**3rd Paper Assignment:**

**The Shipping News** by E. Annie Proulx

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**Due dates:**
- 2-Column Notes: literary scholarly source Wed May 20; social science scholarly source Thurs May 21
- Nearly Perfect Draft (in 2 pocket folder with preliminary materials): Tuesday May 26
- Final Paper: Thurs May 28

**Length:** ~6-8 pages

**Format:** same as Paper 1

**Resources:**
- “Documenting Sources” http://www.powa.org/documenting-sources/
- “MLA 101” http://facweb.northseattle.edu/cadler/writing_resources
- “Paraphrasing, Summarizing and Quoting”: http://owl.english.purdue.edu/owl/resource/563/01/
- “Paraphrase: Write it In Your Own Words”: http://owl.english.purdue.edu/owl/resource/619/01/

**Attachments:**
- Sources for Paper 3 *The Shipping News* by E. Annie Proulx
- Two-Column Notes Assignment

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**Understanding the Assignment**

As with Papers 1 & 2, you will write an in-depth analysis of a text, but this time you will draw upon a broader set of texts which you will reference and cite in your paper. In preparing to write and writing this paper, you will learn how to distinguish between types of sources and the different uses to which you can put them. You will also learn to use contextual sources, not directly related to the novel, to develop a deeper understanding of how the literary elements we’ve discussed (like setting, plot, character, narration and authorial purpose) relate to the social world within which novels are written and read.

This paper should also be thesis-driven, well organized and tightly edited. Other decisions of style, structure and approach are up to you. Your first and most essential task (after reading the novel and articles) is to come up with a strong, analytical thesis about the novel that will allow you to draw upon (and cite) the information, analysis and insights included in the articles.

**The Research Component**

The research component for this paper involves becoming informed about the social and historical contexts of the literature by reading credible sources. For this paper, I have provided you with a list of eight sources; they are quite diverse but all relate to the novel, *The Shipping News*, in different ways. Learning to work with these sources and to understand why they are credible is the last step before learning how to find and evaluate research sources. By following the links to the databases from which these sources come, you will also begin to become familiar with the research resources available at NSCC’s library, which you will rely on for the next and final paper/project.

For this assignment, you will read four of the eight articles listed, complete formal research notes on two and informal notes on two, and use/cite at least two – of different types – within your paper and in a Works Cited list.

The articles you will use for this paper include primary, secondary and tertiary ones, scholarly and popular ones. By now, via lectures and exercises, you should understand those distinctions. You should also be familiar, from previous units, with when and how to cite these sources, and when it is not necessary to cite ‘common knowledge’.

**Writing the Paper - Your 3 Tasks:**
(As with earlier papers, these are required, and you are expected to produce evidence of having completed them.)

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**Step 1. Before Beginning to Write:**

Though you will not collect the sources for your paper from the library, this is a Research Paper like the ones you’ve been reading about in Chapter 14 of your textbook (*Introduction to Fiction*). You will need to select sources from a much narrower pool (the list below) but according to similar principles.
One important part of the research process is learning to gage what to – and what not to – read. Before planning or drafting this paper, you will first choose between articles, selecting ones you can imagine writing from, and then choose within the articles the parts that are relevant and thus need to be read more closely. Review and utilize what Chapter 14 says about getting started, narrowing in on a topic, and using that narrowed topic to select sources and refine your thesis.

First, choose two of the scholarly articles on the Paper 3 Sources list to read, one literary and one social scientific. Print them out, highlight, write marginal notes; become very familiar with the author’s point as well as how s/he lays out her/his argument. Complete the 2-Column Notes exercise - one for each article. (literary due Wed May 20, social science Thurs May 21).

Then, choose two other articles from the list to read. (Note: there are several articles/chapters in the reference source. Choose ones useful or interesting to you from the Contents page.) Complete informal notes on these sources.

In both sets of notes, do not try to cover the whole article, but rather select out aspects that seem central to the author’s point and/or to the topic you have chosen for your own paper (which should not be identical to the topic of either article, but should spring from some connection between novel and articles).

### Step 2. Writing the paper:

Before drafting, review Chapter 14’s (of Introduction to Fiction) sections on refining your thesis, writing & revising and acknowledging sources. (Remember, this is also where you’ll find the most basic info on using MLA; more details can be found in the Resources listed below, or those linked to my facweb site.)

