

themes: revitalization, newfound desire and enthusiasm

Back of Card

Meaning: For the very first time, the reader sees Winston, the once pathetically frail protagonist lacking any enthusiasm and desire, as a changed man. The reasons for the affair between Winston and Julia are two-fold. Winston is using the affair as a means of rejuvenation and rebellion. The fact that Julia desires Winston's companionship in a sexual way is giving him the "youth" and "vigor" needed to carry out his personal rebellion against the Party.

Connections on page 140: Winston and Julia meet O'Brien to discuss a possible conspiracy working against the Party. Would Winston have had the motivation and ambition to do so prior to his affair with Julia?

Note: the previous notecard is merely one example of an effective notecard. Your teacher will tell you the exact format for writing your notes. What's most important is that you put something you find significant (whether it's a passage, image, theme, or literary device) on the front side of the card and explain its significance on the back side of the card. **Making connections to other sections of the book and to other works is crucial to developing a thesis and writing a good paper.** You may not be able to make connections (such as the one above) on every card but you should try to do this as much as possible.

Step Three: Writing and Refining a Thesis.

A thesis states the main argument of your paper. Everything you write in your paper will, in some way, support this thesis statement. You express your thesis in one to three sentences, usually at the end of the first paragraph. A thesis is not a topic ("jealousy"), but a developed idea and assertion **IN THE FORM OF A SENTENCE**. If you were to write a thesis statement about one novel, it would read like the following sentence, "The jealousy in William Faulkner's novels is central to the male characters' sense of insecurity and loss."

Your thesis changes as you progress through the stages of writing this paper. Don't worry too much about trying to stick to an early version of a thesis you don't really believe anymore or doesn't make sense once you've done all your reading and research. Keep going back, refining your thesis to figure out exactly what you want to say.

WHEN WRITING YOUR THESIS...

***Do not use "absolute" words like "never", "always", "all", or "none." They make your paper almost impossible to prove.

***Do use the author's name and the name(s) of the work(s) in your thesis.

Think of your thesis in two parts:

Part One: A characteristic of work--or the thing that the author/work does

Part Two: What is the *EFFECT OR OUTCOME* of the above, or even possible reasons why the author made those choices?

Sample Thesis Statement:

In William Dean Howells' The Rise and Fall of Silas Lapham, characters undergo radical changes, rising and then falling precipitously. Inherent character flaws are the cause of the characters' downfalls.

Part One talks about a characteristic:

In William Dean Howells' The Rise and Fall of Silas Lapham, characters undergo radical changes, rising and then falling precipitously.

Part Two talks about the effect of that characteristic:

Inherent character flaws are the cause of the characters' downfalls.

Questions to ask yourself when writing a thesis statement:

1. Do I really believe this thesis?
2. Is my thesis specific enough to ensure that I can prove it in six-to-twelve pages?
3. Is my thesis broad enough to gather enough primary and secondary source evidence to write a six-to-twelve page paper supporting it?
4. Am I excited about the originality of my thesis? Can I prove it?
5. Does my thesis need even more refining?
6. Is my thesis an original assertion, or just a statement of fact?
7. Could I prove this thesis if someone challenged me?
8. Do I use active verbs (like expresses, displays, contrasts) in my thesis?

Step Four: Finding and Using Secondary Sources

A secondary source is any legitimately aired or published mention of your author and/or his/her works. Because not everything you find will be relevant to your thesis, you really need to find four to five (4-5) secondary sources for each primary source. Ultimately, when you write your paper, you will need to include a minimum of three (3) different secondary sources on your Works Cited page. If you can't find a sufficient number of secondary sources, you should reconsider your topic and discuss options with your teacher.

Examples of Secondary Sources:

Newspaper articles
Magazine (periodical) articles
Contemporary Literary Criticism (CLC)
19th Century Literary Criticism (NCLC)
20th Century Literary Criticism (TCLC)
Interviews (print, radio, television)
Educational Web Sites
Institutional and Organizational Web Sites
Online Magazines
Documentaries
Lectures

Make a Bibliographic Card as soon as you find each source! As you read through secondary sources you think might be relevant, follow the same procedure for making electronic Bibliographic Cards as you did with your primary sources. Be careful because some of the information necessary for secondary sources differs from primary sources (consult the WHS Library website for specific information on proper bibliographic citation!). *You will receive a separate handout with specific information about this requirement.*

BIBLIOGRAPHIC CARDS ARE ESPECIALLY IMPORTANT TO COMPLETE FOR SECONDARY SOURCES. Many students have been forced to take precious secondary source information out of their paper because they lost the bibliographic information and thus couldn't give the source credit. Remember to once again back up your bibliographic information on a flash drive.