This time what your paper is about is up to you – but it must be closely related to one or more of the sources provided so that you can really use those sources. Possibilities include

◊ a Response Paper (similar to the one you wrote in class) to one of the scholarly literary studies articles, in which you synopsize the scholarly author’s analysis of the novel and respond with a related analysis of your own – of The Shipping News.
◊ a Literary Cultural Analysis of how the social phenomenon addressed in one of the social science articles or popular secondary sources appears in the novel, and what you believe Proulx is trying to say about it.
◊ a Literary Criticism article, modeled after one of those here (one is more formal, one more informal) in which you advance your own literary analysis, drawing upon references to any of the articles here.

Whichever you choose, follow these guidelines:

- Use and cite at least 2 sources from the list; at least one of these should be one that you did your 2-column notes on, the other one you did 2 column or informal notes on.
- Center your analysis on the novel. Remember, this is a paper about the novel, drawing on sources, not a paper about, for example, single fathers or the fishing industry.
- Balance ideas culled from the sources with your own ideas. Avoid either writing a summary of one of the articles with only superficial response of your own, or at the opposite pole, a paper with only superficial references to research sources.
- Infuse your paper with quotes and paraphrases of the research sources and the novel; remember to cite them and always follow up quotes or paraphrases with interpretation/explanation to tie them to your own point.

Plan, draft and revise. Remember what you learned about your own best practices in the self-diagnostic exercise!

### Step 3. After you have finished writing your essay (but before you turn it in):

Reread this assignment description and your First Draft (this can be on soft or hard copy) – slowly and carefully – together. Locate each expectation and requirement in the Assignment handout, consider what it means, and locate the specific place(s) in your paper where you tried to accomplish it. Did you? Make note of what you discovered and changed in this process, to describe in your Writer Reflection (see below).

After completing that process, print out a hard copy – Second Draft. Proofread this Draft (at least twice). Use different colored pens or pencils (on the hard copy) for the two proofreadings.

Proofreading 1: locate missing words, typos, spelling errors not caught by your spell-check like their/there, spacing and other layout errors, and punctuation errors. (You will do this proofread on all your papers.)
Proofreading 2: For this paper, I would like you to do a special check on your structure, both on the paragraph and paper levels. To help with paper-level structure, your best resource is “The Nuts and Bolts of Structure.” Here’s a resource from the OWL that can help you with paragraphing: http://owl.english.purdue.edu/owl/resource/606/01/
Examine the overall construction of your paragraphs, looking specifically at length, supporting sentence(s), and topic sentence. Individual paragraphs that are significantly lacking length or sufficient supporting information as well as those missing a topic sentence may be a sign of a premature or under-developed thought.

After completing both proofreading processes on your hard copy, make the corrections on computer, and print your paper again. THIS IS YOUR NEARLY PERFECT DRAFT due Tuesday May 26. Bring 2 hard-copies of this NPD to class Tu 5/26 along with the 2 pocket folder (see below).

You will revise this paper one more time after an in class peer review exercise on Tuesday May 26 and turn it in on Thursday May 28.

What to turn in in the 2 pocket folder Tues May 26:
Pocket 1: Your Nearly Perfect Draft (see above) + Writer Reflection, Plan, Draft(s) with proofreading notes, in-class and out of class pre-writing exercises and research notes.
Pocket 2: Papers 1 & 2 and all their extras (the originals with my comments) – organized!

What to take home with you after class Tues May 26:
One hard copy of your NPD with notes from the Peer Review exercise, plus handouts from that day and your copy of “Cultivating a Critical Eye”

What to turn in Thurs May 28 (no folder required):
Your Final Paper 3 and, paper-clipped behind it, the copy of your NPD with notes from the Peer Review exercise.
Sources for Paper 3 – *The Shipping News* by E. Annie Proulx

Reference Source:

Newfoundland and Labrador Heritage Site 1997, Memorial University of Newfoundland and the C.R.B. Foundation. Contents ©1997 - 2007, Memorial University of Newfoundland except where otherwise indicated.

http://www.heritage.nf.ca/home.html (see table of contents at left)