An Important Note on Plagiarism

The following definition is taken directly from the student handbook:

Plagiarism is defined as the act of presenting someone else's words and/or ideas as your own, even if done unintentionally. Any student who quotes directly from any source or makes use of an idea from any source and does not credit the author of that source, who copies part or all of the work of another student, or who allows part or all of his/her work to be copied by another student, will be considered to have plagiarized. Information taken from the Internet or other electronic media without crediting the source is also a form of plagiarism. Students must credit all sources that provide useful information and enclose any word or words directly taken from a source within quotation marks. Failure to do so is a dishonorable act; academic theft in an academic institution is a serious matter and, as such, has serious consequences. A student found guilty of plagiarism may receive a grade of zero on the project, may have his course level lowered, and may also forfeit membership in the National Honor and/or Cum Laude Society. Other consequences, such as a letter of reprimand in the student's file, exclusion from consideration for academic honors, or notations on college recommendations may also follow from an incidence of plagiarism.

Students and faculty should follow guidelines consistent with those of the Modern Language Association (MLA) (such as the MLA Guide to Documentation), our single school-wide standard. These guidelines are available from classroom teachers and departments, the school library, as well as on the Watertown High School Library's web (whs.watertown.k12.ma.us/library) page.

How to Cite Sources:

By definition, all research papers must incorporate others' ideas. However you must give credit to any source by documenting it properly both within the paper and in a Works Cited page.

For this paper, after you use a source's words or unique ideas you will include their last name in parentheses right after their words/ideas. If there is a page number for the source material, put it after the source's last name. Then, put a period on the outside of the closing parenthesis.

Example:

In her novel Emma, Jane Austen makes "bold use of the rising action of her plot" (Smith 45).

At the end of your paper, you'll compile and present detailed information on all the sources you used in you STP. The mechanics of how and what to include for each source depends upon what it is and where you got it.

How can you avoid plagiarizing?

YOU SHOULD DOCUMENT YOUR SOURCES WHEN YOU DO ANY OF THE FOLLOWING THINGS:

- use a direct quotation
- use ideas taken from another source
- paraphrase a passage in your own words
- copy a table, chart, or diagram
- construct a table from data provided by others
- present specific examples, figures or factual information taken from a specific source and use [it] to explain or support your judgments.

"The following examples illustrate the problems of plagiarism:

(ORIGINAL VERSION)

'Still, the telephone was only a convenience, permitting Americans to do more casually and with less effort what they had already been doing before' (Boorstin 391).

VERSION A:

The telephone was a convenience, enabling Americans to do more casually and with less effort what they had been doing before.

This is plagiarism in its worst form. Because the writer does not indicate in the text or in a note that the words and ideas belong to Boorstin, he asks the reader

to believe the words are his. He has stolen the words and ideas and attempted to cover the theft by changing or omitting an occasional word.

VERSION B:

Daniel J. Boorstin argues that the telephone was only a convenience, permitting Americans to do more casually and with less effort what they had already been doing before (391).

This version is also plagiarism. Even though the writer acknowledges her source and cites the passage obviously, she has copied the original almost word for word; yet she has supplied no quotation marks to indicate the extent of her borrowing.

VERSION C:

Daniel J. Boorstin has noted that most Americans considered the telephone as simply 'a convenience,' an instrument that allowed them 'to do more casually and with less effort what they had already done before' (391).

This version represents one, although not the only, satisfactory way of handling this source material. The author has identified her source at the beginning of her paragraph, thus enabling her readers to know who is being quoted, and she has provided a complete note directing them to the exact source of the statement. She has paraphrased some of Boorstin's words and quoted others, making it perfectly clear to the reader which words are hers and which belong to Boorstin.

Work Cited: McCrimmon, James. Writing with a Purpose. Boston: Houghton Mifflin, 1984.

Internet Research: You will receive a library tutorial on evaluating appropriate sites for this paper.

Taking Notes on your Secondary Sources

After you've gathered the secondary sources you feel are the strongest, begin the highlighting/ note taking process. Then, transfer the information to electronic notecards in much the same way you did for your primary sources. Organize your information by their source, and keep good track of it. Be sure the cards you submit are properly labeled and numbered.

Outlining your STP

The outline, a blueprint for your paper, organizes all of the material you will include in your paper. Writing an effective outline requires planning and organization. Spend time writing detailed outlines, and your final paper will be much easier to write. Your teacher may require you to write several different outlines. If you follow the following approach to writing outlines, it should be much easier for you to get your ideas out on paper.

A step-by-step guide to writing outlines for your STP.

STEP ONE. THE GENERAL OUTLINE.

After you have a thesis for your paper, you need to type a general outline. Typing this first outline and the others is crucial to saving you time later. The general outline helps you break down your thesis into sections and asks you to decide the order in which you will discuss the work(s). When you organize your outlines and write your paper, **you should discuss your works in the order they appear in the thesis statement.**

For Level 1 students you have one outlining format option—the point by point option.

Point-by-Point Outline

If you organize your paper around a point-by-point outline, you discuss one part of your thesis at a time as it applies to your novel.

Sample Point-by-Point Outline:

I. Introduction*

- A. Different types of material gain
- B. How different types of material gain lead to an individual's downfall
- C. **Thesis statement:** In John Steinbeck's Of Mice and Men characters search for happiness through material gain or physical pleasure. This search leads to the characters' discontent and downfall.

II. **Of Mice and Men**

- A. Characters search for happiness and/or power through material gain and/or physical pleasure.
- B. This search leads to the characters' discontent and downfall.

III. Conclusion*

**All outlines should include an introduction and conclusion, even though you won't know at this point what you want to say in these sections of your paper. Your thesis statement should be C under I. As you probably know, introductions should get the reader from the general topic to your specific outline. In A, B (under I), write down a few things you might say to get your reader gradually to your thesis. This, as well as your thesis, will very well change; however, you need to begin organizing your thoughts in this format.*

For Honors students, you have two options when you write your general outline. You can write a point-by-point outline or a subject-by-subject outline.

Point-by-Point Outline

If you organize your paper around a point-by-point outline, you discuss one part of your thesis at a time as it applies to all of your works.

Sample Point-by-Point Outline:

I. Introduction*

- A. Different types of material gain
- B. How different types of material gain lead to an individual's downfall
- C. **Thesis statement:** In John Steinbeck's Of Mice and Men and Cannery Row, characters search for happiness through material gain or physical pleasure. This search leads to the characters' discontent and downfall.

II. Characters search for happiness and/or power through material gain and/or physical pleasure.

- A. Of Mice and Men
- B. Cannery Row

III. This search leads to the characters' discontent and downfall.

- A. Of Mice and Men
- B. Cannery Row

IV. Conclusion*

**All outlines should include an introduction and conclusion, even though you won't know at this point what you want to say in these sections of your paper. Your thesis statement should be C under I. As you probably know, introductions should get the reader from the general topic to your specific outline. In A, B (under I), write down a few things you might say to get your reader*

gradually to your thesis. This, as well as your thesis, will very well change; however, you need to begin organizing your thoughts in this format.

Subject-by-Subject Outline

If you organize your paper around a subject-by-subject outline, you discuss the entire thesis in relation to each work individually.

Sample Subject-by-Subject Outline:

I. Introduction

- A. Different types of material gain
- B. How different types of material gain lead to people's downfalls
- C. Thesis statement: In John Steinbeck's Of Mice and Men and Cannery Row, characters search for happiness through material gain or physical pleasure. This search leads to the characters' discontent and downfall.

II. Of Mice and Men

- A. Characters search for happiness through material gain or physical pleasure.
- B. This search leads to the characters' discontent and downfall.

III. Cannery Row

- A. Characters search for happiness through material gain or physical pleasure.
- B. This search leads to the characters' discontent and downfall.

IV. Conclusion

Note: Your general outline does not require you to include any specific information from your primary or secondary sources. As the examples above demonstrate, the general outline only asks you to organize your paper in the most basic way and for Honors students choose between the point-by-point and subject-by-subject approaches. If you don't understand the outline format (when you use roman numerals, capital letters, etc.) ask your teacher or refer to the WHS library website.

Step Two: THE SPECIFIC OUTLINE.

Now that you have the general outline of your paper, you need to add in specific proof from your primary and secondary sources. Follow the steps below to write a specific outline.

1. Make a copy of the file of your general outline
2. Add a '1' and '2' under each capital letter. The '1' and '2' should include a specific sentence about your novels/films/paintings that help you explain the capital letter they fall under.

3. For each number, you need to add a quote (lower case a, b,...) that helps you prove the statement you made in '1' and '2.' Make sure you include an endnote (see below) that lists your author's name and the page number of the quote.
4. After typing each quote, you need to write a (1), (2). This section of the outline should explain the quote and connect it to the thesis.