Primary Source:


http://go.galegroup.com.ez.sccd.ctc.edu:3048/ps/retrieve.do?sgHitCountType=None&sort=RELEVANCE&inPS=true&prodId=LitRC &userGroupName=seat92874&tabID=T006&searchId=R4&resultListType=RESULT_LIST&contentSegment=&searchType=Person SearchForm&currentPosition=1&contentSet=GALE|H1100081293&docId=GALE|H1100081293&docType=GALE

Scholarly Articles in the Social Sciences:


http://web.ebscohost.com.ez.sccd.ctc.edu:3048/ehost/pdf?vid=2&hid=104&sid=66baae3e-48c7-43b3-9bc5-10fb13ec2724%40sessionmgr102#db=aph&AN=17414221


http://web.ebscohost.com.ez.sccd.ctc.edu:3048/ehost/pdf?vid=2&hid=101&sid=e71ad516-b57d-4b2e-827b-cc0557049a16%40sessionmgr104#db=aph&AN=11843186

Scholarly Articles, Literary Studies:


http://web.ebscohost.com.ez.sccd.ctc.edu:3048/ehost/pdf?vid=2&hid=104&sid=b39ded80-ece2-45ce-ab0a-8d9139a935d7%40sessionmgr108#db=aph&AN=9044286

Popular, Secondary sources:


Two-Column Notes Assignment

**Purpose:**
To engage with – rather than merely record - the material you find as you research your topic.

**How does it work?**
You will divide your page into two with a vertical line down the center (I recommend turning it sideways – landscape style -- to give you more room). On the left side, you quote, summarize or paraphrase a part of the source that you find interesting or seems important in some way. In the right column, directly beside each quote/paraphrase/summary, you write your comments about or responses to that material.

**What should I write?**
There are a lot of ways to use the right column: opinions (agreement or disagreement), interpretations, or expansions of the ideas in the left column; notations about which subtopics of your research project it might be useful to; responses, comments, thoughts-in-progress; guesses about the meaning of new terms or concepts. Think of yourself as talking to someone as you research – talking to yourself, your instructor or the author of the source you are reading.

**Do my two-column notes need to be typed?** No. It is probably easier to hand write them. Similarly, you do not need to write them to be understood by others (including the Instructor). Your notes are for your own use. This is a process exercise.

**How is this exercise helpful?**
In taking notes on research sources, however you do it, you engage with the text by selecting parts that YOU think are important, but sometimes when you look back at your notes later, you have forgotten why or how. Though you may well discard the 2-Column FORM after you’ve completed the required three sources, this exercise will get you in the habit of recording your own half of this conversation with the text. Doing your reading this way may also help to improve your comprehension and vocabulary or remember the material better.

The model on the back of this page offers several, (but by no means all) ways to use the Two-Column Note form.
Use a separate sheet(s) of paper for each source.

Note: You may find it easier to orient the page long-ways (landscape).

<table>
<thead>
<tr>
<th>Your Name</th>
<th>2 Column notes</th>
<th>Date turned in</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author Name. Title of text etc. (bibliographic info)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quote or paraphrase from the text</td>
<td>Visual commentary (drawings, visual analogies, doodles)</td>
<td></td>
</tr>
<tr>
<td>Quote or paraphrase from the text</td>
<td>Reactions (“This bugs, annoys, moves . . . me because . . .”), reflections (“I wonder if. . .”), musings (“Hmmm...”), questions (“I wonder why...”) with possible answers (“Maybe because . . .”)</td>
<td></td>
</tr>
<tr>
<td>Quote or paraphrase from the text</td>
<td>Connections</td>
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<tr>
<td></td>
<td>• Text to other text(s)—</td>
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<tr>
<td></td>
<td>• This idea to others in same or different text</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Text or idea to yourself</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Text to world</td>
<td></td>
</tr>
<tr>
<td>Quote or paraphrase from the text</td>
<td>Relating part to whole. (Significance of this idea in relation to greater idea of this text)</td>
<td></td>
</tr>
<tr>
<td>Quote or paraphrase from the text</td>
<td>Social Questions (Race, class, gender issues)</td>
<td></td>
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<tr>
<td>Quote or paraphrase from the text</td>
<td>Naming core concepts, terms or framing principles</td>
<td></td>
</tr>
<tr>
<td>Quote or paraphrase from the text</td>
<td>Generate ideas for your paper, relate quote or paraphrase to your topic or thesis.</td>
<td></td>
</tr>
</tbody>
</table>