Sample Point-by-Point Outline (with only primary source quotes)

I. Introduction*

- A. Different types of material gain
- B. How different types of material gain lead to an individual's downfall
- C. **Thesis statement:** In John Steinbeck's Of Mice and Men characters search for happiness through material gain or physical pleasure. This search leads to the characters' discontent and downfall.

II. **Of Mice and Men**

- A. Characters search for happiness and/or power through material gain and/or physical pleasure.

1. George thinks he will find happiness if he buys a farm.
 - a. "Someday--we're going to get the jack together and we're a cow and some pigs...And when it rains in the winter we'll just say the hell with goin' to work, and we'll build up a fire in the stove and set around it an' listen to the rain comin' down on the roof..."(Steinbeck 15).

- (1) George describes the dream he and Lennie share. They want to live independently, own a farm and raise rabbits and chickens.

- (2) "When it rains...we'll say the hell with going to work" and "we'll build up a fire in the stove and set around it an' listen to the rain" suggest the farm will enable them to achieve happiness because they will not have the burdens and responsibilities they now share.

- B. This search leads to the characters' discontent and downfall.

III. Conclusion

Note: the above is only a section of an outline. For Outline #2, you need to add information like the above for every capital letter in your outline. If you're working with a Point-by-Point Outline, the information will be almost identical but you will put it in a slightly different order.

Step Three. WORKING SECONDARY QUOTES INTO YOUR OUTLINE.

Your second outline should include the secondary source quotes you have gathered in support of your thesis. You integrate secondary quotes into the outline in the same way you placed and explained primary quotes.

1. Make sure you have written down all the bibliographic material necessary for your secondary quotes. Type the exact quotes (with quotation marks) in your notes and explain what you think the quotes mean. In addition, explain how each quote connects to your thesis statement.
2. Look through your outline #2 and choose secondary quotes that connect directly to sections of your outline.
3. Find the section of your outline that deals with the specific issue of your quote.
4. Each secondary quote should be treated like a primary quote. Each secondary quote should be a small 'a,' 'b,' or 'c.' You need to decide if it should go before or after your primary quotes. The key is to place it under the section of the outline it proves.

Example of how to work a secondary quote into an outline:

Note: *This is just a small section of an outline, but it does contain a primary source and secondary source quote.*

III. The Age of Innocence

- A. Characters ignore their feelings and abide by society's rules
- B. Ignoring their feelings and abiding by society's rules leads to the characters' unhappiness
 1. Archer marries and has two children because he feels that's what society demands from him. He can't get Mrs. Olenska out of his mind, however, because of the passion he felt with her.
 - a. "But you are the woman I would have married if it had been possible for either of us" (Wharton 169).

(1) Archer expresses that Mrs. Olenska is the

woman he would have preferred to marry.

- (2) Because he longs for Mrs. Olenska, it is clear that he is unhappy after having been persuaded by the wishes and opinions of other people.
- b. "Ellen Olenska and Newland Archer must sacrifice Their ideal of love, since she is married and the scandal of divorce is unthinkable" (Milne 42).
 - (1) This suggests that divorce is not permissible in Archer's rigid society.
 - (2) Ellen and Archer neglect their own desires and potential happiness because of their society; they are unable to act according to their own wishes.

Writing a Draft and Integrating Quotes

Use your excellent primary and secondary source outline as a step-by-step guide to writing your first draft. Your draft should include all the primary and secondary source quotes you wish to use, and should be typed and double spaced. In other words, it should "look" like a final paper.

When you first start to write your rough draft, don't worry about the introduction and conclusion. You can begin the rough draft with your thesis statement if that makes it easier. Just make sure that you include an introduction and conclusion in the draft you pass in to your teacher (refer to the next section on **How to Write Introductions and Conclusions** for help with developing these sections of your paper).

If you wrote your outlines thoroughly, the main thinking involved in writing the paper is done. The main thing you need to do now is integrate quotes into your paper. For the most part, quotes cannot stand on their own; they require some type of introduction and explanation that includes connecting them to the thesis statement. Your reader should understand why you include a quote when you do, without you explicitly stating the reason for using it. For this entire paper, use the parenthetical citation method(see the examples below).

There are three different basic types of quotes; you treat each one a little bit differently.

1.) Partial sentence: uses part or all of your source's sentence as a part of your sentence.

example: Toby never knows what is coming next, in part due to "Rosemary's ever changing and fluctuating mind" (DesRosiers 45).

2.) Full sentence: uses a source's full sentence in its entirety.

example: Toby never knows what is coming next. "We see him affected daily by Rosemary's ever-changing and fluctuating mind" (DesRosiers 45).

3.) Block quotes: used when quoting a source longer than three (3) full typed lines

example:

After going through several bad decisions with Rosemary, it is clear that Toby is on his own. Yet, despite his strange relationship with Rosemary, he is none the worse for wear.

While Rosemary relies on Toby for much more emotional support than perhaps is normal from a mother to her child, in his case, it ends up serving to transfer her strength and hope to him. He is used to her unorganized, haphazard way of doing things, and he has learned to cope (Norris 43).

In fact, Toby is already beginning to show his ability to adapt in the first few pages of the book. He knows nothing about where they are headed, and does not seem to care.

How do you integrate quotes effectively into your paper?

To integrate quotes effectively into a paper, you need to do the following four things:

- *introduce the quote (with some context from the work, if necessary)*
- *include quotes (of course)*
- *explain them, and*
- *connect them to your thesis.*

Example of a quote that is introduced and explained well:

Trust Me by John Updike tells the story of a man, Fred, who is unhappy in his relationship with his wife. His is a very dull and boring life, one that needs some change and excitement. His wife cannot offer this to him.

But she had done him no harm--had done, indeed everything he had asked. Born him healthy children, created a home that could be displayed to his colleagues and friends, served as an extension to his ego...Yet, lying beside her night after night...he had become convinced that there must be a better life than this (Updike 292).

Fred is clearly unhappy and his marriage is very superficial. His wife creates "a home that [can] be displayed to colleagues and friends," suggesting that his relationship is based on security and outward appearance, not love. He needs to keep a "happy looking" family life for business reasons. He is not angry at his wife nor does he hate her; however, "he had become convinced that there must be a better life," a life with someone who could fulfill his needs. He does not need a woman to throw him cocktail parties; he needs a woman to love him.

Step Seven. Writing the Introduction and Conclusion to your STP.

The introduction to your STP is like a map; it lets your reader know what lies ahead in the rest of the paper. The more organized you are before you write it, the better the introduction will be!

The key to writing a solid introduction is to WAIT until the body of the paper has been written. In a paper such as your senior thesis, **which is a minimum of six pages**, the body of your paper (the paragraphs supporting your thesis statement) dictates what information your introduction will include.

The first step is to look at your outline. You have already written your thesis statement and have filled in the topics of your supporting paragraphs. How will you (generally) introduce your reader to the topic? Your first sentence should be **general, interesting, informative, thought-provoking** and connect with the core subject of your paper. You want to make the reader continue reading! This will be your topic sentence.

Your thesis statement will be your LAST sentences in the introduction. Think about how to connect your first sentence to your thesis: what is the subject of each supporting paragraph? The sentences between your topic and thesis sentences **MUST** reflect your paper's structure exactly. Your reader should be able to predict precisely how your paper will unfold; if it's not mentioned in your introduction, it can't appear in the paper!

Sample introduction:

Human history is a seemingly endless chronicle of oppression and liberation. It is a part of human nature for people to struggle to free themselves from restraints placed on them by patriarchal and politically repressive cultures. *In Julia Alvarez's Yo characters rebel against authority. Although the characters succeed in their rebellion, they suffer punishment or death.* (THESIS STATEMENT IS IN ITALICS.)

The conclusion to your STP should tie the paper together. Although you want to restate your thesis in the conclusion, you want to take the paper a step further. How do you do this? You can step outside the works you've been discussing and tie the thesis to society in general. You can also ask questions along the same lines. If you are having difficulty with this part of your paper, make an appointment with your teacher to work with you individually. You probably won't want to write the conclusion until you've revised the rest of your paper.

Step Eight. Revising your draft and completing the final version of your STP.

You will hand in your rough draft for your teacher to correct, edit, comment on, and grade. Because your teacher's comments will be exhaustive and comprehensive, you should pay close attention to each one. If you don't understand a comment, ask your teacher to explain it. Write the final draft of your STP with your corrected version of your first draft in front of you. If your teacher mentions that you need to work on a specific area of your paper (for example, integrating quotes), you should assume that you need to look through the entire paper for proper integration of quotes, not just the sections your teacher commented on.

*****You must submit two copies of your final STP, one an emailed version, the other a hard copy. Each must include a cover page and a Works Cited page. At the time you submit your final draft you should resubmit your rough draft—the one with all your teacher's comments on it.***

The Works Cited Page

This is another name for what used to be called a "Bibliography". This is the place where you not only "give credit" to your primary and secondary source authors, but also give your reader all the information he or she would need to locate your sources for further study or reference.

It is vital that you follow the MLA Works Cited format. Please see the library website and refer to any supplemental materials provided by your teacher in order to do so properly.